

# The Cabin

A girl encounters something terrifying in the Arctic wilderness: fear itself.

## About the Story

Lexile: 850L

For qualitative complexity factors, go to *Scope Online*.

### Learning Objective:

to write a well-organized paragraph that explains the protagonist's internal and external conflicts

**Key Skills:** inference, figurative language, setting, author's craft, key ideas and details, character, text structure

### Essential Questions:

- How can we overcome fear?
- How does fear affect us?
- How can stories teach us important lessons?

### Standards:

The article 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 support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

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

### Video:

- Author chat with Nasuqra Rainey Hopson

### Background Builder Slideshow:

- Arctic Animals

### Connected readings from the *Scope* archives:

- Paired Texts: "Taming the Fear Monster" and "Conquering Fear"
- Poem: "Song of Bravery"
- Fiction: "The Perfects"
- Fiction: "Bearing Up"

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

- Preparing to Write: Adah's Boogies
- Close Reading and Critical Thinking
- Vocabulary: Definitions and Practice
- Core Skills Workout: Text Evidence\*
- 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 a Video (10 minutes)

- Watch the **Author Chat video**, in which author Nasuġraq Rainey Hopson shares some information about herself, “The Cabin,” and Inupiaq culture. (Rainey Hopson is, like the characters in “The Cabin,” one of the Inupiat, an Indigenous people of northern Alaska.)

**Usage Note:** *Inupiaq* can be used as a noun to refer to a person (“She is an Inupiaq”) or as an adjective (“She is an Inupiaq woman”). *Inupiaq* is also used to refer to the Inupiaq language (“They speak Inupiaq”). *Inupiat* is the plural form of the noun, used to refer to the people collectively (“the Inupiat of northern Alaska”).

### View the Slideshow (5 minutes)

- Share the **Background Builder slideshow** about the arctic animals that appear in the story.

### Preview Vocabulary (5 minutes)

- Project the **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions as a class. (Optionally, have students complete the practice activity for homework.) The audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Words: *adrenaline*, *chiding*, *evaded*, *intricate*, *mantra*, *rancid*, *trapping line*, *vulnerable*

## 2. Reading and Discussing

45 minutes

- Read the As You Read box on page 25 or at the top of the digital story page.
- Point out the directions at the top of the column on the far right side of page 25 and read them aloud to your students.

- Let students know that they will start by following along as they listen to the author read her story aloud. 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, pausing to discuss the close-reading questions that appear in the margins of the print magazine or by clicking on the bolded words on the digital story page. Have students record their answers in their own document or on the **Close-Reading Questions activity**.

### Close-Reading Questions (20 minutes)

*The close-reading questions can be shared in printable or interactive form.*

- 1. Describe Adah's emotions at this point in the story. What details help you understand how she feels?** (inference) *Adah is feeling tense, frightened, and threatened. Details that help you understand this include that she is telling herself to stay calm and breathe; that she grabs a knife and looks around for anything else she could use as a weapon; that she is thinking about what she could be hearing outside; that she shakes with restrained breathing and adrenaline; and that she lifts the knife and gets ready to defend herself while gritting her teeth.*
- 2. Crunch is an example of onomatopoeia—using words that imitate the sounds they refer to. How does the repetition of crunch contribute to the mood?** (figurative language) *The repetition of crunch adds to the tense, threatening mood of the story by drawing readers in and allowing them to imagine what it must be like to be Adah, alone in a remote location when there shouldn't be anyone else there, hearing someone—or something—walking around outside.*
- 3. So far, what has the author revealed about the setting?** (setting) *So far, the author has revealed that the story takes place in the middle of the night, during the winter, in a wooden cabin in a remote location 40 miles from the nearest human being. The author has also revealed that there is icy snow on the ground and that the temperature is well below zero.*
- 4. Describe the author's use of repetition in this paragraph. Why might she have chosen to use repetition this way?** (author's craft) *The author names something strange that you might see or hear, follows it with a question mark, and then follows that with the phrase "Ignore it." She may have used this repeating structure to create a sense of rhythm, to create a conversational tone, and to add emphasis to the idea "No matter what you see or what you hear, ignore it."*
- 5. In your own words, explain the purpose of the boogie stories.** (key ideas) *The purpose of the boogie stories is to warn listeners not to panic when they are in a frightening situation—to not let their fear lead them to do something dangerous or foolish.*

6. **What details in the story support the idea that Adah knows a lot about trapping and animal behavior?** (character, text structure) *Details that show Adah's knowledge of trapping and animal behavior include: She observes that no Arctic predator would pass up the chance for free food and knows that an animal that was not hungry would bury any food it found to eat later; she knows that herbivores would not be interested in the caribou meat she left outside and that herbivores travel in herds or groups; she knows to disguise traps from wolverines because they are "in addition to being fierce and violent . . . very smart," and able to take the bait from a trap without getting caught; she knows that whistling will cause an animal to poke its head out to investigate; she knows that bears wouldn't be walking around at that time of year; she knows that it isn't wolf pup season; she knows the sound a weasel should make as it walks through the snow and that weasels love caribou meat; she knows how ptarmigans and rabbits move during the winter.*
  
  7. **Adah tells herself not to let the boogies get into her head. What does she mean? In what way do the boogies almost get into her head?** (key ideas and details) *Adah is telling herself not to let fear or panic overwhelm her and lead her to do something foolish and dangerous. The boogies almost get into her head when she starts thinking about leaving for home before the sun rises, perhaps leaving her emergency gear behind her to lighten her load. As she explains, it would be dangerous to ride her snow machine in her exhausted state, and she needs sunlight to make her way through the snow; obviously she should have her emergency gear with her. But, for a few moments, Adah is so panicked that all she wants to do is head home, regardless of the dangers.*
  
  8. **Adah's ride home is unusually quiet. Why is this detail important? What could be the reason for the quiet?** (text structure, inference) *Perhaps the ride home is unusually quiet because the ptarmigans, rabbits, and other animals have been scared off by the boogie that was harassing Adah during the night. In any event, this detail helps you understand that things still feel strange and creepy to Adah as she rides home.*
  
  9. **Why does Aapa choose this moment to suggest Adah take over another trapline?** (character) *Aapa likely chooses this moment to ask Adah to take over another trapline because she has just demonstrated her ability to handle a difficult and frightening experience. She has proved her maturity, and her aapa has seen that she is ready to take on additional responsibility.*
- As a class, discuss the following questions.

### Critical-Thinking Questions

(5 minutes)

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

1. **Your identity is formed by the things that make you you—your likes and dislikes, your family, your culture, your strengths and weaknesses, your beliefs, your experiences, and so on. How is trapping a part of Adah's identity?** *Trapping is an important part of Adah's identity. It's something she has done and loved since she was 5 years old. That Adah is a trapper even though trapping is traditionally a male role is an important part of who she is as well—it's something that sets her apart from others and reflects her strong confidence and sense of independence. Trapping also connects Adah to her family (she learned it from her aapa, and you can infer that her cousins trap as well), to her Inupiaq culture, and to the place where she lives.*
2. **Adah says her male cousins complained about a girl taking over part of Aapa's trapline. Why might this have bothered Adah's cousins?** *Answers will vary. Students may say that Adah explains that it is not common for women or girls to be trappers—in other words, trapping is a traditionally male role. Perhaps to Adah's cousins, it seems strange or even wrong for her to break with tradition—or perhaps they feel threatened in some way, like something they considered "theirs" because they are male is being taken away from them.*
3. **Listening to the sounds outside the cabin, Adah says, "If I knew what this thing was, it would no longer be a nameless boogie. I could predict what it would do and make a plan." Does this idea apply to other things in life? In other words, do you think having more information about something usually makes it less frightening? Explain your answer.** *Answers will vary.*

## 3. Skill Building and Writing

20 minutes

- Have students complete **Preparing to Write: Adah's Boogies**. This activity will help them organize their ideas in preparation for the writing prompt on page 29 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 with themes related to fear:**

Paired Texts: [“Taming the Fear Monster”](#) and [“Conquering Fear”](#) (May 2020)

Poem: [“Song of Bravery”](#) (December 2019/January 2020)

Fiction: [“The Perfects”](#) (February 2019)

Fiction: [“Bearing Up”](#) (February 2018)