



# SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with  
read<sup>®</sup>

FEBRUARY 2014

A SUPPLEMENT TO SCHOLASTIC SCOPE

ISSUE DATE	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
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## Why We ♥ a Core Skills Review

One of my favorite additions to *Scope* this year is our **Core Skills Program**—a collection of easy-to-use activity sheets, each of which focuses on building one important ELA skill using *Scope* stories and articles. (If you haven't checked it out, I urge you to explore it at Scope Online.) Since we are now coming up on testing season (gulp), we have unveiled a new set of Core Skills activity sheets for use with this issue. I recommend you use them for review with your whole class, or with individual students who need extra practice on a particular skill. Be sure to tell me how it goes!

Also, I hope you love the February issue as much as I do. My heart particularly melts for our paired-texts feature, about a little-known teen hero of the civil rights movement: Barbara Johns. When I read Teri Kanefield's new book about Barbara last November, I tracked Teri down and begged her to write about Barbara for *Scope*. We've paired her fabulous article with an original poem by Irene Latham, which makes for a great lesson on comparing how an author and a poet approach the same topic.

Happy Valentine's Day to you and your students!



Kristin Lewis  
Executive Editor  
KELewis@scholastic.com

### DON'T MISS THESE!

>> **Saving the Great White Monster:** Our gripping (and complex!) nonfiction feature about the plight of sharks will transfix your students and challenge them with an unusual structure. *Plus!* A not-to-be-missed video.



BRANDON COLE

### ATTENTION!

Registration is now required for access to Scope Online.  
[www.scholastic.com/scope](http://www.scholastic.com/scope)  
You can find the access code here on your printed Teacher's Guide.

### Questions? Need help?

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or call 1-800-SCHOLASTIC (1-800-724-6527).

# YOUR FEBRUARY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Goes for the Gold”	Students practice the correct usage of <i>less</i> and <i>fewer</i> while learning about three hopefuls in this month’s Winter Olympic Games.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-8</b> “Saving the Great White Monster”	Great white sharks are some of the most feared creatures on Earth. They’re also an important part of the complex ocean ecosystem—and they’re in trouble. Humans kill millions of sharks each year. This gripping article will inform your students about the great white’s plight, as well as the efforts of those racing to save the animals.	<ul style="list-style-type: none"> <li>• <b>Featured Skills:</b> Identifying causes and effects; author’s craft</li> <li>• Text features</li> <li>• Inference</li> <li>• Note-taking</li> <li>• Synthesizing</li> <li>• Text evidence</li> </ul>
<b>Drama, pp. 9-14</b> <i>The Red-Headed League</i>	Our read-aloud play is an adaptation of the classic Sherlock Holmes story by Sir Arthur Conan Doyle. Will the supremely observant detective Holmes determine what’s behind a mysterious society for redheads? Well, of <i>course</i> . We’ve paired the play with an essay on the benefits of mindfulness.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Characterization</li> <li>• Integrating knowledge and ideas</li> <li>• Text structure</li> <li>• Author’s craft</li> <li>• Inference</li> <li>• Central idea</li> </ul>
<b>Paired Texts, pp. 15-19</b> “Imagine This Was Your School” and “Barbara Johns Reaches for the Moon”	This is the incredible true story of how teen Barbara Johns became a hero of the early civil rights movement. In 1951, Johns led her classmates in a courageous strike against the deplorable conditions at her segregated school. The article is paired with a special poem we commissioned just for this story.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Making connections across genres</li> <li>• Author’s craft</li> <li>• Text evidence</li> <li>• Central ideas and details</li> <li>• Structure</li> <li>• Inference</li> <li>• Interpreting text</li> <li>• Vocabulary</li> <li>• Context clues</li> <li>• Analyzing poetry</li> </ul>
<b>Debate/Essay Kit, pp. 20-21</b> “Should School Start Later?”	Health and education experts are urging middle and high schools to push back their starting times so teens can get more sleep. But some say the costs of a later schedule outweigh the benefits. Students will read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> <li>• Supporting an argument</li> <li>• Identifying central ideas and supporting details</li> </ul>
<b>The Lazy Editor, pp. 22-23</b> “What’s Up, Dude?”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the surprising origins of the word <i>dude</i> .	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> <li>• Revision</li> </ul>
<b>You Write It, p. 24</b> “Different—and Proud of It”	Students turn our interview with 16-year-old Rosalee Ramer, the world’s youngest professional female monster truck driver, into an article.	<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>

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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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>less</i> and <i>fewer</i></li> </ul>		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> <li><b>Video:</b> Behind the Scenes</li> <li><b>Audio:</b> Hear the article read aloud</li> <li><b>PW</b> Cause and Effect</li> <li><b>PW</b> Video-Discussion Questions</li> <li><b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li><b>PW</b> Vocabulary: Definitions and Practice</li> </ul>	<ul style="list-style-type: none"> <li><b>IW PW</b> Quiz</li> <li><b>PW</b> Read, Think, Explain: Nonfiction Elements (two levels)</li> <li><b>PW</b> Contest Entry Form</li> <li><b>PW</b> Core Skill Review: Tone and Mood</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> <li><b>PW</b> Inspecting Sherlock Holmes</li> <li><b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li><b>PW</b> Vocabulary: Definitions and Practice</li> <li><b>IW PW</b> Quiz</li> <li><b>PW</b> Identifying Literary Elements and Devices</li> </ul>	<ul style="list-style-type: none"> <li><b>PW</b> Contest Entry Form</li> <li><b>PW</b> Core Skill Review: Making Inferences</li> <li><b>PW</b> Core Skill Review: Text Evidence</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R9, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> <li><b>Audio:</b> Hear the poem read aloud</li> <li><b>PW</b> Making Connections</li> <li><b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li><b>IW</b> Themed Vocabulary</li> <li><b>PW</b> Analyze the Poem</li> </ul>	<ul style="list-style-type: none"> <li><b>IW PW</b> Quiz</li> <li><b>PW</b> Contest Entry Form</li> <li><b>PW</b> Core Skill Review: Central Ideas and Details</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R9, R10, W2, W4, W9, SL1, L3, L4, L5, L6 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> <li><b>PW</b> Guided Writing: The Argument Essay</li> <li><b>PW</b> Core Skill Review: Summarizing</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R4, R5, R6, R8, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> <li><b>PW</b> Eliminating Extraneous Information</li> <li><b>PW</b> Dangling Modifiers</li> </ul>	<ul style="list-style-type: none"> <li><b>PW</b> Capitalization</li> <li><b>PW</b> Ambiguous Pronouns</li> <li><b>PW</b> Commas</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> Contest Entry Form</li> </ul>	Common Core ELA Anchor Standards: R2, R7, W1, W4, SL2, L1, L2 NCTE/IRA: 1, 3, 4, 5, 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.

# SAVING THE GREAT WHITE MONSTER

Shark populations have declined sharply in recent years, owing in large part to the consumption of shark fin soup. The conservation group WildAid is striving to ensure the future of this important marine animal.

**Teaching Objectives:** to identify causes and effects in a nonfiction text; to examine the author's craft

**Featured Skills:** cause-effect; author's craft

**Other Key Skills:** text features, inference, note-taking, synthesizing, text evidence



## Step-by-Step Lesson Plan

### Preparing to Read

#### 1 Preview text features. (5 minutes)

Have students examine the text features in the article, paying special attention to the box on page 7, "Why We Need Sharks." Ask students to pair up to briefly discuss how bull-shark fishing near North Carolina affected scallops there.

#### 2 Watch and discuss a video. (10 minutes)

Distribute our **Video-Discussion Questions** for students to preview. Then show our **Behind the Scenes video**, in which author Lauren Tarshis discusses researching and writing this article. After viewing the video, students should respond to the discussion questions in small groups.

### Reading the Article

#### 3 Read the article independently. (20 minutes)

Project or distribute our **Vocabulary** word list and definitions for students to use as a reference while they read. Then have students read the article independently, in class or as homework. Tell them to mark sections

they find difficult or surprising, and add questions or comments on sticky notes.

### Discussing the Article

#### 4 Discuss the close-reading questions. (20 minutes)

Have students discuss the article in small groups, sharing the passages they marked during their independent read. Students should help each other with passages they found difficult and respond to each other's comments. Then have students answer the following **Close-Reading Questions**, which require students to refer to the text. Walk around the room to monitor and guide discussions. *These questions (without answers) are also available online as a pdf to print or project.*

#### CLOSE-READING QUESTIONS

► The author writes parts of the article in the second-person point of view, addressing readers as if they were sharks. What effect does this create? (author's craft) *By putting readers in the sharks' place, the author evokes sympathy for sharks and emphasizes the dangers sharks face.*

► **Reread the section “Killing for Soup.”** How has the rise of wealth in China affected shark populations? (cause and effect) *Because many people in China have more money than they did in the past, more of them can afford pricey shark fin soup. This has created an increased demand for shark fins; huge numbers of sharks are being killed to satisfy that demand. As a consequence, many of the world’s shark populations are endangered; some have dropped by 99 percent.*

► **Reread “Rising Alarm” and the sidebar “Why We Need Sharks.”** What is an apex predator? Why are apex predators important? (synthesizing/cause and effect) *An apex predator is an animal at the top of the food chain. It hunts other animals, but few or no animals hunt it. Apex predators are important because they keep the numbers of other animals in balance. Without apex predators, some animal populations would grow too large, and others would shrink or disappear.*

► **According to the section “Attacks Are Rare,”** what is a typical emotional reaction to sharks? Why? How have these types of reactions affected sharks? (cause and effect) *People tend to respond to sharks with fear. Sharks look terrifying, and news reports of the rare instances of sharks attacking humans fosters fear. As a result, conservationists have had difficulty rallying support for saving sharks.*

► **What strategies has WildAid used to address the problem of shrinking shark populations?** (text evidence) *WildAid has used information to change people’s behavior. The group has spread the message in China that consumption of shark fin soup is having serious consequences for sharks and humans. It has enlisted Chinese celebrities to help spread the message.*

**5 Discuss the critical-thinking questions.** (15 minutes) As a class, discuss the following questions. These questions (without answers) are also available online as a pdf to print or project.

## Complexity Factors

See how these texts will challenge your students.

**PURPOSE:** The article has a clear purpose: to inform readers about the decline in shark populations and how people are working to reverse the trend. The text also aims to evoke sympathy for a creature that is generally viewed with fear.

**STRUCTURE:** Nonlinear; the text includes second-person, cause-effect, and compare-contrast structures.

### LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Contains some academic and domain-specific vocabulary, such as *ruthlessly* and *apex predator*, as well as figurative language and similes.

**KNOWLEDGE DEMANDS:** Some prior knowledge of marine life, endangered animals, and ecosystems will aid comprehension.

**LEXILE:** 1050L

## CRITICAL-THINKING QUESTIONS

► **What role have the media—movies, TV, newspapers—played in creating problems for sharks? What role have the media played in solving these problems?** *Until recently, sharks have generally been seen as ruthless killers that we don’t need; newspaper articles about shark attacks and movies like Jaws have contributed to this view. In this way, the media have made it hard for conservationists to garner support for sharks. The media are also helping sharks, however; TV commercials featuring Chinese celebrities seem to have changed many people’s attitudes and encouraged some to stop eating shark fin soup.*

► **Describe the tone of the article. What does it reveal about the author’s attitude toward sharks?** *The tone of the article is concerned; it reveals the author’s sympathy for sharks. She starts by asking readers to imagine that they are sharks, which*



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

engenders concern for sharks. She describes the gruesomeness of shark fishing, with the phrases “1,500 hooks baited with raw meat,” and “They just hack off the fins . . . and leave the sharks to die in the ocean.” She describes WildAid’s work positively and calls their efforts “successful.”

## Featured-Skill Activity

### 6 Explore cause and effect. (15 minutes)

Distribute our **Cause and Effect** graphic organizer, which will guide students to find evidence of causes and effects in the article and prepare them to respond to the writing prompt on page 8. We recommend that students work on this activity in small groups.

## Differentiated Performance Tasks

7 You will find a writing prompt on page 8. Below are alternate tasks for lower- and higher-level students.

**Lower-level:** What factors have caused the populations of many shark species to shrink drastically, and how are humans affected? What is WildAid doing to address this problem? Use details from the text in your answer.

**Higher-level:** Complete the extension activity below. Include your findings in your response to the writing prompt on page 8.

## Extension

8 **Research another species’ role in the ecosystem.** The article and the sidebar on page 7 emphasize how a significant change in one animal population can affect the balance of an entire ecosystem. Have students research another apex predator and its role in the ecosystem. They might choose the gray wolf, the saltwater crocodile, the tiger, or another animal. Have them work in groups and instruct them to present their findings by creating a poster that depicts a chain of events showing how the animal affects other species.

### ESSENTIAL QUESTIONS

- What should we consider when choosing what we eat?
- Why is balance in ecosystems important?
- How does fear affect behavior?

### LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that explore the impact of humans on the environment:

- *Silent Spring* by Rachel Carson
- The Lord of the Rings trilogy by J.R.R. Tolkien
- *Hoot* by Carl Hiaasen

## ONLINE RESOURCES

**Activities, quizzes, videos, audio articles, and more!**

**VIDEO:** Behind the Scenes

**AUDIO:** Hear the article read aloud.

### ACTIVITIES TO PRINT OR PROJECT:

- Cause and Effect\*
- Video-Discussion Questions\*
- Close-Reading and Critical-Thinking Questions\*
- Vocabulary\*
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Read, Think, Explain: Identifying Nonfiction Elements (two levels available)
- Core Skill Review: Tone and Mood
- Contest Entry Form

\*Supports the lesson plan

**[scholastic.com/scope](http://scholastic.com/scope)**

# THE RED-HEADED LEAGUE

In this adaptation of Arthur Conan Doyle's famous tale, Sherlock Holmes investigates what's behind a mysterious club for redheads. We've paired the play with an essay about mindfulness.

**Teaching Objectives:** to analyze the characterization of Sherlock Holmes; to apply ideas in an essay to a play

**Featured Skill:** characterization

**Other Key Skills:** integrating knowledge and ideas; text structure, author's craft, inference, central idea



## Step-by-Step Lesson Plan

### Preparing to Read

#### 1 Set a purpose for reading. (2 minutes)

Ask volunteers to name characters from literature, plus three words or phrases that describe them. Then ask: How do we know what a character is like? (*through what the character says and does, how the character affects others, and how the character looks; and through direct statements by the author*) What do we call the way an author reveals the personality of a character? (*characterization*)

#### 2 Preview vocabulary. (3 minutes)

Project or distribute our **Vocabulary** activity, and as a class, go over the definitions of the words from the play. (You will go over the words from the essay later in the lesson.) We recommend assigning the reinforcement activity for homework.

### Performing and Discussing the Play

#### 3 Read the play aloud as a class. (25 minutes)

Have a volunteer read aloud the "As You Read" box on page 10. Then assign parts and read the play aloud.

#### 4 Discuss the play. (20 minutes)

Break students into groups to discuss the **Close-Reading Questions** below. Then discuss the **Critical-Thinking Questions** as a class. *These questions (without answers) are also available online as a pdf to print or project.*

#### CLOSE-READING QUESTIONS

► **Explain the structure of Scene 1 in terms of time. How are the shifts in time indicated?** (text structure) *The middle of the scene has a flashback to six weeks earlier. It begins after Wilson says, "It happened on a bleary, wintry morning, six weeks ago" and the Stage Direction Reader (SDR) announces a shift to the interior of Wilson's shop. The flashback ends when the SDR says, "The scene shifts back to Holmes's sitting room." At this point, the scene continues where it left off before the flashback.*

► **In Scene 1, Wilson says that Spaulding is an amateur photographer. Based on what is later revealed, what can you infer about her? Is she really a photographer? Explain.** (inference/text structure) *It is later revealed that Spaulding is a thief and that she dug a tunnel from the basement*

of Wilson's store to the bank around the corner. Based on this information, it is likely that she is not a photographer. She lied to Wilson to provide an explanation for why she was spending so much time in the basement.

► **Reread the part of Scene 3 where Holmes and the others are waiting for the thieves. What is the likely reason the author wrote it this way?** (author's craft) *By drawing out the description of the men waiting, the author creates a sense of time passing slowly. The repetition of "wait" evokes the sound of a clock ticking and builds tension.*

### CRITICAL-THINKING QUESTIONS

► **What aspects of human nature does Ross take advantage of when he tricks Jabez Wilson? Explain.** *Ross takes advantage of Wilson's laziness, his greed, his ego (perhaps he believed deep down that he deserved what Ross offered him), etc. It's not that Wilson is a bad man—but his desire for what Ross offers him clouds Wilson's judgment.*

► **A foil is a character whose primary purpose is to provide a contrast to another character, for the purpose of illuminating that other character's traits. Who is the foil in this story? What traits in the other character does the foil illuminate? Explain.** *Watson is a foil for Holmes. When Watson fails to notice something that Holmes notices (such as the dirt on Spaulding's skirt), or fails to draw the conclusions that Holmes draws (such as Ross and Spaulding's plan to rob the bank), it illuminates Holmes's amazing powers of observation and inference. Watson even draws attention to the difference between himself and Holmes at the end of Scene 2; Watson says to Holmes that the two of them have seen and heard the same things, but only Holmes has any idea what is going on.*

## Reading and Discussing the Essay

### 5 Preview vocabulary. (3 minutes)

As a class, go over the words from the essay that appear on the **Vocabulary** activity sheet.

## Complexity Factors

See how these texts will challenge your students.

**LEVELS OF MEANING/PURPOSE:** The play requires inference as readers try to solve the mystery along with Holmes. The essay has multiple purposes: The author combines an analysis of Holmes's character with encouragement to the reader to be more mindful.

**STRUCTURE:** The play contains flashbacks. The essay's structure is moderately complex, as it moves from an analysis of Holmes to promotion of mindfulness.

### LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Higher academic vocabulary (e.g., *singular, eccentric, ascertain*); "Britishisms" (*swimmingly, What the deuce?*)

**KNOWLEDGE DEMANDS:** The play is set in a time and place (England, the 1890s) that will be unfamiliar to most students.

**LEXILE:** 970L (essay)

### 6 Read and discuss the essay. (20 minutes)

Read "Could You Be the Next Sherlock?" as a class. When you come to the instruction to sit quietly for five minutes, try it! Afterward, invite students to share what they experienced. Once students finish reading the article, have them return to their small groups to discuss the following **Close-Reading Questions** and **Critical-Thinking Question**. These questions (without answers) are also available online as a pdf to print or project.

### CLOSE-READING QUESTIONS

► **The essay is called "Could You Be the Next Sherlock?" Is that really what this essay is about? If not, why do you think the author chose this title? Explain.** (central idea/author's craft) *The essay is more about the benefits of practicing mindfulness than about becoming a mystery-solving detective like Holmes. The author likely chose the title as a way to draw readers in. The title and the references to Holmes in the article are somewhat playful and entertaining; they also help the reader understand the concept of mindfulness.*

► In the second-last paragraph, the author proposes that Holmes might have been less mindful if he were alive today. What does she mean? (structure/point of view) *She means that if Holmes had to contend with the modern distractions she just referred to (texting, the Internet), he, too, might struggle with concentration.*

### CRITICAL-THINKING QUESTION

► Does it seem likely that anyone could, by practicing mindfulness, become as good at solving mysteries as Sherlock Holmes? Use the play and the essay to support your answer. *No. Holmes is a fictional character who has, as the writer acknowledges in the first paragraph of the essay, encyclopedic knowledge of certain topics, an exceptionally logical brain, and an unbelievable ability to make connections. His amazing skill comes from more than just mindfulness.*

### ESSENTIAL QUESTIONS

- Why do people believe things that are “too good to be true”?
- What is mindfulness?
- What is the difference between seeing and observing?

### LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Texts that relate to crime, mystery, and investigation:

- “The Murders in the Rue Morgue” by Edgar Allan Poe
- Miss Marple and Hercule Poirot stories by Agatha Christie
- Alex Rider novels by Anthony Horowitz

## Featured-Skill Activity

**7** Explore characterization. (15 minutes)

Have students complete the activity sheet **Inspecting Sherlock Holmes**, which requires them to analyze how Holmes is characterized in the play.

## Differentiated Performance Tasks

**8** You will find a writing prompt on page 14. Here are alternate tasks for lower- and higher-level students:

**Lower-level:** Characterization is the way an author reveals a character’s personality. How is Sherlock Holmes characterized in the play?

**Higher-level:** Imagine that Sherlock Holmes has been invited to give a presentation to Scotland Yard, advising the inspectors on how to improve their detective work. Write his speech. Draw on details and information about Holmes’s character in *The Red-Headed League* as well as insights from the essay “Could You Be the Next Sherlock?”

## ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

### ACTIVITIES TO PRINT OR PROJECT:

- Inspecting Sherlock Holmes\*
- Close-Reading and Critical-Thinking Questions\*
- Vocabulary\*
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Identifying Literary Elements and Devices
- Core Skill Review: Making Inferences
- Core Skill Review: Text Evidence
- Contest Entry Form

\*Supports the lesson plan.

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

# IMAGINE THIS WAS YOUR SCHOOL and BARBARA JOHNS REACHES FOR THE MOON

This is the incredible true story of a little-known hero of the civil rights movement, Barbara Johns, who was just 16 when she led a strike in protest of the deplorable conditions at her segregated school. The article is paired with a poem we commissioned just for your students!

**Teaching Objective:** to read a literary nonfiction text and a poem about the same topic and to compare and contrast the approaches the writers take

**Featured Skill:** making connections across genres

**Other Key Skills:** author's craft, text evidence, central ideas and details, structure, inference, interpreting text, vocabulary, context clues, analyzing poetry



## Step-by-Step Lesson Plan

### Reading the Nonfiction

#### 1 Read "Imagine This Was Your School."

(20 minutes) Read the article through as a class. Be sure to read headlines, subheadings, and photo captions as well.

#### 2 Explore vocabulary of the civil rights

**movement. (10 minutes)** Project our interactive **Themed Vocabulary** activity, which features the boldface words from the article. Have students find each word in the text, read the sentence in which it appears, and use context clues to determine meaning. Then click "definition" on the pdf to see our definition. For reinforcement, complete the practice activity that follows. Encourage students to use the featured vocabulary when they discuss the texts.

#### 3 Discuss the close-reading questions.

(15 minutes) Break students into groups to read the article again and discuss the following close-reading questions. *These questions (without answers) are available online as a pdf to print or project.*

### CLOSE-READING QUESTIONS

#### ► What is the purpose of the first paragraph?

**Why do you think the author chose to start the story this way?** (structure) *The purpose is to set a dramatic scene and introduce Barbara Johns. The paragraph reveals that Barbara is doing something courageous, though the reader doesn't find out what until later in the article. The author probably chose to start the story this way because it creates suspense; it makes you want to keep reading.*

► **What central idea of the article is developed in "An Act of Courage"?** (structure/central ideas and details) *One central idea of the article is that Barbara Johns's act of courage contributed to the civil rights movement. In "An Act of Courage," the author describes how Brown v. Board of Education paved the way for other protests, such as a bus boycott that led to the desegregation of city buses in Montgomery, Alabama. These details connect the protest Barbara initiated to the broader civil rights movement.*

► **Why might the editors have chosen to include the image of Elizabeth Eckford?** (text feature) *The*

image shows how unpopular integration was in the South and the abuse that black students suffered. Elizabeth is surrounded by what appears to be an angry white mob; a woman behind her appears to be screaming at her. The editors probably chose this photo to show the reader that even after “separate but equal” was ruled illegal, African-Americans continued to face many challenges in the struggle for racial equality.

## Reading the Poem

**4 Read and analyze “Barbara Johns Reaches for the Moon.” (15 minutes)** Read the poem aloud to students while they follow along in their magazines, or play our dramatic reading at Scope Online. Then have students return to their groups to complete **Analyze the Poem**, which requires them to read the poem closely for word choice and meaning and will prepare them to make connections between the poem and the article. You may wish to answer the first question as a class.

## Comparing the Texts

**5 Discuss the critical-thinking question as a class. (3 minutes)** This question (without an answer) is available online as a pdf to print or project.

### CRITICAL-THINKING QUESTION

► Besides the topic of Barbara Johns, what else do the article and the poem have in common? How are they different? Answers will vary. Students may say both start with the same scene of Barbara stepping onto the stage. They both include Barbara’s statement that integration seemed like “reaching for the moon.” However, they serve different purposes. The purpose of the poem is to evoke emotions associated with Barbara’s courage and the struggle for racial equality. The article is meant to inform the reader about Barbara Johns and the civil rights movement. Though the article uses storytelling techniques, it is less emotional than the poem.

## Complexity Factors

Go to Scope Online to see how these texts will challenge your students.

**6 Make connections. (10 minutes)** Distribute our activity sheet **Making Connections**, which prepares students for the prompt on page 19. We recommend that students complete it independently.

## Differentiated Performance Tasks

**7** Here are ideas for adapting the writing prompt on page 19 for lower- and higher-level students:  
**Lower-level:** Explain how Barbara Johns was a leader. Use details from the article and poem.  
**Higher-level:** Former Supreme Court Justice Thurgood Marshall once said, “The legal system can force open doors and sometimes even knock down walls, but it cannot build bridges. That job belongs to you and me.” Explain what this quote means and how it applies to the article and poem. Use text evidence.

## ONLINE RESOURCES

### Activities, quizzes, videos, audio articles, and more!

**AUDIO:** Hear the poem read aloud.

### ACTIVITIES TO PRINT OR PROJECT:

- Analyze the Poem\*
- Making Connections\*
- Close-Reading and Critical-Thinking\*
- Themed Vocabulary\*
- Core Skill Review: Central Ideas and Details
- Contest Entry Form

\*Supports the lesson plan.

### ESSENTIAL QUESTIONS

- How can one person launch a movement?
- What is nonviolent protest?
- What are the qualities of a good leader?



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

# GRAMMAR SPOTLIGHT: DANGLING MODIFIERS

## Model, Practice, Reinforce

Review this key skill using “Imagine This Was Your School” as a model, “The Lazy Editor” for review, and our activity sheet for reinforcement.

**1)** After students read “Imagine This Was Your School,” have them reread this sentence from the third paragraph of the section “A Bold Plan”: “Disguising his voice, he said some Moton students were loitering downtown and in trouble with the police.” Ask students to identify the modifier in this sentence and what it modifies. (“Disguising his voice” modifies “he.”)

**2)** Remind students that modifiers must be placed carefully so that it is clear what they modify. Rewrite the sentence on the board like this: “Disguising his voice, the principal was told that some Moton students were

loitering downtown and in trouble with the police.” Ask students if this version makes sense. (*It doesn't. Though the principal gets the same news, there is now a dangling modifier.*) Ask students to explain the dangler. (*It's unclear what “Disguising his voice” modifies. The principal wasn't speaking, so who was?*)

**3)** Have students complete “The Lazy Editor,” in which they will correct two modifier mistakes.

**4)** Hand out our **Managing Your Modifiers** activity.

**NEXT ISSUE'S  
SPOTLIGHT:**  
parallel  
structure

