

When Ice Ruled the World

The cool history of a prized treasure

About the Story

Lexile® Measure 980L

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.

When ICE Ruled the World

You'll never look at an ice cube the same way again! *By Laura Tarullo*

Ice and Gold
Since 2,000 years ago, a frozen treasure has ruled the world. This treasure would take the men through treacherous mountains, getting them against avalanches, thieves, and wild animals. What did the men risk their lives for? It wasn't gold or silver or jewels. It was ice.

ICE REWARDS
Getting ice from nature was a hard job. Men had to go to the mountains and dig for it. They could only get it in the winter and had to get it before it melted. They had to get it before it melted.

Big Breakthrough
In 1806, Tudor figured out how to ship ice from chilly New England to sweltering regions of the U.S.—and beyond. His big breakthrough was a new tool developed by one of his employees: a special plane with sharp blades. A horse would drag the plane across a frozen pond or river, etching lines into the ice. The lines formed a checkerboard pattern that workers used as a guide for where to saw. The men then used metal bars to pry out giant, uniform ice blocks. Because the blocks were all the same size and shape, they could be packed together tightly.

The Ice King
By the 1800s, Tudor's ships were delivering ice to Southern states and the Caribbean, and even as far away as India, an ocean journey of 14,000 miles. Tudor made millions and became known as the Ice King. Tudor's ice changed America—and the world. Many more people could keep their food fresh in summer, which meant fewer people died of food poisoning. Hospitals could use ice to cool patients with high fevers, reduce swelling, and preserve medications, saving many lives. And ice cream became one of America's most popular treats. By the 1900s, most Americans had electric refrigerators and houses and no longer needed to buy ice. They could simply make it at home. And just like that, the idea that ice was a luxury melted into history.

SHORT WRITE
How does the author develop the idea that ice was once rare and prized? Answer this question in a well-organized paragraph. Use text evidence. Use the Short Write Kit at Scope Online to help you write your paragraph.

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

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (5 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: *blustery, insulated, plow*. 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:

How does the author develop the idea that ice was once rare and prized? Answer this question in a well-organized paragraph. Use text evidence.