

Escape From Darkness

The incredible story of how one small country saved thousands of its Jewish citizens during World War II

About the Story

Lexile® Measure 990L

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

Learning Objective: to identify key ideas and details in a narrative nonfiction article

Featured Skill: key ideas and details

Additional skills covered in this lesson plan: figurative language, cause and effect, author's craft

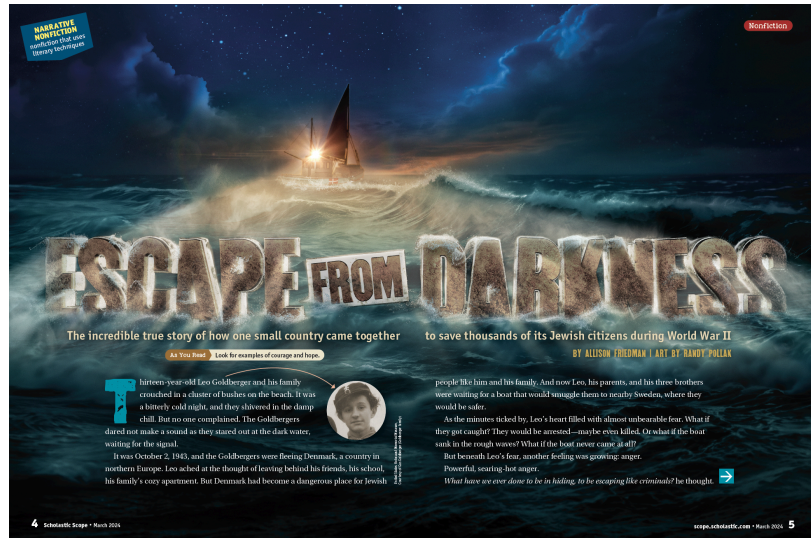
Essential Questions:

- How is hate created? How can it be stopped?
- What is the power of courage in the face of adversity?
- Why should we learn about the past?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, SL.2

For more standards information—including TEKS—go to *Scope Online*.



Your Teaching Package

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

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Video:

- “Beyond the Story”

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the *Scope* archives:

- Special Collection: Stories of World War II and the Holocaust

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Video Discussion Questions
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Key Ideas and Details
- Choice Board
- **Core Skills Workout:** Summarizing,* Text Features, Nonfiction Elements
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (30 minutes)

Preview Vocabulary (15 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *atrocities, deported, empire, marred, occupiers, rampant, refuge, refugees*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

Watch a Video (15 minutes)

- Watch the **Beyond the Story video**, in which a Scholastic Kid Reporter will walk students through an exhibit at New York's Museum of Jewish Heritage. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 4 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version or the Spanish version of the article.*) 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.
- Divide students into groups to read the article again and respond to the following **Close-Reading and Critical-Thinking** questions, also located in the Resources tab.

Close-Reading Questions

(30 minutes)

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

1. **Consider these lines: “Prejudice and hostility toward Jewish people, known as antisemitism, simmered for centuries. Then, in the 1930s, this prejudice boiled over into monstrous hatred and deadly violence.” What does Friedman’s use of figurative language in these lines help readers understand about antisemitism?** (figurative language) *The phrase “simmered for centuries” helps readers understand that prejudice toward Jewish people had been slowly developing for a long time, like a pot of sauce or soup simmering on a stove. The phrase “boiled over into monstrous hatred” helps readers understand that this prejudice erupted into an overwhelming and uncontrollable force, taking on a horrific and deadly form.*
 2. **According to the article, how was Hitler able to gain so much support for his hateful ideas and beliefs?** (cause and effect) *According to the article, Hitler took advantage of the humiliation and struggles Germans were facing following their defeat in World War I. He promised to make Germany strong and powerful again. While making these promises, he took advantage of many people’s deeply ingrained antisemitism, presenting Jewish people as the cause of Germany’s problems. He spread this lie in his speeches, unfairly blaming Jewish people and making them a scapegoat for the nation’s woes.*
 3. **According to the article, besides smuggling Jewish Danes out of Denmark by boat, what other acts of resistance did individuals and groups in Denmark take against the Nazis?** (key ideas and details) *The Nazis had made it illegal to report on Germany’s crimes, but Danish citizens printed secret newspapers to spread information about Nazi atrocities. Danish citizens bombed factories and trains containing Germany’s war supplies. A German officer warned Danish leaders of plans to round up Jewish citizens and deport them to concentration camps; the warning allowed people to go into hiding. Thousands of people across Denmark hid Jewish citizens in attics, churches, schools, and hospitals.*
 4. **Consider the numbers and statistics Friedman includes in the section “The Right Thing.” Why does she include them? What do they help readers understand?** (author’s craft) *Friedman provides the following numbers and statistics in the section “The Right Thing”: 7,220 Jewish Danes were brought to safety; 6 million Jewish men, women, and children were murdered by the Nazis—two out of every three European Jewish people; thousands of Danes risked their lives to save their Jewish countrymen and countrywomen; more than 98 percent of Jewish Danes survived the war. Together, these numbers and statistics help readers understand the scale of the Holocaust and its devastating impact on the Jewish population of Europe, and also just how successful and courageous the Danish rescue operation was.*
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

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

1. In literature, light is often a symbol of positivity, goodness, and life, while darkness is often a symbol of negativity, evil, and death. In this article, what is the “darkness” and what is the “light” that broke through it? How does Friedman weave images of darkness and light throughout her article? *The darkness in this article is the horror, cruelty, and loss caused by the Holocaust. Darkness appears in Friedman’s article during moments of fear and uncertainty: the dark night of the Goldbergers’ escape on the beach, the icy black water the family must wade through, the police flashlight being kicked out of Leo’s hand when the family is hiding from German soldiers. The lightness that breaks through the darkness is the courageous acts of resistance against the Nazis—first and foremost the protection of Jewish Danes from injustice and suffering. Light appears in Friedman’s article during moments of hope: the rescue boat’s blinking signal in the water, the bright lights of the Swedish shoreline, and candles in windows to celebrate liberation from the Nazis.*
2. Why is it important to study the Holocaust? In particular, why is it important to read about events such as the rescue of Jewish Danes? *Studying the Holocaust provides insights about a significant historical event that helped shape the world we live in today. It also serves as a stark reminder of the consequences of prejudice and how it can escalate into hatred and violence. Reading about events like the rescue of Jewish Danes gives us a model of courage, compassion, and hope, even in the darkest of times, and helps us think critically about the role of bystanders.*

3. Write About It: Key Ideas and Details

(45 minutes)

- Have students complete the **Featured Skill Activity: Key Ideas and Details**. This activity prepares them to respond to the writing prompt on page 10 in the printed magazine and at the bottom of the digital story page:

The Holocaust was a time of great horror and tragedy. Yet there were also acts of courage and hope. Explain how the rescue of Jewish Danes was an act of courage and hope.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

Support for Multilingual Learners

These questions are designed to help students respond to the text at a level that's right for them.

Yes/No Questions

Ask students to demonstrate comprehension with a very simple answer.

1. Growing up, did Leo ever feel unsafe being Jewish? *No, he didn't.*
2. Did the Nazis invade countries outside of Germany? *Yes, they did.*
3. Were the Nazis ever in control in Sweden? *No, they weren't.*
4. Did Danish citizens take action against the Nazis? *Yes, they did.*
5. Did Leo and his family make it to Sweden? *Yes, they did.*

Either/Or Questions

Encourage students to use language from the question in their answer.

1. Did most Danes treat their country's Jewish citizens with respect or with prejudice? *Most Danes treated Jewish citizens with respect.*
2. Did Hitler start antisemitism, or had it existed for centuries? *Antisemitism had existed for centuries.*
3. Did Hitler cause antisemitism to increase or decrease? *Hitler caused antisemitism to increase.*
4. Were Jewish Danes smuggled to Sweden or Poland? *Jewish Danes were smuggled to Sweden.*
5. Did Leo and his family escape from Denmark by boat, or did they hide in an attic? *Leo and his family escaped from Denmark by boat.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. What was Hitler and the Nazi party's view of the world? *Hitler and the Nazi party held a racist view of the world. They saw anyone who was different from them as less than human.*
2. How did the nation of Denmark take action against Hitler? *Citizens across Denmark risked their lives to spread news of the Nazis' crimes, bomb German war supplies, hide Jewish citizens, and smuggle Jewish citizens out of the country to safety.*

Language Acquisition Springboard: Fill in the five "W" words while reading, then use the answers to generate questions after reading.

Who? (Which person or people is this article mainly about?) *Leo Goldberger and his family*

What? (What event does this article describe?) *one of the greatest rescue operations in history, when hundreds of fishing boats brought thousands of Jewish Danes like Leo and his family to safety in Sweden*

When? (At what time did this event occur?) *in 1943, during World War II*

Where? (In what place or location did this event take place?) *Denmark, a small country in northern Europe*

Why? (What was the reason for or cause of this event?) *A racist man named Adolf Hitler became the leader of Germany. He began invading countries to build an empire based on his hateful ideas. Life became dangerous for Jewish people, so Danish people came together to protect their Jewish friends, neighbors, and colleagues.*

Connected readings from the *Scope* archives:

- [Special Collection: Stories of World War II and the Holocaust](#)

The Power of Failure

How to make failure work for you

About the Story

Lexile® Measure 840L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to synthesize key ideas from a nonfiction article and an infographic

Featured Skill: synthesis

Additional skills covered in this lesson plan: author's craft, key ideas and details, text evidence

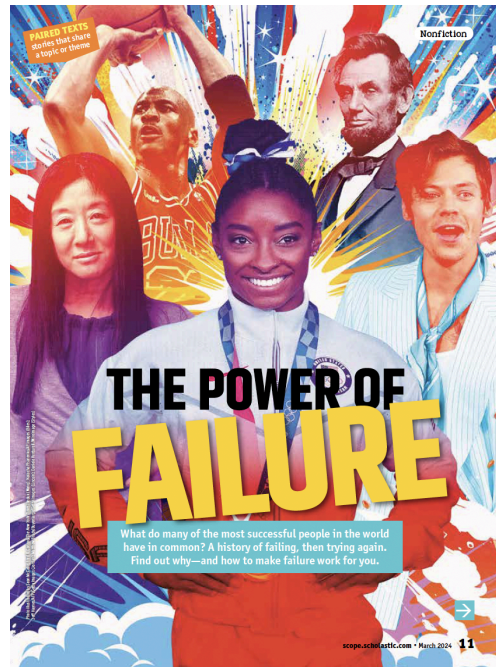
Essential Questions:

- What is failure?
- What is success?

Standards:

The article and its suite of support materials 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

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

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

Audio:

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

Differentiated Article:

- Lower-Lexile version

Connected readings from the Scope archives:

- "The Worst"
- "Mistake"
- "Song of Bravery"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Synthesis
- Choice Board
- Core Skills Workout: Text Evidence*
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 minutes)

Do Now: Journal (5 minutes)

- Project the prompts below. Have students choose one prompt to respond to.
 - What is failure? What is success?
 - Think of a time when you failed at something. What happened? Did you learn anything from the experience?
 - Just like everyone, famous and highly successful people experience failure. Choose someone famous who has failed at something. What did this person fail at? How did they cope with their failure?
 - Though failing at something can be difficult, it can also be a positive experience. What do you think some of the positives might be?
- Invite volunteers to share their responses, if they feel comfortable doing so.

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *aspire, counterintuitive, inevitable, intellect, reluctant, visionaries*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

“Secrets of a Slam Dunk Fail”

- Invite a volunteer to read the As You Read box on page 12 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version of the article.*) Optionally, have students listen to the **audio read-aloud** while they follow

along. The 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 article again and respond to the following **Close-Reading and Critical-Thinking Questions**, also located in the Resources tab.

Close-Reading Questions

(25 minutes)

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

1. **Why does author Jessica Press wait to reveal Michael Jordan's name until the fifth paragraph of the introduction?** (author's craft) *Press waits to reveal Michael Jordan's name to build suspense. Once we learn that the person she is describing "didn't make the varsity team," we assume that he must not be a great basketball player. Thus, we are surprised to learn that the person is Michael Jordan! By catching the reader off-guard and showing that even celebrities face setbacks, Press begins building her main argument: Failure can help us succeed.*
2. **According to the article, how can being afraid to fail hold us back?** (key ideas and details) *The article explains, "When you're afraid of failing, you may choose to do only what you're good at rather than what interests you." In other words, fear of failure can make you hesitant to try something new, or you might quit a new activity if you don't excel right away. You could miss the chance to discover a new interest or talent. Fear of failure can also keep you from acquiring grit, a strength of mind that helps people get through life's challenges.*
3. **Why do leaders in the field of technology embrace making mistakes?** (text evidence) *Technology leaders know that failure can be an important step. Rather than view a failed app or website as a problem, they view it as an opportunity to create something better next time, using their new knowledge.*
4. **How does Steve Jobs's career path show that failure is part of being successful?** (text evidence) *Jobs's career path shows the importance of not giving up—that even when faced with setbacks, you can still be successful if you choose to keep at it. Jobs helped start Apple back in 1976. He was later fired after getting into a disagreement with colleagues. So he started a new technology business. Apple eventually hired him back, and he quickly became the CEO. Jobs went on to launch the iPhone, one of the most important technologies of the 21st century.*

"How to Fail Like a Pro"

- Read the infographic as a class. Optionally, have students listen to the read-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**, some of which apply to both texts.

Close-Reading Question

(3 minutes)

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

1. **How does each celebrity profile highlight a healthy way to cope with setbacks?** (text evidence) *Each celebrity responded to a setback in a different but powerful way. After being eliminated on a talent show, Harry Styles tried again—but this time he partnered up with other artists. Vera Wang moved on to pursue a different interest. Abraham Lincoln went back to work, slowly rebuilding his reputation over many years. And Simone Biles dropped out of the Olympics, choosing to prioritize her health over what others expected of her.*

Critical-Thinking Questions

(5 minutes)

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

1. **Why is it important to learn about failure?** *Answers will vary. Students may say that learning about failure will help them to cope with it better. They may also say that failure is not a subject people often talk about and that having open discussions about failure can help people to have a more positive view of it and be honest with themselves and each other about mistakes.*
2. **Think of a character from a film, book, or show who doesn't handle failure well. Based on information from the article and the infographic, how could that character have responded differently?** *Answers will vary.*
3. **Have your ideas about failure changed after reading the article and the infographic? Why or why not?** *Answers will vary.*
4. **The article states that "as a culture we are obsessed with perfection." What do you think it would take for our culture to change, from one obsessed with perfection to one that embraces failure?** *Answers will vary.*

3. Write About It: Synthesis

(45 minutes)

- Have students complete the **Featured Skill Activity: Synthesis**. This activity prepares them to respond to the writing prompt on page 15 in the printed magazine and at the bottom of the digital story page:

How can failure be a positive experience and what are some ways to cope with it? Draw from both "Secrets of a Slam Dunk Fail" and "How to Fail Like a Pro" to support your ideas.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

Connected readings from the *Scope* archives that explore themes of perfection, failure, and making mistakes:

- ["The Worst"](#)
- ["Mistake"](#)
- ["Song of Bravery"](#)

Should Phones Be Banned at Concerts?

Or do phones help us remember and share the experience?

About the Story

Lexile® Measure 990L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to read two essays that argue opposing sides of a debate, to trace and evaluate each author's argument, and to then decide which argument is stronger

Featured Skill: analyzing arguments

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.4, R.6, R.8, W.1, SL.1, SL.3

For more standards information—including TEKS—go to Scope Online.

Should Phones Be Banned at Concerts?

YES: Phones ruin concerts for everyone.
BY EMMA ORLOV

Field Music Hall holds new rules: No phones at concerts! Security will collect phones in this lobby before the start of the show. Is this totally unfair? So completely necessary? Two sides weigh in.

NO: Phones help us remember and share the experience.
BY KEVIN YOUNG

The decision to ban phones at Field Music Hall concerts is unfair, and the venue should reconsider its new rule.

Thanks to the cameras on our phones, concerts don't have to end when the lights come up. After a show, we can watch that epic BTS dance sequence or that spectacular Taylor Swift rare stage in many times as we want, then better! We can share those once-in-a-lifetime moments with others.

But not if our phones are banned.

Shared Experiences

Concert tickets are expensive and often hard to get. When fans lucky enough to attend a show just about clip it, it's more people get to share in the experience. Why would a venue stand in the way of that?

Plus, filming and sharing at concerts supports artists. For lesser-known musicians, a clip of them belting out a note or nailing a guitar solo can go viral and help them get noticed. Banning phones would put an end to all that free publicity.

Taking away phones could also pose a safety issue, especially for young fans like me. What if there were an emergency and I needed to reach an adult fast? Or what if I lost my friends in the crowd? How would I find them?

Disputed Attention

Experts say that constantly using a phone during a concert divides your attention, which can leave you feeling disconnected from the performance. If your mind is on your phone—thinking about how many likes you'll get on that perfect photo you just posted—you're not focusing on the show itself.

Scavenger Hunt

Disrupt

Read the text, then complete the following steps:

1. Circle the central claim.
2. Underline the author's reasons.
3. Put check marks in two places of supporting evidence.
4. Put the counterclaim(s).
5. Put a double star next to the rebuttal(s).

Now analyze

Which argument is stronger?

Your Teaching Package

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

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Argument Terms Glossary
- Scavenger Hunt*
- Essay Kit
- Anchor Chart: Transitions and Argument Essay Checklist
- Persuasive Appeals: Ethos, Pathos, Logos
- Lesson Plan Slide Deck

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *ensure, immersive, incessantly, intent, publicity*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- For students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View.
 - Have students silently reread the article to themselves.
 - Poll the class: "What do you think? Should phones be banned at concerts? No matter what you personally think about phone use at concerts, who do you think makes the better argument: Emma or Kevin?" Tally the results on the board.
 - Now trace and evaluate the arguments in each essay:
1. **Read the directions in the Scavenger Hunt box on page 17 or at the bottom of the digital story page. If you need to review the bolded academic vocabulary in the box, here are definitions and examples:**
 - **central claim:** the big idea that the author supports in their argument; their position, belief, or viewpoint
Example: School should start later.
 - **reasons:** the grounds on which a central claim is based; the individual reasons that support or prove the central claim
Example: Middle school-aged kids need more sleep.

- **supporting evidence:** facts, statistics, and examples that show why a reason should be believed; evidence and reasons that support and “hold up” a claim
Example: A study by the Sleep Institute found that 47 percent of kids aren’t getting enough sleep.
- **counterclaim:** an acknowledgment of a concern or disagreement from those with opposing viewpoints
Example: Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later.
- **rebuttal:** an author’s direct response to an opposing viewpoint or claim (the “comeback” to a counterclaim)
Example: Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later. ←[counterclaim] While that may be true in some cases, a 2018 study that looked at two schools in Seattle found that students’ sleep increased an average of 34 minutes each night after start times were moved nearly an hour later. ←[rebuttal]

For more argument terms support, see our **Argument Terms Glossary**, found in the Resource Library at Scope Online.

2. Project Emma’s essay and do a think-aloud that models each step in the Scavenger Hunt.

Students can mark along in their magazines with you, or fill in the **Scavenger Hunt** graphic organizer found at Scope Online. This activity is offered on two levels; the lower-level version has students identify central claims, reasons, and supporting evidence only.

- Identify Emma’s **central claim**. (*What does Emma think?*)
 - First, ask students: “Based on her essay, how would Emma respond to the question in the headline: Should phones be banned at concerts?” (Emma would say, “Yes! Phones should definitely be banned at concerts.”)
 - Think aloud: “I’m going to circle a line that expresses this big idea: ‘Field Music Hall’s phone ban is a smart idea that will make going to concerts way more fun.’”
- Underline Emma’s **reasons**. (*Why does she think that?*)
 - Think aloud: “I just circled Emma’s central claim—that is, what Emma thinks. Now I’m going to underline her reasons—or *why* she thinks what she thinks: ‘The fact is, when the entire audience is on their phones, taking and posting photos and videos, performances become less immersive and less personal for everyone’ and ‘Being on your phone can even affect your memory of the concert . . .’”

- Put check marks on two pieces of **supporting evidence**. (*How does she know?*)
 - Think aloud: “Can I find information Emma provides to back up her reasons?” Then draw students’ attention to the following two pieces of evidence: (1) “Experts say that constantly using a phone during a concert divides your attention, which can leave you feeling disconnected from the performance. If your mind is on your phone—thinking about how many likes you’ll get on that perfect photo you just posted—you’re not focusing on the show itself” and (2) “‘If your intent is ‘I’m going to share this on social media,’ it’s going to pull you out of the concert experience,’ says Henkel. ‘And your memories of it won’t be as clear and vivid.’”
 - Star the **counterclaim**. (*What does the other side say?*)
 - Think aloud: “Where does Emma acknowledge a concern or concerns from the opposing viewpoint? I’m going to star ‘Now, it’s true that photos and videos give us something to look back on’ and ‘Of course, some will argue that phone bans present a safety issue.’”
 - Put a double star next to her **rebuttal**. (*What is her response to the other side?*)
 - Think aloud: “Does Emma have a comeback for the viewpoint that photos and videos give us something to look back on? Yes. She says, ‘So why not take a few photos outside the venue and leave it at that?’”
 - Think aloud: “Does Emma have a comeback for the viewpoint that phone bans present a safety issue? Yes. She says, ‘But if you need to contact someone, like a parent, you can always access your phone in the lobby.’”
3. Have students complete the Scavenger Hunt for Kevin’s essay. They can work independently or in pairs, optionally using the Scavenger Hunt graphic organizer available at Scope Online. Then share out responses as a class. Sample responses:
- **Central claim:** “The decision to ban phones at Field Music Hall concerts is unfair, and the venue should reconsider its new rule.”
 - **Reasons:** “When fans lucky enough to attend a show post short clips of it, more people get to share in the experience”; “Plus, filming and sharing at concerts supports artists”; “Taking away phones could also pose a safety issue, especially for young fans like me”; “Despite what some people argue, taking photos and videos at a concert can enhance your experience . . .”
 - **Supporting evidence:** “For lesser-known musicians, a clip of them belting out a note or nailing a guitar solo can go viral and help them get noticed. Banning phones would put an end to all that free publicity”; “What if there were an emergency and I needed to reach an adult fast? Or what if I lost my friends in the crowd? How would I find them?”; “According to Kristin Diehl, a marketing professor at the University of

Southern California, taking photos can make you more engaged by focusing your attention on what you are watching.”

- **Counterclaim:** “I understand that some concertgoers get annoyed when people are on their phones incessantly.”
- **Rebuttal:** “As a compromise, Field Music Hall could create a phone-free zone, where people could choose to ditch their phones and enjoy the show from a designated area. Those outside that space could still use them. That way everyone would be happy—and the decision of whether or not we have our phones during a concert wouldn’t be the venue’s.”
- Discuss: Which evidence do you find most convincing in each essay? Least convincing? What do Emma and Kevin agree about? Are there any important reasons you think they left out of their arguments? *Answers will vary.*

3. Write About It: What Do You Think?

(45 minutes)

- Have students respond to the following questions in writing:

Who makes the stronger argument?

What do you think about whether phones should be banned at concerts?

The Story of Adorable

How a rare rodent became a beloved American pet

About the Story

Lexile® Measure 930L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to read a short informational text then craft a constructed response that includes a claim, text evidence, and commentary

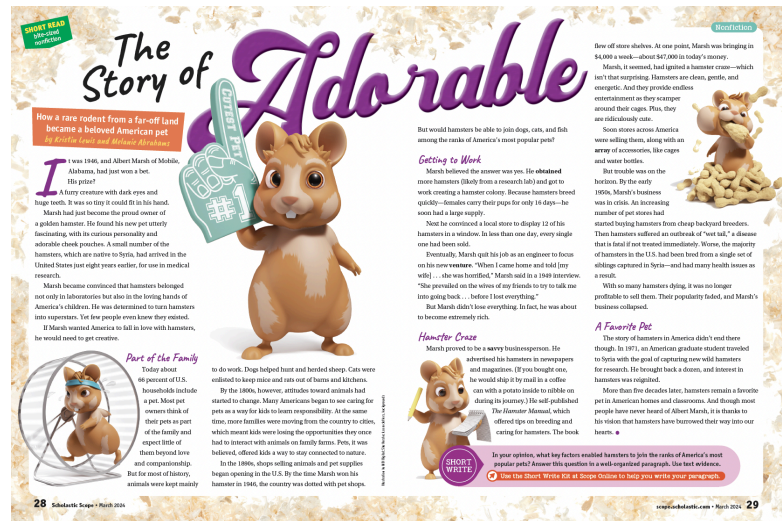
Featured Skill: constructed response

Additional skills in this lesson plan: identifying central ideas and details

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, W.2

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

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

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Connected reading from the Scope archives:

- Paired Texts: "How the Wolf Became the Dog" and "How the Dog Became Part of the Family"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Short Write Kit
- Core Skills Workout: Central Ideas and Details*
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *array, obtained, savvy, venture*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (20 minutes)

- For students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Have students read the story again.
- Optionally, divide students into groups to complete the **Core Skills Workout: Central Ideas and Details** activity. This graphic organizer asks students to identify the central idea and supporting details of each section of the article and the central idea of the article as a whole. (This activity comes on two levels, with more or less scaffolding.)

3. Write About It (20 minutes)

Have students complete the **Short Write Kit**. This activity guides students to write a claim, support it with text evidence, and provide commentary in response to the prompt on page 29 in the printed magazine and at the bottom of the digital story page:

In your opinion, what key factors enabled hamsters to join the ranks of America's most popular pets? Answer this question in a well-organized paragraph. Use text evidence.

Connected reading from the Scope archives:

- Paired Texts: [“How the Wolf Became the Dog”](#) and [“How the Dog Became Part of the Family”](#)

Support for Multilingual Learners

Build Vocabulary by Learning Synonyms and Antonyms

- After reading “The Story of Adorable,” share the following definitions and examples with students.

Synonym: A word that means the same or nearly the same as another word→big/large

Antonym: A word that means the opposite or nearly the opposite of another word→big/small

- Have students study each word group from “The Story of Adorable” listed below and identify the words as synonyms or antonyms:

strange, unusual, curious (*synonyms*)

fascinating, amazing (*synonyms*)

cute, adorable (*synonyms*)

tiny, large (*antonyms*)

wealthy, rich (*synonyms*)

hated, loved (*antonyms*)

- Alternatively, for a more challenging version of the activity, put each word on a card and have students sort the cards into synonym/antonym groups on their own. Invite students to use a dual-language dictionary or thesaurus if needed. They could also add synonyms or antonyms to each word group, in English and/or their home language.

The Midnight Ride of Sybil Ludington

A thrilling story set during the American Revolution

About the Story

Lexile® Measure 1050L (captions only)
For qualitative complexity factors, go to
Scope Online.

Learning Objective: to summarize
the events of a play in the form of a
newspaper article

Featured Skill: summarizing

**Additional skills covered in this
lesson plan:** author's craft,
interpreting text, character

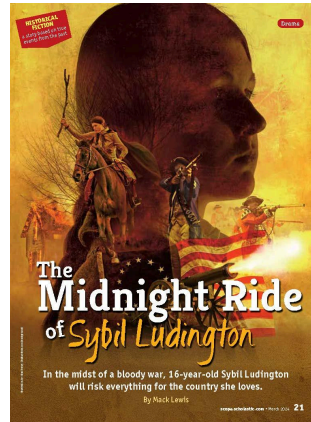
Essential Questions:

- What does it mean to be underestimated?
- What makes someone courageous?
- What does it take to change long-held ideas?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, W.2, SL.1

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

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

Audio:

- Text-to-speech
- Vocabulary

Video:

- Virtual Field Trip

Connected readings from the Scope archives:

- Women's History: Stories of Trailblazers

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Summarizing
- Choice Board
- **Core Skills Workout:**
 - Inference
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (25 minutes)

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *Continental soldiers, incursion, militia, musket, muster, Redcoats, regiment*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

Watch a Video (15 minutes)

- Project the **Virtual Field Trip** video in which author Lauren Tarshis takes you and your students on a virtual trip to the Museum of the American Revolution in Philadelphia.

2. Read and Discuss (55 minutes)

- Invite a volunteer to read aloud the As You Read box on page 22 or at the top of the digital story page.
- Assign parts and read the play aloud as a class.
- Divide students into groups to discuss the following **Close-Reading and Critical-Thinking** questions, which are also located in the Resources tab.

Close-Reading Questions (25 minutes)

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

- In the prologue, 1777 is described as “a dangerous and violent time.” How is this statement supported in Scene 1?** (author’s craft) *This statement is supported by the mood of Scene 1, which is tense and fearful. A mysterious traveler appears on a “damp, moonless night,” creating an ominous feeling. When Sybil hears a knock, her need for caution is apparent from the way she “cracks” the door open. Her family is “tense with fear.” Crosby is slow to reveal his*

identity, and when he does, he reminds the family that the dangers of the war are real. The characters' behavior shows that they are living in "a dangerous and violent" time.

2. **In Scene 1, Sybil says, "One cannot be brave if one is fearless, Mr. Crosby." What does she mean?** (interpreting text) Mr. Crosby implied that Sybil was brave because she wasn't afraid of anything. Sybil is making the point that bravery means overcoming fear, not being fearless. She's letting Crosby know that she is afraid, but that it won't stop her from protecting her family.
 3. **Why does the Colonel agree to let Sybil raise the militia?** (character) He seems to agree for two reasons. First, the militia must be raised, and there isn't anyone else who can do it. Second, he has faith in Sybil. When the messenger says, "You have sent her to her doom," the Colonel responds, "You do not know my Sybil," implying that he is confident in her abilities.
 4. **Which events in the play show that Sybil is both mentally and physically tough?** (character) Sybil shows her mental toughness in Scene 2, when Prosser shows up; she's in danger but quickly thinks of a plan to keep her family safe. In Scene 4, she shows physical toughness when she keeps going even after hurting her ankle. And in Scene 5, her courage helps her escape from the bandits.
- As a class, discuss the following questions.

Critical-Thinking Questions

(5 minutes)

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

1. **What can be learned from the story of Sybil Ludington?** Sybil's story highlights the importance of not judging or underestimating someone based on their gender or age. When Sybil wanted to help protect her country, Sybil was met with resistance because she was a teenage girl. Ultimately, she proved to those who doubted her that she was just as capable as any boy, as she stated to her mother in Scene 1. Students may also say that Sybil's story highlights the importance of courage, bravery, and standing up for what you believe in.
2. **Identify three things you learned about life during the American Revolution from the play.** Students may say that you can learn from the play that the American Revolution was a dangerous time in history and that life during it was difficult. Men were often away at war, leaving their wives and children at home to defend the house. Sometimes, neighbors fought neighbors, because not all of the colonists wanted to separate from England. Girls and women were forbidden from fighting. If you needed to spread information quickly, the best way to do it was on horseback.

3. Write About It: Summarizing

(45 minutes)

- Have students complete the **Featured Skill Activity: Summarizing**. This activity will prepare them to respond to the writing prompt on page 26 in the printed magazine and at the bottom of the digital story page:

It's May 1777, and you are a reporter for The Patriot Gazette. Write an article about what Sybil Ludington did, the outcome, and what was special about her actions.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

Connected readings from the Scope archives:

- [Women's History: Stories of Trailblazers](#)

Famous

A poem about what it means to matter

About the Poem

Learning Objective: Students will analyze the key literary elements in a poem.

Featured Skill: analyzing poetry

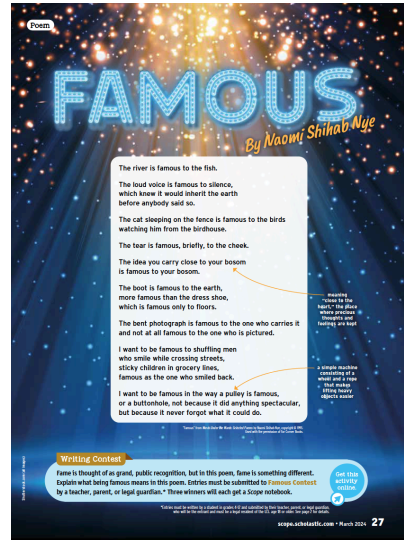
Essential Questions:

- What truly matters in life?
- How is success measured?
- What makes a person or thing valuable?

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.4, W.4, W.5

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:

- Poem Read-Aloud
- Text-to-speech

Activities to print, project, or share digitally:

- Featured Skill: Poetry Analysis
- Choice Board

Connected readings from the Scope archives:

- “Can Fame and Fortune Make You Happy?”
- “Girl Can’t Dance”
- “Should Andre Be a Social Media Star?”

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Do Now: Poll and Discuss (10 minutes)

- Collect and project or hang a group of images that includes celebrities as well as the following: a river, a cat, a hiking boot, and a buttonhole. Poll students on whether they think each person or thing pictured is famous. Follow up the poll with a quick discussion—why did students answer the way they did?

2. Read and Discuss (30 minutes)

- As a class, listen to the **audio read-aloud** of the poem, which is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- For a second read, invite students to read the poem silently to themselves. Then discuss the following questions as a class.

Featured Skill: Poetry Analysis (20 minutes)

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

1. Thinking about the relationship between a fish and the river in which it lives, what do you think poet Naomi Shihab Nye means in the first line of the poem when she writes, “The river is famous to the fish”? A fish needs the river in which it lives to survive. Indeed, the river is the fish’s whole world. So when Nye writes that the river is famous to the fish, she means that the river is familiar, well-known, or important to the fish.
2. In the second stanza, the poet refers to loud voices and silence.
 - A. What are some ideas, feelings, experiences, and/or kinds of people often associated with loud voices? How about with silence? Possible answers: Loud voices are often associated with yelling, power, attention, excitement, or anger. People often use loud voices when they want something or when they feel strong emotions. Silence tends to be associated with deep thought or reflection, listening, seriousness, calm, or perhaps sadness.
 - B. Which do you think usually gets more attention or has more power—loud voices or

silence? Students are likely to say that in general, loud voices get more attention and seem more powerful than silence.

C. What idea about loud voices and silence do you think the poet is expressing in the second stanza? What do you think her message might be? Students should interpret this line to mean that silence is ultimately more powerful than loud voices—that listening and thinking, perhaps, is more powerful than yelling or aggression. The poet seems to be suggesting that silence holds a certain kind of power and wisdom that is ultimately stronger than that of loud voices, even if it often seems otherwise. (Some students might recognize this stanza as a variation of a phrase from Matthew 5:5 in the Bible: “Blessed are the meek, for they will inherit the earth,” which has been interpreted in various ways, such as “those who forgo worldly power will be rewarded in heaven,” “those who are pushy do not succeed in the end,” and “those who are gentle and soft will ultimately be rewarded over those who are harsh and forceful.”)

3. **Now consider the third stanza. Why would a cat be “famous” to nearby birds?** The cat would be a threat to the birds, so the birds would pay close attention to the cat and the cat would be known to all the birds. Perhaps the birds would even communicate with one another about the cat, “talking” to one another about what the cat is up to.
4. **In the fourth stanza, Nye writes that the tear is famous “briefly” to the cheek. Why would the tear be famous only briefly?** The tear would be famous only briefly because tears either slide away or dry up very quickly after they are shed.
5. **Consider the fifth stanza. What does the poet mean when she describes an idea as “famous” to your bosom?** As the annotation explains, something that is “close to your bosom” is precious to you. The poet is describing an idea that occupies a lot of space in your heart or in your thoughts, something you know well because you’ve given it a lot of thought.
6. **Why would a boot be more famous to the earth than a dress shoe, as Nye writes in the sixth stanza?** A boot is something you wear to work, walk, or hike outdoors, so the earth—meaning the dirt or the ground—would be far more familiar with boots than with dress shoes, which are mostly worn indoors.
7. **Explain what you think the poet is saying in the seventh stanza. Why would a photograph be famous to the person who carries it but not to the person who is pictured?** The photograph would be important and meaningful to the person who carries it because it represents, for that person, the person pictured—almost surely someone the person carrying the photo cares deeply about. The person who carries the photo likely looks at it often and values it a great deal. But for the person pictured, the photograph means nothing. That person probably never thinks about the photograph at all.
8. **How are the last two stanzas of this poem different from the first seven? (Hint: Take a look at how the stanzas begin.)** The first seven stanzas all begin with “The ____ is famous to the ____.” The final two stanzas are different: They begin with “I want to be.” Only the final two

stanzas are written in first-person and express a desire rather than simply making observations.

9. In your own words, explain what the poet says in the second to last stanza. The poet says that she wants to stand out to or be known to strangers as the person who smiled back when they smiled at her.
10. In the last stanza, the poet says she wants to be famous in the way that a pulley or a buttonhole—that never forgets “what it could do”—is famous. What do you think the poet means? What kinds of things might she never want to forget she can do? Pulleys and buttonholes have simple and humble—but also extremely useful—functions. In saying that she wants to be like these objects, the poet is expressing the idea that she doesn’t need to do anything flashy—anything that would make her famous in the traditional sense of “widely known”—to feel useful or valuable. Perhaps she is getting at the idea that what is important in life are intimate shared moments and the genuine connections we form with others, and that these matter far more than any sort of more superficial public recognition we might receive. She may also be recommending that we take pride in whatever we do, even if we never become celebrities—even if, in fact, we are only ever “famous” to a very small audience. As to what kind of things she might be thinking of, answers will vary; perhaps she is saying she never wants to forget that she can be kind and helpful to others, and that she can do simple things like return people’s smiles, as she describes in the previous stanza.

3. Write About It (30 minutes)

- Have students respond to the prompt that appears with the poem:

Fame is thought of as grand, public recognition, but in this poem, fame is something different. Explain what being famous means in this poem.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

Connected stories from the Scope archives about fame:

- Debate: [“Can Fame and Fortune Make You Happy?”](#)
- Fiction: [“Girl Can’t Dance”](#)
- Debate: [“Should Andre Be a Social Media Star?”](#)

When Lightning Meets Lava

Practice using commas while learning about volcanic lightning!

About the Story

Learning Objective: to identify when a comma is needed before a coordinating conjunction

Featured Skill: grammar, usage, and mechanics

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: L.1, L.2

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

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

Audio:

- Text-to-speech

Activities to print, project, or share digitally:

- Comma or No Comma? Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Set a Purpose for Reading

- Direct students' attention to the hint box and directions on page 2 or at the top of the digital story page. Read each aloud.

2. Read and Discuss (10 minutes)

- Have students read the three boxes of text independently or with a partner, placing a comma in each purple box when necessary. Optionally, share the interactive version of this article. Then discuss the answers.
- In your Resources tab, find an anchor chart and an additional skill-reinforcement activity called **Comma or No Comma?** The activity includes additional support around simple sentences, compound sentences, and the coordinating conjunctions *for, and, nor, but, or, yet, and so* (known by the acronym FANBOYS). This activity is also available as a Google Slideshow for projecting.

3. Write (2 minutes)

- Have students practice using this grammar skill in context. Project this Exit Ticket prompt on your board for students to respond to on a sticky note before they leave class:

Write a sentence that includes the following:

-the word *singing*

-the word *dancing*

-one of these two coordinating conjunctions: *and, but*

-a comma

Gone Again

Starting over isn't easy—even when you're an expert.

About the Story

Lexile® Measure 850L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to explore dynamic character in a work of short fiction

Featured Skill: character

Essential Questions:

- How do we cope with change?
- What role do friends play in our lives?
- What does “home” mean?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, W.3, SL.1

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

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

Audio:

- Story read-aloud
- Text-to-speech

Slideshow:

- Vocabulary

Connected readings from the Scope archives:

- “The Perfects”
- “Freddie in the Shade”
- “My Favorite”
- “The Stars Between Us”

Activities to print, project, or share digitally:

- Vocabulary: Definitions
- Double-Entry Journal
- Featured Skill: Character
- Discussion Questions
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

- Project the **Vocabulary Slideshow** on your whiteboard. Review the definitions and complete the activity as a class. The audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Highlighted words: *agonizing*, *plummeted*, *reckoning*, *slog*, *tantalizing*.

2. Read and Discuss (45 minutes)

- Read the “Spotlight On” box on page 19 or at the top of the digital story page.
- For students’ first read, have them follow along as they listen to author Kristin Lewis 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.
- Have students reread and annotate the story independently. Here are some symbols you might have them use:

∞ = connection

★ = important

❓ = I don’t understand

💬 = “I’m thinking . . .” (add words and comments)

💙 = love this

- Alternatively, have students complete a double-entry journal during their reread. In their journals or on a piece of paper, have students create a T-chart. In the left-hand column, have them record three to five lines that jump out at them or feel particularly meaningful. In the right-hand column, have them record their reactions to these lines through questions, comments, connections, or analysis. You can find both a print and a digital version of our **Double-Entry Journal** handout in the Resources tab.

- Divide students into groups to discuss their annotations or double-entry journals. Then reconvene as a whole group and pose the following questions, some of which may draw on students' reading responses and group discussions. (If you prefer to have students answer these questions in writing, use the **Discussion Questions** in the Resources tab.)

Discussion Questions

(20 minutes)

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

1. **What is your first clue that Kiera is unhappy?** *The first clue that Kiera is unhappy is the detail that while Kiera is at the table looking at her piece of lasagna, she is squeezing her fingernails into her palms, "willing the tears in her eyes to go away."*
2. **The story begins with a seemingly happy moment—with the delicious smell of lasagna, Kiera's favorite dish. Why is Kiera trying not to cry?** *Kiera is trying not to cry because she is upset about the fact that she has had to—yet again—uproot her life and move to a new place. Because her parents are in the military, she has to move around a lot and she is feeling angry and upset about her most recent move. She feels so overwhelmed with her emotions that she can't even enjoy her favorite dish.*
3. **In one part of the story, Kiera lists her lost belongings and describes what she has imagined happened to each of them. What does what she imagines tell you about her?** *Answers will vary. One possible answer is that the tragic fate that she imagines her lost belongings have suffered tells you that Kiera is afraid of being forgotten and losing the bonds that she has formed with her friends in different places. She might feel that she too is lost.*
4. **What is Kiera's main conflict? Is it internal or external? Explain.** *Kiera's main conflict is that she keeps having to move. Her conflict is both external and internal. Externally, her conflict is that she is physically far away from many of the things and people she loves. Internally, she is battling with her own feelings of loss and sadness about the things and people that she's had to leave behind. She can't get excited about the dojo or Starbucks in her new neighborhood, or about the fact that there are kids her age there. She just thinks "What's the point?" She even keeps a list of what she's lost.*
5. **How is the conflict resolved?** *The external conflict is not quite resolved. Kiera is still in her new town, and will presumably one day have to move again. But she eats the lasagna she is offered and tells Ron that it's the best she's ever had. This suggests she is open to connecting to the people in her new town. The internal conflict is partially resolved as Kiera comes to the realization that she has not really lost the people that she has met in other places, and that she will always have her memories and experiences to look back on, as well as new memories and experiences to create in her new home with her family and new friends. She also realizes that even though she is*

physically separated from Misa, they are still very much in each other's lives, as they text each other regularly.

6. **What does the last line tell you? What can you infer about Kiera's attitude?** *The last line, "I think it's the best lasagna I've ever had," tells you that Kiera is feeling much better about her situation. At the start of the story, she is on the verge of tears and calls the lasagna in front of her "stupid." The lasagna makes her sad because it reminds her of friends that she had to leave behind. But at the end of the story, after reflecting on her happy memories with her friends from all over the world, she feels better. She's realized that she hasn't really lost anyone, and her commenting on how good the lasagna is signifies that she might be ready to move on and create new happy memories with new people.*

Critical-Thinking Questions

(5 minutes)

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

1. **Has a joyful or happy memory ever made you sad, like Kiera's memories of lasagna?**
Answers will vary.
2. **Do you think it's harder to leave someone behind or to be the one left behind—or do you think it's about the same? Explain.** *Answers will vary.*

3. Write Your Sequel (60 minutes)

- Have students use the **Featured Skill Activity: Character** to help them to respond to the writing prompt on page 20 in the printed magazine and at the bottom of the digital story page:

Think about how Kiera's attitude about her new home changes over the course of the story and why. Then imagine you're Kiera. Write an email to Chris about your new home.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story.)

Connected fiction from the *Scope* archives about coping with change:

- ["The Perfects"](#)
- ["Freddie in the Shade"](#)
- ["My Favorite"](#)
- ["The Stars Between Us"](#)

What Would You Say to an Alien?

Scientists are sending a message to space. What should it say?

About the Story

Learning Objective: to understand how a writer uses coordinating conjunctions to connect ideas effectively, then compose sentences using coordinating conjunctions

Featured Skill: grammar, usage, and mechanics

Standards:

The article and its suite of support materials support these Common Core anchor standards: L.1, L.2

For more standards information—including TEKS—go to Scope Online.

WRITE LIKE A PRO

WHAT WOULD YOU SAY TO AN ALIEN?

Scientists are creating a message to send to space, with the hope that it will one day reach an alien civilization. What do you think it should say?

BY REBECCA E.J. HANCOCK

Coordinating Conjunctions

Imagine that somewhere among the stars exists a planet teeming with life. Now imagine what that life might be like. Maybe these life forms are beyond anything we can comprehend. Maybe they're blobs of hot-pink slime, or maybe they're flying trees! Then again, maybe they're not all that different from us.

Whatever they are, it would be amazing to meet them. Unfortunately, they live really far from Earth, so we can't visit them. What can we do? Send a message!

Today a team of scientists is preparing to do just that. The message is called the *Bacon* in the *Galaxy*. The dream is that one day another civilization will find it—and reply.

REACHING FOR THE STARS

The *Bacon* in the *Galaxy* won't be the first message broadcast from Earth. In 1974, scientists used a giant radio telescope in Arecibo, Puerto Rico, to send a message to a distant cluster of stars. The message summarized humanity's technological achievements. In 1977, the spacecraft *Voyager 1* and *Voyager 2* were launched, each carrying records containing sounds and images of human life. How will the *Bacon* in the *Galaxy* be different? It will contain more information as well as instructions for how to reply.

Jonathan Zimm is a lead researcher on the project. He works at NASA's Jet Propulsion Laboratory. Zimm and his team plan to start by describing hydrogen, the most abundant element in the universe. The message will also describe humans, our solar system, and Earth and its location.

THOUSANDS OF YEARS

The message will be sent to a region of the galaxy that could support life. But it will take thousands and thousands of years to get there. (It's been 50 years since the Arecibo message was transmitted. If you're still alive, you'll reach its destination for another 25,000 years.) And then, if aliens receive the message, if they figure out what it means, and if they decide to reply, it could take thousands of years for their reply to reach Earth.

Still, it's exciting to think about. Some scientists speculate that any alien civilization that could decode and respond to our message would be technologically advanced. Such a society may have overcome struggles like those we face on Earth, such as war and hunger, says David Whitehouse from the SETI (Search for Extraterrestrial Intelligence) Institute. "Wouldn't it be nice if there were someone who could say 'You can do this, because we've done it'?" she says. "We're looking for a friend."

WRITE LIKE A PRO CHALLENGE

Now take what you've learned and apply it to your own writing. For each pair of things below, compose a sentence using a coordinating conjunction that shows the relationship between the things.

- cable, pie
- crying all day, getting up early
- ballet, dance trends
- with grade, neighborhood

For tips on using commas to connect ideas, see page 31.

Your Teaching Package

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

Audio:

- Text-to-speech

Activities to print, project, or share digitally:

- Anchor Chart: Coordinating Conjunctions
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

- Draw students' attention to the directions in the upper left-hand corner of page 30 or at the top of the digital story page. Read the directions aloud.

2. Read and Discuss (25 minutes)

- Have students read the article and the explanations in the green circles with a partner.
- Optionally, before students complete the **Write Like a Pro Challenge**, give them some extra practice using coordinating conjunctions. Project the following sentences, then have students combine them using coordinating conjunctions.
 - She enjoys painting. She enjoys drawing.
 - The sun was shining brightly. The temperature was still cold.
 - I'd like to travel to Italy. Maybe I'll go to Spain instead.
 - He didn't spend much time studying for the test. He got an A+.
 - She finished her homework early. She decided to go for a walk.
- Optionally, provide students with the **Anchor Chart: Coordinating Conjunctions** to use and keep as a handy reference in their notebooks. It contains definitions and usage examples for each conjunction.
- To teach students about using commas in the sentences they combined, refer to pages 2-3 of the magazine, which explain when a comma is needed before a coordinating conjunction.

3. Write (25 minutes)

- Have students work in pairs or independently to take the **Write Like a Pro Challenge** on page 31 of the printed magazine or at the bottom of the digital story page:

Now take what you've learned and apply it to your own writing! For each pair of things below, compose a sentence using a coordinating conjunction that shows the relationship between the things:

- *cake, pie*
- *staying up late, getting up early*
- *TikTok, dance trends*
- *sixth grade, seventh grade*

Remind students that there are no “right” answers here. They get to come up with the relationships!

- Project students' sentences on your whiteboard and discuss the relationships they created between each pair of words or phrases. Alternatively, have students exchange and discuss their sentences with a partner.

The Time Capsule

Learn about the Greek root *chron* through a graphic-novel-style story.

About the Story

Learning Objective: to use Greek and Latin affixes and roots as clues to the meanings of words

Featured Skill: vocabulary acquisition

Standards:

The article and its suite of support materials support this Common Core anchor standard: L.4

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

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

Audio:

- Text-to-speech
- Read-aloud

Activity to print, project, or share digitally:

- Root Power: *chron*

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

- If students are unfamiliar with graphic novels, preview some basic graphic novel terminology and definitions:
 - **panels:** the square or rectangular boundaries that contain elements of the story
 - **gutters:** the space between panels, where the reader's imagination connects the elements between two panels to create a flowing storyline
 - **balloons:** where spoken or narrated words and sound effects are contained
- Have a volunteer read aloud the directions located beneath the story's title. Then locate the words in **green** in the story and read them aloud together.

2. Read and Discuss (25 minutes)

- Read the story once through as a class, then have students reread it independently.
- To check comprehension, have students write a quick objective summary of the story on a sticky note.
- Using their knowledge of affixes and roots along with context clues, students can then turn and talk to a partner to discuss their preliminary understanding of the meanings of the words in **green**.

3. Root Challenge (25 minutes)

- Have students take the **Root Challenge** at the bottom of the page in the printed magazine or at the bottom of the digital story page. Be sure to have digital or print dictionaries handy for students to verify their definitions. Optionally, have students complete this task using the **Root Power activity** found in your Resources tab at Scope Online. It contains a chart for recording definitions, an extra practice activity, and space to record their own *chron*

word, sentences, and illustrations. Sample definitions and answers can be found in the **Answer Key**, which can also be found in the Resources tab at Scope Online.