

Ready. Set. Jump! and Skateboarding Takes Off

The history of double Dutch and the history of skateboarding

About the Story

Lexile: 920L

For qualitative complexity factors,
go to Scope Online.

Learning Objective: to compare the
histories of two beloved sports

Key Skills: author's craft, figurative
language, key ideas and details, cause
and effect, compare and contrast,
synthesis

Essential Questions:

- What is the power of play?
- How do we express ourselves?
- How does something become popular?

Standards:

The article and lesson support these
Common Core anchor standards:
R.1, R.2, R.3, R.4, R.5, R.6, 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.



Your Teaching Support Package

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

Audio:

- Article read-alouds
- Text-to-speech
- Vocabulary

Video:

- Beyond the Story

Slideshow:

- How to Double Dutch

Connected readings from the Scope archives:

- Special Collection: *Amazing Histories*

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

- Preparing to Write: Synthesis
- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking
- Video Discussion Questions
- Choice Board
- Quiz*
- Contest Entry Form

*Available on two levels



Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read

15 minutes

Watch the Video (10 minutes)

- Watch the **Beyond the Story video**, which takes students into the world of competitive double Dutch and will be helpful for students who may be unfamiliar with the sport. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

Preview Vocabulary (5 minutes)

- Project **Vocabulary: Definitions and Practice** on your board. Review the words and complete the activity as a class or in groups. Highlighted words: *agility, emerging, officiate, makeshift, maneuver, milestone, pioneering, traction*. Optionally, share the interactive link directly to your LMS and have students preview the words and complete the activity independently beforehand. The audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.

2. Reading and Discussing

45 minutes

“Ready. Set. Jump!”

- Have a volunteer read the As You Read box that appears on page 17 of the magazine and at the top of the digital story page.
- Read the article through once as a class. Optionally, have students listen to author Allison Friedman read her article aloud 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.
- Have students reread the article silently to themselves. Then pose the following close-reading questions to the class. Have students share their thinking with a partner first, then expand the share into a whole-class discussion.

Close-Reading Questions

(20 minutes)

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

- 1. How does Allison Friedman draw readers into her article in the introduction?** (author's craft) *Friedman invites readers to join her on a trip to the 1950s and then addresses readers directly and describes the surroundings. She includes sensory details such as "you'll pass kids thwacking a handball against a wall, shrieking joyfully in the cool spray of a fire hydrant" and "TICK-tat, TICK-tat, TICK-tat." She concludes the introduction with a pressing question: "As the jumper steps aside, all eyes turn to you. Time to decide: Do you dare jump in the ropes?" She puts readers inside the story, helping them imagine what life would have been like as a kid in the 1950s and the excitement of a game of double Dutch.*
- 2. Friedman explains that "Walker wanted to help create an athletic competition in which girls could shine." What does she mean by shine?** (figurative language) *Friedman means that Walker wanted to create an athletic competition in which girls could not only participate but also excel and stand out. (At the time, few organized sports were open to girls.)*
- 3. What factors contributed to double Dutch's popularity?** (key ideas and details) *One reason double Dutch first became popular is that it doesn't require a lot of space or any special equipment. Its popularity rose during the 1950s as Black girls in cities began to transform the jump rope game into something new, with gymnastic-like tricks and rhyming chants they invented. In the 1970s, double Dutch really took off after two New York City detectives established a double Dutch league, created official scoring rules, and encouraged schools across the country to form teams. One can infer that double Dutch became popular not just because it was fun and challenging, but also because kids enjoyed putting their own style on it. The game left a lot of room for creativity and self-expression through the different tricks and clever rhymes kids could incorporate.*

"Skateboarding Takes Off"

- Read the article as a class. Optionally, have students listen to author Alessandra Potenza read the article aloud 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.
- As a class, discuss the following close-reading and critical-thinking questions, which apply to both articles.

Close-Reading Questions

(5 minutes)

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

1. **What role did the X Games play in skateboarding's popularity?** (cause and effect) *The X Games broadcast of skateboarding in 1995 caused the sport's popularity to skyrocket, with the result that skate parks popped up all over the U.S. and the world.*
2. **What are two ways in which skateboarding and double Dutch are similar?** (compare and contrast) *Skateboarding and double Dutch were both created by kids. Both allow participants to express their creativity through the invention of new tricks and stunts.*
3. **What are two ways that skateboarding and double Dutch are different?** (compare and contrast) *Skateboarding is a more recent pastime; it was created just 60 years ago, whereas jump rope games have been around for hundreds and maybe even thousands of years. Skateboarding requires special equipment: a skateboard, helmet, protective padding, and guards. Double Dutch requires only a couple of ropes or similar items. And while skateboarding is often enjoyed in the company of others, it is an individual sport. Double Dutch requires at least three people working together.*

Critical-Thinking Questions

(5 minutes)

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

1. **Skateboarding made its Olympic debut in the Tokyo Games in 2021. Friedman writes that some say double Dutch should become an Olympic sport too. Do you think double Dutch would make a good Olympic sport? In general, what criteria do you think a sport should meet to be included in the Olympic Games?** *Answers will vary.*
2. **Friedman writes, "It's a time before texting and TikTok, before video games and Netflix. The television is a recent invention, and many families don't own one. So what, you may wonder, do kids do?" What does this question imply? Do you agree?** *This question implies that kids today spend a lot of their free time using some sort of technology or device that didn't exist in the '50s—and that they can't imagine devoting their free time to playing outside or other screenless activities. Answers to the second part of the question will vary.*
3. **What is the importance of hobbies, games, and pastimes? What are your top three?** *Students may say that our hobbies, games, and pastimes are important because they engage us in things we do simply for enjoyment's sake. They can take our mind off our stresses and worries while keeping our brains and bodies active. They can also be a great way to bond with others. Answers to the second part of the question will vary.*

3. Skill Building and Writing

20 minutes

- Have students complete **Preparing to Write: Synthesis**. This activity will help them organize their ideas in preparation for the prompt on page 21 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.
- Do your students want to give double Dutch a try? View the **How to Double Dutch slideshow**, grab two ropes, and get jumping!

Connected readings from the *Scope* archives:

Special Collection: *Amazing Histories*

- [Infographic: "The Story of Music"](#) (March 2022)
- [Short Read: "How This Inspired That"](#) (February 2019)
- [Short Read: "Love at First Crunch"](#) (December 2020/January 2021)
- [Short Read: "Mac and Cheese Mania"](#) (September 2019)
- [Paired Texts: "The Amazing History of Video Games"](#) (September 2021)
- [Paired Texts: "The History of Teeth"](#) (October 2017)
- [Paired Texts: "The Dirty History of Soap"](#) (October 2020)
- [Paired Texts: "The Amazing History of American Television"](#) (April 2017)
- [Paired Texts: "The Amazing History of Dogs"](#) (September 2017)
- [Paired Texts: "The Age of Superheroes"](#) (December 2021/January 2022)
- [Paired Texts: "How Pizza Conquered America"](#) (September 2018)
- [You Be the Editor: "The History of the Trampoline"](#) (November 2019)
- [Short Read: "The Rise of the GIF"](#) (November 2020)
- [Grammar: "The Stories of Stuff"](#) (May 2022)