

From Fear to Hope

A story about polio offers insights and hope for us today

About the Story

Lexile: 910L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze the key ideas and details of a work of narrative nonfiction

Key Skills: text structure, author's purpose, key ideas and details, compare and contrast, inference, interpreting text

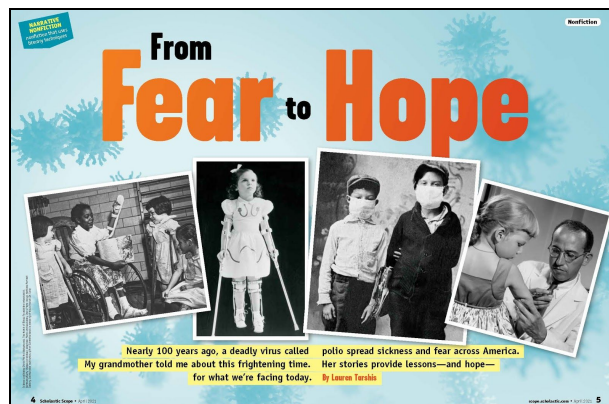
Essential Questions:

- Why are vaccines important?
- How can events of the past give us perspective on the present?
- How do we cope in times of crisis?

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 support materials at scope.scholastic.com.

Video:

- Behind the Scenes

Audio:

- Author read-aloud
- Text-to-speech
- Vocabulary

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the Scope archives:

- Drama: Go!
- Paired Texts: "How *Animal Crossing* Conquered America" and "A Sweet Treat in a Tough Time"

Skill Building Activities to print, project, or share digitally:

- Close Reading and Critical Thinking
- Preparing to Write: Lessons of Hope
- Video Discussion Questions
- Vocabulary: Definitions and Practice
- Nonfiction Elements*
- **Core Skills Workout:** Summarizing,* Text Features, Text Structure, Central Ideas and Details*
- Choice Board
- Quiz*
- Contest Entry Form

*Available on two levels



Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read

20 minutes

Watch the Video (12 minutes)

- Watch the **Behind the Scenes** video, which introduces the topic and events described in the article. Then have students respond to the **Video Discussion Questions** in small groups or independently.

Preview Vocabulary (8 minutes)

- Project the **Vocabulary: Definitions and Practice** on your whiteboard, or if you're remote, share it on your screen. Review the definitions as a class. (Optionally, have students complete the practice activity for homework.) Highlighted words: *afflicted, bout, crusade, encased, jubilation, loomed, plagued, strides*

2. Reading and Discussing

45 minutes

- Have a volunteer read the As You Read box on page 6 of the magazine or at the top of the digital story page.
- Read the story once through as a class. (*Differentiation: Share the **lower-Lexile version** of the article with students who may need it.*) Optionally, have students listen to author Lauren Tarshis read the story while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the story again and respond to the following close-reading questions. *Tip: If you're remote, you can have each group respond in a shared doc or discuss the questions in their own chat room; you can also use the questions as an asynchronous assignment.*

Close-Reading Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **What do you learn about Dolly in the introduction? Why might author Lauren Tarshis have chosen to describe Dolly at Tarshis's grandmother's wedding?** (text structure, author's purpose) *In the introduction, Tarshis explains that Dolly was the younger cousin of Tarshis's grandmother. You learn that Dolly had been sick with polio, a disease that affected her legs and required her to wear leg braces to stand. Tarshis's description of Dolly at the wedding, walking down the aisle with "slow, halting steps" and using crutches, creates a vivid image that engages readers and also helps readers understand how polio affected people.*
2. **In the section "Polio Mysteries," Tarshis writes that polio was "among the most feared" diseases of the early 20th century. What details in the article help explain why people were so afraid of polio?** (key ideas and details) *Details may include that polio could leave people paralyzed or could make walking without the aid of supports like braces and crutches difficult (6, 8). In the worst cases, when polio attacked the muscles needed for breathing, the disease could be fatal (8). Other details that show why people may have feared polio more than other diseases include that scientists in the early 1900s did not know what caused polio, how it spread, or how to cure it, and that the disease most often afflicted children (8).*
3. **In the section "Polio Mysteries," which details of the polio outbreaks of the past are similar to details of the Covid-19 pandemic we are facing today?** (compare and contrast, key ideas and details) *Students may say that the closing of schools, stores, movie theaters, and libraries, families being forced to quarantine, and hospitals becoming overwhelmed with patients are all similar to what we are facing today with Covid-19.*
4. **Based on information in the section "Fearing the Worst," what can you infer about Dolly's family?** (inference) *You can infer that Dolly's family cared about her very much. They did what they could to comfort and entertain her when she came home from the hospital. Tarshis's grandmother also asked Dolly to be the flower girl in her wedding, which shows their close relationship.*
5. **In the section "Polio Pioneers," Tarshis writes that by the time of her grandmother's wedding, "scientists had begun to untangle some of the mysteries of polio." What does Tarshis mean?** (interpreting text) *Tarshis means that scientists had begun to better understand the disease; they had found answers to some of the questions that had previously stumped them.*

Critical-Thinking Questions

(5 minutes)

The following questions can be shared in printable or interactive form.

1. **Why do you think Tarshis decided to tell a personal family story instead of writing a purely informational article about polio?** *Answers will vary. Students may say that by choosing to write a story about her own family, Tarshis was able to create a more personal and relatable picture of how polio affected people. She was able to draw on her family's experiences to better understand—and then convey to her readers—the fear, uncertainty, and heartbreak that people lived with during the polio epidemic. Additionally, because the story is so personal, we feel as if we know Dolly, Tarshis's grandmother, and other members of Tarshis's family, which makes us care about them.*
2. **Look at the photos and read the captions in the sidebar “How were polio outbreaks of the past like Covid-19 outbreaks today?” How does this text feature give us hope for what we are facing today?** *Answers will vary. Students may say that the photos and captions show situations that are very similar to what we are facing today with Covid-19: people quarantining, kids learning remotely, and a vaccine being developed. Seeing that people in the past lived through—and conquered—a health crisis much like the one we are experiencing now can be comforting and make the present seem less frightening.*

3. Skill Building and Writing

20 minutes

- Have students complete **Preparing to Write: Lessons of Hope**. This activity will help them organize their ideas in preparation for the writing prompt on page 9 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Connected readings from the Scope archives that touch on polio:

- [Drama: Go!](#) (February 2021)
- [Paired Texts: “How Animal Crossing Conquered America” and “A Sweet Treat in a Tough Time”](#) (September 2020)