


**TEACHER'S  
EDITION**

# SCHOLASTIC SCOPE<sup>®</sup>

THE LANGUAGE ARTS MAGAZINE

with  
read<sup>1</sup>

**MARCH 11, 2013**

A SUPPLEMENT TO SCHOLASTIC SCOPE

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DATE**
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## A Show-Stopping Lesson

I have a confession: I am head-over-heels in love with this issue's digital lesson plan, written by our amazing education editor, Rebecca Leon. In fact, it is one of my all-time favorites—and not just because it centers on adorable sled dogs. This lesson reinforces a range of key skills, just in time for the upcoming testing season.



### This rich teaching kit includes:

- an engaging and challenging narrative nonfiction article about the sled dogs that delivered life-saving medicine to a remote Alaskan town in 1925
- a Time Machine video about the 1920s to provide context
- an excerpt from *The Call of the Wild* (greatest animal story ever!)
- an "information quest" in which students research the science and social studies topics presented in the article
- activity sheets to reinforce text-evidence skills
- a culminating activity your students will love in which they create their own newspaper articles or TV news broadcasts

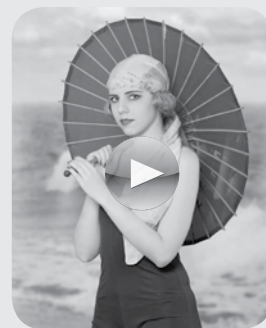
You can download this lesson from Scope Online. I can't wait to hear how it goes in your classroom—so drop me a line at [KELewis@scholastic.com](mailto:KELewis@scholastic.com) and tell me what you think. I'm hoping you'll fall in love too!

Enjoy,  
Kristin Lewis, Editor



### DON'T MISS THIS!

Our Time Machine video about the 1920s is the perfect way to introduce your students to the setting of our nonfiction feature, "The Race Against Death." Comes with discussion questions to help your students identify key ideas and details!



WWW.ISTOCKPHOTO.COM

## LOOKING FOR THE ANSWER KEY?

TURN TO PAGE T-3!



Find us online at [www.scholastic.com/scope](http://www.scholastic.com/scope).

# SCOPE AT-A-GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar: Cute But Deadly”	Students practice using <i>assure</i> , <i>ensure</i> , and <i>insure</i> correctly while learning about three adorable but dangerous animals.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-9</b> “The Race Against Death”	In 1925, a courageous team of mushers and their sled dogs embarked on a daring mission to save the town of Nome, Alaska, from a deadly diphtheria epidemic. We have paired this gripping article with an excerpt from Jack London’s classic sled-dog novel, <i>The Call of the Wild</i> . Don’t miss our showstopping Time Machine video about the 1920s!	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> central idea</li> <li>• Summarizing</li> <li>• Making connections between nonfiction and fiction</li> <li>• Nonfiction text features</li> <li>• Research</li> </ul>
<b>Paired Texts, pp. 10-13</b> “Hey You! Wake Up!”	American teenagers aren’t getting enough sleep, and the consequences are severe. This fascinating informational article and infographic explain the science of sleep and the reasons why sleep deprivation is so dangerous. Students will synthesize key ideas from each text, then write a reflective essay about their own sleeping habits.	<ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Interpreting an infographic</li> <li>• Making connections between nonfiction and an infographic</li> <li>• Reflective writing</li> <li>• Acquiring new vocabulary</li> </ul>
<b>Readers Theater Play, pp. 14-19</b> <i>The Secret Soldier</i>	Our historical-fiction play tells the amazing true story of Deborah Sampson, who disguised herself as a man to fight in the American Revolution. Includes a debate about whether having women in combat roles is a good idea. A great argument-writing lesson!	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> building an argument</li> <li>• Evaluating arguments</li> <li>• Central ideas and details</li> <li>• Understanding character</li> </ul>
<b>Debate/Essay Kit, pp. 20-21</b> “Is It OK for Beyoncé to Sell Soda?”	Beyoncé recently signed a major endorsement deal with Pepsi. Critics say she shouldn’t support such an unhealthy product. Do stars have a responsibility to be discriminating about the products they represent? Students will weigh arguments on both sides, then take a stand.	<ul style="list-style-type: none"> <li>• Supporting an argument</li> <li>• Identifying central ideas and details</li> </ul>
<b>Grammar/Editing, pp. 22-23</b> The Lazy Editor: “What Would St. Patrick Say About This?”	Students correct grammatical errors and revise sloppy writing in a nonfiction article about the fascinating origins of today’s St. Patrick’s Day traditions.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> <li>• Revision</li> </ul>
<b>You Write It, p. 24</b> “Changing the World, One Toy at a Time”	Students write a short article based on our interview with McKenna Pope, who successfully petitioned Hasbro to create a gender-neutral Easy-Bake Oven.	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Central idea and details</li> </ul>
<b>Whole Issue</b>	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> <li>• Reading comprehension</li> </ul>

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ONLINE RESOURCES ( <a href="http://www.scholastic.com/scope">www.scholastic.com/scope</a> )		KEY STANDARDS*
<ul style="list-style-type: none"> <li><b>PW</b> More practice with <i>assure</i>, <i>ensure</i>, and <i>insure</i></li> </ul>		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> <li><b>Digital Lesson:</b> “Looking Back on the Relay to Nome”</li> <li><b>Video:</b> “Time Machine: The 1920s”</li> <li><b>PW</b> Video discussion questions</li> <li><b>Audio:</b> Hear the article read aloud!</li> <li><b>IW PW</b> “Information Quest”: a two-part research and guided writing activity</li> <li><b>PW</b> Paraphrasing a complex text: fiction excerpt</li> </ul>	<ul style="list-style-type: none"> <li><b>IW PW</b> Multiple-choice and short-answer quiz</li> <li><b>PW</b> “Read, Think, Explain”: identifying nonfiction elements</li> <li><b>PW</b> Vocabulary: definitions and practice</li> <li><b>PW</b> Critical-thinking questions</li> <li><b>PW</b> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R9, R10, W2, W3, W4, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 7, 8, 11, 12
<ul style="list-style-type: none"> <li><b>IW</b> <b>Themed Vocabulary:</b> words associated with sleep</li> <li><b>PW</b> Cause-and-effect graphic organizer</li> <li><b>IW PW</b> Multiple-choice and short-answer quiz</li> </ul>	<ul style="list-style-type: none"> <li><b>PW</b> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R7, W1, W4, W9, SL2, L3, L4, L5, L6 NCTE/IRA: 1, 3, 4, 5, 11, 12
<ul style="list-style-type: none"> <li><b>PW</b> “Building an Argument”: guided analysis and preparation for the writing prompt</li> <li><b>PW</b> Glossary of Military Terms</li> <li><b>PW</b> Literary elements and devices</li> </ul>	<ul style="list-style-type: none"> <li><b>IW PW</b> Multiple-choice and short-answer quiz</li> <li><b>PW</b> Critical-thinking questions</li> <li><b>PW</b> Vocabulary: definitions and practice</li> <li><b>PW</b> Writing-contest entry form</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R8, R9, W1, W4, W9, SL1, SL4, L1, L2, L4, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> <li><b>PW</b> Guided writing: the argument essay</li> <li><b>PW</b> Vocabulary: definitions and practice</li> </ul>		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"> <li><b>PW</b> Capitalization</li> <li><b>PW</b> Run-on and rambling sentences</li> <li><b>PW</b> Restrictive and nonrestrictive clauses</li> </ul>	<ul style="list-style-type: none"> <li><b>PW</b> Effective transitions</li> <li><b>PW</b> Pronoun-antecedent agreement</li> </ul>	Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li><b>PW</b> Guide to “You Write It” activity</li> <li><b>PW</b> Model text for “You Write It” activity</li> </ul>	<ul style="list-style-type: none"> <li><b>PW</b> Punctuating quotations</li> <li><b>PW</b> Writing-contest entry form</li> </ul>	Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li><b>PW</b> Reading-comprehension crossword puzzle</li> </ul>		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**.

# THE RACE AGAINST DEATH



**A HEROIC RESCUE  
ILLUSTRATES THE  
POWER OF TEAMWORK**



## CENTRAL IDEA

**B**egin by asking students to preview the text features. As they look at the photos, captions, map, and subheads, prompt them to identify the main problem and solution in the article they are about to read. (*A diphtheria outbreak threatened the people of Nome, Alaska; medicine was transported to the town by dogsled.*)

Ask a volunteer to read aloud the As You Read box on page 4 before students read the article independently. When they have finished reading, have them turn to a partner and point out parts they found especially interesting.

Next, call on someone to read aloud the writing prompt on

**E**veryone loves a One Man Saves the World story. You know, the tale of one brave man or woman who safely lands a failing airplane or rescues a drowning child . . . whatever it may be. Stories of individual heroism are wonderful. But so are stories of people coming together to get something done—of teamwork accomplishing what one person alone never could.

And do you know what makes those stories even better? When some of the team members are dogs.

Well, we think so, anyway. But even if you are not as dog-obsessed as we are, you're going to love "The Race Against Death," about a dogsled relay to deliver a much-needed diphtheria serum to the remote town of Nome, Alaska, in 1925. It's an inspiring reminder of how much stronger we are together than on our own.



page 9. Put students in groups to brainstorm answers to the questions it poses. Guide them to first discuss the meaning of the quote, then find examples of people working together in the story, then determine what central idea these examples support. (*Those who worked together include the mushers in the relay; the mushers and their dogs; the Nome town officials, mushers, and people who sent the medicine; and people across the country who supported Nome. The central idea is something like "Many people and animals worked together to save Nome."*) Have students respond to the writing prompt in class or as a homework assignment.

Read aloud the excerpt from *The Call of the Wild* on page 9 as students follow along. Then distribute the support activity, which guides students to work together to master the vocabulary and then paraphrase this challenging text. Last, ask students to write a paragraph in response to the questions in the middle of page 9.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### PARAPHRASE A COMPLEX

**TEXT:** students unlock *The Call of the Wild* excerpt

#### CONTEST ENTRY FORM



## Looking Back on the Relay to Nome

As an alternative to this lesson, use our digital lesson. In addition to reading the article, students will watch our Time Machine video about the 1920s and complete a webquest in preparation for writing a newspaper article or TV broadcast commemorating the anniversary of the lifesaving dogsled relay.



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 small-group discussion or as a writing activity.

### 1 What combination of problems did the town of Nome face in 1925? Why is it unlikely that Nome would face these problems today?

(key ideas and details) Nome faced a diphtheria outbreak, a lack of medicine, and isolation from the rest of the world because of the winter weather. Today most people are vaccinated against diphtheria, and we have forms of transportation that can reach Nome year-round.

### \* 2 Who was responsible for overcoming the diphtheria outbreak in Nome? What role did each play?

(central idea) Nome officials located the medicine in Anchorage; someone—probably doctors—loaded the medicine onto a train; and a relay of 20 mushers and their sled dog teams delivered it to Dr. Welch, who gave it to those who were sick.

### \* 3 The medicine arrived in Nome in even less time than officials had hoped. What does this tell you about the mushers and the sled dogs?

(inference) Answers may include that they were committed to saving people, strong, brave, skillful, able to endure harsh weather and exhaustion, and willing to risk their own safety.

### 4 Which details show the challenging natural conditions the dogs and mushers had to overcome?

(key ideas and details) Details include: The dogs had to cross sharp ice rubble on a hazardous trail; temperatures were even lower than normal, reaching 50 below zero; a blizzard hit, with strong winds, a windchill of minus 70 degrees, and huge snowdrifts.

### 5 What does the excerpt on page 9 tell you about a sled dog's senses?

(central ideas and details) It suggests that a sled dog develops sharp senses. The excerpt describes Buck's sight, hearing, and scent as highly acute.

\*supports featured skill

## ACTIVITY SHEETS

### WORDS AND DEFINITIONS:

Print or project vocab words from the article

### VOCABULARY PRACTICE:

Because reinforcement matters

### "READ, THINK, EXPLAIN":

Looking for a self-guided, scaffolded activity to build nonfiction reading 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.

### VIDEO DISCUSSION

**QUESTIONS:** For our video *Time Machine: The 1920s*



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

## AUDIO ARTICLE

Go to Scope Online for an audio version of the entire article that students can listen to as they follow along in their magazines. Great for struggling readers!



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).



# THE SECRET SOLDIER



## HOW DOES A REVOLUTIONARY WAR STORY CONNECT TO RECENT EVENTS?

about close. Thank you, Obama administration, for making your announcement *before* we sent the files off to the printer.) So enjoy the as-relevant-as-if-we'd-planned-it-that-way play and debate. It is sure to spark some great classroom discussion—and not just about how awesome it is that Sampson dug a musket ball out of her own thigh (a detail which, by the way, was *not* invented for our play; see the note about historical fiction in the lesson below)!

**O**ur play about Deborah Sampson, who disguised herself as a man and fought in the Revolutionary War, and the debate on women in combat with which we've paired it were well on their way through the editing process when the Pentagon announced it was lifting the ban on women on the front lines. Talk about good timing! (Also, talk



## BUILDING AN ARGUMENT

**I**n January, the Pentagon announced that the ban on women in combat roles was being lifted. Share this news with your class. Then ask, “Why do you think people might support or disagree with this decision?” After moderating a discussion, ask students to open their magazines to page 14 and read the title of the play and the summary beneath it. Draw attention to the “historical fiction” genre flag and explain that Deborah Sampson was a real person who disguised herself as a man to fight in the Revolutionary War, but *Scope* has fictionalized aspects of her story. Ask students why authors might invent or change details

when writing a story about the past. (*because certain information is unavailable, to improve the flow of the story, to heighten the drama, etc.*)

Assign roles and read the play as a class, starting with the As You Read box. Then project or distribute our critical-thinking questions and have students work in small groups to answer questions 1–4.

Distribute our “Glossary of Military Terms” for students’ reference as they read the debate on page 19 in small groups. Allow them to briefly discuss their reactions before answering the final critical-thinking question.

Next, distribute the activity sheet “Building an Argument,” which will

help students analyze the debate and use it as a model for their own writing. Students should complete the first section as a class, the second section in small groups, and the third section individually. They will then be prepared to respond to the writing prompt on page 18.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### CRITICAL-THINKING

**QUESTIONS:** See page T-7

#### MILITARY TERMS GLOSSARY

#### BUILDING AN ARGUMENT:

Prepares students to answer the prompt on page 18

#### 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 small-group discussion or as a writing activity.

- \* **1 How does Deborah show bravery on and off the battlefield? How else do you know she is a good soldier?** (supporting details) Deborah shows bravery by enlisting to fight in the war, charging into battle and attacking enemy soldiers, and removing a musket ball from her own leg. Thomas says of her, "He's one of the best fighters in the regiment." Also, Deborah gets a promotion because of her "exemplary service."
- 2 What motivates Deborah to want to fight in the Revolutionary War?** (character's motivation) She hears the town crier reading the Declaration of Independence and is inspired by its ideas. She wants to fight for her country and achieve her own "liberty and pursuit of happiness." You can infer that she is not happy taking care of the deacon's 10 sons.
- 3 What does Deborah's removal of the musket ball from her leg reveal about her?** (character) It shows that Deborah is brave and can endure pain. It also shows her dedication to her country: She removes the ball herself so that her secret won't be revealed and she can continue to fight.
- \* **4 How does General Patterson react to the news that Deborah is a woman? Why does he respond that way?** (inference) General Patterson is surprised but not angry or annoyed. He recognizes Deborah's great service and considers it more important than her gender.
- \* **5 What can you infer from the debate about ways military rules and combat are different today than they were in the 1780s? How might these differences affect women's roles?** (compare and contrast/inference) Soldiers today have higher-tech, heavier equipment and protective gear than they did in the 1780s. The weight of the equipment could put women at more of a disadvantage to their male counterparts than women in the past. Another difference is that today, many military positions are open to women—now officially including combat positions—whereas in the 1780s, other than a rare exception like Deborah Sampson's situation, women serving in the military was unheard of.

\*supports featured skill

## ACTIVITY SHEETS

### WORDS AND DEFINITIONS:

Print or project vocab words from the play 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 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.

## MAKE A TIMELINE

Have students do research to create a timeline infographic about women in the U.S. military. Students can include facts about when women were first permitted to fill certain roles in the various branches of the military, when women were first admitted to service academies, the first women to reach the highest ranks, and so on. Invite students to use an online infographic site such as [easel.ly](http://easel.ly).



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).

**URGENT NEWS!**

# PASSWORD PROTECTION



## What It Means for You

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