

The Curse of the Hope Diamond

Does this famous jewel bring disaster to all who touch it?

About the Story

Lexile® Measure 960L

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 reasoning

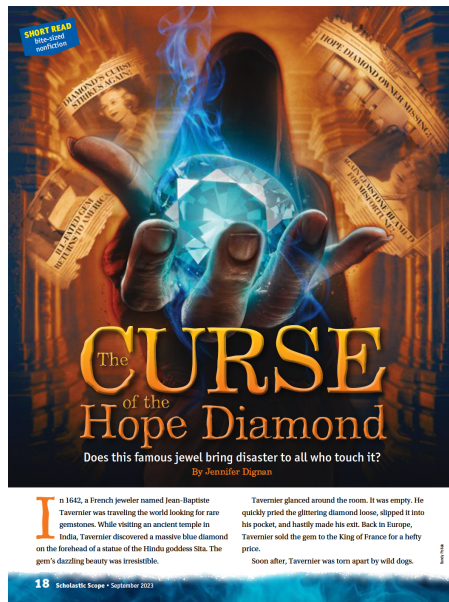
Featured Skill: constructed response

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, R.8, 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

Connected readings from the Scope archives:

- "Are Those Aliens?"
- "The Beast of Loch Ness"
- "Escape From Alcatraz"
- "Escape to Hope"
- "Vanished"

Activities to print, project, or share digitally:

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

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *befall*, *fabrication*, *fantastical*, *infamous*. 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.
- Direct students' attention to the headline and illustration on page 18 or at the top of the digital story page. Discuss: Together, what mood do these features create? What can you infer about the Hope Diamond based on these features?

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.
- Divide students into groups to read the story again. Optionally, at the end of each section, have them 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.)
- As a class, share out the central ideas and details identified. Then discuss:
 - Do you think the author believes the curse is real? Why or why not? Use evidence from the article to support your opinion.
 - If you visited the Smithsonian National Museum of Natural History, would you visit the Hope Diamond exhibit? Use details from the article to explain why or why not.

3. Write About It (20 minutes)

- Project the **How to Answer a Constructed-Response Question** handout and review it as a class.
- Have students work on their own or in pairs to 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 writing prompt on page 19 in the printed magazine and at the bottom of the digital story page:

Based on the article, do you think the curse of the Hope Diamond is real? Answer this question in a well-organized paragraph. Use text evidence to support your opinion.

Connected readings from the Scope Archives—articles with argument writing prompts that require students to evaluate evidence from the text:

- Narrative Nonfiction: [“Escape to Hope”](#)
(Was the Irish Potato Famine an act of nature?)
- Narrative Nonfiction: [“Are Those Aliens?”](#)
(Do you think some UFOs could be extraterrestrial? Why or why not?)
- Narrative Nonfiction: [“The Beast of Loch Ness”](#)
(Evaluate the evidence presented in the article for and against the existence of the Loch Ness monster. What evidence is most compelling? What evidence is least compelling?)
- Narrative Nonfiction: [“Vanished”](#)
(The article presents several theories about what happened to Amelia Earhart. Which theory do you find most believable and why?)
- Narrative Nonfiction: [“Escape From Alcatraz”](#)
(Which evidence do you find more convincing: the evidence that Morris and the Anglin brothers made it or that they did not?)