



# SCHOLASTIC SCOPE

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## WELCOME BACK!

Hello, teachers! I hope you had a wonderful summer and are ready to dive into the school year. I certainly am—our team has so many great offerings in the works for you! Here are four of my favorite things about *Scope* this year:

**THEMED VOCABULARY** This fabulous new *Scope* activity will help students retain new words and build relationships between those words and ones they already know. This issue, use our new vocabulary activity with our cover story, “A Child Slave in California.” Turn to page T-6 for details.

**A BRAND-NEW WEBSITE** You'll find all the great skills-based content you love in a dazzling easy-to-navigate format. It is not to be missed!

**ORIGINAL FICTION** We'll bring you stories by wonderful writers like Walter Dean Myers, Lisa Yee, and Gary Schmidt.

**INCREDIBLE COMMON CORE SUPPORT** Throughout the year, watch for tips and ideas on how *Scope* can help you with the Common Core standards.

Here's to a fantastic new school year!

Kristin Lewis, Editor

P.S. E-mail me at [KELewis@scholastic.com](mailto:KELewis@scholastic.com). I'd love to hear from you!

## DON'T MISS THIS!

### SCOPE VIDEO

### “CYCLOPS: MY SIDE OF THE STORY”



Check out our amazing  
video that reimagines

the story of the Cyclops in *The Odyssey* from the point of view of the Cyclops himself. Use it with this issue's thrilling play, *The Monster in the Cave*, for a fantastic activity on character and point of view. Find it all at Scope Online.



GARY HANNA



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’s Dream Team”	Students practice the correct use of <i>good</i> and <i>well</i> while reading about <i>Scope</i> ’s world-saving dream team.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> </ul>
<b>Paired Texts, pp. 4-9</b> “Hunting a Killer”	Students explore the intersection of animals and humans through a narrative-nonfiction article about a grizzly-bear attack in Yellowstone National Park, a newspaper article about monkeys overrunning Delhi, India, and Robert Frost’s poem “A Minor Bird.”	<ul style="list-style-type: none"> <li><b>Essential Question:</b> What challenges do we face in sharing the planet with wild animals?</li> <li>Making connections between three texts</li> <li>Interpreting text</li> <li>Acquiring new vocabulary</li> </ul>
<b>Narrative Nonfiction, pp. 10-15</b> “A Child Slave in California”	At 10, Shyima Hall was smuggled into the U.S. from Egypt as a slave to a wealthy family in Irvine, California. This eye-opening story about modern-day slavery is paired with an excerpt from a Frederick Douglass autobiography.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Key ideas and details</li> <li>Making connections between two texts</li> <li>Acquiring new vocabulary</li> </ul>
<b>Contest, p. 16</b> “Fabulous First-Line Contest”	Beloved YA author Lisa Yee explains how she writes a compelling first line, and invites students to enter our contest.	<ul style="list-style-type: none"> <li>Understanding author’s purpose</li> <li>Writing hooks</li> </ul>
<b>Readers Theater Play, pp. 17-21</b> <i>The Monster in the Cave</i>	An adaptation of the story of Odysseus and the Cyclops from Homer’s <i>Odyssey</i> . BONUS: Our video “Cyclops: My Side of the Story” tells the same story, but from the point of view of the Cyclops.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Analyzing character</li> <li>Key ideas and details</li> <li>Literary elements</li> <li>Acquiring new vocabulary</li> </ul>
<b>Debate/Essay Kit, pp. 22-23</b> “Do Manners Matter?”	Some experts say a rudeness crisis is threatening our civilized way of life. Others say such concerns are overblown. Students read arguments on both sides of this debate, then take a stand.	<ul style="list-style-type: none"> <li>Supporting an argument</li> <li>Identifying main idea and details</li> </ul>
<b>Grammar/Editing, pp. 24-25</b> The Lazy Editor: “A Ship of Curses?”	Students correct grammar errors and revise sloppy writing in a nonfiction article about one of the greatest maritime mysteries of all time.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> <li>Revision</li> </ul>
<b>Fiction, pp. 26-31</b> “Ovatniah”	Roland Smith’s story about a Yup’ik girl’s summer with her grandmother raises questions about how we measure value. The story is paired with Aesop’s fable “The Rooster and the Jewel.”	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Analyzing theme</li> <li>Key ideas and details</li> <li>Acquiring new vocabulary</li> </ul>
<b>You Write It, p. 32</b> “Becoming ‘That Kid From The Hunger Games’”	Students write a short article based on our interview with Ethan Jamieson, who plays a tribute in <i>The Hunger Games</i> .	<ul style="list-style-type: none"> <li>Identifying main idea and details</li> <li>Summarizing</li> </ul>
<b>Whole Issue</b>	A crossword puzzle that covers this 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><span>PW</span> More practice with <i>good</i> and <i>well</i></li> </ul>		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> <li><span>PW</span> Critical-thinking questions</li> <li><span>IW</span> <span>PW</span> Multiple-choice and short-answer quiz</li> <li><span>PW</span> Poetry analysis</li> <li><span>PW</span> Graphic organizer</li> <li><span>PW</span> Vocabulary: definitions and practice</li> <li><span>PW</span> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R7, R9, W2, W4, SL1, SL4, L4 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> <li><span>PW</span> Key ideas and details</li> <li><span>IW</span> <span>PW</span> Multiple-choice and short-answer quiz</li> <li><span>PW</span> Critical-thinking questions</li> <li><span>PW</span> Identifying nonfiction elements</li> <li><span>PW</span> Themed vocabulary: words associated with slavery</li> <li><span>PW</span> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R7, R9, R10, W2, W4, W9, SL1, SL4, L4, L5, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> <li><b>Video:</b> “What Is a Fabulous First Line?”</li> <li><span>PW</span> Handout: Lisa Yee talks about her favorite first lines.</li> <li><span>PW</span> Writing-contest entry form</li> </ul>		Common Core ELA Anchor Standards: R1, R4, R5, R6 NCTE/IRA: 4, 5, 12
<ul style="list-style-type: none"> <li><b>Video:</b> “Cyclops: My Side of the Story”</li> <li><b>Digital Lesson</b></li> <li><span>PW</span> Character-traits graphic organizer</li> <li><span>IW</span> <span>PW</span> Multiple-choice and short-answer quiz</li> <li><span>PW</span> Critical-thinking questions</li> <li><span>PW</span> Literary elements and devices</li> <li><span>PW</span> Vocabulary: definitions and practice</li> <li><span>PW</span> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R7, R9, W1, W4, SL1, SL2, L1, L2, L4 NCTE/IRA: 1, 2, 3, 4, 6, 8, 11, 12
<ul style="list-style-type: none"> <li><span>PW</span> Guided writing: the persuasive essay</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> <li><span>PW</span> Maintaining consistent verb tense</li> <li><span>PW</span> Producing complete sentences</li> <li><span>PW</span> Maintaining consistent tone and style</li> <li><span>PW</span> Pronoun-antecedent agreement</li> </ul>		Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li><span>IW</span> <span>PW</span> Multiple-choice and short-answer quiz</li> <li><span>PW</span> Critical-thinking questions</li> <li><span>PW</span> Literary elements and devices</li> <li><span>PW</span> DIY vocabulary</li> <li><span>PW</span> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R8, R9, W1, W4, SL1, L1, L2 NCTE/IRA: 1, 2, 3, 4, 5, 11, 12
<ul style="list-style-type: none"> <li><span>PW</span> Guide to “You Write It” activity</li> <li><span>PW</span> Model text for “You Write It” activity</li> <li><span>PW</span> Punctuating quotations</li> <li><span>PW</span> 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><span>PW</span> 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.

# HUNTING A KILLER



**THREE THRILLING TEXTS  
EXPLORE THE CONFLICT  
OF HUMANS & ANIMALS**



## WHAT CHALLENGES DO WE FACE IN SHARING THE PLANET WITH WILD ANIMALS?

**I**n this lesson, students will draw on three texts—a feature article, a news story, and a poem—to respond to an essential question. Start by having students read the question in the As You Read box on page 4. Write this question on the board. Then give students a minute to flip through all three texts. Ask: Why do you think the package includes texts on different animals in different places? (*Together, the articles explore challenges that aren't specific to one animal or place.*)

Divide students into small groups and have them read “Hunting a Killer” out loud, including the photos and captions.

**W**hen we started working on this feature, we got really bummed out about the plight of grizzly bears. We felt a bit better after speaking to Gregg Losinski, a conservationist educator for the Idaho Fish and Game Service, who assured us that bears are very adaptable. “Bears go where there is food, whether it is trash or dandelions,” he explained. “The key is making humans more adaptable to bears. So we need to figure out how to be around bears without having to shoot them all the time.”

The human population has passed 7 billion, and the question of how humans and animals can share the planet is becoming increasingly urgent. We hope this question inspires as much lively discussion among your students as it did among the members of our team!



(Tell students not to read the poem yet.) Each group should discuss the question posed at the end of the story (“Do you?”). Ask each group to share its thoughts with the class.

Next, call on a student to read the poem aloud, or play our dramatic reading of the poem (available at Scope Online). In their groups, have students discuss the question in the poem’s introduction. (*The speaker is annoyed by the bird but questions himself for feeling that way.*)

Finally, have students read “Indians Feed the Monkeys” independently. Project or distribute the critical-thinking questions and have students respond.

Now distribute the worksheet “Compare Two Texts.” Students should complete it in their groups, briefly discussing the question posed at the bottom. Students should now be prepared to answer the essential question posed in the writing prompt on page 9.

### PRINTABLE WORKSHEETS FOR THE FEATURED SKILL

**COMPARE TWO TEXTS: A**  
graphic organizer to use with  
the bear and the monkey articles  
**CONTEST ENTRY FORM:**  
For use with the writing contest  
on page 9





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 Why does the U.S. have a bear-justice system? Do you think it helps bears and humans share space?** (analyzing information)

The system is meant to protect bears. It allows bears that harm humans for "natural reasons" to go free. Some students may say that because of this system, fewer bears die as a result of encounters with humans. Other students may say that the very existence of the system demonstrates our inability to truly share space with bears; humans decide where bears are allowed to go and what they are allowed to do.

**2 Why has the grizzly-bear population in the U.S. decreased so much?** (key ideas and details) People have shot, poisoned, and trapped bears as the human population has grown and towns and highways have encroached on bear habitats.

**3 Why has the monkey population in Delhi increased? What options exist to curb their numbers? Why do some people reject these options?** (key ideas and details) The monkey population has increased because the city has taken over their habitat, people feed them, and the monkeys have learned to avoid traps. People could stop feeding the monkeys or kill them, but these options clash with Hindu beliefs.

**\*4 Why do you think the poem is called "A Minor Bird"? If applied to our relationship with grizzly bears, what does the poem's last line suggest?** (main idea/comparing texts) Answers may include that "minor" reflects the speaker's judgment of the bird as annoying and unimportant, as well as his understanding that the bird is only a "minor" inconvenience. The end of the poem, applied to our relationship with bears, suggests that we must accept the bears' wildness, even if it is sometimes inconvenient or dangerous to us.

**\*5 Which text do you think presents the most hopeful outlook on humans and animals sharing the planet? Why?** (comparing texts/interpretation) Answers will vary. Students should use text evidence to support their ideas.

\*supports featured skill

**PRINTABLE  
SKILLS WORKSHEETS**

**WORDS AND DEFINITIONS:**

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

**VOCABULARY PRACTICE:**

Because reinforcement matters

**ANALYZE THE POEM:** This activity helps students explore "A Minor Bird."

**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.



Go to Scope Online for our dramatic reading of Robert Frost's "A Minor Bird."



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

**VIDEO STUDY**

Show students the video "A Yellowstone Love Story," available through Scope Online. Ask students to think about these questions:

1. What makes people love bears?
2. How has the relationship between bears and humans in Yellowstone evolved over time?

Have students use details from the video in their responses to the writing prompt on page 9.



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

# A CHILD SLAVE IN CALIFORNIA



**AN AMAZING TRUE STORY  
OF MODERN-DAY SLAVERY  
BECOMES A POWERFUL  
CROSS-GENRE ACTIVITY**

**S**tudents often learn about slavery as something that happened in the past—a loathsome practice that ended with the passage of the 13th Amendment in 1865. But sadly, although slavery is illegal around the world, it remains in practice to this day. The majority of modern-day slaves are in South Asia, but there are slaves in almost every country—including ours.

For some time, we had been looking for a way to introduce this important topic to our readers; with the story of former child slave Shyima Hall, we found it. Shyima's incredible narrative is paired with an excerpt from Frederick Douglass's autobiography.



## KEY IDEAS AND DETAILS

**I**n this lesson, students explore the effects of slavery, drawing from an article about a modern-day slave and an excerpt from *The Life and Times of Frederick Douglass*.

Project the worksheet “Themed Vocabulary.” Cover up the definition of *slavery*. Ask students to share their own definitions of *slavery*, and then reveal the definition we provide. Ask: Does slavery still exist? Invite students to explain their answers. Then, as a class, read the rest of the words and definitions in Part I. (These words appear in the article in bold.) Have students work in pairs to answer the questions at the end of Part I.

Next, have students read the article, starting with the As You

Read box. When finished, they should turn to a partner and discuss the details they found most surprising. Invite students to share their reactions with the class. Then have them complete Part II of “Themed Vocabulary.”

Have students read the excerpt on page 14 in pairs, with each partner reading it aloud one time. Each pair should then write a one-sentence response to the following:

1. Summarize the excerpt. (*Douglass describes the joy of his first day of freedom.*)
2. What is the main emotion Douglass expresses? (*He expresses joy.*)
3. At what point in the article does Shyima show a similar emotion? (*Shyima shows joy when she becomes a citizen.*)

Arrange students in groups to complete the worksheet “Key Ideas and Details.” Have students respond to the writing prompt on page 15. They should use at least three words they learned in the vocabulary activity.

### PRINTABLE WORKSHEETS FOR THE FEATURED SKILL

#### THEMED VOCABULARY:

Words associated with slavery

#### KEY IDEAS AND DETAILS:

Students identify central ideas and prepare to write.

**CONTEST ENTRY FORM:** For use with the contest on page 15



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 What details illustrate the quality of Shyima's life as a slave?**

(key ideas and details) Details include: She worked 18 hours a day, she was forbidden to wash her clothes in the washing machine, she had to carry the Ibrahims' bags at Disneyland, she lived in a garage without lights. The article also states that Shyima was lonely, had no friends, and was not allowed to go to school. Also, the Ibrahims called Shyima demeaning names.

**2 Why does the author include both narrative sections (sections that tell Shyima's story) and expository sections (sections that provide general information on slavery)?**

(author's craft) The narrative sections help the reader understand what it was like to be in Shyima's situation; they evoke empathy and help the reader make a personal connection to the topic of slavery. The expository sections inform the reader about slavery in the past and present. Together, the narrative and the expository sections provide both an up-close and a broad perspective on slavery.

\* **3 On page 13, the writer states, "The price that Shyima paid, however, was immeasurable." What does she mean?**

(interpreting text/key ideas and details) Enslavement affected Shyima in a way too large to measure—it controlled her life. She was taken away from her family and treated as an unworthy person.

**4 What are the literal and figurative meanings of the section title "Into the Darkness"? How does Frederick Douglass use imagery of light and darkness?** (literal and figurative language) Literally, Shyima went into the darkness of the garage. Figuratively, she went into the dark—that is, hidden and evil—world of slavery. Frederick Douglass juxtaposes images of darkness and rainbows when he contrasts slavery and freedom.

\* **5 What does Shyima most value about her freedom from slavery?** (key idea and details) She is in control of her own life; she can be who she wants to be.

\*supports featured skill

**PRINTABLE  
SKILLS WORKSHEETS**

**IDENTIFYING NONFICTION**

**ELEMENTS:** 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.

**MAP STUDY**

In groups, have students draw three conclusions about slavery today using the map on page 13. (For example: Southeast Asia has the highest number of slaves; the U.S. benefits from slavery abroad.)

**CREATE A VIDEO**

Tell students that one way to fight modern-day slavery is to raise awareness. Have students work in groups to create short videos about the problem of slavery today. They should draw on information in the article. Encourage them to carefully consider the images, colors, and music, as well as the text, that will be most effective in capturing the hearts and minds of their viewers.



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

# THE MONSTER IN THE CAVE



STARRING OUR  
FAVORITE GREEK  
MONSTER

**W**e love monsters. We love their crazy outfits, the crazy things they do, the crazy stories they star in. We especially love the monsters of Greek mythology. So when we asked Gary Hanna to draw the Cyclops of our dreams, we had pretty high expectations. But Gary was totally up to the challenge; we literally squealed with delight when we saw what he came up with.

You'll find our adaptation of this well-known myth to be just as delightful—and it comes with everything you need for a great lesson on character and point of view. Be sure to include our awesome new video “Cyclops: My Side of the Story” as part of your lesson. It just may change your students' minds about one of our favorite monsters.



## ANALYZING CHARACTER

**I**n this lesson, students will analyze Odysseus and Polyphemus, and explore how point of view can shape the way characters are presented and perceived.

Begin by explaining that the play is based on a famous Greek myth from *The Odyssey*, a nearly 3,000-year-old epic poem by Homer.

Invite a student to read aloud the As You Read box on page 18. Assign parts and read the play as a class. Pause after Scene 2. Have students turn to a partner and discuss why Odysseus wants to visit the Cyclopes. What can they conclude about Odysseus? (*Some may say he is brave, others that he is foolish.*)

Pause again after Scene 4; this time, have students discuss Polyphemus' traits. (*fearsome, strong, merciless*)

After reading the play, project the critical-thinking questions listed at right and available as a PDF at Scope Online. Discuss the answers as a class to check understanding. Then direct students to the Clever/Cunning box on page 19. What is the subtle difference between the words *clever* and *cunning*? How do the Greeks and the Romans interpret Odysseus' behavior differently?

Distribute the worksheet “Epic Traits” and tell students to complete the “Based on the Play” section. Take a poll to see who thinks Polyphemus got what he deserved. Then show

our video “Cyclops: My Side of the Story” and have students complete the “Based on the Video” section of the worksheet. Repeat the poll. How many students changed their minds?

Finally, have students respond to the prompt on page 21, using details from the play and video.

### PRINTABLE WORKSHEETS FOR THE FEATURED SKILL

**EPIC TRAITS:** A graphic organizer on character traits, for use with the play and video  
**CONTEST ENTRY FORM:** For use with the writing contest on page 21





## "CYCLOPS: MY SIDE OF THE STORY"

It would be hard to argue that Polyphemus is a great guy. After all, he eats people. But maybe he's not as bad as everyone thinks. In this video, the Cyclops gets a chance to explain his side of things. For a fantastic lesson on character and point of view, show it after students read the play.



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 Give examples of Odysseus' cleverness.** (character/text evidence) He gets the Cyclops to fall asleep by giving him wine; he prevents the Cyclops from identifying him by saying that his (Odysseus') name is Nobody; he and his men escape by riding under the bellies of sheep.
- \* **2 Why does Odysseus ask the Cyclops to greet him and his men with hospitality? Is this a reasonable request? Why or why not?** (analyzing text) In Greek society, it was customary to show travelers *xenia*. Odysseus assumes (or hopes) that the Cyclops fears Zeus and will extend hospitality when threatened with Zeus' name. Some students may say Odysseus' request is reasonable because he has explained that they are weary travelers. Others may say the request is not reasonable because Polyphemus is a human-eating monster, and Odysseus has invaded his home.
- \* **3 Who do you think is responsible for six of Odysseus' men being eaten by the Cyclops?** (supporting conclusions) Answers will vary. Some will say the Cyclops, because he is a monster and he ate the men without provocation. Others will say Odysseus, because he led his men into the cave despite having been warned about the Cyclopes.
- \* **4 What does Odysseus reveal about himself when he calls out to the Cyclops in Scene 7?** (character) He reveals that he is proud. Escaping the Cyclops isn't enough for him; he wants the Cyclops to know who tricked him.
- \* **5 What does this myth say about the power of intelligence versus the power of physical strength?** (theme) Intelligence is more powerful than physical strength.

\*supports featured skill

### PRINTABLE SKILLS WORKSHEETS

#### 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/digital 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.

## ANOTHER POINT OF VIEW

Ask students to imagine they are members of Odysseus' crew. Have them write diary entries revealing what they think of Odysseus as a leader, using specific details from the play.



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

# OVATNIAH



**YOUR STUDENTS WILL  
LOVE THIS GEM BY  
ROLAND SMITH**



## ANALYZING THEME

**T**he goal of this lesson is to help students analyze the theme of “Ovatniah” by exploring and comparing the characters’ different values, and by reading a fable with a similar theme.

Begin by asking students to glance at the annotations in the margins. What do students think is the purpose of these annotations? *(to provide background info, define terms, point out literary devices, pose questions)*

Then invite a student to read aloud the As You Read box. Write the word *values* on the board, and as a class, come up with a definition *(beliefs about what is important in*

**W**hen Roland told us he wrote “Ovatniah” for his wife, Marie, who is Yup’ik, our hearts melted. So did hers. “I fell in love with him all over again,” Marie told us.

Its romantic origins aren’t the only reasons we adore this story, though. As our team deliberated the story’s skill focus, we realized how truly rich it is. There is so much to explore—from the complex characters to Roland’s use of figurative language to create stunning images of the Alaskan landscape. We found ourselves discussing the story for hours! Ultimately, we decided that your students would be most engaged by exploring the story’s theme, which deals with the different ways in which we determine what is truly valuable in life. We paired the story with an Aesop’s fable that has a related moral.



*life*). Next, give students time to read the story independently. For now, they should skip the annotations and focus on the main text. Then have them read the story again in small groups, this time aloud and pausing to read the annotations. When they come to an annotation that poses a question, they should discuss the answer. After finishing, each group should reread and discuss the questions in the As You Read box. Invite each group to share its ideas with the class.

Next, read the fable “The Rooster and the Jewel” as a class. Ask: To which *object* in the fable does the moral apply? *(the diamond)* To which objects in “Ovatniah” could it

apply? *(the ivory, the chess set)*

Distribute the Critical-Thinking Questions worksheet and ask students to complete it independently or in pairs. Finally, have students respond to the writing prompt on page 31. Use their responses to assess understanding.

### PRINTABLE WORKSHEETS FOR THE FEATURED SKILL

#### CRITICAL THINKING:

The questions listed at right, in PDF format

#### CONTEST ENTRY FORM:

For use with the writing contest on page 29



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 Why does Marie's mom want her to spend the summer in Two Rivers? What details show Marie's feelings about being there?**

(text evidence) Marie's mother wants her to learn where Aanaq's ivory is. The following details show that Marie is unenthusiastic: She wishes her ancestors had settled somewhere else; she "still could not believe" that her mother was "making her" spend the summer in a "ghost town"; she sees Two Rivers as gray and unattractive; she steps into a puddle; she asks if there are other young people around; she notices that Aanaq's house is messy and smelly.

**\* 2 What can you infer about the relationship between Marie's mother and grandmother? What does their spat over the chess set show?** (inference) You can infer that they have a strained relationship because of Marie's mother's rejection of the Yup'ik culture and her family's carving tradition. The spat shows the women's different values: Aanaq values the chess set because of its connection to Yup'ik heritage; her daughter is more interested in the set's monetary value.

**3 In what ways does learning to carve ivory change Marie?** (analyzing dynamic character) She starts to relate to her Yup'ik ancestry; she looks for the yua in the ivory and discovers the yua in herself; she no longer wants to return to her former life.

**\* 4 What choice does Marie have to make at the end of the story?** (theme) She must decide what is more important to her: She must choose between her old life and the new life she has discovered with Aanaq, between being Marie and being Ovatniah, between her mother's values and her grandmother's.

**\* 5 How does the moral of the fable apply to "Ovatniah"?** (theme; comparing genres) Like the diamond in the fable, the fossil ivory has different values to different people. Aanaq values it for its yua—spirit—which she tries to reveal through her carving. Marie's mother values it for its monetary worth, which she can use to support Marie and herself.

\*supports featured skill

### **PRINTABLE SKILLS WORKSHEETS**

**DIY VOCABULARY:** Students write down, define, and use in a sentence unfamiliar words that they encounter in the story

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### **IDENTIFYING LITERARY ELEMENTS AND DEVICES:**

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## **STORY CONCLUSION**

Have students take over where Roland Smith left off. Ask them to write their own ending to the story, revealing what Marie—or Ovatniah—decides to do.

## **MODERN FABLE**

Invite students to write their own fables that conclude with the same moral as that of "The Rooster and the Jewel."



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



## TEACHERS' LOUNGE

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

Don't miss the As You Read box at the beginning of each feature article! It sets a purpose for reading and helps prepare students to respond to the writing prompt at the end of the article.

—The Editors

Use "Ovatnia" to teach author's craft. Ask students to analyze Roland Smith's use of dialogue in narrative text. What does he use dialogue for? What does he use narration for? Does he do a good job balancing the dialogue and narration? As a culminating activity, have students create their own piece of writing that combines dialogue and narration.

—Mary Blow  
sixth-grade English teacher and  
Scope adviser  
Lowville Academy Middle School  
Lowville, NY

Do you have a tip about using *Scope* or something else to post in the lounge? E-mail [JDignan@scholastic.com](mailto:JDignan@scholastic.com).

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