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TEACHER'S
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MARCH

APRIL

MAY

We Are In This Together

Hi teachers,

I am writing to you from my Brooklyn apartment. Like many of you, I will be working from home for the foreseeable future. But our team is still finding ways to connect. Today, we video chatted about this issue's amazing cover, Slacked about the play's writing prompt, and pulled off a screen share to finalize the debate. I'm also working my way through hundreds of emails from many of you who have reached out during this challenging time. I am, once again, amazed at the grit and passion of America's educators. You are an exceptional crew.

Many of you have told me that you are encouraging your students to keep journals, and I hope that you will keep journals of your own. While researching the *Scope* stories I've written over the years, I've often pored over journals and letters from men, women, and children who lived through tough times. For future generations, the primary documents we are making right now will provide a record of what we are all going through. And there is power in that connection.

It is uncertain what will be happening when this issue of *Scope* reaches you. But what is certain is this: We will face it together. I will be holding on to that in the days ahead.

And I hope you will too,

Kristin

Kristin Lewis, Editorial Director

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Team *Scope* working from home to optimize our stories for remote learning. Clockwise from top left: Kristin, Jenny, Albert, Lauren



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YOUR MAY 2020 ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Kid Inventions”	Students practice using <i>to</i> , <i>too</i> , and <i>two</i> while learning about five things invented by young people.	• Conventions of standard English
Narrative Nonfiction, pp. 4-10 “The Bear Attacks That Changed America”	On August 13, 1967, two women were attacked and killed by grizzly bears in Glacier National Park. This fascinating article explains how that tragic night changed America’s national parks—and ideas about grizzlies—forever.	• Featured Skill: Key ideas • Author’s craft • Cause and effect • Tone • Text structure
Drama, pp. 11-16 <i>The Sword in the Stone</i>	Students will love performing our action-packed play based on the famous Arthurian legend.	• Featured Skill: Narrative writing • Text structure • Character • Interpreting text • Key ideas
Paired Texts, pp. 17-21 “Taming the Fear Monster” and “Conquering Fear”	A fascinating nonfiction article explores the science of fear and phobias. The article is paired with an Ethiopian folktale about a boy who sets out on a journey to conquer his fears.	• Featured Skill: Synthesis • Key ideas and details • Plot • Character • Integrating ideas • Interpreting text • Symbolism • Theme
Short Read, pp. 22-23 “Why Are These Chips Soooooo Delicious?”	This bite-sized nonfiction article explores the fascinating science and history of food flavoring.	• Text structure • Central ideas and details • Text evidence
Fiction in a Flash, pp. 24-25 “All the Right Notes”	After reading a heartfelt story, students complete an activity focused on making inferences, then write their own stories.	• Inference • Narrative writing
Debate, pp. 26-27 “Would You Implant Your Phone in Your Brain?”	Some scientists say that future technology could make it possible to implant our phones in our brains. But is that a good idea? Students read arguments on both sides of the debate, and then write an essay expressing their opinion.	• Supporting a claim • Central ideas and details
You Be the Editor, pp. 28-29 “Nature’s Firefighters”	Students hone their writing and revision skills while learning how goats are helping to prevent wildfires in California.	• Descriptive writing • Revision
Poem, p. 32 “Advice for Eighth Grade”	After reading a poem by Jennifer Dignan, students write their own advice poems.	• Analyzing poetry • 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>to</i>, <i>too</i>, and <i>two</i> Video: Grammar Hacks: <i>To</i>, <i>Too</i>, and <i>Two</i> 		L.3
<ul style="list-style-type: none"> Video: Behind the Scenes Audio: Article and vocabulary Spanish language version Lower-Lexile version PW Preparing to Write: Changing Attitudes PW Close-Reading & Critical-Thinking Questions IW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> PW Video Discussion Questions IW PW Quiz (two levels) PW Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features, Text Structure, Tone, Mood, Nonfiction Elements (two levels) 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"> Slideshow: The Time of King Arthur Audio: Vocabulary PW Preparing to Write: Creating Your Scene PW Close-Reading & Critical-Thinking Questions PW Literary Elements: Theme Anticipation Guide, Character Thinking Tool 	<ul style="list-style-type: none"> PW Vocabulary: Definitions & Practice IW PW Quiz (two levels) PW Contest Entry Form 	R.1, R.2, R.3, R.5, R.9, R.10, W.2, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> Audio: Article and folktale Vocabulary Slideshow PW Preparing to Write: Conquering Fear PW Close-Reading & Critical-Thinking Questions 	<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: 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: Story and vocabulary PW Narrative Planner PW Core Skill: Inference 	<ul style="list-style-type: none"> PW Vocabulary: Definitions & Practice PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, W.3, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> Video: Beyond the Story: Communication Before Smartphones Audio: Debate and vocabulary PW Essay Kit 	<ul style="list-style-type: none"> IW PW Quiz (two levels) PW Vocabulary: Definitions & Practice 	R.1, R.2, 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 PW Staying On Topic 	<ul style="list-style-type: none"> PW Colon or Semicolon? PW Word Variation PW Sentence Variation 	R.1, W.5, L.3
<ul style="list-style-type: none"> Audio: Poem PW Poetry Analysis PW Writing Planner 	<ul style="list-style-type: none"> PW Contest Entry Form 	R.10, W.3

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

The Bear Attacks That Changed America

How one tragic night changed the way we care for wild places

About the Story

Lexile: 970L

For qualitative complexity factors, go to Scope Online.

Learning Objectives:

to learn about how the relationship between grizzly bears and humans has changed over time

Key Skills:

author's craft, text structure, cause and effect, tone, key ideas

Essential Questions:

- How can we protect wild places?
- When it comes to conservation, what lessons can we learn from the past?
- What should the future of our national parks be?

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
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Video: Behind the Scenes: “The Bear Attacks That Changed America”

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:

- Video Discussion Questions
- Vocabulary
- Close Reading and Critical Thinking
- Preparing to Write: Changing Attitudes
- **Core Skills Workout:** Summarizing*, Text Features, Text Structure, Central Ideas and Details*, Tone, Mood, Nonfiction Elements*
- 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: Make a list.

(5 minutes)

Write this on the board: *Study the photograph of the grizzly bear on pages 4-5. List words and phrases to describe the bear.* Give students two minutes, then invite them to share their lists. After reading the article, ask if anyone would add or remove anything from their lists.

Watch the video.

(15 minutes)

Project 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 or distribute the **Vocabulary Words and Definitions**. (Optionally, assign the practice activity for homework.) Highlighted words: *fearsome, formidable, mettle, prohibited, rustic, salvage, stark, transformation*

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 6.
- Play the audio of the article as students follow along in their printed magazines.
- Have students work in groups to discuss the following close-reading questions.

Close-Reading Questions

How does author Lauren Tarshis use the introduction to pull readers into the article? (author's craft) *First, Tarshis uses imagery to pull readers in, describing "glittering lakes" and "majestic forests and rugged peaks."*

Vivid verbs like peering, perched, and slinking help readers imagine Glacier's creatures. This description, along with the details that the boys were cooking over a campfire, sleeping under the stars, and marveling at bears, create a mood of peace and awe that shifts to one of suspense when Tarshis writes, "That was about to change," "Unimaginable terror was just ahead," and "Two horrific grizzly attacks would soon shatter the peaceful beauty of Glacier National Park." These indications that dramatic events will soon occur make readers want to continue reading.

What is the main purpose of the sections "Powerful and Sacred" and "Truly Safe"?

(text structure) *The main purpose of these sections is to show how grizzly bears went from being cherished and deeply respected creatures for thousands of years to being seen as nightmarish killers to be feared and destroyed.*

What effect did garbage have on grizzly bears in Glacier National Park? (cause and effect)

The abundance of garbage in the park caused the bears to become dependent on garbage as a food source. This dependence, in turn, caused the bears to lose their natural fear of humans and venture into more-crowded parts of the park. The garbage was unhealthy for the bears' diets and caused injuries as well; the glass found in the paw and mouth of the euthanized bears was surely from glass bottles or jars people left in the park.

Tarshis refers to the Granite Park bear feedings as a "circus-like spectacle." What attitude is she expressing? (tone)

Tarshis is expressing disapproval of the bear feedings. She is implying that it was wrong for people to lure the bears and treat them as entertainment.

▶ On page 9, Tarshis writes, “Neither grizzly had been surprised or threatened; the bears attacked the women as they slept in their tents.” Why is this sentence important? (text structure) *This sentence reminds readers of information Tarshis shared earlier: Grizzly bears avoid humans unless surprised or threatened. By telling readers that these bears attacked humans without being surprised or threatened, Tarshis is pointing out that the bears were not acting normally—that some other force was at play in their behavior.*

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

Critical-Thinking Questions

▶ Why should people care about grizzlies? *Answers will vary. Some students may point out that grizzlies are important because they play a critical role in their forest ecosystems. Other students may say that grizzlies are not monsters but are extraordinary creatures with remarkable skills, such as their ability to hibernate through winter. Others may argue for the intrinsic value of all creatures.*

▶ After reading the article, has your view of grizzlies changed at all? Why or why not? *Answers will vary.*

▶ How do the changes Glacier National Park made after the bear attacks, such as closing a trail if a grizzly is nearby, bringing in bear-proof garbage cans, and renovating campgrounds, demonstrate a shift in the park’s point of view about grizzly bears? *Changes like these demonstrate the park’s changed view that humans are visitors in the animals’ homes, not the other way around, and that grizzlies need protection from humans just as much as humans need protection from grizzlies.*

3 Skill Building and Writing

Featured Skill: Key Ideas

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Changing Attitudes**. This activity will prepare students to respond to the writing prompt on page 10. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain how people’s attitudes toward grizzly bears have changed over time. Support your ideas with text evidence from the article.

For Advanced Readers

Research the debate over whether grizzly bears should be removed from the endangered species list. Form an opinion and write an argument essay, supporting your point of view with ideas from the article and at least two other resources.

For Conservationists

Research some of the challenges that grizzly bears face today and how those challenges are—or are not—being addressed. Present your findings in the form of a slideshow, video, essay, or podcast.

For Future Park Rangers

Conduct research about national parks in the United States. Create a short video that gives a brief overview of our national park system and offers tips on how to be a good visitor in any national park.

The Sword in the Stone

A dramatic (and delightful) adaptation of the classic legend

About the Story

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to explore the key ideas of a play based on the legend “The Sword in the Stone” and then reimagine a scene from the play as a graphic novel, short story, or video

Key Skills:

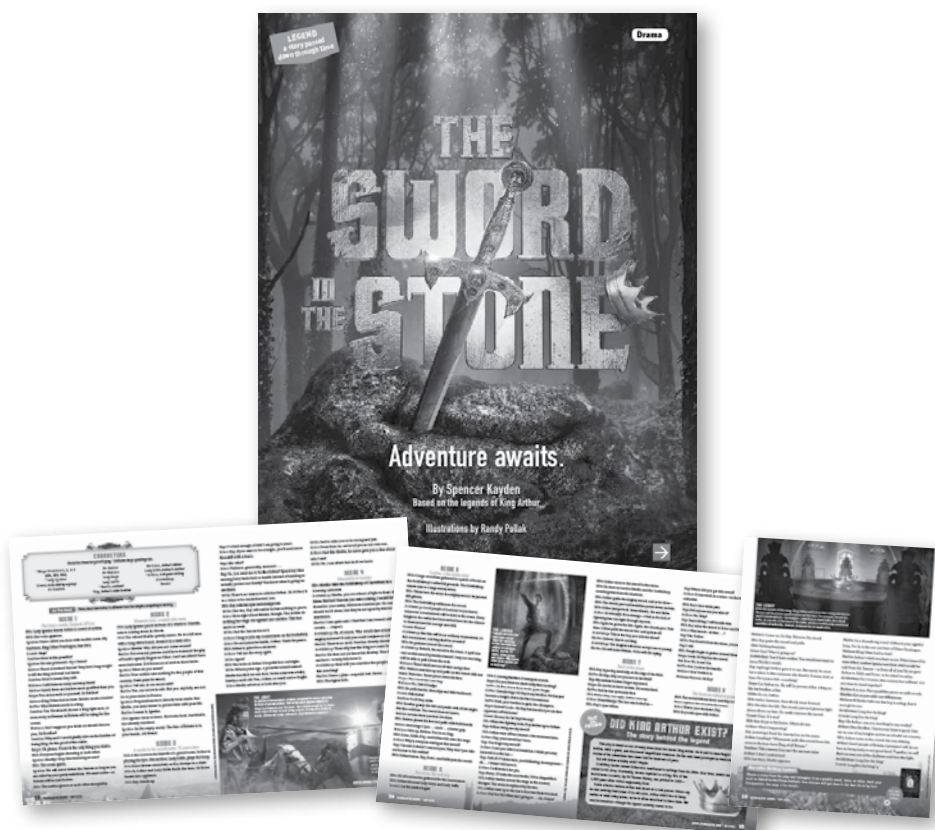
text structure, character, interpreting text, key ideas, narrative writing

Essential Questions:

- What makes a story enduring?
- What are the qualities of a good leader?
- What do legends reveal about the cultures they come from?

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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Slideshow: The Time of King Arthur

Audio:

- Vocabulary

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Vocabulary
 - Close Reading and Critical Thinking
 - Quiz*
 - **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
 - Preparing to Write: Creating Your Scene
 - Contest Entry Form
- * Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: 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. Take a quick poll for each statement and ask volunteers to explain their responses.

View the slideshow.

(15 minutes)

Project the slideshow “**The Time of King Arthur.**” The slideshow will build context and background knowledge for the play.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *conjure, destiny, fanfare, hearth, heir, hilt, melee, petty, quavers, vying*

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

What is the main purpose of the dialogue among the nobles in Scene 1? (text structure) *In Scene 1, the nobles are bickering about who should take over as king. Their conversation reveals that they are not united and that they are motivated by pride and ambition rather than by concern for their country. Their dialogue also helps readers understand events*

that come later in the play, such as when, in Scene 3, Ector says that the nobles are constantly waging war on each other, and why Igraine felt it necessary to keep Arthur's identity secret.

What kind of person is Kay? Explain.

(character) *Kay is aggressive, prideful, and ambitious. He also has a bad temper. He angrily stomps out of the room when his family tries to give him advice in Scene 3. In Scene 6, he is quick to yell at Arthur for leaving the sword behind, even though Kay is actually the one who forgot it. Students may also say that Kay is dishonest and power-hungry, based on the fact that he lies about having removed the sword from the stone. At the end of the play, Arthur says that Kay has a good heart, so perhaps this is also true.*

In Scene 3, Edith says to Arthur, “It is a virtue to be tenderhearted, son.” What does she mean? (interpreting text) *A virtue is a admirable quality or trait. Edith means that being tenderhearted is a good thing and something to be proud of. She is disagreeing with Kay, who seems to believe that the compassion that Arthur shows is a weakness rather than a strength.*

In Scene 3, Ector says that the nobles do nothing but wage war on each other, and that this has made Britain weak. Edith says, “And the Saxons know it.” Why would fighting among the nobles make Britain vulnerable to the invading Saxons? (key ideas) *A united, coordinated effort is required to defend the country; if the nobles are fighting each other, such an effort is not possible. The nobles might become distracted by their efforts to defeat one another and not pay enough attention to the Saxons, or the nobles might prioritize victory over one another above the country as a whole.*

The Saxons might also be able to manipulate the warring nobles, pitting one group against the other.

At the end of the play, Arthur says, “Dear brother, I know your heart is good. Join me as one of my knights, and let us rebuild our country.” What does this tell you about Arthur? (character) *The fact that Arthur asks Kay to be one of his knights shows that Arthur is forgiving and values unity over revenge. After all, as king, Arthur could punish Kay easily.*

- Have students work in groups to read the sidebar on page 15 and the captions.
- Reconvene as a class to discuss the following critical-thinking questions.

Critical-Thinking Questions

“The Sword in the Stone” was first told many centuries ago, yet it is still widely enjoyed today. Why might the story appeal to modern readers? *Answers will vary. Students may say that it helps us understand a society from the past. Or they might say that the qualities the story celebrates—patience, generosity, and compassion—are qualities that people still admire and aspire to today. The story’s lasting*

appeal is surely also due to the fact that it is a lot of fun, packed with mystery, drama, and magic.

Do you think Lady Igraine was wrong to keep Arthur’s identity a secret from him?

Explain. *Answers will vary. Some students may say that it was wrong of Lady Igraine to keep Arthur’s identity a secret because it is never right to lie and it is cruel to leave a child wondering where he or she came from. Other students may say that Lady Igraine did what she had to do to keep Arthur safe and that she knew that when the time was right, he would learn the truth.*

What do you think makes a good leader?

Answers will vary.

Do you think Arthur would do a good job as a leader of a country in today’s world? Why or why not? *Answers will vary.*

3 Skill Building: Narrative Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Creating Your Scene**. 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 one character from this list: Merlin, Arthur, or Sir Kay. Then make a list of three traits to describe that character. Support each trait with text evidence from the play.

For Advanced Readers

Rewrite “The Sword in the Stone” as a short story. Write in the first person, from the point of view of Merlin, Arthur, or Sir Kay.

For Harry Potter Fans

Compare Arthur to Harry Potter. How are they similar? How are they different?

For Future Politicians

Write a speech for Arthur to give on his coronation day. You can write out your speech or present it in a video. Be sure Arthur talks about what kind of leader he intends to be and why he believes he will do a good job.

Taming the Fear Monster

A nonfiction article and an Ethiopian folktale explore overcoming fear

About the Story

Lexile: 830L (combined)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to integrate ideas about fear from a nonfiction article and a folktale and to write an essay analyzing a famous saying about fear

Key Skills:

key ideas and supporting details, plot, character, integrating ideas, interpreting text, symbolism, synthesis, theme

Essential Questions:

- How can we deal with anxiety and fear?
- When is fear helpful and when is it harmful?
- Why is it important to face our fears?

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.



Fear is a natural human emotion.
But what happens when it takes over your life?

By Matthew Hutson

Ask Your Student: Think about how fears can be overcome.

For years, Kyle Hargreaves, 13, had a secret fear. It wasn't a fear of snakes or spiders. It wasn't a fear of heights or water. Kyle was afraid of costumed characters, like the ones you see tagging little kids at theme parks and the mascots you see goading around at sporting events.

Such characters caused Kyle to experience intense terror. His brother caused Kyle to experience intense

Kyle tried to control his fear, but he couldn't. As time went by, the problems only seemed to get worse. One day at a hockey game near his hometown of Reading, Pennsylvania, the sight of mascots caused Kyle such distress that his dad thought Kyle was having a stroke.

What Is a Phobia?
Kyle was suffering from a phobia: an extreme, irrational fear of something.



Your Teaching Support Package

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

Audio:

- The article and the folktale
- Vocabulary Slideshow

Literature Connections: ideas for connecting to curricular texts

Recommended pairings from the

Scope Archives:

Poem: "Song of Bravery"

Fiction: "Bearing Up," "The Perfects," "Aftershocks"

Skill Builders to print or project:

- Preparing to Write: Conquering Fear
- 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: Quick Write

(3 minutes)

Write the following on the board for students to respond to as they enter the classroom:

Have you ever imagined that something was going to be really scary and then been surprised when it turned out to not be so scary after all? Has fear ever kept you from doing something? Write about one of those times. Have students write their responses on paper or in a journal. (Students can write “personal” at the top of their journal entries if they want to keep their writing private.)

Preview vocabulary.

(10 minutes, activity sheet online)

Project the **Vocabulary Slideshow**. Review the definitions and complete the activity as a class. Highlighted words: *cowered, dissipated, elders, hovered, irrational, orb, sneered, trepidation*

2 Reading and Discussing

“Taming the Fear Monster”

(45 minutes, activity sheets online)

- Read aloud the As You Read box on page 17.
- Read the article as a class. Optionally, play the audio from Scope Online.
- Discuss the following questions as a class.

Close-Reading Questions

Before his exposure therapy, how did fear affect Kyle Hargreaves? (key ideas and supporting details) *Fear was taking over Kyle’s life. It not only affected him physically, with symptoms like extreme sweating and trouble breathing, it also affected his ability to fully enjoy his life. His terror caused him to avoid going places and doing things that*

would be otherwise fulfilling, such as attending sporting events, going to amusement parks and restaurants, and other places where he might encounter a costumed character.

What is the difference between fear and a phobia? (key ideas and supporting details)

Author Matthew Hutson explains that fear is a reaction in the brain, a natural survival tool that helps us react quickly when we face potential danger (18). A phobia is “an extreme, irrational, and lasting fear of something” (17)—fear that has escalated to unfounded feelings of terror that can take over a person’s life.

“Conquering Fear”

Read the folktale as a class. Then discuss the following questions, some of which refer to both the article and the folktale.

Close-Reading Questions

What causes Miobe to decide that he must overcome his fear? (plot) *Miobe seems to be motivated by the teasing he gets from his friends and family. He sets off on his quest after they tell him that they call him Miobe because it means “frightened one” and laugh at him for being afraid.*

What does Miobe encounter on his quest that requires him to be brave? What boosts his confidence? (character) *The darkness of night, howling wolves, and the idea of meeting strangers who might be unkind to him frighten Miobe. Each time he feels fear, he walks toward it and speaks aloud to himself, self-coaching with positive affirmations about conquering that fear. Arriving at the village and meeting other people who are afraid of the world around them also seem to help him find some bravery.*

In “Taming the Fear Monster,” the author explains that not interacting with the thing that scares you can make your fear even more exaggerated (19). How is this same idea expressed in the folktale? (integrating ideas) *The villagers have been hiding from the monster—not going to school, not farming, not even leaving the house. When they point to the monster on the mountain, Miobe sees nothing. It’s only after they describe the monster in detail—its crocodile head, its gigantic hippopotamus body, the smoke and fire shooting out of its dragon-like snout—that Miobe is able to see the monster. The fear the villagers and Miobe feel isn’t caused by anything truly dangerous, but rather by exaggerated fantasies.*

In the final line of the folktale, an elder says, “Miobe has brought us the monster. Its name is fear.” What does he mean? (interpreting text) *The elder understands that the villagers and Miobe built something up to be much bigger and scarier than it actually was. The true monster, then, is fear itself.*

When you get closer to something, it looks bigger. Why does the monster look smaller the closer Miobe gets to it? (symbolism) *From the bottom of the mountain, Miobe thinks*

the monster looks “bigger and more fiery than any dragon” because he is afraid of what lies ahead. The monster becoming smaller as Miobe gets closer to it represents his shrinking fear. The bravery it takes for him to go up the mountain leads him to see that there is nothing to be afraid of after all.

What ideas do both the article and the folktale express about facing our fears? (synthesis, theme) *Students will likely offer ideas similar to: Avoiding our fears can make them worse; we can overcome our fears by facing them; fear can cause us to imagine things as much scarier than they actually are; most of the time, fear isn’t caused by anything truly dangerous.*

Critical-Thinking Question

In the folktale, an elder says to Miobe, “Fool! No one can find bravery where it does not exist.” Do you agree? Is bravery a quality that can be developed? *Answers will vary.*

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Conquering Fear**. This synthesizing 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 what Kyle Hargreaves and Miobe can teach us about facing our fears.

For Advanced Readers

Read one of the recommended pairings from the *Scope* archives: “Song of Bravery,” “Bearing Up,” “The Perfects,” or “Aftershocks.” Write an essay about the speaker or protagonist’s fear, how it affects them, and how they overcome it.

For Poets

Write a poem about something that frightens you. Choose your own title, or choose a title from the following list: “The Monster,” “Conquering Fear,” or “What I Am Afraid Of.”

For Storytellers

Create a story around the theme that conquering fear requires facing it head-on. Your story can be in the form of a written story, a video, or a graphic novel.