



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

APRIL 2020
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KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

This Story Put Down Roots in My Heart

Hi teachers,

I am so honored to present this issue's narrative nonfiction feature, "Courage in a Time of Terror." It's the story of a teenager in Poland named Stefania Podgórska, who hid 13 Jewish men, women, and children during the Holocaust. I had the privilege of interviewing Ed Burzminski, Stefania's son, for the story. Speaking with him and learning about Stefania and her courage had a profound effect on me—as I hope it will on your students too. It's a powerful example of a young person's grit, moral fortitude, and resilience in the face of unspeakable evil. It's one of those stories that crawls into your heart and puts down roots.

For students who want to learn more about Stefania, I encourage you to share *The Light in Hidden Places*, a beautiful new novel by Sharon Cameron based on Stefania's life. We've included an excerpt with our article.

Warmly,
Kristin



Ed Burzminski and his
mother, Stefania, 1999



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OUR FAVES



'The
Broom
Dog'



by Jason
Reynolds reads like a
poem that you never want
to end. Your students
will love it." —Mackenzie
Carro, Senior Editor



The
Earth
Day play



about the race
to save a sea turtle is a
sweet story with a serious
message: Our oceans are
in crisis—and we can do
something about it."
—Adee Braun, Managing
Editor



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YOUR APRIL 2020 ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Has a Laugh”	Students practice using <i>imply</i> and <i>infer</i> while learning about laughter.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-10 “Courage in a Time of Terror”	This powerful article tells the story of a teenager named Stefania Podgórska, who hid 13 Jewish men, women, and children for two years during the Holocaust.	<ul style="list-style-type: none"> Featured Skill: Key ideas and details Mood Figurative language Compare and contrast Text structure Interpreting text
Drama, pp. 11-16 <i>Far From Home</i>	In this moving play inspired by a real turtle hospital in Florida, two teens are swept up in the race to save a dying sea turtle.	<ul style="list-style-type: none"> Featured Skill: Key ideas Setting Author's craft Character Text structure Interpreting text Inference
Paired Texts, pp. 17-21 “The Great Stink” and “Toilets of the Future”	A fascinating nonfiction article explores how a sewage crisis in London in 1858 changed the course of history. An informational text about new solutions to today's sanitation challenges follows the article.	<ul style="list-style-type: none"> Featured Skill: Synthesis Author's craft Key ideas and details Cause and effect Tone Supporting details
Debate, pp. 22-23 “Does Chocolate Milk Belong in the Cafeteria?”	The Chestnut Valley School District is considering taking chocolate milk off the menu. Two students make their case to the superintendent. Who makes the stronger argument? Your students decide.	<ul style="list-style-type: none"> Supporting a claim Central ideas and details
Short Read, pp. 24-25 “Attack From Outer Space”	This bite-sized nonfiction article explores the fascinating science of space rocks and the question of how we can protect ourselves from a collision with an asteroid.	<ul style="list-style-type: none"> Text structure Central ideas and details Text evidence
Fiction, pp. 26-31 “The Broom Dog”	This sweet story by award-winning author Jason Reynolds tells the story of a boy who overcomes his fear in a surprising way.	<ul style="list-style-type: none"> Featured Skill: Central conflict Author's craft Metaphor Text structure Simile Setting Character Inference Symbolism
Infographic, p. 32 “Hidden Secrets of the Dollar Bill”	After analyzing our infographic about the dollar bill, students write a proposal for what should be included on a new \$3 bill.	<ul style="list-style-type: none"> Interpreting visual text Symbolism

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>imply</i> and <i>infer</i>• Video: Grammar Hacks: <i>Imply</i> and <i>Infer</i>	L.3
	<div><ul style="list-style-type: none">• Video: Beyond the Story• Audio: Article and vocabulary• Spanish language version• Lower-Lexile version• PW Preparing to Write: Remembering Stefania Podgórska• PW Close-Reading & Critical-Thinking Questions• PW Vocabulary: Definitions & Practice</div> <div><ul style="list-style-type: none">• PW Video Discussion Questions• IW PW Quiz (two levels)• PW Nonfiction Elements (two levels)• PW Core Skills: Summarizing (two levels), Text Features, Text Structure• PW Contest Entry Form</div>	R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, L.4, L.5, L.6
	<div><ul style="list-style-type: none">• Vocabulary Slideshow• PW Preparing to Write: The Amazing Turtle Rescue• PW Close-Reading & Critical-Thinking Questions• PW Literary Elements: Character Thinking Tool</div> <div><ul style="list-style-type: none">• IW PW Quiz (two levels)• PW Core Skill: Inference• PW Contest Entry Form</div>	R.1, R.2, R.3, R.5, R.9, R.10, W.2, W.9, SL.1, SL.2, L.4, L.6
	<div><ul style="list-style-type: none">• Audio: Articles and vocabulary• PW Preparing to Write: Applying a Quote• PW Close-Reading & Critical-Thinking Questions• PW Vocabulary: Definitions & Practice</div> <div><ul style="list-style-type: none">• PW Core Skills: Text Evidence (two levels), Central Ideas and Details (two levels)• IW PW Quiz (two levels)• PW Contest Entry Form</div>	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
	<div><ul style="list-style-type: none">• Audio: Debate and vocabulary• PW Scavenger Hunt (two levels)• PW Essay Kit• PW Vocabulary: Definitions & Practice</div>	R.1, R.2, R.4, R.6, R.8, W.1, W.4, W.5, SL.1, L.4, L.6
	<div><ul style="list-style-type: none">• Audio: Article and vocabulary• PW The Short Write Kit• PW Vocabulary: Definitions & Practice• IW PW Quiz (two levels)</div>	R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6
	<div><ul style="list-style-type: none">• Audio: Story, read by Jason Reynolds• PW Preparing to Write: How Canton Overcomes His Fear• PW Close-Reading & Critical-Thinking Questions• PW DIY Vocabulary</div> <div><ul style="list-style-type: none">• PW Literary Elements: Character Thinking Tool• IW PW Quiz (two levels)• PW Contest Entry Form</div>	R.1, R.2, R.3, R.4, R.5, W.2, W.9, SL.1, L.4, L.5, L.6
	<div><ul style="list-style-type: none">• PW Guide to “You Write It” Activity• PW Contest Entry Form</div>	R.1, R.7, W.2

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

Courage in a Time of Terror

The incredible story of a teenage girl who saved 13 Jewish men, women, and children during the Holocaust

About the Story

Lexile: 900L

For qualitative complexity factors, go to Scope Online.

Learning Objectives:

to identify key ideas in an article about the Holocaust and write a speech honoring one teen's heroism

Key Skills:

mood, figurative language, key ideas and details, compare and contrast, text structure, interpreting text

Essential Questions:

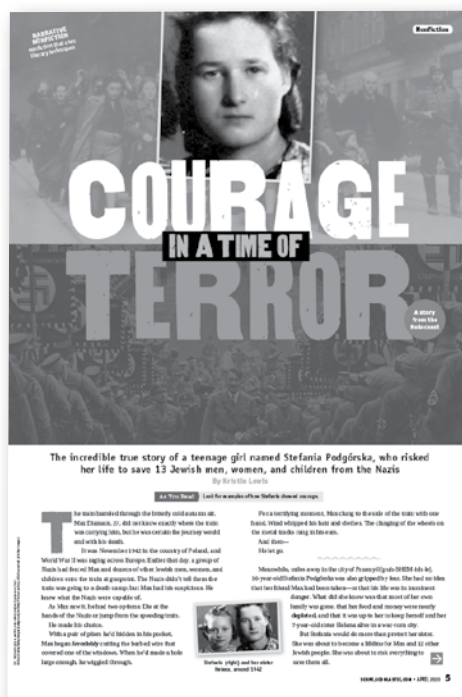
- Why is it important to learn about people from the past?
- Where does courage come from?
- How can we triumph over hate?

Standards:

The 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: Beyond the Story

Audio:

- The article
- Vocabulary

Differentiated articles:

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

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Preparing to Write: Remembering Stefania Podgórska
- Video Discussion Questions
- **Core Skills Workout:** Summarizing*, Text Features, Text Structure
- 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, activity sheet online)

- Project or distribute the **Video Discussion Questions** for students to preview.
- Watch the video, which introduces the time period and events described in the article.
- Discuss the questions as a class.

Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *defied, dehumanizing, depleted, feverishly, gaunt, genocide, harboring, prying*

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 version as students follow along in their printed magazines.
- Have students work in groups to discuss the following close-reading questions.

Close-Reading Questions

What is the mood of the introduction?

How does author Kristin Lewis create this mood? (mood) *The mood is terrifying and suspenseful. Lewis creates this mood by introducing readers to Max at a climactic moment: He is deciding whether to die at the hands of the Nazis or jump from a moving train. Sensory details, such as “Wind whipped his hair and clothes” and “The clanging of the wheels on the metal tracks rang in his ears” also help create the mood, as does the paragraph break between “And then—” and “He let go.”*

On page 6, Lewis writes, “For centuries, antisemitism—prejudice against Jewish people—had smoldered in Poland and across Europe. Soon it would explode into an inferno of violence and death that nobody could have imagined.” What type of figurative language is Lewis using? What purpose does it serve? (figurative language) *Lewis is using a metaphor to describe the rise of antisemitism in Europe in the 1930s. Her use of “smoldered” helps readers understand that prejudice and hatred had long been present but had been constrained, like embers burning slowly, with smoke but no flame. By writing that antisemitism would soon “explode into an inferno,” Lewis helps readers understand that this hatred suddenly began to rage out of control like an enormous blazing fire.*

What was life like for Stefania in Przemyśl in 1938? How did her life change when the Nazis took control? (key ideas, compare and contrast) *When Stefania moved to Przemyśl, she found life to be exciting and energizing. She enjoyed the beautiful streets and the delicacies the city had to offer and found a good job working for the Diamants, who treated her like family. When the Nazis took over Poland, everything changed. The Diamants were sent to a ghetto, and Stefania lived in constant worry and fear for them.*

How does the section “Hitler’s Vicious Lies” contribute to the article? (text structure)

This section explains how Poland came to be under Germany’s control, starting with Hitler’s rise to power in the 1930s.

In your own words, summarize what the character based on Stefania says in the excerpt from the *The Light in Hidden Places* on page 7. (interpreting text) *The character based on Stefania says that visiting the*

ghetto made her realize that what the Nazis were doing was pure evil—that what was being done to Jewish people was not some sort of “mistake,” and that there was nothing to empathize with or try to understand about Hitler and his followers.

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

Critical-Thinking Questions

▶ **What do you think motivated Stefania to take the enormous risks of sneaking food to the Diamants in the ghetto and hiding 13 people in her attic?** *Answers will vary. Students will likely say that Stefania loved the Diamants like family, which likely motivated her to help them. You can infer that she was a selfless person with tremendous courage and empathy, and that she had a strong sense of right and wrong. The excerpt from the novel suggests that she was motivated by a powerful desire to defy the evil she witnessed.*

▶ **Hitler and his followers blamed Germany’s problems on Jewish people. In general, why might people place blame for a problem on a person or group that is not responsible?** *Students may offer that when*

there is no simple answer as to who is at fault, people try to create a simple answer. Having someone to blame may create the sense that justice is possible: If there is someone at fault, there is someone to punish. Racism and other biases also play a role in the unfair assignment of blame.

▶ **The article describes a dark time in history. Much of it does not shed a positive light on human behavior. What in the article *can* give us hope?** *Answers will vary. Students may say that the fact that Stefania risked her life to help others and defy evil shows that people can rise above fear and act with compassion for others. Her courage can serve as an inspiration, and the fact that she saved the lives of 13 people can give us hope that our actions really can make a difference.*

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Remembering Stefania Podgórska**. This activity will prepare them for the writing prompt on page 10. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

What is a hero? What makes Stefania Podgórska a hero? Answer both questions in a well-organized paragraph. Use text evidence to support your ideas.

For Advanced Readers

Consider the saying “Whosoever saves a life saves an entire universe.” What do you think it means? How does it apply to Stefania’s story? Answer both questions in an essay.

For Poets

Write a poem about Stefania Podgórska. Consider who the speaker of the poem should be—Stefania, someone she helped, Helena, or you.

For Book Critics

Read Sharon Cameron’s novel *The Light in Hidden Places*, and write a review of it. The review should include a summary of what the novel is about, as well as an analysis of how the story is told and the key characters.

Far From Home

Two teens are swept up in a race to save a dying sea turtle

About the Story

Lexile: 830L (captions and sidebars) For qualitative complexity factors, go to Scope Online.

Learning Objectives:

to explore the key ideas of a play about a sea turtle rescue and then write a news article or create a podcast about the events of the story

Key Skills:

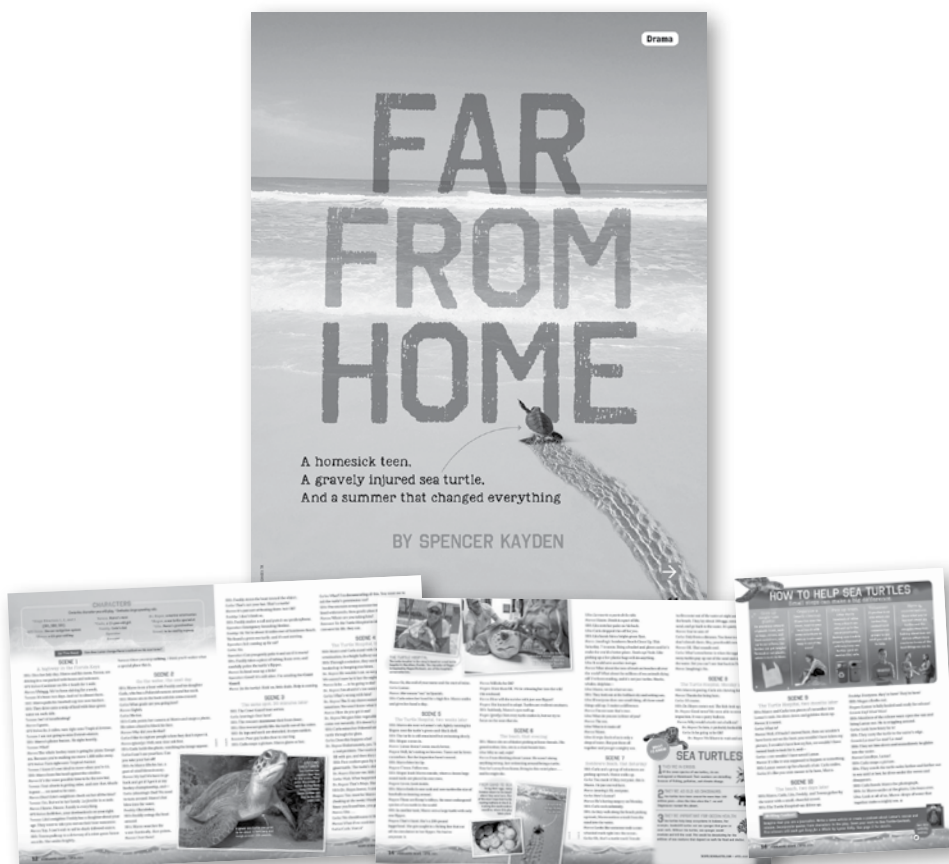
setting, author's craft, character, text structure, interpreting text, inference, key ideas

Essential Questions:

- How do we cope with change?
- How are environmental problems solved?
- How can one person make a difference?

Standards:

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



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Multimedia:

- Vocabulary Slideshow

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Close Reading and Critical Thinking
 - Quiz*
 - **Core Skills Workout:** Inference*
 - **Literary Elements:** Character Thinking Tool
 - Preparing to Write: The Amazing Turtle Rescue
 - Contest Entry Form
- * Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Answer a Riddle.

(3 minutes)

Write this riddle on the board for students to solve as they enter the classroom: *My species has been around for 110 million years and once shared the planet with the T. rex. I can hold my breath for up to seven hours and dive to depths of more than 3,000 feet. I migrate as far as 10,000 miles a year. Jellyfish are one of my favorite foods. Many of my kind die from eating humans' plastic trash that ends up in the ocean. Who am I?* The answer is “a sea turtle.” Share with students that an estimated 1 million marine animals are killed each year by plastic waste, and let students know they are about to read a play that discusses this problem.

Preview vocabulary.

(7 minutes, activity sheet online)

Project the **Vocabulary Slideshow**. Words: *Coast Guard, documenting, fiber, ingesting, maneuver, solemnly, sulking*

2 Reading and Discussing the Play

(45 minutes, activity sheet online)

- Read aloud the As You Read box on page 12.
- Assign parts and read the play as a class.
- Invite students to share anything they found surprising or interesting. Then discuss the following questions as a class.

Close-Reading Questions

Why might the author have included the GPS directions in Scene 1? (setting, author's craft) *The author likely included the GPS directions to help readers feel as if they are in the car with Marco and his mother.*

In Scene 1, how does Marco feel about moving to Florida? How do you know?

(character) *Marco is upset about moving to Florida. You can tell by the short and sarcastic answers that he gives his mom when she tries to cheer him up. For example, as they drive through the Keys, Teresa says, “Isn’t it breathtaking?,” and Marco unenthusiastically replies, “I guess.” When Teresa tells Marco that he can go out on a boat the next day, Marco replies sarcastically that he “can’t wait to sail in shark-infested waters.” These remarks show that Marco is upset and cannot see the positive aspects of his new home.*

What do the characters of Dr. Hayes and Megan contribute to the play? (text structure)

Dr. Hayes and Megan help Marco (and therefore readers) understand threats that sea turtles face and how they are being helped.

In Scene 6, Lita says to Marco, “Each of us is only a drop of water. But put them all together, and you get a mighty sea.” What is she trying to explain to Marco? (interpreting text) *Lita is trying to tell Marco that the actions of individuals, although they may seem small or insignificant on their own, make a difference when you add them up. Change happens when everyone comes together and does their part—no matter how small.*

How does Marco seem to feel about Mel at the start of the play? How do his feelings change? (character, inference) *At the start of the play, Marco seems annoyed by Mel. In Scene 2, he crosses his arms and seems uninterested in talking to Mel. In Scene 3, Marco “glares” at her when she takes a photo of Elmar. However, by the end of Scene 4, his attitude has changed. After they name Elmar, he gives Mel a high five. In Scene 7, he decides to go to her beach cleanup;*

in Scene 8, we learn that Marco asked Mel to come to the Turtle Hospital on the day of Elmar's surgery. This shows that Marco has come to see Mel as a friend.

In Scene 9, how does Marco view his move to Florida? How do you know? (inference)

Marco seems to view the move as destiny. You can tell from his remarks to Mel about how if he had never moved to the Keys, then they never would have met and saved Elmar.

Analyze the text features.

(10 minutes, activity sheet online)

- Have students work in groups to read the captions and sidebars.
- Invite volunteers from each group to share anything they found surprising or interesting.
- Discuss the following questions as a class.

Critical-Thinking Questions

Why should people care about sea turtles?

Answers will vary. Some students may say that sea turtles are important because they help keep marine ecosystems in balance. Others may say that sea turtles are extraordinary and special creatures that have been on our planet for more than 100 million years. Still others may argue

for the intrinsic value of all creatures—in other words, the idea that all animals are important, regardless of their benefit to humans.

What skills and traits do you think would be important for someone who works in a place like the Turtle Hospital? *Answers will*

vary. Students may say education in marine biology and veterinary medicine would be helpful. Important traits include resilience, patience, resourcefulness, compassion, fortitude, and the ability to solve problems and think quickly.

Consider the sidebar “How to Help Sea Turtles.” Why might the author have chosen to include this information? *The author*

may have included this sidebar because the play highlights the many threats that sea turtles face, which may leave readers with a desire to help.

3 Skill Building: Key Ideas

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: The Amazing Turtle Rescue**. This activity will prepare them for the prompt on page 16. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

Choose a character from the play. In a well-organized paragraph, list three of that character's traits. Support your ideas with text evidence.

For Advanced Readers

Research a conservation group that rescues sea turtles. In a well-organized essay, explain the work the group does, its biggest challenges and how it is working to solve those challenges, and why the work it does is important.

For Playwrights

Write a sequel to the play that takes place the summer after Elmar's rescue. Be sure that your story stays true to the characters.

For Advocates

Create a PSA about the plight of sea turtles and how we can help them. Your PSA can be in the form of a video, slideshow, or poster. Be sure to explain the threats sea turtles face, why these creatures are important, and how to help them.

The Great Stink

In 1858, a sewage crisis in London changed the course of history.

About the Story

Lexile: 910L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to synthesize information about sanitation challenges past and present from two nonfiction articles

Key Skills:

author's craft, key ideas and details, cause and effect, tone, supporting details, synthesis

Essential Questions:

- Why is access to clean water important?
- What drives innovation?
- How are problems solved?

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: Applying a Quote
- Close Reading and Critical Thinking
- **Core Skills Workout:** Text Evidence*, Central Ideas and Details*
- 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: Fill in the blanks.

(7 minutes)

Write the following statements on the board:
443 million school days are lost each year because of _____-related diseases. Half of the world's hospital beds are filled with people suffering from a _____-related disease. One in nine people do not have access to clean _____. If you know the word that fits in all three blanks, write down three things you use it for each day. Give students a few minutes to respond. (The answer is *water*.) Invite them to share their lists.

Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *conventional, developing countries, epidemics, fertilizer, intricate, organic, putrid, treatment plants*

2 Reading and Discussing "The Great Stink"

(30 minutes, activity sheets online)

- Invite a student to read aloud the As You Read box on page 17. Then 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 Allison Friedman draw readers into her article? (author's craft)

Friedman draws readers into her article by addressing them directly and placing them in the story she is telling. She uses sensory details to help readers imagine the time and place—horses clip-clop, women glide, and kids sell newspapers, cigars, and fried fish. She also vividly describes the horrific smell, writing that "the steaming

heat is cooking the filthy river into a bubbling, foul-smelling stew" (17) and tells readers that the river has caused tens of thousands of deaths. She finishes with a rhetorical question about whether this crisis can be solved, creating suspense that makes readers want to learn more.

What factors contributed to the 1858 sewage crisis in London? (key ideas and details)

Rapid population growth and the migration of people from farms to urban areas increased the amount of waste in London and decreased the demand for night soil. In addition, water from new flush toilets flooded cesspools, which led people to connect their cesspools directly to the sewers that led to the Thames. As a result, the Thames became overloaded with human waste.

How did a lack of scientific knowledge affect human health in 19th-century England?

How did the construction of London's sewer system change people's understanding of how disease can spread? (cause and effect) *A lack of scientific knowledge about bacteria, waterborne illness, and how diseases spread meant people didn't understand the importance of sanitation. The lack of sanitation led to cholera epidemics. But the construction of London's sewer system changed the way people understood cholera—it eventually helped them realize that polluted water was the source of disease and that cholera and other diseases could therefore be prevented.*

Describe Friedman's tone in the final section. What words or phrases help create this tone? (tone) *The tone could be described as cautionary, as Friedman warns that the sewer systems that were once marvels are now breaking and leaking. The section's title, "A New Crisis" and the phrase "If we don't take action" help to create this tone.*

"Toilets of the Future"

(15 minutes, activity sheets online)

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

Close-Reading Questions

In the introduction, author Mackenzie

Carro poses a series of questions. What

purpose do these questions serve? (author's

craft) *The questions encourage readers to*

consider the consequences of not having toilets.

They also help the reader empathize with people

who do not have safe sanitation.

Something innovative is new, advanced,

and creative. What makes the toilets Carro

presents innovative? (supporting details)

The toilets presented are innovative because

they can be used in places that don't have

conventional sewer systems. Plus, they do not

use water, a limited resource. And they all use

waste as a resource, putting it to work to perform

other important tasks, such as generating

electricity and fertilizing plants.

What is the relationship between water

and disease? (key ideas) Many diseases

are spread through water that has been

contaminated by human waste.

Critical-Thinking Questions

Consider the innovations discussed in

"The Great Stink"—the flush toilet and

sewer systems. What do they teach us

about how innovation influences our lives?

Students may say that innovation improves

our lives, allows humans to survive and thrive,

and solves problems, but can also create new

problems.

How can a crisis help lead to important

change? *A crisis can be an opportunity*

to cooperate and solve problems and to

create new systems entirely. A crisis also brings

attention to issues that have been neglected and

inspires people to make important changes.

In what ways, if any, do you think

differently about water and sanitation after

reading these articles? *Answers will vary.*

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write:**

Applying a Quote. This synthesis activity will

prepare students for the prompt on page 21.

For alternate culminating tasks, see below.

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain why safe sanitation is important. Use details from both articles to support your ideas.

For Advanced Readers

Consider the saying "Necessity is the mother of invention." What does it mean? How does it apply to sanitation challenges past and present?

In your answer, draw on information from the articles as well as a third text of your choice.

For Researchers

Research one of the toilets from "Toilets of the Future" or another innovation that is attempting to address the global sanitation crisis. Create a slideshow or podcast about the innovation.

For Activists

Do additional research about the importance of having access to clean water. Present your findings as an infographic, podcast, slideshow, or essay.

The Broom Dog

Canton is badly shaken after his mother is involved in an accident.
How can an old broom help him feel better?

About the Story

Lexile: 660L

For qualitative complexity factors, go to Scope Online.

Learning Objectives:

to describe the central conflict of a work of fiction and explain how that conflict is resolved

Key Skills:

author's craft, metaphor, text structure, simile, setting, character, inference, symbolism, central conflict

Essential Questions:

- Where can we find comfort when we are in distress?
- How can we help someone who is suffering?
- How can one thing be many things?

Standards:

The text and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, 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:

- Hear Jason Reynolds read the story aloud.

Literature Connections: Ideas for connecting to curricular texts

Skill Builders to print or project:

- Close Reading and Critical Thinking
- Preparing to Write: How Canton Overcomes His Fear
- Quiz*
- 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: Write Metaphors

(5 minutes, activity sheet online)

- On the board, write: “A school bus is _____.” Invite students to come up and write an ending for the sentence so that it becomes a metaphor for the experience of riding the bus. You might give students an example from the story they are about to read, such as: “A school bus is a talent show.”
- Invite a few volunteers to explain their metaphors.

2 Reading and Discussing the Story

(30 minutes, activity sheet online)

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

Answers to Close-Reading Questions

1. Author’s Craft (p. 27) *Students might note the heavy repetition of words, phrases, and sentence structures. Students might also note the use of fragments. The repetition and the use of nontraditional sentence structure, as well as the large number of metaphors and the highly rhythmic quality of the writing, make the introduction similar to a poem.*

2. Metaphor (p. 27)

Answers will vary.

3. Text Structure (p. 27) *The sentences serve as a transition: The author moves from writing about a school bus in general to*

writing about what a school bus is to Canton in particular. These sentences also introduce Canton and the central conflict of the story, and they draw the reader in by raising questions about how a school bus almost made Canton motherless.

4. Simile (p. 29) *These similes help you understand how absolutely terrified Canton feels when he learns that his mother was hit by a bus—how suddenly, everything in his world disappears except the accident. The whistle is like the one that Ms. Post uses in her job as a crossing guard, and yellow is the color of the bus that hit her; it’s as if Canton looks at his own skin and sees yellow because his mind is so overwhelmed by the thought of the bus.*

5. Setting (p. 29) *The author includes these details to create a sense of place and bring the school and the other students to life. They help the reader picture the school hallways as Mr. Munch and Canton walk through them.*

6. Character (p. 29) *Mr. Munch is kind, thoughtful, and compassionate. He might have a slightly grumpy exterior (p. 28 suggests that he complains a lot), but the way he squats on the bathroom floor and calms Canton down, as well as the way he takes Canton to his mother and then steps in for Ms. Post, reveal that he is very kind. The love Mr. Munch expresses for his family, the story he tells about getting his wife a dog, and, most of all, the broom dog he makes for Canton also show Mr. Munch to be thoughtful and compassionate.*

7. Inference (p. 31) *Answers will vary. Students might offer that the broom dog is like a security blanket or a beloved stuffed animal*

for a young child—it is a familiar object that offers security and boosts confidence just because it has been assigned that job. Students might also say that the broom dog reminds Canton of Mr. Munch's affection and concern for him.

8. Text Structure (p. 31) *The introduction is, like Canton's assignment, a record of "human environmental interaction." The introduction describes the many ways that kids on a school bus interact; Canton observes the many ways his classmates interact at the street corner.*

9. Symbolism (p. 31) *Canton has gone from being skeptical of the broom dog to being dependent on the broom dog to no longer needing and almost forgetting about the broom dog. The changes in Canton's feelings about the broom dog reflect his feelings about his mom and the accident: He's gone from constantly worrying to feeling more secure. The fact that by the end of the story, the broom dog has come to resemble a school bus is significant: It's as though the bus and the broom dog have morphed, symbolizing that the bus has lost its terrifying grip on Canton, becoming, like the broom dog, just another thing.*

• As a class, discuss the following questions.

Critical-Thinking Questions

(15 minutes, activity sheet online)

The story ends with these lines: "Canton smiled, knowing a school bus is many things. So is a walk home." What are some things Canton's walk home might be? Canton's walk is, for one thing, when he realizes he no longer needs the broom dog. It might also be an opportunity to spend time with his mom and to observe the world around him. (Answers will vary.)

The broom dog helps Canton cope after his mother's accident. What are some other things that might help someone in Canton's situation? Answers will vary. Students might suggest talking about his or her own feelings with a trusted friend, family member, counselor, or therapist.

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students work in groups to complete **Preparing to Write: How Canton Overcomes His Fear**. This activity will prepare them for the writing prompt on page 31. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

Write a paragraph to support the following statement: *The broom dog helps Canton overcome his fear of his mom being hit by another bus.* Use details from the story.

For Advanced Readers

Choose a character from a novel you've read who also overcomes a fear. Compare how that character overcomes his or her fear with how Canton overcomes his fear.

For Artists

Create a video for the introduction to "The Broom Dog." Include a recording of yourself or someone else reading the intro, background music, and images or footage to go with the text.

For Creative Writers

Complete Canton's assignment to write about "human environmental interaction." You can use the story's introduction and what Canton observes at the street corner for inspiration.

**Let's
Connect!**

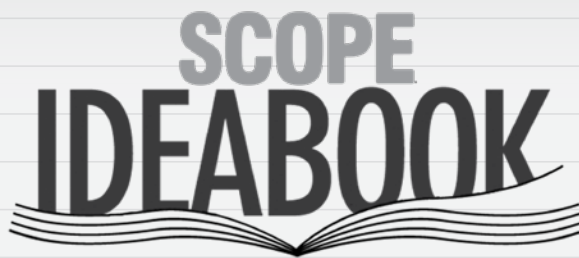
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