

Finding Hope in a Time of War

How one teen is working to save lives in Ukraine

About the Story

Lexile® Measure 980L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze the title and the key ideas of an article

Featured Skill: key ideas and details

Additional skills covered in this lesson plan: cause and effect, problem and solution

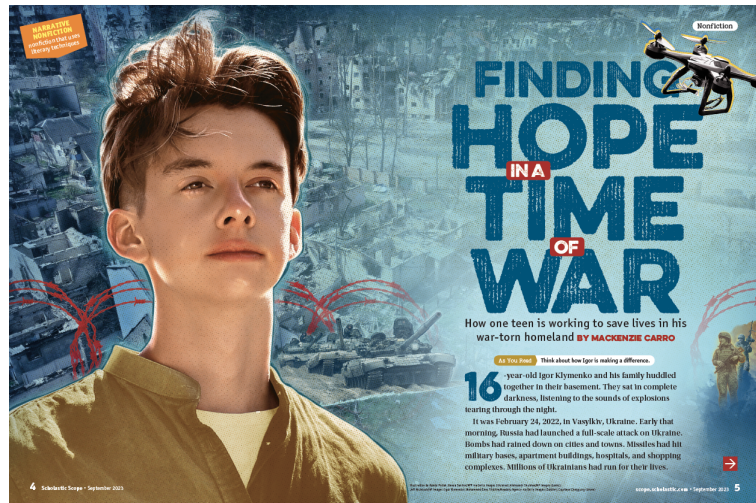
Essential Questions:

- What are the consequences of war?
- What is the power of hope?
- How do advances in technology affect our lives?

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, L.4, L.5, L.6

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:

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

Video:

- Beyond the Story

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the Scope archives:

- "Into the Poison Cloud"
- "Born to Run"
- "Chasing the Wind"
- "Did You Use the GPS on Your Phone Today?"

Activities to print, project, or share digitally:

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

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 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: *asset, democratic, deployed, detonate, humanitarian, painstakingly, prototype, tinkerer*. 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)

- Invite a volunteer to read the As You Read box on page 5 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 Mackenzie Carro 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

(25 minutes)

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

- How did life change in Ukraine after Russia attacked in February of 2022? How did life change for Igor and his family in particular? (cause and effect) *Life came to a halt for many Ukrainians in February of 2022. Bombs and missiles destroyed entire towns and cities across the*

country. The Ukrainian military was quickly deployed and tens of thousands of civilians left their jobs and joined its ranks, including Igor's teachers. Igor and his family, like millions of others, fled their home in Kyiv to escape the violence. They fled to their country home in Vasylykiv because they thought the basement there would provide them more protection from falling bombs and missiles. Once in Vasylykiv, they were essentially confined to their home, full of fear and worry about what would happen next.

2. **According to the article, why are Ukraine and Russia at war?** (key ideas and details) *The conflict between Ukraine and Russia is not a new one. There have been tensions between them since Ukraine declared its independence from the Soviet Union in 1991. Carro explains that Russia's president believes Ukraine should be under Russia's control and that in 2014, Russia seized a region of Ukraine called Crimea. (According to the map, that territory is still disputed.) Carro also explains that Russia's president attacked Ukraine to remove Ukraine's president from power because Ukraine's president is aligning Ukraine with democratic nations like the U.S., which are rivals of Russia.*
 3. **Why are land mines a problem?** (problem and solution) *Land mines, which are often placed underground where they cannot be seen, injure and kill thousands of people around the world every year. Even after conflicts end, undetonated land mines make large areas of land unfit for housing and farming. The process of finding and clearing the mines is slow and dangerous.*
 4. **How does Igor's device work? Why would it be an asset to Ukraine? To the world?** (problem and solution) *Igor's device is a drone that can hover above the ground where land mines are buried. It is equipped with a metal detector that can sense the metals in land mines' explosives. The drone is also equipped with GPS that can create a map of land mine locations. The drone would be an asset to Ukraine because an area within the country nearly the size of Florida is now unsafe due to land mines. The drone would enable sappers to find land mines more quickly and safely than they can on foot and could prevent countless people from being injured or killed in Ukraine and in other places around the world where land mines are a problem.*
 5. **Carro writes of Igor, "Alongside his fear, something else began to rise in him: determination." What is determination? How has Igor showed determination?** (key ideas and details) *Determination is when you make up your mind to do something and stay focused on your goal with grit and persistence. When Igor learned about the problem of land mines after Russia seized Crimea in 2014, he was determined to turn his passion for robotics into a solution to this problem, and he spent most of his free time developing a prototype of a drone that could detect land mines. After Russia invaded, he didn't have his device with him, but he was determined to keep working on it—and he found a way to do so. Igor was also determined to get his device into the right hands, so he entered it into various competitions, even though he thought winning might be impossible.*
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

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

1. Carro writes that teachers around Ukraine have written to Igor to tell him how he has inspired their students. What do you think makes Igor inspiring? *Answers will vary.*
2. What did you learn from this article that you didn't know before? What questions do you still have about Ukraine and Russia? Where could you find the answers to these questions? *Answers will vary. For the third question, possible sources of information include reputable news organizations, humanitarian organizations, and books on the history of Russia and Ukraine.*

Watch a Video (10 minutes)

- Watch the **Beyond the Story** video, in which students meet Igor Klymenko. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

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 9 in the printed magazine and at the bottom of the digital story page:

Explain how the title “Finding Hope in a Time of War” applies to the article. Use details from the article to support your response.

- Alternatively, have students choose a task from the **Choice Board**, a menu of possible 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.)

4. Writing Spotlight: Using Introductory Phrases to Add Information About Timing (15 minutes)

- Project the **Writing Spotlight** activity, available in the Resources Tab, on your whiteboard for a mini-lesson on introductory phrases, using mentor sentences from the article. Read Slides 1 and 2 as a class.
- When you get to Slide 3, have students complete the Scavenger Hunt as a class. Possible answers include:
 - *"Every night after sunset, Igor and his eight family members would crowd into the basement to sleep."*
 - *"As a kid, Igor had always been a tinkerer, and he developed a passion for robotics and programming."*
 - *"But once in the basement, they had no idea if they were truly safe."*
 - *"At the time, he was in fifth grade."*
 - *"During the first days of fighting, Igor was consumed with worry."*
 - *"Each year, land mines kill and injure thousands of civilians around the world."*
 - *"But by mid-March, Igor had become determined to finish his device."*
 - *"After more than a year of hard work, Igor had finally developed a prototype, and with Kozlenko's guidance, he began testing it in the lab."*
 - *"Then one day, he and his cousin were playing around with a drone his cousin got for his birthday."*
- Have students complete the You Try It on Slide 4 on their own. Then ask volunteers to share their sentences.

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. Does Ukraine border Russia? Yes, it does.
2. Is Ukraine smaller than Russia? Yes, it is.
3. Did Igor's family flee their home in Kyiv when Russia attacked? Yes, they did.
4. Are land mines a problem around the world? Yes, they are.
5. Can Igor's device save lives? Yes, it can.

Either/Or Questions

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

1. Is Igor from Ukraine or Russia? *Igor is from Ukraine.*
2. Did Russia attack Ukraine or did Ukraine attack Russia? *Russia attacked Ukraine.*
3. Is clearing land mines quick and easy or slow and dangerous? *Clearing land mines is slow and dangerous.*
4. Does Igor's device hover in the air or roll across the ground? *Igor's device hovers in the air.*
5. Is Ukraine still fighting Russia today or is the war over? *Ukraine is still fighting Russia today.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why are land mines a problem? *Land mines kill and injure thousands of people around the world each year. Unexploded land mines prevent people from using land for farming or housing. Searching for and clearing land mines is dangerous work.*
2. How does Igor's drone work? *Igor's drone has a metal detector that can sense the metals in land mines. The drone's GPS then creates a map of land mine locations so that sappers can find land mines more easily, quickly, and safely than they could on their own.*

Language-Acquisition Springboard: Create a KWL chart together.

Use a KWL chart to help multilingual learners activate prior knowledge, pique their interest in the text, and talk about and record what they learn.

- Divide a sheet of chart paper into three columns.
- Label the first column K for "Know." Ask students what they know about Ukraine (or about the text, based on the title, subtitle, and other text features). Jot down notes (Ukraine is at war with Russia; Russia is bigger than Ukraine; These countries are not close to the United States, etc.).
- Label the second column W for "Want to Know" and jot down questions students have (Why are Russia and Ukraine at war? Are they still fighting? etc.).
- Label the third column L for "Learned." After reading the article, ask students to contribute information from the article that answers the questions they posed. Then ask them if they have any new questions and where they think they might be able to find the answers. Look for answers together.

Connected readings from the Scope Archives about transformational inventions:

- Paired Texts: ["Into the Poison Cloud"](#)
- Narrative Nonfiction: ["Born to Run"](#)
- Narrative Nonfiction: ["Chasing the Wind"](#)
- Paired Texts: ["Did You Use the GPS on Your Phone Today?"](#)