

Bicycle Mania and Will Jet Packs Take Off?

Bicycles changed the world. Will jet packs do the same?

About the Story

Lexile® Measure 810L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to compare and contrast ideas from two articles

Featured Skill: synthesis

Additional skills covered in this lesson plan: author's craft, compare and contrast, key ideas and details, cause and effect, figurative language

Essential Questions:

- How do advances in technology affect society?
- What causes something to become popular?
- What drives innovation?

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, SL.2, 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:

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

Slideshow:

- Vocabulary

Differentiated Articles:

- Lower-Lexile version

Connected readings from the Scope archives:

- Special Collection: Amazing Histories

Activities to print, project, or share digitally:

- Vocabulary Definitions
- Word Study
- Close Reading and Critical Thinking
- Featured Skill: Synthesis
- Writing Spotlight: Onomatopoeia
- Choice Board
- Core Skills Workout: Text Structure*, 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 following on your whiteboard for students to respond to in their writing journals or on a sheet of paper:

Respond to one of the prompts below.

- What's your favorite place to ride a bike? Describe this place and the experience of riding your bike there using vivid verbs and adjectives.
 - Design your own bicycle of the future. What makes your design unique? In what ways is it like a typical bicycle of today?
 - Make an argument for why traveling by bike is better than traveling by foot, car, or airplane.
 - Write a poem titled "Ode to a Bicycle." (An ode is a type of poem that expresses the writer's praise for a specific person, place, or thing.)
 - Think of a great memory you have that includes a bike. Write a super-short story based on that memory.
- Have students turn and share what they wrote with a neighbor.

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: *careening*, *contraptions*, *emancipate*, *enamored*, *innovation*, *menace*, *maneuverability*, *terrain*.

2. Read and Discuss (55 minutes)

"Bicycle Mania"

- Invite a volunteer to read the As You Read box on page 21 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 article read-aloud while they follow along. The **audio read-alouds** are 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. **Describe the article's introduction (the beginning, up to the first purple squiggle). Why might author Kristin Lewis have written it this way? What does it help readers understand?** (author's craft) *Lewis's introduction draws comparisons between the bicycle and a monster, a menace, a disease, and a crime wave—destructive, awful things. Verbs like unleashed and tearing create a dangerous and terrifying mood. Lewis waits to reveal the bicycle as the "horror," "disaster," and "catastrophe" she's referring to until the last line of the introduction. Lewis likely wrote the intro this way because she wanted to draw readers into the article and surprise them. The introduction helps readers understand how controversial bicycles once were.*
2. **How did the bicycles of the 1800s compare with the bicycles you might ride today?** (compare and contrast) *The earliest bicycles did not have pedals. When velocipedes came along, pedals were added. These contraptions were much more dangerous to ride than the bicycles we ride today. They were difficult to balance because of their height and uneven wheel sizes. Metal wheels made for a jostling ride. All these things made accidents common. Today, wheels are equal-sized with rubber tires, and when a rider's feet aren't on the pedals, they are able to safely reach the ground.*
3. **How did the public feel about early bicycles? What eventually changed people's attitudes?** (key ideas and details) *At first, people were outraged and even violent in response to the chaos bicycles were causing on their streets. Lewis explains that several cities banned early bicycles. But the comfort and safety features John Kemp Starley added to the bicycle—equal-sized wheels, air-filled tires, gears, and a chain drive—caused the public to go from outraged to obsessed. People began to see bicycles as contraptions that could bring one joy, health, and freedom.*
4. **Lewis writes that Susan B. Anthony said the bicycle "has done more to emancipate women than any one thing in the world." What did Anthony mean? How did bicycles emancipate women?** (figurative language) *Emancipate means "to set free." Susan B. Anthony meant that bicycles gave women the ability to physically leave the house on their own and in doing so, gave women the opportunity to gather, organize, and fight for the type of world in which they wanted to live—one in which women had a voice and the right to vote. The bicycle even*

“freed” women from the long, impractical skirts of the time: Women started wearing pants to ride bicycles.

5. **Why are bicycles still popular today?** (key ideas and details) *Bicycles are still popular today for a variety of reasons. They’re practical, affordable, environmentally friendly, and continually being innovated. Riding them is fun, good for our health, and useful. Plus, almost anyone can ride a bike, especially now that there are adaptive bicycles.*

“Will Jet Packs Take Off?”

- Read the article as a class. Optionally, have students listen to the article read-aloud while they follow along. The **audio read-alouds** are 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 articles.

Close-Reading Questions

(10 minutes)

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

1. **What similarities exist between the Rocket Belt and velocipedes? What differences exist between bicycles and jet packs of today?** (synthesis) *Rocket Belts, like velocipedes, were very difficult to maneuver and balance. Because of this, Rocket Belt fliers, like velocipedists, suffered gruesome injuries. While bicycles of today are practical, inexpensive, and easy to use, jet packs of today are expensive, heavy, and require great skill on the part of the flier. They are still very difficult to maneuver and pose safety risks.*
2. **What connection do the articles make between bicycles, jet packs, and possibility?** (central ideas and details) *Both inventions feed into humans’ innate fascination with flight and desire to defy gravity, and both give us an exhilarating sense of possibility as they allow us to explore the world beyond our doorstep.*

Critical-Thinking Questions

(5 minutes)

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

1. **Do you think Lewis thinks jet packs will take off? Do you think they will?** *Answers will vary.*
2. **The bicycle was once controversial and even banned in several cities. Are there any modes of transportation or devices that are now controversial but which you predict will one day be commonplace and beloved?** *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 25 in the printed magazine and at the bottom of the digital story page:

Do you think jet packs could become as popular as bicycles? Why or why not? Use text evidence to support your ideas.

- 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: Onomatopoeia (15 minutes)

- Project the **Writing Spotlight** activity, available in the Resources Tab, on your whiteboard for a minilesson on onomatopoeia, using a mentor sentence from the article. Read Slides 1 and 2 as a class.
- Have students complete the You Try It on Slide 4 on their own. Then ask volunteers to share their sentences.

Connected readings from the Scope Archives:

- [Special Collection: Amazing Histories](#)