



# SCHOLASTIC SCOPE®

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with  
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## Teaching Tough Topics “The Boys Who Fought the Nazis”

When I discovered the story of German teenager Karl-Heinz Schnibbe—who, along with two friends, distributed anti-Nazi leaflets during World War II—I knew immediately that I wanted to tell it in *Scope*. Stories about individuals provide a wonderful opportunity for students to learn about a period of history and to empathize with those who lived during that period.

I also knew that teaching (and writing) any story about Hitler and the Holocaust can be enormously challenging. What’s the best way to approach the topic? How much should be shared? What’s the best way to help students understand the complex historical and political forces that resulted in one of the worst atrocities the world has ever seen?

As veteran *Scope* adviser Mary Blow says, “Middle school students appreciate honesty and facts.” So, you will find that in this article, we have balanced Karl’s gripping narrative with plenty of historical context, from the climate in Germany when Hitler rose to power to Europe’s centuries-old anti-Semitism. I encourage you to check out our digital lesson, available at Scope Online, for strategies on how to approach this tough, yet important, topic in your classroom.

“The Boys Who Fought the Nazis” is a story about sacrifice and courage, and the right to tell the truth. I hope these amazing teens inspire your class, and that the article will provide a powerful springboard into your Holocaust unit.

Kristin Lewis, Editor  
KELewis@scholastic.com



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**DON'T  
MISS  
THIS!**

Go behind the scenes of our cover story with our new video. Use it to explore author's craft and set a purpose for reading.

**LOOKING FOR THE ANSWER KEY?**  
**TURN TO PAGE T-3!**



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# SCOPE AT-A-GLANCE

| ARTICLE  | SUMMARY  | PRIMARY SKILL(S)   |
|--|--|--|
| <b>Grammar, pp. 2-3</b><br>“Grammar Gets Styled”                           | Students practice the correct usage of <i>compliment</i> and <i>complement</i> while admiring three truly spectacular hairstyles.  | <ul style="list-style-type: none"> <li>Conventions of standard English</li> </ul>  |
| <b>Narrative Nonfiction, pp. 4-10</b><br>“The Boys Who Fought the Nazis”   | This is the incredible true story of three German teenagers who risked their lives creating and distributing anti-Hitler and anti-Nazi leaflets.   | <ul style="list-style-type: none"> <li><b>Featured Skill:</b> central idea</li> <li>Text evidence</li> <li>Nonfiction text features</li> </ul>   |
| <b>Readers Theater Play, pp. 11-16</b><br><i>Oz the Great and Powerful</i> | This rollicking adaptation of the new movie, a prequel to L. Frank Baum’s classic novel <i>The Wonderful Wizard of Oz</i> , tells the story of how circus magician Oscar Diggs became the mighty Wizard of Oz. Paired with a profile of Baum, the play asks: What does it mean to be “great”?  | <ul style="list-style-type: none"> <li><b>Essential Question:</b> What is greatness?</li> <li>Making connections between a play and an author profile</li> <li>Key ideas and details</li> <li>Literary elements and devices</li> </ul> |
| <b>Paired Texts, pp. 17-19</b><br>“Goat Cheese and Big Macs”               | No country is more famous for its fancy cuisine than France. So why does McDonald’s do so well there? An article about how the fast-food giant has adapted to the French palate and customs is paired with a newspaper article on the controversy over opening a McDonald’s in Oaxaca, Mexico (where the favorite treat is fried cricket). | <ul style="list-style-type: none"> <li><b>Featured Skill:</b> key ideas and details</li> <li>Text evidence</li> <li>Synthesizing</li> <li>Making connections between two nonfiction texts</li> </ul>                                   |
| <b>Debate/Essay Kit, pp. 20-21</b><br>“Is Bottled Water Really Better?”    | Americans buy approximately 30 billion bottles of water each year. Some say bottled water is healthy and convenient, but is it worth the cost? Students read arguments on both sides of the debate, then take a stand. Perfect for Earth Day.  | <ul style="list-style-type: none"> <li>Supporting an argument</li> <li>Identifying central ideas and details</li> </ul>  |
| <b>Fiction, pp. 22-27</b><br>“Girl Can’t Dance”<br>by Lisa Yee             | Emma has always dreamed of being famous, and when a video of her goes viral, she finally gets her wish. But the celebrity lifestyle isn’t quite what she expected. Lisa Yee’s clever, funny story is paired with a profile of YouTube phenom Rebecca Black (remember “Friday”?).   | <ul style="list-style-type: none"> <li><b>Featured Skill:</b> analyzing theme</li> <li>Making connections between fiction and nonfiction</li> <li>Compare and contrast</li> <li>Literary elements and devices</li> </ul>               |
| <b>Grammar/Editing, pp. 28-29</b><br>The Lazy Editor:<br>“Hello? Hello?”   | Students correct grammatical errors and revise sloppy writing in a nonfiction article about the (surprisingly recent) origins of the world’s most familiar greeting.   | <ul style="list-style-type: none"> <li>Conventions of standard English</li> <li>Revision</li> </ul>  |
| <b>You Write It, p. 32</b><br>“Crusading for Chickens”                     | Students write a short article based on our interview with Orren Fox, a 16-year-old chicken farmer with a successful blog.   | <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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THE SCIENCE OF GR 6-8. [WWW.SCHOLASTIC.COM/LISTENCAREFULLY](http://WWW.SCHOLASTIC.COM/LISTENCAREFULLY)

| 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>compliment</i> and <i>complement</i></li> </ul>   |  | Common Core ELA Anchor Standards:<br>R4, L1, L2<br>NCTE/IRA: 1, 3, 6   |
| <ul style="list-style-type: none"> <li><b>Digital Lesson:</b> “Fighting the Nazis”</li> <li><b>Video:</b> “Behind the Scenes”</li> <li><b>Audio:</b> Hear the article read aloud!</li> <li><b>PW</b> “The Power of Information”: central idea (two levels, one with more scaffolding)</li> <li><b>IW PW</b> Multiple-choice and short-answer quiz</li> </ul> | <ul style="list-style-type: none"> <li><b>PW</b> Critical-thinking questions</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> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul> | Common Core ELA Anchor Standards:<br>R1, R2, R3, R5, R7, R10, W2, W4, W9, SL1, SL2, L3, L4<br>NCTE/IRA: 1, 3, 6, 11, 12              |
| <ul style="list-style-type: none"> <li><b>PW</b> Literary elements and devices</li> <li><b>IW PW</b> Multiple-choice and short-answer quiz</li> <li><b>PW</b> Vocabulary: definitions and practice</li> <li><b>PW</b> Critical-thinking questions</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:<br>R1, R2, R3, R5, R9, R10, W2, W4, W9, SL1, L3, L4, L5, L6<br>NCTE/IRA: 1, 2, 3, 4, 6, 11, 12     |
| <ul style="list-style-type: none"> <li><b>PW</b> Key ideas and details</li> <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> </ul>   | <ul style="list-style-type: none"> <li><b>PW</b> Writing-contest entry form</li> </ul>   | Common Core ELA Anchor Standards:<br>R1, R2, R3, R7, R9, R10, W2, W4, W9, SL1, L3, L4<br>NCTE/IRA: 1, 3, 6, 9, 11, 12                |
| <ul style="list-style-type: none"> <li><b>PW</b> Guided writing: the argument essay</li> <li><b>IW</b> Themed Vocabulary: words related to the environment</li> <li>Links to additional online resources</li> </ul>  |  | Common Core ELA Anchor Standards:<br>R1, R2, R4, R5, R6, R8, W1, W4, W5, W9, SL1, L1<br>NCTE/IRA: 1, 2, 3, 5, 6, 11, 12              |
| <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> Literary elements and devices</li> </ul>   | <ul style="list-style-type: none"> <li><b>PW</b> D-I-Y vocabulary</li> <li><b>PW</b> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>   | Common Core ELA Anchor Standards:<br>R1, R2, R3, R4, R5, R6, R9, R10, W1, W2, W4, W9, SL1, L3, L4<br>NCTE/IRA: 1, 2, 3, 4, 6, 11, 12 |
| <ul style="list-style-type: none"> <li><b>PW</b> Punctuating quotations</li> <li><b>PW</b> Maintaining consistent verb tense</li> <li><b>PW</b> Apostrophe s</li> </ul>  | <ul style="list-style-type: none"> <li><b>PW</b> Using commas with introductory elements</li> </ul>  | Common Core ELA Anchor Standards:<br>R1, W5, L1, L2<br>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:<br>R1, W5, L2<br>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:<br>R1, R2, W2, W4<br>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 BOYS WHO FOUGHT THE NAZIS



**A WORLD WAR II STORY  
OF COURAGE AND  
SACRIFICE**



## CENTRAL IDEA

**T**his is a complex story on a very tough topic, so we recommend that before you start reading, get a sense of what students already know. Write the word “Holocaust” on the board. Spend a few minutes in an open class discussion.

Show our “Behind the Scenes” video, which introduces some of the important concepts in the article and sets a purpose for reading. After you show the video, have students examine pages 4 and 5. Invite them to share their observations about the photos. What do the photos suggest about the power of the Nazis compared with the power of the three boys?

**W**e have wanted to do a story about the Hitler Youth for a long time. We felt it was important to explore the question of how millions of children—many the age of *Scope* readers—came to develop an extreme devotion to Hitler. Yet we struggled with the best approach—until we discovered three German teenagers: Karl-Heinz Schnibbe, Rudi Wobbe, and Helmuth Hübener. These boys were in the Hitler Youth, as required by the Nazi government, yet they risked their lives to start their own resistance. Reading this challenging article, your students will think about the role of free speech, propaganda, and prejudice in Nazi Germany. They will also be deeply moved by the story of three teenagers, who showed courage in the face of daunting brutality and evil.



Ask a student to read aloud the As You Read box. Then read the first section of the article as a class. Divide students into groups to read the rest of the article, pausing between sections to discuss key points. Circulate among groups to answer any questions.

Assign a second read of the article as homework or in class the next day; this time have students complete the “Read, Think, Explain” activity sheet. Next, study the photos and captions as a class. Ask: How do the photos connect to the text? What do you learn from the photos that is not in the story?

Project or distribute the critical-thinking questions. Have students

answer them in groups, returning to the text to support their ideas. Then distribute the activity sheet “The Power of Information,” which will help students identify details about the role of information and truth in the story. Last, have them respond to the prompt on page 10.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### THE POWER OF

**INFORMATION:** Prepares students to answer the writing prompt on page 10

#### CRITICAL-THINKING

**QUESTIONS:** See page T-5

#### CONTEST ENTRY FORM



## Fighting the Nazis

As an alternative to this lesson, use our digital lesson. It provides step-by-step instructions and links to all the materials you will need—our “Behind the Scenes” video, a digital version of the article, and activity sheets—to teach “The Boys Who Fought the Nazis.”



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 factors contributed to Hitler’s rise to power?** (key ideas and details) Germans were looking for a way out of the high unemployment and humiliation they faced after World War I. Hitler made rousing speeches that bolstered German pride. Playing on the anti-Semitism that had existed for centuries, he scapegoated the Jewish people for all of Germany’s problems.

**\* 2 Why was Helmuth’s short-wave radio a secret? How did it affect the boys?** (central idea) The radio was a secret because the Nazis banned listening to foreign broadcasts, which the radio could pick up. The Nazis wanted Germans to listen only to broadcasts that supported their party. The radio affected the boys by giving them access to truths about Hitler and the war. It motivated them to take action against the Nazis.

**\* 3 What was the boys’ form of resistance? Why do you think the Nazis found it so threatening?** (central idea) The boys’ form of resistance was to write and distribute pamphlets criticizing Hitler and the Nazis. It was threatening because the Nazis wanted to control the way their actions were perceived; one way of doing this was to control and limit the information people received.

**4 What purpose did the Young Folk and Hitler Youth serve?** (key ideas and details) These groups served to bring people into the Nazi Party at a very young age, when they would be more likely to accept what they were told without question. The Hitler Youth were trained as soldiers and assisted the Gestapo in finding people who were disloyal.

**5 Consider the consequences Helmuth, Rudi, and Karl suffered for their resistance. Why do you think Karl said he would do it again?** (inference) Answers will likely include that Karl believed resisting was the right thing to do, no matter the consequences.

\*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.



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

## PICTURE POWER

Ask students to choose one of the photos that accompany this article and write a short essay explaining what the photo portrays, what it says about its subject, and why it is powerful.

## AUDIO ARTICLE

Go to Scope Online for an audio version of the entire article.



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



# OZ THE GREAT AND POWERFUL



## A DELIGHTFUL TWIST ON AN AMERICAN CLASSIC

**I**'ve always been a huge fan of *The Wizard of Oz*, especially after playing both a Munchkin and a flying monkey in my high school production of the story. So I was thrilled when *Scope* asked me to adapt the enchanting new movie *Oz the Great and Powerful*. The story takes place before the events in the famous movie. It explains how a charlatan magician from Kansas came to be the feared and admired Wizard of Oz (and why he spends most of his time hiding behind a curtain). It can be quite a challenge adapting a full-length screenplay into a six-page Readers Theater play. *Oz* is spectacularly suspenseful and also quite clever. I wanted to convey as much of that as possible. My main goal was to make this trip to Oz fantastically riveting, as well as meaty enough for great discussion and writing. I hope I succeeded!

—Spencer Kayden



## WHAT DOES IT MEAN TO BE GREAT?

**I**ntroduce the play by telling students that it is a prequel to *The Wizard of Oz*, a movie with which many of them are most likely familiar. Prompt them to use their knowledge of prefixes to figure out what a prequel is: *Pre-* means “before”; a prequel is a work whose narrative takes place before a pre-existing work.

Direct students to read the As You Read box, then assign parts and read the play aloud as a class. Pause when necessary to have a student read aloud the annotations.

When the class has completed the play, ask students to turn and talk to a partner about the answer to this question: How does the

character Oz change from the beginning to the end of the play? Call on pairs to share their ideas with the class. (*Answers may include that Oz goes from caring only about ways to make money and his own well-being to caring about the citizens of Oz. He also stops seeing himself as a deceitful trickster and starts seeing himself as an inventive leader.*)

Next, have students read the nonfiction article about L. Frank Baum. Then have them once again turn and talk to a partner, this time to answer the question “What are the similarities between L. Frank Baum and the character Oz?” (*Both Baum and Oz wanted to be*

*great. They were both schemers who achieved greatness only when they devoted themselves to what they did well: inventing illusions, in the case of Oz, and writing stories, in the case of Baum.*)

Put students in groups to respond to the critical-thinking questions, which will prepare them to answer the writing prompt on page 16.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

**CRITICAL-THINKING  
QUESTIONS:** See page T-7  
**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 In Scene 1, Oz refers to himself as “the Great Oz.” What does this name mean to him? How is the meaning of *great* different from its meaning when he later says, “Let me live, and I promise I will be a great man”?** (central idea) For Oz, the name represents the false front he shows to audiences. He doesn't believe he is really great; the name is part of his trickery. Later, he uses *great* to mean someone who achieves something significant—not someone who pretends to.
- \* **2 What does Glinda mean when she tells Oz, “If you make my people believe, then you are wizard enough”? How does Oz achieve what Glinda is asking of him?** (inference) Glinda means that the wizard the people seek doesn't need to know magic, he needs to give them hope that they can overcome the Wicked Witch, Evanora. Oz achieves this by coming up with a battle plan and putting everyone to work building the tools of battle.
- \* **3 What are Oz's flaws? How do they stand in his way?** (character) Oz doesn't really believe in himself; he considers himself a cheat and isn't convinced, at first, that he can really help anyone. He is also greedy. The temptation to take off with the gold and jewels almost causes him to abandon the Land of Oz and fail to become a great man.
- 4 How does Oz save the citizens of Oz?** (plot) He sets up a grand illusion with a hologram and fireworks that convinces Evanora he is actually a great wizard. She then flees, freeing the Land of Oz.
- \* **5 At the end of the play, Glinda tells Oz that he has achieved goodness. By her definition, what is the difference between goodness and greatness? Which do you think Oz achieves?** (theme) To Glinda, goodness is a strong and admirable internal quality; it is the strength to do the right thing for other people. Greatness is being well-known for an achievement. Answers will vary, but students might claim that Oz achieves both. He achieves greatness by using his cleverness and leadership to defeat the Wicked Witch. He achieves goodness by sacrificing the opportunity to sneak off with the gold, putting others before himself and staying to help the people of Oz.

\*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.

## INTERVIEW OZ

Ask students to work in pairs to write a dialogue between Oz and a talk-show host. The host should interview Oz about his decision to stay and help the citizens in Oz. The interview should include general questions about what happened, as well as questions about Oz's motivation and how he felt about his decision. Have students record their interviews and play them for the class.



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

# GOAT CHEESE AND BIG MACS



**STUDENTS PRACTICE  
USING TEXT EVIDENCE  
WHILE PONDERING  
THE McWORLD**



## KEY IDEAS AND DETAILS

**A**lthough the golden arches of McDonald's are becoming ever more commonplace in the world, they don't represent the same things to everyone. This is the idea students will explore in our paired texts.

Start by asking students to name some McDonald's menu items. Then write "le Petit McBaguette" on the board, or project an image of this hamburger from French McDonald's: [www.mcdonalds.fr/produits/sandwichs](http://www.mcdonalds.fr/produits/sandwichs). (Find the link on our website.) Ask: Have you ever seen this sandwich at McDonald's? Let students know that they are about to read two texts about McDonald's restaurants in

**A**fter reading "McTaco vs. Fried Crickets: A Duel in the Oaxaca Sun," *Scope* Senior Editor Jennifer Dignan experienced a moment of feeling like maybe, just maybe, she could eat a fried cricket. The article says crickets taste like "grass-fed shrimp." Interesting! But then the moment passed, and she was back to feeling appalled by the thought of their little legs and little eyes and crunchy little exoskeletons between her teeth.

Of course, one's feelings about eating bugs are almost entirely cultural. Isn't it interesting, and kind of great, how tastes and traditions can vary so greatly from place to place?

Which brings us to McDonald's. How can it fit in (or *can* it fit in) as it continues to build its global empire? That is the question we explore in this issue's paired texts.



other countries.

Students should read the first article in small groups, pausing to discuss points they find interesting. When they finish reading, ask groups to write a brief summary of the article's central ideas.

*(McDonald's has been successful in other countries by adapting to local customs. Regardless, some people object to the presence of an American fast-food restaurant.)*

Then have students read "McTaco vs. Fried Crickets," again pausing to discuss interesting points and composing a summary. *(Some citizens of Oaxaca object to having a McDonald's in the town square because they think it would*

*clash with local architecture and traditions.)*

Next, distribute the activity sheet "Key Ideas and Details." It will prepare students to answer the writing prompt on page 19.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### KEY IDEAS AND DETAILS:

Students identify text evidence in the two articles as preparation for the writing prompt on page 19.

#### 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 as a PDF (without the answers) to use for group discussion or as a writing activity.

- \*1 What are examples of food items McDonald's offers in other countries that were created to appeal to local tastes or customs?** (text evidence) In France, McDonald's offers a beef sandwich on a hard-crust roll with Camembert cheese. In Mexico, it offers rolls with refried beans, cheese, and salsa, while in Japan and Singapore the restaurant sells chicken in a bag of spices. In India, McDonald's is planning to open vegetarian restaurants.
- \*2 According to the article, how are mealtimes in France different from those in the United States? Do French meal customs appeal to you? Why or why not?** (compare and contrast) Mealtimes are cherished in France. People sit down to long, leisurely meals at elegantly set tables; whereas in the U.S., people often rush through meals without regard to their surroundings. Answers will vary.
- \*3 Jacqueline García says "Real food is not frozen meat. It's fresh cheese and crickets. McDonald's belongs in the United States, not our *zócalo*." How would you describe García's opinion of McDonald's? Explain.** (inference) She seems to have a negative view of McDonald's. She doesn't say that McDonald's serves different food than is served in Oaxaca; she says that what McDonald's serves is not "real food."
- \*4 Why did some people in Oaxaca support the McDonald's? If you were the mayor, which side of the argument would you take? Explain.** (text evidence) Some people say that Oaxaca is a poor city, and it would benefit from the money and jobs a McDonald's would bring in. Answers will vary.
- \*5 How does the tone of the two articles differ?** (tone) The first article is more admiring of McDonald's efforts to adapt to local cultures; it offers numerous examples of the restaurant's success in doing this. The second article offers a more critical view of McDonald's; it focuses on people's opposition to the restaurant chain.

\*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?  
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ideas for you.

## DESIGN A RESTAURANT

Ask students to imagine they are in charge of planning a new restaurant for their neighborhood. Students should create the menu to reflect foods that would appeal to the people who live there. They should also write a paragraph describing the design and ambience of the restaurant. Would it be bright and bustling, elegant and relaxing, or something else? Why? Have students share their menus and design plans, explaining how these reflect the local culture.



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

# GIRL CAN'T DANCE



## EMMA LEARNS THAT FAME IS INDEED A FICKLE FOOD



### ANALYZING THEME

**A**sk students to name their favorite videos on YouTube and to explain why they like them. Then ask students if *they* would like to appear in a popular YouTube video. Why or why not?

Next, have students open their magazines to pages 22-23 and read the As You Read box. Give them time to read the story in small groups, pausing at the end of each section to discuss the questions in the margins.

When they have finished, ask them to read “Surviving YouTube” on page 27, either in class or as homework. Follow up by asking students to discuss, in their groups, the similarities between Emma and Rebecca Black. (*Both rose to*

*an unexpected level of fame via the Internet; both were mocked for their poor performances, yet enjoyed brief celebrity status.*) Then pose these question: Why do you think videos like Emma’s and Rebecca’s—which showcase someone doing something poorly—become so popular? Is this fair? Regroup for students to share their ideas with the class.

Project or distribute the critical-thinking questions and have students answer them individually or in small groups.

Students should now be ready to respond to the writing prompt on page 27. Give them time to complete it in class or assign it as homework.

As a culminating activity, poll

**W**e had so much fun reading all of the 3,125 first lines your students submitted to our First-Line Contest. The entries were sometimes funny, sometimes poignant, sometimes awesomely bizarre.

And we couldn’t be more thrilled with the story Lisa Yee wrote based on the winning first line. It has plenty for your students to sink their teeth into: imagery, a unique voice, and a nonlinear structure (hello, text complexity). Plus, it raises big questions about the nature of fame today. Enjoy!

P.S. Stay tuned for details on next year’s contest.



the class to see how they answered the question posed in the writing prompt, “Is fame a worthy goal?” Arrange students in groups according to whether they answered *yes* or *no*. After they share their reasons for choosing *yes* or *no* within their groups, have students select their best reasons to share with the class. Moderate a class discussion. Encourage students to allude to any other text you have read this year that relates.

#### ACTIVITY SHEETS FOR THE FEATURED SKILL

**CRITICAL-THINKING QUESTIONS:** See page T-11  
**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 Emma tells Aubree that what she wants most is fame. What do you think fame means to Emma? Why do you think she wants it? Explain.** (character/inference) To Emma, fame means glamour and attention. She spends hours watching TV shows about the lives of stars and viewing clips of them on UrTube. You can infer that she is enamored of their lifestyles and the attention they receive. She does not mention what achievement she would like to be famous for; she just wants to be famous.
- \*2 How does Emma change between when her video goes viral and her appearance on *Gary Larry*? Use text evidence in your answer.** (character) At first, she realizes her fame is ill-deserved; she says, "But I'm famous because I can't sing or dance." By the time she goes on the show, she has started to believe that she earned her fame. She dances for millions of viewers. She describes herself at that time as "a star."
- \*3 On page 24, Julian tells Emma, "You're a star!" On page 25, he says, "You're amazing." What is the difference in tone between these comments? What does this shift reveal?** (tone) Julian's first comment is mocking; his second is sincerely admiring. The shift in tone reveals that Julian (along with millions of others) is impressed by fame—not talent, not achievement—simply fame. His initial, mocking comment shows that he recognizes Emma's lack of talent, but once she becomes a celebrity, he finds her "amazing."
- \*4 What do you think Andy Warhol's comment that everyone will be famous for 15 minutes means? How does it apply to Emma and Rebecca Black?** (analyzing text) His quote may mean that we live in a culture that loves celebrities and has low standards for becoming one, or it may refer to the fleeting nature of fame. Emma and Rebecca both experienced brief moments of celebrity as a result of their poor performances.
- \*5 Reread the last paragraph of "Surviving YouTube." What does it suggest about Black's success?** (drawing conclusions) It suggests that the public is more interested in a really bad performance than in one that is good or average.

\*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.



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

## INTERPRET A QUOTE

Ralph Waldo Emerson once said, "Fame is proof that people are gullible." (Explain that *gullible* means "easily deceived.") Ask students to write two paragraphs explaining what this quote means and how it applies to "Girl Can't Dance." Who in the story is gullible?

## NARRATIVE WRITING

Invite students to write what happens next after "Girl Can't Dance" ends.



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

# PASSWORD PROTECTION



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