



SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with
read¹

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On Our Minds: Stretch Texts

The Common Core demands that students master texts of high complexity. But what about your struggling readers? We want even our most challenging stories to be accessible to all your students. **Check out the suite of tools we've developed to help you:**

NEW! Audio versions of articles: Struggling readers often benefit from hearing a story as they read it. So starting with this issue, we will provide an audio version of our nonfiction features.

Videos: Our Time Machine and Behind the Scenes series provide context for challenging texts—without repeating or summarizing information in the article.

Vocabulary: Did you know every major article comes with vocabulary support?

Differentiated activities: Challenging activities often come in two levels: one with more scaffolding and one with less. In this issue, check out the two versions of our text-evidence activity sheet, for use with our riveting story about Pompeii.

In addition to these tools, we aim to make our content utterly fascinating—to choose high-interest topics that will inspire your struggling readers to dive in. Please let us know how we can support you further!

Happy teaching!

Kristin Lewis, Editor

KELewis@scholastic.com



DON'T MISS THIS!

Take your students behind the scenes of this issue's paired-texts feature, "Day of Disaster: The Eruption of Mt. Vesuvius," with our exciting new video. Great for introducing key vocabulary and exploring author's craft, point of view, and more!



LOOKING FOR THE ANSWER KEY?

TURN TO PAGE T-3!



Find us online at www.scholastic.com/scope.

SCOPE AT-A-GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar BFFs”	Students practice the correct usage of <i>among</i> and <i>between</i> while reading about four famous friendships.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Hunted for Fun, Left to Die”	Filmmaker Hardy Jones has been dubbed “the dolphin defender” for his work raising awareness of the plight of dolphins. We pair the gripping account of how Jones rescued two desperate dolphins with a Q&A with a marine park representative.	<ul style="list-style-type: none"> Featured Skill: reading for information Text evidence Summarizing Acquiring new vocabulary Making connections between a nonfiction article and an interview
Paired Texts, pp. 10-15 “Day of Disaster: The Eruption of Mt. Vesuvius, 79 A.D.”	A thrilling article transports students to 79 A.D., detailing life in the ancient Roman city of Pompeii on the day Vesuvius erupted. Also included are an eyewitness account and an article about why some people choose not to flee in the face of disaster.	<ul style="list-style-type: none"> Featured Skill: synthesizing Author’s craft Compare and contrast Key ideas and details Making connections between three separate texts
Readers Theater Play, pp. 16-21 <i>The Brave Boys of Greensboro</i>	In the segregated American South in the early 1960s, four courageous teenagers risked injury and possibly their lives for the right to sit down and order a cup of coffee.	<ul style="list-style-type: none"> Essential Question: What does it mean to have strength? Acquiring content-area vocabulary Making connections between a dramatization and a famous quotation
Grammar/Editing, pp. 22-23 The Lazy Editor: “Beware the Evil Eye!”	Students correct grammatical errors and revise sloppy writing in an amusing nonfiction article about one of the world’s oldest and most widespread superstitions: the dreaded “evil eye.”	<ul style="list-style-type: none"> Conventions of standard English Revision
Debate/Essay Kit, pp. 24-26 “Would You Go to Mars?”	Will humans live on Mars someday? (We hope so!) NASA’s goal is to send astronauts to Mars by the mid-2030s. But is it really such a good idea? Students read arguments on both sides of the debate, then take a stand.	<ul style="list-style-type: none"> Supporting an argument Identifying central ideas and details
Fiction, pp. 27-31 “Good Enough” by Rachel Vail	“Orion shirts” are all the rage at Dori’s school. So how will she face her classmates when her mom buys her a cheap knockoff for her birthday? We pair this touching story with an original poem by Rebecca Kai Dotlich.	<ul style="list-style-type: none"> Featured Skill: symbolism Making connections between fiction and poetry Literary elements and devices
You Write It, p. 32 “Keep Your Eyes on the Board”	Students write a short article based on our interview with Joshua Colas, a 14-year-old chess prodigy.	<ul style="list-style-type: none"> Summarizing Central idea and details
Whole Issue	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> Reading comprehension

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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ONLINE RESOURCES (www.scholastic.com/scope)		KEY STANDARDS*
<ul style="list-style-type: none"> PW More practice with <i>among</i> and <i>between</i> 		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> Digital Lesson: “The Power of One” Video: “Can a Picture Change the World?” Audio: Hear the article read aloud! PW “Helping Dolphins”: reading for information IW PW Multiple-choice and short-answer quiz PW Critical-thinking questions PW “Read, Think, Explain”: identifying nonfiction elements PW Vocabulary: definitions and practice PW Writing-contest entry form Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, R10, W2, W4, W9, SL1, SL2, L3, L4 NCTE/IRA: 1, 3, 6, 11, 12
<ul style="list-style-type: none"> Author’s Craft Video: “Behind the Scenes” PW “How Do People React?”: identifying text evidence (two levels, one with more scaffolding) IW PW Multiple-choice and short-answer quiz PW Vocabulary: definitions and practice PW Critical-thinking questions PW Writing-contest entry form Full text of Pliny the Younger’s letters Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, R10, W2, W4, W9, SL1, SL4, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> IW Themed Vocabulary: words of the civil rights movement PW “What Is Strength?”: text evidence IW PW Multiple-choice and short-answer quiz PW Critical-thinking questions PW Literary elements and devices PW Writing-contest entry form Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R9, R10, W1, W4, W9, SL1, L3, L4, L5, L6 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> PW Subject-verb agreement PW Sentence-structure variation PW Colons and semicolons PW Avoiding sudden shifts in tone and style 		Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> PW Guided writing: the argument essay PW Vocabulary: definitions and practice Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R8, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> Audio: Reading of the poem “Sweet Keepsake” PW Poetry analysis PW Exploring symbolism IW PW Multiple-choice and short-answer quiz PW Critical-thinking questions PW Literary elements and devices PW D-I-Y vocabulary PW Writing-contest entry form Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R9, R10, W1, W4, W9, SL1, L3, L4 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> PW Guide to “You Write It” activity PW Model text for “You Write It” activity PW Punctuating quotations PW Writing-contest entry form 		Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> PW Reading-comprehension crossword puzzle 		Common Core ELA Anchor Standards: R1, R2, W2, W4 NCTE/IRA: 1, 2, 3, 4, 5

* To find the Common Core and NCTE/IRA standards listed in the grid, go to Scope Online.

ANSWER KEY

To find this issue’s answer key, including answers to all online materials, see page **T3** of your printed **Teacher’s Edition**.

HUNTED FOR FUN, LEFT TO DIE



**AN INSPIRING TRUE
STORY WITH GREAT
SCIENCE CONNECTIONS**



READING FOR INFORMATION

Begin your lesson by asking students to jot down “true” or “false” as you read the following statements aloud. Don’t reveal the answers yet; tell students they will return to these statements after reading the article:

1. Since the 1950s, more than 7 million dolphins have died in nets meant to catch tuna. *(true)*
 2. Dolphins depend on their eyesight to see underwater. *(false)*
 3. Dolphins smile when they are happy. *(false)*
 4. Swim-with-the-dolphins programs always provide healthy environments for dolphins. *(false)*
- Take a class poll. Write the tally for each statement on the board.

We love this article because it does what great storytelling has the power to do: challenge preconceived notions. After working on this story, some of us have questioned—and even changed—our views about how humans should interact with dolphins. These beloved creatures face serious threats, most of which are caused by people. Now it is up to us humans to save them from further harm. In this article, we’ll introduce your students to one man who is doing such incredible work he has been called the “dolphin defender.” We’ve paired the article with an interview that expresses another point of view on dolphins in captivity. These two texts will inspire lively debate, deep thinking, and great writing from your class—all with a focus on identifying key ideas and details.



Now have students open their magazines to page 4. Invite one student to read aloud the As You Read box, then have students read the article in small groups. When they finish the main article, ask each group to share one part they found interesting and explain why.

As a class, read the box on page 7. Ask, why do you think it is included? *(It helps readers understand more about dolphins' special qualities.)* Read the interview on page 9 as a class, pausing to review any tricky vocabulary. Then ask, why do you think the interview is included? *(It provides another point of view about swim-with-dolphin programs.)*

Return to the statements from

the beginning of the lesson. As a class, use text evidence to decide whether each statement is true or false. (This will model how to use text evidence.) Distribute our activity sheet, which will guide students to summarize information. Have them complete it in groups.

Finally, have students respond individually to the writing prompt on page 9 for homework.

ACTIVITY SHEETS FOR THE FEATURED SKILL

HELPING DOLPHINS: A self-guided activity that prepares students for the prompt
CONTEST ENTRY FORM



The Power of One

As an alternative to this activity, use our digital lesson “The Power of One.” Students will analyze a video about photographs that changed the world. Then they will compare information from the video with Hardy Jones’s mission to protect dolphins. Find it at Scope Online.



Yes, you could spend precious time coming up with discussion questions, but why should you? We’ve got them right here! They’re also available as a PDF (without answers) to use for group discussion or as a writing activity.

* **1 Who helped save Nica and Blue Fields and what role did each play?** (text evidence) WSPA scientists and the Nicaraguan military helped save the dolphins. The scientists and soldiers worked together to lift the dolphins out of a toxic pool and transport them by boat and helicopter back to the Caribbean Sea. Hardy Jones filmed the operation so millions of people could see the danger dolphins like Nica and Blue Fields face.

* **2 What risk did Jones take by swimming with wild dolphins in the 1970s? What came of it? Do you think taking that risk was a good idea? Explain.** (cause and effect/supporting an argument) People knew little about dolphins at the time, so Jones risked his safety to swim with them. As a result of that experience, he has formed a lifelong bond with dolphins and works to protect them. Opinions will vary; students should use details from the text in their response.

* **3 What effects have Jones’s films had?** (text evidence) After seeing Jones’s films, people were outraged. There were numerous protests. Many villages in Japan have curbed or eliminated their dolphin hunts, and all tuna producers in the U.S. now use “dolphin safe” fishing practices.

4 Referring to captive dolphins, the author states, “It’s hard to imagine that such a free-roaming and social creature could ever be content in a concrete and Plexiglas enclosure.” Do you agree? Explain. (evaluating evidence) Answers will vary. Students should cite specific text evidence in their analysis.

* **5 Summarize the interview on page 9. Does it convince you that some interactive programs are not harmful to dolphins? Why or why not?** (summarizing; supporting an argument) Marilee Menard explains that dolphins in accredited facilities are obtained in safe ways and receive excellent care. Opinions will vary.

*supports featured skill

ACTIVITY SHEETS

WORDS AND DEFINITIONS:

Print or project vocab words from the article before students encounter them in context.

VOCABULARY PRACTICE:

Because reinforcement matters **“READ, THINK, EXPLAIN”:**

Looking for a self-guided, scaffolded activity to build reading-comprehension skills and strategies? This is it.

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive/digital versions.



What can we say? We’ve got a lot of ideas for you.

DEBATE

Hold a class debate about whether it’s right that some organizations have dolphin-interaction programs. Encourage students to use information from the article as well as information they find by conducting their own research.



Find all activity sheets and other support materials at www.scholastic.com/scope.

THE ERUPTION OF MT. VESUVIUS



**VESUVIUS ERUPTS AND
YOUR STUDENTS ARE
THERE! (DON'T WORRY,
THEY SURVIVE.)**



SYNTHESIZING; COMPARE AND CONTRAST

How do people react in the face of a natural disaster? Students will draw on three texts to answer this question. Start by having them preview the package: Ask them to look at the headlines, pictures, and captions that accompany each feature. Call on volunteers to briefly summarize what information they think they will learn from each text.

Direct students to read the As You Read box on page 10 before tackling the main article, “The Eruption of Mt. Vesuvius.” When they have finished reading, break students into small groups to find reasons why some people stayed in Pompeii while others fled.

We started this paired-texts feature with a single idea: Pompeii. To give your students a sense of what life was like, author Lauren Tarshis wrote it in second-person, hurling the reader right into the chaos as Mount Vesuvius begins to erupt. (Great opportunity to discuss tone, point of view, and craft!) Our next idea was to pair the article with an actual first-hand account of that day. But something was still missing.

Then we thought about our own recent natural disaster: Hurricane Sandy. Some of our staff live in evacuation zones. Most evacuated, but not everyone. A few decided to stay. Why? This is the question we explore in the third text, “Staying Put When Disaster Strikes.” Together, these three texts form an exciting and challenging lesson. Enjoy!



Students should remain in their groups to read “A Black and Dreadful Cloud.” Have groups discuss why Pliny stayed and witnessed the eruption. (*He didn’t want to leave without knowing what happened to his uncle; he refused to abandon his mother; he was resigned that he, and the rest of the world, would die.*) Ask: How does the tone of Pliny’s account differ from that of the main article? (*Although both describe life-threatening events, the main article is a bit lighter because it’s written centuries after the disaster; it can describe the drama of the disaster without the true terror reflected in Pliny’s account.*)

Next, ask students to read “Staying Put When Disaster Strikes.” Project the critical-thinking questions and have groups respond. Finally, have students complete the activity sheet “How Do People React?” before responding to the writing prompt on page 15.

ACTIVITY SHEETS FOR THE FEATURED SKILL

CRITICAL-THINKING

QUESTIONS: See page T-7

HOW DO PEOPLE REACT?:

Helps students craft their response to the prompt on page 15. Available in two levels.

CONTEST ENTRY FORM



Behind the Scenes

In our new video, Lauren Tarshis discusses how she researched and wrote her article. Great for introducing key vocabulary, exploring author's craft, and setting a purpose for reading.



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available as a PDF (without the answers) to use for group discussion or as a writing activity.

1 In "The Eruption of Mt. Vesuvius," how does the author make you feel as if you are in Pompeii at the time of the disaster?

(author's craft) The author includes sensory details to help the reader envision Pompeii before the disaster and the sights, sounds, and feeling of the eruption. Also, she uses second-person point of view, addressing the reader directly as "you." This places the reader in the center of the action.

* 2 What do we know today about Mount Vesuvius that the people of Pompeii didn't know? What signs could have helped them avoid disaster if they had understood them? (text evidence)

We know that Vesuvius is a volcano, but the people of Pompeii did not; they did not even have a word for volcano. If they had known that the foul odor they smelled was sulfurous gas, that streams had dried up because of heat from the volcano, or that small earthquakes were a sign of the volcano straining the land, they might have fled and survived.

3 Why are the remains of Pompeii today a valuable source for learning about the past? (inference)

Because the city was buried so suddenly and completely, much of the city's daily life was frozen in time and preserved. It helps us understand how people lived.

* 4 What is the tone, or author's attitude, in "A Black and Dreadful Cloud"? What words and details create this tone?

(tone) The tone is scared and compassionate. Pliny describes a "dangerous and dreadful scene" but insists that "we could never think of our own safety" without knowing how his uncle was faring.

* 5 Did reading "Staying Put When Disaster Strikes" change your opinion of people who stay despite the impending danger of a natural disaster? Why or why not? (analysis)

Answers will vary. Students should use specific text details in their responses.

*supports featured skill

ACTIVITY SHEETS

WORDS AND DEFINITIONS:

Print or project vocab words before students encounter them in context.

VOCABULARY PRACTICE:

Because reinforcement matters

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive/digital versions.



What can we say?
We've got a lot of ideas for you.

WRITE A RADIO ADDRESS

Ask students to imagine they are the mayor of a town that is about to experience a natural disaster. Have them compose a radio address to citizens, asking them to evacuate danger zones. Students should take into account and address the reasons people might have for staying put. What might a mayor say to convince people to leave?



Find all activity sheets and other support materials at www.scholastic.com/scope.

THE BRAVE BOYS OF GREENSBORO



This play supports your curriculum: It teaches students about the lunch counter sit-ins and other major events of the civil rights movement. And that is good. But what is *really* good is the way the play brings the story of the Greensboro sit-ins to life, allowing your students to step right into the shoes of the young men who dared to protest segregation, and to appreciate how truly remarkable those young men's actions were. The play, paired with a Gandhi quote, may also lead your students to think about strength in a new way—how remaining peaceful and in

control, no matter what, can require infinitely more strength than acting with aggression.

A POWERFUL STORY FROM THE CIVIL RIGHTS MOVEMENT



WHAT DOES IT MEAN TO HAVE STRENGTH?

Start by writing the word *strength* on the board. Ask students what this word means. Write their ideas on the board. (Students may say *physical power, big muscles, moral courage, etc.*) Then explain that this word has many meanings. Tell them they will be looking for what strength means in the play they are about to read.

Before reading, make sure students know that *segregation* refers to the practice of separating people by race.

Assign parts and read the play as a class. (For additional roles, assign students to be caption readers.) Pause at the end of the prologue to discuss the quote from Martin

Luther King Jr. Ask: What do the phrases “cuts without wounding” and “ennobles the man who wields it” mean? (*“Cuts without wounding” means it makes a deep impact without physical injury; “ennobles the man who wields it” means that using nonviolent protest makes someone a better person.*)

After reading the play, break students into groups to read the “A Hero for Peace” box on page 21. Ask them to discuss what the quote means and think of examples of strength from history, literature, or their own lives that would fit Gandhi’s definition. (Students should give specific evidence of how that person or character fits

Gandhi’s definition.) Invite each group to share their examples.

Project or distribute the critical-thinking questions for students to discuss in groups. Last, ask them to respond to the writing prompt on page 21. For scaffolding, use our “What Is Strength?” activity sheet.

ACTIVITY SHEETS FOR THE FEATURED SKILL

CRITICAL-THINKING

QUESTIONS: See page T-9

WHAT IS STRENGTH?:

Students find examples of strength in the play.

CONTEST ENTRY FORM



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available online as a PDF (without the answers) to use for group discussion or as a writing activity.

* **1 In Scene 1, why do the four boys feel nervous as they approach Woolworth's? Why do they continue anyway?** (character) They feel nervous because they know their protest is dangerous. They could be arrested, attacked, or worse. They continue anyway because they have decided they have an obligation to fight the unfair practice of segregation.

2 How does Mr. Harris justify not serving the boys at the counter? What does this tell you about the difficulty of making a change? (inference) Mr. Harris says, "It's just the way things are." This line reveals that changing the accepted way of things is very challenging; often, people don't want to see things in a new way.

* **3 What characteristics did Ezell, Franklin, David, and Joe display as they continued to sit at the counter? Do you think just anyone could have done what they did?** (character) They displayed strength, patience, determination, courage, and self-control. Answers will vary, but students may respond that these four had special qualities, or that their example shows that ordinary citizens can find the strength within themselves to change the world.

4 What resulted from the Greensboro sit-in? (cause and effect) After five months, the Woolworth's lunch counter was desegregated, and eventually, so were all restaurants in Greensboro. The sit-in also inspired similar protests in 30 communities in seven states.

5 The photographs that accompany this play show examples of other nonviolent protests that took place in the 1950s and early 1960s. Why do you think these photos are included? (central idea) Answers may include that the photographs provide more information about the civil rights movement; they show the risks that nonviolent protesters took; they show a variety of ways people use nonviolent protest to try to change society.

*supports featured skill

ACTIVITY SHEETS

THEMED VOCABULARY:

Explore words associated with the civil rights movement.

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive versions.

IDENTIFYING LITERARY ELEMENTS AND DEVICES:

This self-guided activity helps students identify aspects of character, elements of plot, figurative language, and more.



What can we say? We've got a lot of ideas for you.

EXPLORING QUOTES

Dr. Martin Luther King Jr. and Mohandas Gandhi are known for their wise and powerful oratory. Ask students to find a quote they like from one of these leaders and write a brief essay explaining what it means and why it is powerful. They should also provide an example of a situation in which the quote would apply.



Find all activity sheets and other support materials at www.scholastic.com/scope.

GOOD ENOUGH



A STORY ABOUT FAMILY AND FITTING IN MAKES A GREAT LESSON ON SYMBOLISM



SYMBOLISM

Begin by asking students to read the title and the question above it on page 27. Give them a few minutes to discuss the question in small groups. Prompt them to think about what role clothing plays in making us feel happy. Is this feeling true happiness? Call on several students to share their thoughts with the class.

Have students turn the page and read the As You Read box. Review what *symbolize* means: to stand for or represent. (For example, an American flag can symbolize freedom or patriotism.) Then give students time to read the story in small groups, pausing at the end of each section to discuss the questions in the margins.

Project or distribute the critical-thinking questions. Answer the first two as a class. Have students answer the last three in small groups.

For homework, have students read the poem and write a one-paragraph summary of the theme, or use our poem analysis activity sheet. The next day, reread the poem as a class. Invite students to share their paragraphs (or short answers on the activity sheet) and discuss.

Then ask: 1. Where might the narrator have gotten the candy? 2. The poem states, “It wasn’t much when it was just a piece of candy.” What is it now? (*a memory*) 3. Why is the candy important to the narrator? (*It reminds the narrator of a happy or significant*

As our team sat down to choose a skill focus for this wonderful short story, we kept returning to the idea that we imbue the objects in our lives with meaning. (Who doesn’t have a beat-up old stuffed animal or a ticket stub stashed somewhere?) In “Good Enough,” Dori’s shirt is more than a shirt. It’s a symbol of her family’s financial problems, of her loneliness at school, and of her guilt over caring about popularity. But by the end of the story, Dori’s shirt comes to symbolize something else entirely. We challenge your students to figure out what that is.

We asked one of our favorite poets, Rebecca Kai Dotlich, to write a poem that would help students think about the symbolic power of everyday objects. We love what she wrote—and we think you will too!



event—perhaps a dance.)

Distribute the activity sheet “Exploring Symbolism.” Ask students to complete it, citing text evidence from both the story and the poem. This will prepare them to respond to the writing prompt on page 31.

ACTIVITY SHEETS FOR THE FEATURED SKILL

CRITICAL-THINKING

QUESTIONS: See page T-11

POEM ANALYSIS: Students gain a deeper understanding of the poem in this guided activity.

EXPLORING SYMBOLISM:

Preparation for the prompt
CONTEST ENTRY FORM



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available online as a PDF (without the answers) to use for group discussion or as a writing activity.

1 In the beginning, Dori is trying to hide her tears from her mother and the rest of her family. What does this detail reveal about her character? (character/inference) Dori's attempt to hide her tears shows that she is loving and considerate toward her family. Although she is upset, she still cares more about protecting her mother's feelings than about her own disappointment over the shirt.

***2 On page 29, why does Lisa's sympathetic look in the hallway make Dori feel bad? What does the Orion shirt symbolize to Dori at that moment?** (symbolism) Dori feels bad because she can tell Lisa pities her for not having new, stylish clothes like the other girls do. At that moment, the Orion shirt symbolizes fitting into a group and being regarded as equal by the other girls.

3 What is the climax, or turning point, of the story? What prompts Dori to arrive at this point? (plot) The climax is when Dori stops crying and realizes she should be proud, not ashamed, of her shirt. She thinks about her mother saying, "You are so loved."

***4 What does the "fake" Orion shirt symbolize to Dori at the end of the story? Why do you think the author chose hearts as the design on the knockoff shirt?** (symbolism) The shirt symbolizes her mother's love, which is far more important to Dori than being accepted into a group of girls that judges her based on what clothes she wears. The author probably chose hearts because they symbolize love.

5 What does "Good Enough," the title of the story, mean? (theme) Answers may include that the title indicates how Dori changes over the course of the story. At first, she feels as if she is not "good enough" because she doesn't measure up to the other girls' standards. By the end, she sets her own standards for what "good enough" means and accepts herself as she is. She knows that she is good enough.

*supports featured skill

ACTIVITY SHEETS

D-I-Y VOCABULARY: Students write down, define, and use in a sentence unfamiliar words that they encounter in the story.

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive versions.

IDENTIFYING LITERARY ELEMENTS AND DEVICES:

This self-guided activity helps students identify aspects of character, elements of plot, figurative language, and more.



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POETRY WRITING

Have students write a poem titled "Good Enough" that is based on Dori's experience. Students may use Rebecca Kai Dotlich's poem "Sweet Keepsake" as a model.

NARRATIVE WRITING

Ask students to write a short story from the point of view of the poem's narrator, revealing the tale behind the candy. Encourage students to include dialogue, using "Good Enough" as a model text.



Find all activity sheets and other support materials at www.scholastic.com/scope.

TEACHERS' LOUNGE

Drop in for a cup of coffee and a look at our message board!

In "Good Enough," the themes of family, what is important in life, and that the outside matters less than the inside lend themselves to open-ended questions for writing or discussion about peer pressure to act, look, or think like others.

— Joanne Canizaro, grade 8 language arts teacher and *Scope* adviser from Succasunna, NJ

Use "Good Enough" to teach comma usage when addressing someone. Ask students to explain how the comma affects the meaning of the following sentences from the story.

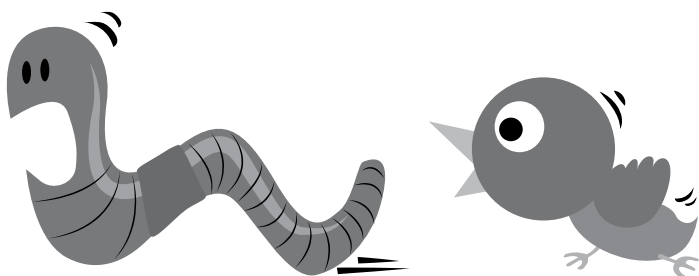
1. "Boys, look at Dori!" (page 26)
(compare with: "Boys look at Dori!")
2. "Go try it on, Dori." (page 28)
(compare with: "Go try it on Dori.")

— Mary Blow, grade 6 English teacher and *Scope* adviser from Lowville, NY

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