

# Secrets of the Skulls

How a sugar skull artist celebrates the Day of the Dead

## About the Story

**Learning Objective:** to practice using the commonly confused words *there*, *their*, and *they're*

**Featured Skill:** grammar, usage, and mechanics

### Standards:

The article and its suite of support materials support this Common Core Anchor Standard: L.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](https://scope.scholastic.com).

### Audio:

- Text-to-speech

### Video:

- Grammar Hack: *There, Their, or They're?*

### Activities to print, project, or share digitally:

- *There, Their, or They're?* Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

## Step-by-Step Lesson Plan

### 1. Prepare to Read (5 minutes)

#### Watch a Video

- Watch **Grammar Hack: *There, Their, or They're?***, a short animated video with tips about how to use these commonly confused words.

#### Set a Purpose for Reading

- Direct students' attention to the directions and the hint box on page 2 or at the top of the digital story page. Read each aloud.

### 2. Read and Discuss (10 minutes)

- Have students read the three boxes of text independently or with a partner, circling the correct word in each bolded word group. Optionally, share the interactive version of this article, which contains drop-down menus. Then discuss the answers.
- Find an additional skill-reinforcement activity in your Resources tab: ***There, Their, or They're?***

### 3. Write (5 minutes)

- Have students practice using this grammar skill in context. Project this Exit Ticket prompt on your board for students to respond to on a sticky note before they leave class:

**Write a short note to the principal explaining why a chocolate fountain should be installed in the lobby of the school. Use *there*, *their*, and *they're* in your note.**

# Code Talkers

Joseph Bruchac tells the powerful story of the Navajo code talkers of World War II

## About the Story

**Lexile® Measure** 890L

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

**Learning Objective:** to identify key ideas and details in a narrative nonfiction article

**Featured Skill:** key ideas and details

**Additional skill covered in this lesson plan:** figurative language

### Essential Questions:

- Why should stories about war be remembered?
- How do people preserve culture?
- How are language and culture linked?

### 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, 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](https://scope.scholastic.com).

### Audio:

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

### Video:

- Behind the Scenes

### Differentiated Articles:

- Lower-Lexile version
- Spanish language version

### Connected readings from the *Scope* archives:

- “Fancy Dancer”
- “More Than a Game”
- “The Vanishing Beasts”
- Special Collection: Stories of World War II and the Holocaust

### Activities to print, project, or share digitally:

- Do Now: Decode a Secret Message
- Video Discussion Questions
- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking Questions
- Featured Skill: Key Ideas and Details
- Choice Board
- Core Skills Workout: Summarizing\*, Text Features, Text Structure\*, Nonfiction Elements
- Word Study
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

# Step-by-Step Lesson Plan

## 1. Prepare to Read (20 minutes)

*Teacher's note on terminology:* "Native American," "Native Peoples," "Native," "American Indian," "First Nations," "Indigenous," and "Indigenous Peoples" are terms in use today to describe people indigenous to North America. Not every Indigenous person identifies with all of these terms, and it is important to refer to people using the terms they prefer. In many cases, Native people prefer to be called by their tribe/nation.

### Do Now: Decode a Secret Message (5 minutes)

- Project the prompt below on your whiteboard or share the printable version found in your Resources tab.

Can you translate this coded message?

MOASI NE-AHS-JAH LHA-CHA-EH DZEH GAH DZEH MOASI DZEH TKIN  
A-KEH-DI-GLINI DZEH LHA-CHA-EH

MOASI	= Cat
LHA-CHA-EH	= Dog
DZEH	= Elk
TKIN	= Ice
NE-AHS-JAH	= Owl
GAH	= Rabbit
A-KEH-DI-GLINI	= Victor

- The message is "code received." To decode, substitute each word in Diné, the native language of the Navajo people seen in the left-hand column, with its corresponding English word on the right. Then string together the first letters of the English words to spell the words in the secret message. Tell students that today they will learn about this Navajo code that helped the U.S. and its allies win World War II.

*Optionally, after reading, visit the National Museum of the American Indian's website for a Navajo dictionary and more translating tasks:*

<https://americanindian.si.edu/nk360/code-talkers/code-talking/>



### Watch the Video (10 minutes)

- Watch the **Behind the Scenes** video in which author Joseph Bruchac introduces students to the Navajo code talkers and offers insights into the writing process. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

### 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: *allies, declassified, enacted, fronts, indispensable, oasis, platoon*. 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 4 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 Joseph Bruchac read his 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.*

1. **In your own words, what was the purpose of so-called Indian boarding schools? What was the effect of these schools on Native peoples and their communities?** (key ideas and details) *Boarding schools were meant to eliminate Native cultures and replace them with “mainstream American” ways of life. These schools caused families to lose contact, children to die,*

and traditional languages and cultures to disappear. The trauma inflicted by these schools continues to be felt in Native communities today.

2. **Why was being a United States Marine complicated for Chester Nez? Why was he eager to join the war effort?** (key ideas and details) *Joining the United States Marines was complicated for Nez because it was the United States government that had required Nez and hundreds of thousands of other Native children to attend boarding schools where they were stripped of their language, cultural traditions, and contact with their families. It was the United States government that had waged war on his ancestors, forcing them off their lands and killing thousands. Despite this painful history, Nez saw the United States as his country too and believed that it was worth protecting.*
  3. **Why was the Navajo code more effective than the codes American forces had previously used?** (key ideas and details) *Previous codes consisted of letters and numbers, making them easy to break, especially by the Japanese, who were expert code breakers. Diné, however, was a language with many tones and complex grammar that was extremely difficult to learn; no one but the Navajo people could speak it well. Additionally, previous codes required machines on both ends that encoded and decoded the numbers and letters, a process that could take hours. Two pairs of Navajo code talkers could send and receive messages in just minutes.*
  4. **Bruchac writes, “And it would be Diné, the language he was told to forget, that would one day help turn the tide in World War II.” What does Bruchac mean by “turn the tide”? How did Diné turn the tide in World War II?** (figurative language, key ideas and details) *To turn the tide is to reverse the trend or course of events. For example, if a team is losing and then a player scores a point and the team starts winning, you could say the player turned the tide for the team. The United States Marines had been battling the Japanese Imperial Army for control of the island of Guadalcanal for months, and things were not looking good. Once the Marines began using the Diné code, they were finally able to take control of Guadalcanal. After that, more code talkers were trained and eventually all crucial radio messages in the Pacific were sent using the Navajo code. This unbreakable code helped American forces take control of more and more islands.*
  5. **Besides using their language for secret communication, how did Navajo culture help Nez and the other code talkers survive the war?** (key ideas and details) *The Navajo men’s way of life prior to joining the Marines provided them with superior strength, endurance, and marksmanship. They also depended on their cultural and spiritual traditions to help them survive, like Nez and Begay’s corn pollen prayer. When the men returned home, ceremonies such as the Enemy Way that was performed on Nez helped heal the spiritual and psychological wounds of war.*
- As a class, discuss the following question.

### Critical-Thinking Question

(5 minutes)

*The following question can be shared in printable or interactive form.*

1. Respond to the statement in the **As You Read** box: Think about why the work of the Navajo code talkers was so important. *The work of the Navajo code talkers was important not only because it played a significant role in helping the U.S. and its allies win World War II, but also because it inspired Native nations whose languages had been in danger of disappearing to preserve and restore them.*

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

*Imagine that the U.S. Postal Service wants ideas for who to feature on a new series of stamps. Write an essay explaining why it should choose the code talkers. Support your ideas with information from the article.*

- 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.)

### 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. Was Chester Nez allowed to speak Diné at boarding school? *No, he wasn't.*
2. Did Nez want to join the Marines? *Yes, he did.*
3. Did the U.S. ever take control of the island of Guadalcanal? *Yes, it did.*
4. Did Japan ever break the code created by the code talkers? *No, it didn't.*
5. Was Nez honored for his service in the military? *Yes, he was.*

### Either/Or Questions

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

1. Do the United States and the Navajo Nation have a peaceful history or a painful history? *The United States and the Navajo Nation have a painful history.*
2. During World War II, did the U.S. fight Japan in the Pacific Ocean or the Atlantic Ocean? *The U.S. fought Japan in the Pacific Ocean.*
3. Is Diné a simple language or a complex language? *Diné is a complex language.*
4. Did Japan win World War II or did they surrender? *Japan surrendered.*
5. By the end of the war, how many code talkers were there: more than 400 or 29? *By the end of the war, there were more than 400 code talkers.*

### Short-Answer Questions

Challenge students to produce simple answers on their own.

1. What made the Navajo language ideal for a code? *The Navajo language was ideal because only the Navajo people spoke it well, and the language had never been fully written down.*
2. Why was the code talkers' work important? *The code talkers' work helped the United States and their allies win the war. It also inspired members of other Native nations to preserve and restore their languages.*

### Language-Acquisition Springboard

**Create your own code to better understand how the top-secret Navajo code worked.**

After reading the article, ask students to think about how letters in English were replaced with Diné words: A was replaced with the Diné word for *ant*, and B was replaced with the Diné word for *bear*, for example.

Build on this idea by thinking of an animal for each letter of the alphabet: cat, dog, elephant, fox, etc. After writing down all the animal names you can, choose a language (or more than one) that your students speak. Next to each animal name, write its translation.

Once you have a non-English word to represent each letter of the English alphabet, have students write short messages to each other in your new code. They'll understand how the Navajo code's two layers of encryption made it so difficult to break, and they'll enjoy decoding the messages too.

### Connected readings from the Scope archives

#### Other articles and stories centered on Native peoples and cultures:

- Fiction: [“Fancy Dancer”](#) and [“Meet a Real-Life Fancy Dancer”](#) (Cree)
- Short Read: [“More Than a Game”](#) (Haudenosaunee)
- Paired Texts: [“The Vanishing Beasts”](#) and [“Return of the Buffalo”](#) (Fort Peck Assiniboiné and Sioux)

#### Other articles and stories about World War II:

- [Special Collection: Stories of World War II and the Holocaust](#)

# **“Which Animal Is the Deadliest?” and “The Extraordinary Powers of the Tiny Mosquito”** An article and infographic present two sides of mosquitoes

## **About the Story**

**Lexile® Measure** 1000L

For qualitative complexity factors, go to Scope Online.

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

**Featured Skill:** synthesis

**Additional skills covered in this lesson plan:** key ideas and details, cause and effect, problem and solution, word choice, tone, author’s purpose

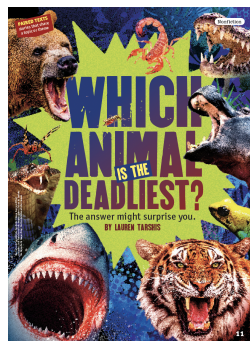
### **Essential Questions:**

- What is our relationship with other living things?
- How can we protect our health?
- How do readers know what an author’s purpose is?

### **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, 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](https://scope.scholastic.com).

### **Audio:**

- Article and infographic read-aloud
- Text-to-speech
- Vocabulary

### **Video:**

- Scope Toolkit: “What’s the Tone?”

### **Differentiated Article:**

- Lower-Lexile version

### **Connected readings from the Scope archives:**

- *The Poison Sky*
- “Rats”
- “The Fish That’s Eating the World”
- “Vampires of the Deep”

### **Activities to print, project, or share digitally:**

- Do Now: Solve a Riddle
- Vocabulary: Definitions and Practice
- 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 (20 minutes)

#### Do Now: Solve a Riddle (5 minutes)

- Display the following riddle for your students to solve as they enter the room:

*My entire life cycle lasts 8-10 days.*

*I usually travel only 100-200 feet at a time.*

*My max speed is 1.5 miles per hour.*

*I am the deadliest creature on Earth. Some experts estimate that I've killed half of all people who've ever lived.*

*I am important in the food chain: I provide food for bats, fish, birds, and frogs.*

*I am a pollinator. That is, I move pollen, which helps plants produce fruits and seeds.*

*Researchers think my spit could help cure human diseases.*

*What am I?*

- The answer is the mosquito. Direct students' attention to page 11 or the top of the digital story page and discuss: Why do you think the article's opening image features a tiger, a cobra, a shark, and other threatening animals? Are you surprised that the deadliest animal is the mosquito? How might this tiny insect be deadly?

#### 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: *adapt, nuisance, potent, prone, rural*. 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)

### “Which Animal Is the Deadliest?”

- Invite a volunteer to read the As You Read box on page 12 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 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

(20 minutes)

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

1. **How does author Lauren Tarshis develop the idea that mosquitoes have been a problem for humans for thousands of years?** (key ideas and details) *In the introduction, Tarshis provides a statistic about mosquito-borne illnesses that illustrates how long they have plagued humans: Some experts estimate they’ve killed nearly half of all people who have ever lived. In the section “An Ancient Problem,” she provides examples of humans from various times and places who dealt with the problem of mosquitoes: Egyptian pharaohs, Chinese empresses, Mayan farmers, and George Washington’s troops. In the text feature “Malaria Through Time,” she provides details about the traces of malaria found in King Tut’s 3,500-year-old mummy and the roots of an effective medicine used to treat malaria today—the wormwood plant used by Chinese healers to treat the disease 1,600 years ago.*
2. **Why are mosquitoes a problem for humans?** (problem and solution) *Mosquitoes are a problem for humans because they transmit deadly illnesses such as dengue fever, West Nile virus, and malaria. About 230 million people are infected with malaria each year. In 2021, malaria killed more than 600,000 people across Africa, Asia, and Central and South America. People in rural parts of developing countries with little access to medical care are especially at risk.*
3. **In your own words, how is malaria transmitted?** (cause and effect) *When a female mosquito bites a person infected with malaria, the mosquito slurps up blood that contains malaria*

parasites. A few days later, when the mosquito has its next blood meal, these parasites get injected into the new person being bitten.

4. **What solutions to malaria have been explored? Have any worked?** (problem and solution) *Some solutions that have been explored are nets coated with mosquito-killing chemicals to protect people while they sleep, the genetic alteration of male mosquitoes so that female offspring don't survive, a medicine called artemisinin, a vaccine called Mosquirix, the spraying of an insecticide called DDT, and the killing of mosquito larvae with essential oils and yeast. Many of these solutions have led to a reduction in malaria cases, but they have not been effective enough or have been otherwise problematic. For example, over time mosquitoes adapt to the chemicals on the nets, and the vaccine reduces malaria cases by only 40 percent. DDT successfully killed mosquitoes in the U.S., but it turned out to be extremely harmful to humans and the environment, and it is now banned in many nations. As Tarshis writes, "the search for new weapons in the war on malaria continues."*

## “The Extraordinary Powers of the Tiny Mosquito”

- Give students a few minutes to study the infographic.
- As a class, discuss the following **Close-Reading and Critical-Thinking Questions**, which apply to the article and the infographic.

### Close-Reading Questions

(5 minutes)

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

1. **Consider the words each author uses to describe or refer to mosquitoes. Compare the words they use and how the words create each author's tone.** (word choice, tone) *Tarshis uses the adjectives "deadliest," "dangerous," and "fearsome" to describe mosquitoes. She refers to them as "a nuisance" and "a disease-spreading menace." She uses verbs like "combat," "tormented," and "battling" when describing humans' relationship with mosquitoes. She is full of concern for human health and is mostly anti-mosquito. Adele Braun, on the other hand, calls mosquitoes "Magic Spitters," "Super Sniffers," and "Plant Growers." She describes their senses and abilities as "extraordinary." Braun sounds as though she admires and is impressed by mosquitoes.*
2. **Compare the details Tarshis and Braun include related to the topic of disease. How do these details affect your understanding of mosquitoes?** (author's purpose) *Tarshis's article describes the problem of serious mosquito-borne illnesses. Braun's infographic presents a flip side: She explains that mosquitoes' saliva contains chemicals that stop blood from clotting and may help treat human diseases caused by blood clots. Taken together, these details show that while mosquitoes spread dangerous illnesses to people, they may also have the ability to help heal people.*

*\*For a deeper dive into tone, show the **Scope Toolkit** “What’s the Tone?” video. Pass out our **Tone Words reference page**, a bank of words to help students identify tone in any text.*

### Critical-Thinking Question

(5 minutes)

*The following question can be shared in printable or interactive form.*

1. How would you characterize mosquitoes: fearsome, extraordinary, or both? In what ways, if any, do you think differently about mosquitoes after reading these articles?

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

*You just read two texts about mosquitoes. What is each author’s purpose? How does reading both texts give you a more complete understanding of mosquitoes than reading just one of the articles would? Answer both questions in a short essay. Use text evidence.*

- 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 from the Scope archives about our complex relationship with the natural world:

- Drama: [The Poison Sky](#)
- Paired Texts: [“Rats: Ewww!”](#) and [“Rats: Awww!”](#)
- Paired Texts: [“The Fish That’s Eating the World”](#) and [“Invasion of the Giant Goldfish”](#)
- Paired Texts: [“Vampires of the Deep”](#) and [“Attack of the Zebra Mussels”](#)

# The Rise of the Meme

These silly images do more than just make us laugh

## About the Story

Lexile® Measure 990L

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, W.2, SL.1, SL.2, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



## The Rise of the Meme

These silly images do more than just make us laugh

By Mary Kate Frank with reporting by Alex Lin-Chia Wei

**H**ave you seen the video of Pedro Pascal eating a sandwich? It's a clip that became wildly popular earlier this year, the blond actor ate into a peanut butter and jelly sandwich and chewed loudly, making his way.

The clip comes from Pascal's appearance on a food show, but it quickly became a meme—a piece of digital content that is copied, tweaked, and shared online. People have added and piano music, loud crumpling sounds, dancing cats, and funny captions. Versions of the meme have been viewed millions of times.

Funny, right? Of course.

But memes are for more than just making us laugh. Memes offer us a way to connect with each other, to express ourselves, to be creative and

clever. Indeed, memes have become an important form of communication.

### New Meanings

Memes may even be a new phenomenon, but they've existed in various forms for thousands of years. The term meme can refer to any idea or behavior that is passed from person to person. A scientist named Richard Dawkins is credited with coining the term in 1976—decades before smartphones and the Internet became part of our everyday lives.

Dawkins noted that as memes spread, they take on new meanings. Here's one example: In the lead-up to World War II, the British government designed a motivational poster that

read "Keep Calm and Carry On." The message was meant to ease people's fears during a frightening time.

In 2009, the poster resurfaced and became trendy. People began putting light-hearted spins on the original wording, like "Keep Calm and Eat Tacos" and "Keep Calm and Game On." Creative takes appeared, too, everything from T-shirts to mugs to greeting cards.

The 1940s poster had become a meme.

### Millions of Memes

Memes as we know them now emerged in the early 2000s with the rise of the Internet. Back then, uploading and editing photos took time, so early memes were pretty basic. One of the most famous was a picture of a fluffy cat with a caption that read "I Can Has Cheeburger?" After it was posted online in 2007, thousands of people created their own silly cat memes, now known collectively as LOLcats.

These days, memes are much easier to make. Digital tools allow you to edit or remix existing memes or to create entirely new ones with just a few clicks or taps. Today, more than one million

memes are shared every day on Instagram alone.

But the ease of meme making isn't the only reason memes are everywhere. It's also because they're a great way to communicate, says Will Styler, a linguist at the University of California, San Diego.

Memes have the power to capture a moment, an attitude, or a feeling in a way that anyone can understand. Creating and sharing them can make stressful situations easier to handle—even funny—and make you feel less alone.

"Sometimes we use memes to express things that we're uncomfortable to express through words," Styler says.

### Memes in Museums

Memes don't just reflect the feelings and ideas of individuals though. They can also tell us a lot about our society. That's according to

Ricky Stern, the head of memes at Meta, the company that owns Instagram.

Stern predicts that the memes we're making and sharing today will one day be artifacts in museums, where future generations will be able to

study them to better understand what our lives were like in the 21st century. After all, memes can provide snapshots into a society's values and customs at a given moment in time.

Take that Pedro Pascal sandwich meme. What might people 1,000 years from now learn from it? They might learn that Pascal was a big eater in 2023. They might get a sense of what we found funny. They might conclude that sandwiches were a popular food.

Maybe they would even be inspired to try an ancient dish: peanut butter and jelly.



GRADE 4

Why are memes such a powerful form of communication? Answer this question in a well-organized paragraph. Use text evidence to support your ideas.

Now that you've read the article, write your answer in the space below.

16 Scholastic Scope • November 2023

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## Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

### Slideshow:

- Vocabulary

### Activities to print, project, or share digitally:

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

\*Available on two levels

## Step-by-Step Lesson Plan

### 1. Prepare to Read (10 minutes)

#### 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: *iconic, insights, linguist, phenomenon, trendy, tweaked*

### 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 them into groups and 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.)

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

***Why are memes such a powerful form of communication? Answer this question in a well-organized paragraph. Use text evidence to support your ideas.***

# Do You Need Recess?

In busy school schedules, recess takes a back seat.  
Should this change?

## About the Story

Lexile® Measure 1070L

For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to read and analyze a text that presents arguments on both sides of a debate, then take a stand

**Featured Skill:** argument writing

**Additional skills covered in this lesson plan:** identifying central ideas and details, evaluating an argument, using text evidence

### Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.4, R.5, R.6, R.8, W.1, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.

**Do You Need Recess?**

In busy school schedules, recess takes a back seat. Should this be changed?  
By Mackenzie Carr

**What Do You Think?**

Does recess belong on the school schedule?  
Go back to the article to find arguments that support each side of the debate. Write the information on the lines below.

Yes	No
1. Recess offers a chance to be active.	1.
2.	2.
3.	3.

Take this activity further!  
Write an essay using our Scope template.

## Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

### Connected readings from the Scope archives:

- "Should the School Week Be Shorter?"
- "Should School Start Later?"
- "Should Lunch Be Longer?"
- "Assigned Seating in the Cafeteria?"
- "Should School Be Canceled for Bad Weather?"

### Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Persuasive Appeals: Ethos, Pathos, Logos
- Featured Skill Activity: Essay Kit
- Anchor Chart: Great Transitions
- Anchor Chart: Argument Essay Checklist
- Lesson Plan Slide Deck



# Step-by-Step Lesson Plan

## 1. Prepare to Read (15 minutes)

### Do Now: Take a Poll (5 minutes)

- Project the following question on your whiteboard for students to respond to in their journals as they enter the classroom:

*Does recess belong on the school schedule? Why or why not?*

- Take a poll and invite students to justify their responses. Then tell them that today, they will read and analyze arguments on both sides of the debate.

### 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: *extracurriculars*, *facilitate*, *mandate*, *monitor*, *retain*. 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)

- Optionally, 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. Then have students silently reread the article to themselves.
- Project the article. Complete the following steps as a class, modeling text marking on your whiteboard while students mark their magazines:
  1. **Using a RED pencil write a sentence that expresses the main argument (central claim) on one side of the debate.** (e.g., *Students need recess.*)
  2. **Circle the paragraphs that contain reasons that support that main argument.** (paragraphs 2, 3, 4 in the section "Brain Breaks" and paragraphs 1 and 2 in the section "Get Moving")

3. Have students repeat steps 1 and 2 independently, but for the other side of the debate, this time using a **BLUE** colored pencil. (*Central Claim: Recess should not be mandated; Circle: paragraph 5 in the section “Brain Breaks” and paragraph 3 in the section “Get Moving”*)
- Have students fill in the “Yes/No” chart in their magazines based on the details they identified in the text. Then discuss: Do you think the writer shows bias—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence. Which supporting detail do you think is the strongest? The weakest?

### 3. Write About It: What Do You Think? (45 minutes)

- Have students work individually to complete the **Essay Kit**, a guided writing activity and outline that will help them write their own argument essay in response to this question:

***Does recess belong on the school schedule?***

- Students can use the **Great Transitions** and **Argument Essay Checklist** anchor charts to help them edit and evaluate their essays.

#### **Dig deeper with these texts:**

**Guiding Question:** How could this information be used to strengthen the argument that middle schoolers **SHOULD** have recess?

- [“Turns Out Monkey Bars And Kickball Might Be Good For The Brain”](#)
- [“How Finland Keeps Kids Focused Through Free Play”](#)

**Guiding Question:** How could this information be used to strengthen the argument that middle schoolers **SHOULD NOT** have recess?

- [“Playground Safety Guide”](#)

#### **Connected readings from the Scope archives—other debates related to the school day:**

- Essay Kit: [“Should the School Week Be Shorter?”](#)
- Essay Kit: [“Should School Start Later?”](#)
- Scavenger Hunt: [“Should Lunch Be Longer?”](#)
- Scavenger Hunt: [“Assigned Seating in the Cafeteria?”](#)
- Scavenger Hunt: [“Should School Be Canceled for Bad Weather?”](#)

# Olympians Rising

A thrilling play based on the Greek myth  
of the Olympians' defeat of the Titans

## About the Story

**Lexile® Measure** 980L (captions only)  
*For qualitative complexity factors, go to  
Scope Online.*

**Learning Objective:** to analyze  
the theme of a classic myth

**Featured Skill:** theme

**Additional skills covered in this  
lesson plan:** mood, key ideas and  
details, inference, foreshadowing

### Essential Questions:

- Does fate control our lives?
- What makes someone a hero?
- What can we learn about a society  
from its stories and myths?

### 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](https://scope.scholastic.com).

### Audio:

- Text-to-speech
- Vocabulary
- Pronunciation Guide

### Video:

- “Into the World of Greek  
Mythology”

### Connected readings from the Scope archives:

- *Pandora’s Box*
- *Gods Versus Giants*
- *The Doomed Quest*
- *Into the Burning Sun*
- *Hunting a Snake-Headed  
Monster*
- *Prince Setna and the Book of  
Magic*

### Activities to print, project, or share digitally:

- Do Now: Theme Anticipation  
Guide
- Vocabulary: Definitions and  
Practice
- Close-Reading and Critical-  
Thinking Questions
- Featured Skill: Theme
- Genre Explorations
- Choice Board
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

## Step-by-Step Lesson Plan

### 1. Prepare to Read (15 minutes)

#### Do Now: Theme Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide** on your whiteboard or share the Google Form version with each student (both available in your Resources tab). Have students decide whether they agree or disagree with each statement, then discuss. After reading the play, ask students to share whether any of their answers have changed and, if so, why. You could also have them complete the Theme Anticipation Guide as one of the characters.

#### Watch the Video (10 minutes)

- Watch the **Into the World of Greek Mythology** video.

#### 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: *cower, destiny, fate, impulsive, labyrinth, prophecy, trident, yield*. 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 (55 minutes)

- Invite a volunteer to read the As You Read box on page 21 or at the top of the digital story page.
- Assign parts and read the play aloud as a class.
- Divide students into groups to discuss the following **Close-Reading and Critical-Thinking** questions, which are 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 mood of Scene 1. Which details help create this mood?** (mood) *The mood is dark, intense, frightening, etc. Details that help create the mood include the phrase “dark and stormy night,” the steep cliff and waves crashing on jagged rocks, Rhea’s crying, and the looming threat of Zeus’s father’s wrath.*
- 2. Why did Rhea take Zeus away from Cronus?** (key ideas and details) *Cronus believed his father had cursed him and that his children would one day turn against him. He ate Zeus’s brothers and sisters so they could not threaten his power. Rhea took Zeus away from Cronus because she did not want Zeus to meet the same fate as his siblings.*
- 3. In Scene 4, Rhea tells Zeus, “Repeat your father’s mistakes, and the cycle of suffering will never end.” What does she mean by this and why does she choose this moment to give Zeus this warning?** (inference) *Cronus, Zeus’s father, killed Uranus, Zeus’s grandfather. As he was dying, Uranus placed a curse on Cronus: “Your children will one day turn against you, just as you have turned against me.” Zeus has just expressed that he wants to take revenge against Cronus for eating Zeus’s siblings, which is why Rhea chooses this moment to warn Zeus against killing his father. If Zeus were to take revenge against Cronus, he would be repeating his father’s mistakes. The curse would likely continue to the next generation, with Zeus’s future children turning against him and killing him. “The cycle of suffering” would continue indefinitely. It is up to Zeus to put an end to the cycle by not letting his anger overcome him.*
- 4. In Scene 5, Cronus’s subjects “cower before him” as he stuffs his face with a lavish feast. What can you infer about how his subjects view him from this line?** (inference) *You can infer that Cronus’s subjects greatly fear him. They feel small and inferior in his presence.*
- 5. In Scene 6, sun shines through the windows and SD2 says, “Zeus looks kingly in the bright light.” How does this description foreshadow what is to come?** (foreshadowing) *These lines foreshadow that Zeus will emerge as a leader and become king of the Olympians, as he is described in the character box. At the beginning of the play, Amalthea says of Zeus, “it is his fate to one day overthrow Cronus and restore peace to our land.” And Zeus does exactly that. He begins by freeing his siblings from Cronus’s stomach and then leads them in a battle against Cronus. Cronus is defeated and Zeus banishes him to the Elysian Fields. After this, peace is restored.*

6. In Scene 8, Zeus hears Amalthea in his mind, saying, “Showing kindness to those weaker than you takes a different kind of strength.” How does this moment connect to an earlier moment in the play? Why does Zeus think about these words in Scene 8? (inference) In Scene 8, Zeus is remembering what Amalthea said to him in Scene 2, when he was showing off by carrying a sheep that did not enjoy being carried. Zeus thinks of Amalthea’s words in Scene 8 because he is at an important crossroads, where he can either defeat Cronus (who is in a position of weakness) or show mercy and kindness. He is realizing how what Amalthea said in regards to the sheep applies to his current situation.
- As a class, discuss the following questions.

### Critical-Thinking Questions

(10 minutes)

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

1. Do you agree with Zeus’s decision at the end of the play to spare Cronus? Why or why not? Answers will vary. Students who agree may say that at the very beginning of the play, Amalthea teaches Zeus how “showing kindness to those weaker than you takes a different kind of strength.” By sparing Cronus, Zeus is putting this lesson into action. Additionally, if he had killed Cronus, he would be repeating his father’s mistakes, taking a risk that the cycle of suffering would continue. Those who disagree may say that Cronus’s actions—eating his own children, treating his subjects with cruelty, and starting a war—are unforgivable.
2. Does the epilogue change your opinion of Zeus? Why or why not? Answers will vary. Students may say that the epilogue changes their opinion of Zeus because the peace that Zeus created was impermanent. He shows maturity in Scene 8 when he decides to spare Cronus, even stating, “I will not become like him.” Thus, it may be disappointing to learn that Zeus, like his father, started a war. It seems doubtful that Zeus truly learned the lessons about strength, kindness, and forgiveness that he appeared to have mastered. Other students may say that their opinion of Zeus is unchanged because starting a new war does not take away from the fact that he saved his siblings, ended the first war, and defeated the evil Cronus.
3. Do you believe that fate controls our lives? Responses will vary.

### 3. Write About It: Theme (45 minutes)

- Have students complete the **Featured Skill Activity: Theme**. This activity will prepare them to respond to the writing prompt on page 24 in the printed magazine and at the bottom of the digital story page:



*Who do you think is the hero of the play: Zeus, Rhea, Amalthea, or the Cyclopes?  
Answer this question in a short paragraph. Support your ideas with details from the play.*

- 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 from the Scope archives—other read-aloud plays based on ancient myths:**

- [Pandora's Box](#)
- [Gods Versus Giants](#)
- [The Doomed Quest](#)
- [Into the Burning Sun](#)
- [Hunting a Snake-Headed Monster](#)
- [Prince Setna and the Book of Magic](#)

# Follow the Water

A teen on Mars longs for the life she left behind on Earth

## About the Story

**Lexile® Measure** 630L

For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to analyze a character in a work of short science fiction

**Featured Skill:** character

**Additional skills covered in this lesson plan:** inference, interpreting text, theme, genre

### Essential Questions:

- What is the value of hope?
- How do we decide what risks to take?
- Should humans colonize other planets?

### 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.9, 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](https://scope.scholastic.com).

### Audio:

- Story read-aloud
- Text-to-speech
- Vocabulary

### Podcast:

- Scope It Out!: Journey to Mars

### Slideshow:

- What It Would Take to Live Here

### Connected readings from the Scope archives:

- "The Mission"
- "She Lived on Mars (sort of)"
- "The Message"
- "What We Saw"

### Activities to print, project, or share digitally:

- Do Now: Theme Anticipation Guide
- Podcast Transcript
- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking
- Genre Explorations
- Writing Spotlight: Dialogue
- Featured Skill: Character
- Choice Board
- **Core Skills Workout:** Inference
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

# Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

## 1. Prepare to Read (20 minutes)

### Do Now: Theme Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide** (available in your Resources tab). As students enter the classroom, have them write down whether they agree or disagree with each statement. Alternatively, share the interactive version of the activity, so students can respond digitally and view their classmates' responses in graph form.
- Invite volunteers to share and explain their responses.

### Listen to a Podcast (5 minutes)

- Listen to **Scope It Out!: Journey to Mars**. You can find the link in the story's Resources tab at Scope Online. (Students may access the podcast from the story page in Student View.)
- Let students know the story they are about to read is about a teenager living on Mars.

### 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: *core samples, inconceivable, ration, serene, sidles, sustain, rehydrated, undertow, warren*. 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)

- Read the As You Read box on page 26 or at the top of the digital story page.

- Point out the directions at the top of the column on the far-right side of page 27 and read them aloud to your students.
- Optionally, 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, pausing to discuss the close-reading questions that appear in the margins of the print magazine or by clicking on the bolded words on the digital story page. Have students record their answers in their own document or on the **Close-Reading and Critical-Thinking activity**.

### Close-Reading Questions

(30 minutes)

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

1. **How does Georgie feel about being on Mars? How do you know?** (inference) *Georgie hates being on Mars. She calls it "a deserted rock out in space" and "this dumb planet." She describes the discomfort of living there: the "crazy weather, the subzero cold, the dust storms" and the "stale, musty air." The compound where the colonists live she describes as "a rabbit warren of connecting plastic tunnels." She complains of being a "lab rat," of being the only teenager and having no friends, of eating rehydrated food. She also says, in the second section of the story, that she cannot stop thinking about water, which Mars does not have. That Georgie dislikes Mars is also revealed through how the story begins, with Georgie dreaming of being back on Earth, floating in the water with her grandmother and enjoying the "freedom of the waves" and the peacefulness. Georgie's feelings are clear: She would rather be on Earth.*
2. **What does Georgie mean by "Which is why it's called science fiction and not reality"?** (interpreting text) *Georgie is commenting that the science fiction novel she read, about life for the first colonists on Mars, gets a lot wrong—and that life on Mars is much less pleasant than it's made out to be in the novel. She has just said that in the novel, colonists live "a comfortable life in beautiful domed cities that have amazing views of the landscape," and that the novel's author makes life on Mars "sound not half bad." When she comments "Which is why it's called science fiction and not reality," she is making the point that in reality, life on Mars is pretty bad.*
3. **What can you infer about how Georgie views humanity? Does she seem hopeful for humanity's future?** (inference) *You can infer that Georgie doesn't have much confidence in humanity or hope for humanity's future. She seems to think people will make the same mistakes on Mars that they made on Earth, such as polluting the environment and consuming all the natural resources.*

4. **What role does water play in Georgie's memories? In her current reality?** (theme) *Water plays a large and positive role in Georgie's memories. She remembers fondly the many summers she spent on the Jersey Shore with her grandma, swimming in the ocean. In fact, she associates her grandma—whom she loves fiercely—with water; when Georgie thinks about Nana, she pictures the two of them floating like “two mermaids in the ocean.” Water plays a very different role in Georgie's current reality. On Mars, not only is there no ocean, there's very little water available, period. Water must be strictly conserved and recycled; Georgie describes the water on Mars as tasting awful and being so limited that there's never enough to do anything more than take a sponge bath. So while in Georgie's memories, water is plentiful and soothing, in her present reality, water is scarce and a source of anxiety. Water is also the reason Georgie is on Mars at all: Her parents came to Mars to search for underground water.*
5. **Compare Georgie's relationship with Nana to her relationship with her parents.** (character) *Georgie feels closer to Nana than to her parents. Georgie says that Nana knows everything about her and that she tells Nana things she would never tell her parents. She refers to Nana as “the only person in the whole world who's ever believed in me,” revealing that Georgie does not feel that her parents believe in her. Georgie seems to deeply admire and respect Nana, and she seems to have an easier time relating to Nana than to her own parents. In Georgie's dreams, she and Nana are “two mermaids in the ocean,” which suggests that Georgie sees herself and Nana as alike. On the other hand, Georgie does not seem to relate to her parents' love for geology, and she says “This is how they talk” in a critical way when her dad explains why he and Georgie's mom are not planning to return to Earth.*
6. **Why do you think Georgie's parents brought her to Mars? What gives you that idea?** (character) *Answers will vary, but it is likely Georgie's parents brought her to Mars because they love her and did not want to be apart from her. Georgie notes that when her father was asked to return to Mars, his one condition was that Georgie come too. Also, however, it seems likely that Georgie's parents really did not think through what could happen to Georgie's body on Mars and what that would mean in terms of her returning to Earth—or perhaps they did think about it, but simply did not imagine how different Georgie's feelings about Mars would be from their own. Georgie's parents, as she describes them, are obsessed with their work and thrilled to be on Mars; it may well have never occurred to them that their daughter would feel otherwise. When Georgie asks how she will ever return to Earth, her dad seems to genuinely not understand why she would ever want to.*
7. **How does the outing in the rover begin to change Georgie's view of her parents?** (character) *During the outing, Georgie begins to appreciate what it is about her parent's work that they find so exciting. Georgie describes the canyon her parents take her to as “winding and wild, like something out of a movie” and says that it's the most beautiful thing she has ever seen. She compares it to the ocean and says it gives her a sense of peace. When her parents tell her they believe they have found water, Georgie feels a thrill and observes, not critically, the pride her parents feel in their discovery. And then Georgie's dad says that nothing is ever certain and that*

*you just have to have hope. Georgie says she is shocked when her dad says this; she did not understand until this moment that her dad grapples with uncertainty but is motivated by hope to keep going.*

8. **Why does Georgie say “I know that I am my father’s daughter after all”?** (inference, character) *Georgie’s statement is a reference to her earlier comment that she sometimes wonders if she’s someone else’s baby that her parents picked up in the hospital by mistake. Now she is repeating the exact words her father said to her earlier about nothing ever being certain and having to have hope; in saying these words, she is acknowledging that she and her father are alike in that they are both able to maintain a sense of hope in the face of great uncertainty.*
  9. **At the end of the story, how does Georgie feel about returning to Earth? How do you know?** (character) *At the end of the story, Georgie seems to have mixed feelings, but she is ultimately confident in her decision to return to Earth, and she is full of hope. The day before leaving, Georgie is struck by the enormity of what she is leaving behind. She looks at her parents and thinks, “Suddenly, all these little things seem so important—this candy, those smiles, these two strong legs. How can I possibly give this up?” It’s also clear that Georgie understands that things may not go the way she wants them to; she tells Buddy that she’s not certain she’s making the right decision but that “you just have to have hope.” On the morning before she leaves, Georgie hugs her parents hard because, we can infer, she is going to miss them. However, as the shuttle’s engines start up, Georgie thinks of Earth and “all that blue water ahead.” She thinks about Nana and how happy Nana will be to see her.*
- As a class, discuss the following questions.

### Critical-Thinking Questions

(10 minutes)

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

1. **Do you think Georgie makes the right decision at the end of the story? Why or why not?**  
*Answers will vary.*
2. **Do you think Buddy does the right thing in helping Georgie stow away and return to Earth? Why or why not?** *Answers will vary.*
3. **What role does hope play in this story?** *Hope motivates everything that happens in the story. Humans colonize Mars because they hope to keep the human race going. Georgie’s parents continue to search for water because they have hope of finding it. Georgie takes the great risk of returning to Earth because she has hope that she will not lose her ability to walk and because she has hope that her grandma will still be alive when she arrives.*



### 3. Connect to Science (30 minutes)

- Project the **What It Would Take to Live on Mars slideshow**, available in your Resources tab at Scope Online or on the story page in student view.
- Optionally, project the **Genre Explorations** activity found in your Resources tab. It begins with a hunt for the genre-defining characteristics of sci-fi, one of which is being grounded in actual science. The second part of the activity prompts students to synthesize information from the **What It Would Take to Live Here slideshow** and “Follow the Water” to explore how Jennifer L. Holm draws on real science in her story.

### 4. Write About It: Character (45 minutes)

- Have students complete the **Featured Skill Activity: Character**. This activity prepares them to respond to the writing prompt on page 31 in the printed magazine and at the bottom of the digital story page:

***Explain the title of the story. Who “follows the water,” and in what way? What makes them willing to follow it? Answer both questions in a short essay. Use text evidence.***

- 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 an article.)

### 5. Writing Spotlight: Dialogue (20 minutes)

- Project the **Writing Spotlight: Dialogue** activity, available in the Resources Tab, on your whiteboard for a minilesson on writing dialogue, using mentor sentences from the article. Read Slides 1-5 as a class.
- Have students complete the You Try It on Slide 6 on their own. Then ask volunteers to share their dialogue.

**Connected readings from the Scope archives about humans inhabiting other planets:**

- Fiction/Informational Text: [“The Mission”](#) and [“Could You Be a Mars Colonist?”](#)
- Short Read: [“She Lived on Mars \(sort of\)”](#)
- Fiction: [“The Message”](#)
- Fiction: [“What We Saw”](#)