

The Amazing History of Breaking

How a style of dance created on the streets of New York City took over the world

About the Story

Lexile® Measure 900L

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

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

Featured Skill: synthesis

Additional skills covered in this lesson plan: key ideas and details, summarizing, interpreting text, text structure, text features

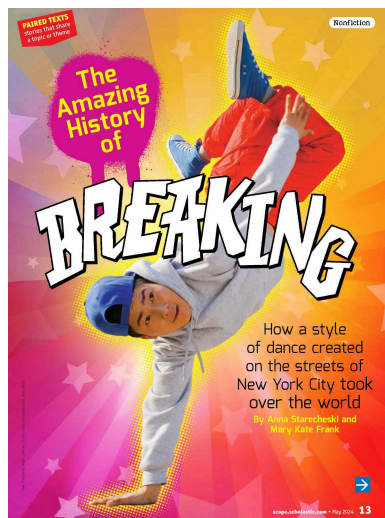
Essential Questions:

- What makes something an art form?
- What makes something a sport?
- How does an activity become popular?

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 and interview read-aloud
- Text-to-speech
- Vocabulary

Video:

- Beyond the Story: Into the World of Breaking

Differentiated Article:

- Lower-Lexile version

Connected readings from the *Scope* archives:

- "The Wave Catcher"
- "Ready. Set. Jump!"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Video Discussion Questions
- 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)

Preview Vocabulary (5 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: *improvising*, *mesmerized*, *transcends*. 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 to your LMS and have students preview the words and complete the activity independently before class.

Watch a Video (10 minutes)

- Watch the **Beyond the Story** video, which takes students into the world of breaking and will be helpful for any students unfamiliar with the style of dance. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

2. Read and Discuss (45 minutes)

“The Amazing History of Breaking”

- Invite a volunteer to read the As You Read box on page 14 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 of the article 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 Questions**, also located in the Resources tab.

Close-Reading Questions

(25 minutes)

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

- 1. What role did singer and dancer James Brown play in the rise of breaking?** (key ideas and details, summarizing) *James Brown played a key role in the rise of breaking. As the authors explain, in the 1970s, Brown was a popular singer and dancer who was known for the innovative dance moves that he would do during the break of a song. Black teens in the Bronx who idolized Brown would imitate his dance style at parties. DJs began devising ways to extend the break in songs to give dancers more time to dance. Eventually, these dancers began developing their own unique style, which would ultimately become known as breaking.*
- 2. The authors write, “As breaking gained popularity, house parties could no longer contain the dancers. Breakers moved to parks and other outdoor spaces.” What do they mean?** (interpreting text) *The authors mean that as more and more people started breaking, the dance style began to spread beyond house parties. You could also interpret the line more literally and take it to mean that breakers started to want more space to do their moves, so they started dancing outside.*
- 3. How does the section “From Streets to Screens” contribute to the article?** (text structure) *The section “From Streets to Screens” describes how breaking gained popularity beyond the Bronx, where it originated, to eventually become popular around the world. The section explains that the 1983 movie Flashdance exposed breaking to millions of people, and that after that, “it seemed like everyone wanted to be a breaker.” Around the same time, breaking companies began going on tour, which exposed even more parts of the world to this new art form.*
- 4. Consider the sidebar “Global Moves.” Why might the authors have included it?** (text features, key ideas and details) *The authors may have included the sidebar “Global Moves” to emphasize that breaking draws on influences from many different places and cultures. In the article, the authors write, “Their moves were inspired by everything from traditional African dances to kung fu movies.” The sidebar emphasizes that breaking has many influences by listing additional art forms that breaking draws on.*

“Meet an Olympic B-Girl”

- Break students into groups again to read and discuss the interview. Optionally, have students listen to the read-aloud of the interview 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 the article and the interview.

Close-Reading Question

(5 minutes)

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

- Sunny says she loves breaking because “anyone can try it: All you need is a floor and music. So you have people from all walks of life.” What does she mean? Find a line or lines in “The Amazing History of Breaking” that express a similar idea. (interpreting text, synthesis) Sunny means that because anyone can easily try breaking, it attracts all different kinds of people with different backgrounds. In the article, this idea is expressed in the lines “Still, 50 years after it started, breaking remains much the same. It doesn’t require pricey equipment or expensive training, just a desire to express yourself.”

Critical-Thinking Questions

(5 minutes)

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

- The article explains that breaking gained global popularity in part thanks to movies and television. How do dances gain popularity today? Answers will vary but students will likely say that social media plays a large role in making dances popular today.
- Sunny says that breaking is more about showing who you are than trying to be perfect. What might be valuable or helpful about approaching an activity this way? Answers will vary. Students might offer that it could be a relief not to feel like you have to live up to some sort of standard created by others. Students might also talk about the satisfaction of self-expression and how knowing that you don’t have to be perfect makes it easier to take risks.
- In general, what criteria do you think a sport should meet to be included in the Olympic Games? 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 17 in the printed magazine and at the bottom of the digital story page:

Imagine you’re a sports reporter introducing B-girl Sunny Choi and Team USA at the 2024 Summer Olympics. Record a segment (audio or video) that gives viewers a brief overview of breaking’s history and enduring popularity.

- 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 about the rise of popular activities from the Scope archives:

- Paired Texts: [“The Wave Catcher”](#) and [“Monster Waves”](#)
- Paired Texts: [“Ready. Set. Jump!”](#) and [“Skateboarding Takes Off”](#)