


**TEACHER'S
GUIDE**

SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with
read¹

MAY 2014

A SUPPLEMENT TO SCHOLASTIC SCOPE

**ISSUE
DATE**

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

We Miss You Already

As the school year wraps up, we hope that you are planning a well-deserved vacation to rest and recharge. Here at *Scope* headquarters, we are already busy developing new content, activities, and digital offerings for next year. Call me crazy, but I'm so excited that I kind of wish it was back-to-school time already! Here is a tiny taste of what we're cooking up:

- **Fabulous Nonfiction Packages.** Our goal is simple: to amaze your students with riveting content while building important ELA skills.
- **More Differentiation.** We'll provide you with more ways to give your students access to our complex texts, with differentiation in quizzes and other activities.
- **Expanded Core Skills Program.** We will make this teacher-favorite program even more robust so you can continue to use *Scope* content no matter what your scope and sequence.

Please send us your ideas and comments over the summer, as we plan for the coming year. We'd love to hear from you. And thanks again for bringing us into your classroom. It is an honor!



Have a wonderful summer!
Kristin Lewis, Executive Editor
KELewis@scholastic.com

DON'T MISS THIS!

Two-Text Debate: Should Justin Bieber be deported? That is the topic of this issue's debate. Your students are going to love it—and so are you! The debate is in the form of two essays, which have been carefully crafted to provide your students with opportunities to evaluate the writers' arguments, including the validity, relevance, and sufficiency of the evidence (hello, Common Core Anchor Standard R8).



ATTENTION!

Registration is now required for access to *Scope* Online.
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 MAY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Buys Sports Stuff”	Students practice the correct usage of <i>accept</i> and <i>except</i> while learning about the fascinating world of rare sports-memorabilia.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-9 “I Survived the Boston Marathon Bombing”	This is the moving story of Sydney Corcoran and her mother, who were both injured in the Boston Marathon bombing of April 2013. The article evokes the horror of that day as well as the extraordinary resilience of Sydney, her mom, and the city of Boston. We’ve paired the article with an excerpt from President Obama’s speech about the tragedy.	<ul style="list-style-type: none"> • Featured Skill: Central idea • Text evidence • Author’s craft • Supporting details • Inference • Text structure • Key ideas
Paired Texts, pp. 10-13 “Throw Away Your Earbuds Now!” and “I Can’t Hear You”	Doctors warn that iPods and other personal music players are seriously—and permanently—damaging young peoples’ hearing. An article about the science of noise-induced hearing loss is paired with a personal essay by a writer who has suffered severe hearing loss.	<ul style="list-style-type: none"> • Featured Skill: Integrating knowledge • Author’s craft • Structure • Inference • Vocabulary • Central idea • Comparing genres
Fiction, pp. 14-18 “People Call Me Crazy”	Thatcher is dreading his summer at Camp Lakewood—especially all activities that involve water. But soon, Thatcher finds himself in a life or death situation that will change the course of his life. This thrilling new story by award-winning author Gary Paulsen is based on this year’s winning line from our First-Line Contest.	<ul style="list-style-type: none"> • Featured Skill: Analyzing conflict • Tone • Figurative language • Character • Text evidence
Drama, pp. 19-24 <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	Our adaptation of the classic tale of good and evil is equal parts creepy, thought-provoking, and fun—just like Robert Louis Stevenson’s original novella. We’ve paired the play with a personal essay in which a writer reflects on her experience as a summer-camp hazer.	<ul style="list-style-type: none"> • Featured Skill: Using text evidence to support a claim • Literary devices • Making inferences • Key ideas and details • Interpreting text
Debate/Essay Kit, pp. 25-29 “Should Justin Bieber Be Deported?”	Since Justin Bieber’s recent arrest, many have demanded that the young superstar be deported to his native Canada. But does he really deserve it? Two writers square off in separate articles, and your students choose a side.	<ul style="list-style-type: none"> • Featured Skill: Evaluating arguments • Tone • Text features • Author’s craft • Argument writing
You Write It, p. 32 “A Change Is Growing”	Students turn our interview with 19-year-old Denzel Thompson, who started a thriving urban garden in his Philadelphia neighborhood, into an article.	<ul style="list-style-type: none"> • Summarizing • Central idea and details
Whole Issue	Students tackle a crossword puzzle that covers the entire issue.	<ul style="list-style-type: none"> • Reading comprehension



Don’t miss this month’s Lazy Editor article and activities! Get them now at Scope Online.

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ONLINE RESOURCES (www.scholastic.com/scope)	KEY STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>accept</i> and <i>except</i> 	Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> • Video: <i>Scope</i> Films Presents: “After the Bombing” • Audio: Hear the article read aloud • PW Central Idea • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice • PW Video-Discussion Questions 	<ul style="list-style-type: none"> • PW Read, Think, Explain: Nonfiction Elements (two levels) • IW PW Quiz • PW Contest Entry Form Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, R10, W2, W4, W9, SL1, SL2, L3, L4 NCTE/IRA: 1, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> • PW Integrating Knowledge • IW PW Quiz • PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> • PW Themed Vocabulary: Words Related to Sound and Hearing • PW Contest Entry Form Common Core ELA Anchor Standards: R1, R2, R4, R5, R9, R10, W2, W4, W9, SL1, SL4, SL5, L3, L4, L6 NCTE/IRA: 1, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> • PW What Are the Conflicts? • PW Close-Reading & Critical-Thinking Questions • IW DIY Vocabulary 	<ul style="list-style-type: none"> • PW Identifying Literary Elements and Devices • IW PW Quiz • PW Contest Entry Form Common Core ELA Anchor Standards: R1, R2, R3, R4, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 2, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> • PW The Dark and the Light • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice 	<ul style="list-style-type: none"> • PW Identifying Literary Elements and Devices • IW PW Quiz • PW Contest Entry Form 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, 4, 6, 11, 12
<ul style="list-style-type: none"> • PW Evaluating Arguments • PW Guided Writing: The Argument Essay (Essay Kit) 	<ul style="list-style-type: none"> • PW Close-Reading Questions • PW Vocabulary: Definitions and Practice • IW PW Quiz Common Core ELA Anchor Standards: R1, R2, R4, R5, R6, R8, R9, W1, W4, W5, W8, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> • PW Guide to “You Write It” Activity • PW Model Text for “You Write It” Activity 	<ul style="list-style-type: none"> • PW Contest Entry Form 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"> • PW Reading-Comprehension Crossword Puzzle 	Common Core ELA Anchor Standards: R1, R2, W2, W4 NCTE/IRA: 1, 2, 3, 4, 5

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

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I SURVIVED THE BOSTON MARATHON BOMBING

This is the incredible story of a teenager and her mother who lived through the horrific terrorist attack in Boston one year ago. Your students will be riveted by their story and deeply inspired by how the people of Boston came together to heal after the tragedy. We include a speech that President Obama gave after the bombings.

Teaching Objectives: to analyze the central idea of an article; to apply ideas in a primary document to a work of narrative nonfiction

Featured Skill: central idea

Other Key Skills: text evidence, author's craft, supporting details, inference, text structure, key ideas



Step-by-Step Lesson Plan

Preparing to Read

1 Preview vocabulary. (5 minutes)

Project or distribute our **Vocabulary** word list and definitions for students to use as a reference as they read. Encourage them to use their new vocabulary as they discuss and write about the texts. (You may assign the practice activity for homework.)

Reading and Discussing

2 Read the article. (20 minutes)

Direct students to read the “As You Read” box. Have them read the article independently, marking passages that help answer the question posed in the “As You Read” box. Then come together as a class and have students share and discuss what they marked.

3 Discuss the close-reading questions.

(10 minutes) Project or distribute the following **Close-Reading Questions** for students to answer in small groups. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► Which details in the first three paragraphs show that the Boston Marathon is an event that brings people together? (text evidence) *More than half a million people had come to watch the marathon; “runners of all backgrounds” participate; “throngs of people” cheer on “each exhausted runner.”*

► In the first section, how does the author portray Sydney’s experience when the bombs exploded? Why might the author have chosen the details she did? (craft) *The author uses sensory details. She writes that there was a “deafening blast” and “sounds of screaming.” Smoke was “too thick to see,” and Sydney “felt pain.” The author uses these details to paint a vivid picture of the bombings.*

► In the section “Madness and Horror,” the text says the bombs had one purpose: “to maim as many people as possible.” Which detail supports this? (supporting detail) *The bombs were filled with shrapnel that hurtled through the crowds, injuring many people.*

► Read the paragraph on page 7 that starts “As Sydney fought for her life . . .” What can you infer about the nation’s reaction to the bombing?

(inference) *You can infer that people saw it as a national tragedy and were shaken and horrified.*

► What is the purpose of the section “A Terrorist Plot”? Why is it included in the article? (text structure) *The purpose of the section is to explain who was behind the bombing and what happened to them. It is included to provide information and help readers understand the events of the tragedy.*

► How have Sydney and her mom helped each other recover? (key idea) *They shared a room in the hospital and drew strength from each other. Sydney was inspired by her mom’s perseverance.*

4 Read the speech. (5 minutes) Call on a student to read aloud the speech on page 9 that President Barack Obama delivered in Boston after the bombings. The class should follow along in their magazines.

5 Discuss the close-reading questions. (10 minutes) Discuss the following close-reading questions as a class.

CLOSE-READING QUESTIONS

► In the first paragraph, what metaphor does President Obama use? What makes this metaphor powerful? (figurative language) *He uses a metaphor comparing carrying on after a tragedy to finishing a race. This metaphor is powerful because the bombings occurred during a race. Victims of the bombing, like marathon runners, know what it takes to finish a race, and how a crowd can boost runners’ spirits. The President uses the metaphor to describe how people came together in the aftermath of the bombing.*

► President Obama says that “a bomb can’t beat us.” What does he mean? (inference) *He means that bombs won’t keep people from carrying on with what’s meaningful to them.*

Complexity Factors

See how these texts will challenge your students.

PURPOSE: “I Survived the Boston Marathon Bombing” has several purposes. The explicit purpose is to inform readers about a significant event and tell the personal story of a girl who lived through it. The implicit purpose is to reveal the power of the human spirit in the face of tragedy. The purpose of the speech is to boost the spirits of those affected by the tragedy.

STRUCTURE: The article is mainly linear and has narrative and informational passages. The speech directly addresses an audience.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** The article contains some academic and domain-specific vocabulary, such as *throngs* and *prosthetic*. The speech contains an extended metaphor.

KNOWLEDGE DEMANDS: Some prior knowledge of the Boston Marathon bombing, terrorism, and anatomy will aid comprehension.

LEXILES: main article: 990L; Obama speech: 1110L; combined: 1000L

Comparing the Texts

6 Discuss the critical-thinking questions. (7 minutes) Discuss the following Critical-Thinking Questions. These questions (without answers) are also available online as a pdf to print or project.

CRITICAL-THINKING QUESTIONS

► What is one central idea of the article? Use examples from the text in your answer. *Answers will vary. Students might suggest that the central idea is that people came together to help each other recover after the Boston Marathon bombing. Or, that Sydney and her mother’s bond helped them to recover from their injuries. Students should provide details to support their answers.*



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

► **What other stories—fiction or nonfiction—have you read that demonstrate the resilience of the human spirit? How do those stories compare with the story of the Boston Marathon bombings?**
Answers will vary. Students should explain what resilience is, as well as compare and contrast the story they chose with the article.

Watching the Video

7 View and discuss the video. (15 minutes)

Distribute our **Video-Discussion Questions** for students to preview. Then show our video, which will provide insights into how Kristin Lewis and Sarah Jane Brian researched and wrote the article. After viewing the video, put students in small groups to answer the questions.

Featured-Skill Activity

8 Analyze the central idea. (15 minutes)

Distribute our **Central Idea activity**, which will prepare students to respond to the prompt on page 9. We recommend assigning this activity for homework.

Differentiated Performance Tasks

9 You will find a writing prompt on page 9. Below are alternate tasks for lower- and higher-level students.

Lower-level: *Unity* means “coming together as one.” Write one paragraph explaining how people showed unity after the Boston Marathon bombing, using examples from the article.

Higher-level: Respond to the writing prompt on page 9, using information from the article and speech as well as the video to support your ideas.

Extension: Write a Letter

Invite students to write letters to Sydney, telling her what they learned from reading her story and offering their own words of encouragement. Send letters to **Dear Sydney**, P.O. Box 712, New York, NY, 10013-0712. The *Scope* staff will forward the letters to Sydney.

ESSENTIAL QUESTIONS

- How do we overcome tragedy?
- How can our relationships help us heal?
- How can one person’s story help us understand major events?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that explore resilience and overcoming tragedy:

- *The Fault in Our Stars* by John Green
- “If” by Rudyard Kipling
- *The Story of My Life* by Helen Keller

ONLINE RESOURCES

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

AUDIO: Hear the article read aloud.

VIDEO: “After the Bombing”

ACTIVITIES TO PRINT OR PROJECT:

- Central Idea*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Video-Discussion Questions*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels available)
- Quiz (modeled on PARCC, Smarter Balanced, and state assessments)
- Contest Entry Form

*Supports the lesson plan

scholastic.com/scope

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE

Our spine-tingling adaptation of Robert Louis Stevenson's classic tale of good and evil will keep your students guessing until the very end. We've paired this thrilling play with an essay by a young woman who regrets having participated in hazing at summer camp.

Teaching Objectives: to perform a challenging play adapted from a classic story; to apply a quotation about human nature to a play and a personal essay

Featured Skill: using text evidence to support a claim

Other Key Skills: literary devices, making inferences, key ideas and details, interpreting text



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (3 minutes)

Write *human nature* on the board and ask students what it means. Make sure they understand that human nature refers to the ways of thinking, feeling, and acting that are common to all or most people. Ask volunteers to complete the sentence "It is human nature to . . ."

2 Preview vocabulary. (3 minutes)

Project or distribute our **Vocabulary** word list and definitions, and preview the words as a class. 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 20. Then assign parts and read the play aloud.

4 Discuss the play. (20 minutes)

Break students into groups to discuss the **Close-**

Reading Questions that follow. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► **What does the author reveal about Dr. Jekyll's personality in Act 1, Scene 5? Support your answer with details from the text.** (characterization) *In this scene, Jekyll announces that his home for runaways and orphans will open soon. His guests comment on how devoted he is to charity work and volunteering. They also refer to him as London's most brilliant scientist. All of this establishes that Jekyll is a kind, intelligent, virtuous, and selfless man.*

► **What do you think Jekyll means when he says, "Within each person, there is light and dark. It's a delicate balance."** (interpreting text) *He means that it is human nature to have both good and evil impulses. When he says, "It's a delicate balance," maybe he means that it is just a little bit more good or just a little bit more evil that tips each of our personalities in one direction or the other. Or perhaps he is warning that we can easily fall into one side of our nature or the other.*

► In Act 2, Scene 2, Poole says, “Why, I’m sorry, Mr. Utterson, but I’m positive we’ve had no deliveries today.” What can you infer from this line? (inference) *This is a clue that Jekyll and Hyde are the same person. Jekyll told Utterson, “Look, I’ve received a letter from [Hyde] just today”; Poole’s revelation that there have been no deliveries suggests that the letter was written inside Jekyll’s office. This raises more suspicion as to who, exactly, Hyde is.*

► At the end of the play, Jekyll’s letter is read from offstage. How does this affect the mood of the scene? Consider how it would be for someone watching this play. (mood) *That the letter is spoken by Jekyll from offstage creates an eerie, ghostly mood. It also makes the ending emotional because we hear the words coming from the character himself.*

Reading and Discussing the Personal Essay

5 Read and discuss “Confessions of a Former Hazer.” (15 minutes) Have students return to their groups to read the essay on page 24. Then have them discuss the following **Close-Reading Questions**. Guide discussions as needed. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► Courtney Davidson calls hazing an awful tradition. How does she support that argument? (supporting details) *Davidson describes her humiliating treatment at camp getting hazed, as well as her spiteful feelings when she became a hazer herself. She also supplies factual information that supports her argument. She states that at least 100 kids have died in hazing-related incidents since 1970, and that because hazing has become so dangerous, 44 states now have anti-hazing laws.*

► Which paragraphs in this essay include general information about hazing? Why do you think the writer chose to include these paragraphs, instead of keeping the whole essay focused on her personal experience? (author’s purpose) *The paragraph that begins “Hazing is the process*

Complexity Factors

See how these texts will challenge your students.

LEVELS OF MEANING/PURPOSE: On one level, the play is a thrilling mystery tale. It is also a reflection on human nature. The writer of the essay has a dual purpose: to explain why she participated in hazing and to describe her regret at having done so.

STRUCTURE: The play and the essay both have mainly linear structures.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** some higher academic vocabulary

► **Figurative language:** includes word play and metaphor

KNOWLEDGE DEMANDS: The play’s setting, Victorian England, may be unfamiliar. Previous knowledge of hazing will help students comprehend the essay.

LEXILE: 950L (“Confessions of a Former Hazer”)

of . . .” and the one that follows it contain general information about hazing. The writer probably included these paragraphs to help readers understand that her experience was not unique, to give readers a better understanding of why hazing exists, and to make sure readers understand that hazing can be dangerous.

Critical Thinking

6 Discuss the critical-thinking questions as a class. (7 minutes) Reunite the class to discuss the **Critical-Thinking Questions**. *These questions (without answers) are available online as a pdf to print or project.*

CRITICAL-THINKING QUESTIONS

► Jekyll’s final letter states, “As Hyde, I felt pure, happy—free of the laws of morality.” What does this comment suggest about human nature? *It suggests that people can find it oppressive and confining to be good all the time. It suggests that we act a certain way because of society’s beliefs about right and wrong, but that there is at least a part of us*

that resents this—that if we were free from society's rules, we would act differently.

► **Courtney Davidson refers to herself as “a real-life Jekyll and Hyde.” Explain what she means. Is her comparison accurate?** *In comparing herself to Jekyll and Hyde, Davidson is saying that the dark side of her personality became powerful and overtook her good side, in the same way that Jekyll's dark side, Hyde, overtook his good side. Davidson's comparison is accurate: Like Jekyll, she is a person whose dark side did things that mortified her good side. (Hyde committed murder; Davidson hazed younger campers.) Also, as Jekyll assumed responsibility for Hyde's behavior, Davidson assumes responsibility for the behavior of her own dark side, acknowledging that it was she, not someone else, who did the hazing.*

Featured-Skill Activity

7 Use text evidence to support a claim.

(15 minutes) Break students into small groups. Distribute our activity sheet **The Dark and the Light**. In this activity, students will analyze the quote on page 24 and decide whether Dr. Jekyll and Davidson would agree with it, based on text evidence.

Differentiated Performance Tasks

8 You will find a writing prompt on page 24. Here are alternate tasks for lower- and higher-level students:

Lower-level: In the film *Harry Potter and the Order of the Phoenix*, based on J. K. Rowling's book, Sirius Black says, “We've all got both light and dark inside us. What matters is the part we choose to act on. That's who we really are.” Would Dr. Jekyll agree? Explain.

Higher-level: In the film *Harry Potter and the Order of the Phoenix*, based on J. K. Rowling's book, Sirius Black says, “We've all got both light and dark inside us. What matters is the part we choose to act on. That's who we really are.” Do you agree? Would the author of the essay? Would Dr. Jekyll? Explain.

ESSENTIAL QUESTIONS

- Why do good people sometimes do bad things?
- Are people inherently good or evil?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts related to human nature:

- *The Picture of Dorian Grey* by Oscar Wilde
- *Divergent* by Veronica Roth
- *Jacqueline Hyde* by Robert Swindells

ONLINE RESOURCES

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

ACTIVITIES TO PRINT OR PROJECT:

- The Dark and the Light*
- Close-Reading and Critical-Thinking Questions*
- Literary Elements
- Vocabulary
- Quiz (modeled on PARCC, Smarter Balanced, and state assessments)
- Contest Entry Form

*Supports the lesson plan.

scholastic.com/scope



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

THROW AWAY YOUR EARBUDS NOW! and I CAN'T HEAR YOU

Doctors warn that iPods and other personal music players are seriously—and permanently—damaging young people's hearing. An article about the science of noise-induced hearing loss is paired with a short essay by a writer with severe hearing loss.

Teaching Objective: to integrate knowledge from two texts on a related topic; to write an essay about hearing loss

Featured Skill: integrating knowledge

Other Key Skills: author's craft, structure, inference, vocabulary, central idea, comparing genres



Step-by-Step Lesson Plan

Reading the Informational Text

1 Read “Throw Away Your Earbuds Now!” (20 minutes) Project the words and definitions section of the **Themed Vocabulary** activity. Then read the article and chart as a class. When you come to a boldface word, pause and read the definition and example sentence on the **Themed Vocabulary** activity.

2 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

- Why does the author repeat the word *what* in the introductory paragraphs? (author's craft) *The repetition portrays Matthew Brady's experience of hearing loss. It emphasizes the frustration of having to ask others to repeat themselves so often.*
- Reread the second paragraph of the section “A Lot of Noise.” What kinds of questions does the author pose? What can you infer is the purpose

of these questions? (author's craft/inference) *The author poses rhetorical questions that ask readers how they would feel if they could not hear certain soft sounds. You can infer that the author wants readers to appreciate their ability to hear.*

Reading the Essay

3 Read and discuss “I Can't Hear You.” (10 minutes) Read the essay as a class. When you come to a boldface word, pause and read the definition and example sentence on the **Themed Vocabulary** activity. Then break students into groups to discuss the close-reading questions. *These questions (without answers) are available online as a pdf.*

CLOSE-READING QUESTIONS

- Reread from the paragraph that begins “Losing my hearing . . .” to the paragraph that ends “. . . driving up the driveway.” What phrase is repeated? What effect does this repetition create? (author's craft) *“I can't” is repeated. The repetition emphasizes the way hearing loss limits Katherine Bouton's life.*
- What idea about hearing loss does Bouton express in the last three paragraphs of the passage? Explain. (key ideas) *Hearing loss can*

be isolating, but confronting it honestly can help you deal with it. Bouton was unable to participate in activities she used to enjoy and had trouble communicating with friends. Hiding her problem only increased her feelings of isolation. When she acknowledged her hearing loss, her friends were understanding and accommodating. Being open has made Bouton feel as though she has her life back.

4 Explore vocabulary related to sound and hearing. (10 minutes)

Finish the **Themed Vocabulary** activity. Encourage students to use their new vocabulary when they discuss the texts.

5 Discuss the critical-thinking questions as a class. (15 minutes)

These questions (without answers) are available online as a pdf to print or project.

CRITICAL-THINKING QUESTIONS

► **Compare Brady's and Bouton's experiences with hearing loss. How are they similar? How are they different?** *Both Brady and Bouton have trouble hearing when they are in an environment with a lot of background noise, though Brady's hearing loss is not nearly as severe as Bouton's. Brady was able to identify the cause of his hearing loss (his iPod), while the cause of Bouton's hearing loss was never identified. Also, Brady was younger than Bouton when his hearing loss began, and he has taken steps to prevent further damage. Bouton, on the other hand, ignored her problem for years, which made it worse later on.*

► **What does it mean to take something for granted? Based on both articles, why is it dangerous to take your hearing for granted?** *When we take something for granted, we don't acknowledge its value or worry about losing it. It is dangerous to take your hearing for granted because you are less likely to take steps to protect it and more likely to do things that can damage it—like Brady did when he listened to his iPod at full volume day after day. After Brady suffered hearing loss, he stopped taking his*

Complexity Factors

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

hearing for granted and began to protect his ears. The frustration and isolation Bouton describes show why we should value our ability to hear.

Featured-Skill Activity

6 Integrate knowledge. (10 minutes) Distribute our activity sheet **Integrating Knowledge**, which prepares students for the prompt on page 13. We recommend that students complete it independently.

Differentiated Performance Tasks

7 Here are ideas for adapting the writing prompt on page 13 for lower- and higher-level students:

Lower-level: In a paragraph, explain the causes and effects of hearing loss. Use details from both articles.

Higher-level: Make a video explaining how to protect hearing, as well as the main causes and effects of hearing loss.

ONLINE RESOURCES

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

ACTIVITIES TO PRINT OR PROJECT:

- Integrating Knowledge*
- Quiz
- Close-Reading and Critical-Thinking*
- Themed Vocabulary*
- Contest Entry Form

*Supports the lesson plan.

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ESSENTIAL QUESTIONS

- How can technology pose risks?
- How can hearing loss be isolating?
- How does sound affect our lives?



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

PEOPLE CALL ME CRAZY

We love our First-Line Contest. It seems your students do too: We received thousands of entries! We adore the winning line, as well as the gripping story Gary Paulsen wrote to follow it, about a boy who goes to summer camp and must face his most-feared adversary—water.

Teaching Objective: to identify the conflicts in a work of short fiction

Featured Skill: analyzing conflict

Other Key Skills: tone, figurative language, character, text evidence



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (2 minutes)

Invite a volunteer to read the As You Read box aloud for the class.

Reading and Discussing

2 Read and discuss the story. (15 minutes)

Have students read the story independently in class, or as homework the night before. Break students into groups for a second read; direct them to pause their reading to discuss the margin notes.

3 Discuss the close-reading questions.

(15 minutes) Have students return to their groups to discuss the following close-reading questions. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

- Compare the first sentence of the story with the sentence “I was nervous the moment I stepped off the bus at Camp Lakewood.” How is Thatcher’s voice different in the two lines? What clue does

this give you about his character? (tone) *His voice is bold and brash in the first line. It is anxious in the second. This difference suggests that Thatcher has changed significantly since he went to camp.*

► How does Thatcher describe the other campers as they cross the bridge? Why might he describe them this way? (figurative language/character) *He compares them to a bunch of “happy monkeys.” He sees them as carefree, and he resents them. They cross the bridge without a second thought, but for Thatcher, crossing the bridge is truly terrifying.*

► How does Thatcher feel about his fear of water? How do you know? (character/text evidence) *He feels embarrassed. He tries to “laugh off” the difficulty he had crossing the bridge. He says of his fear, “It wasn’t something I liked to talk about,” and he refers to himself as a “loser.”*

► Describing the moment right after he rescues Richie, Thatcher says, “My heart was pounding, but it wasn’t from fear.” What does he mean? (interpreting text) *Thatcher may mean that his heart was pounding from excitement—from the*

adrenaline rush of saving Richie. Thatcher may also mean that his heart was pounding from exertion.

4 Write a close-reading question. (15 minutes)

Give each group five minutes to write a close-reading question. It should focus on a particular word, line, or passage from the story. Students can use the questions in the margins of the story and the close-reading questions as models. Then have each group present its question to the class for discussion.

5 Respond to the critical-thinking questions. (15 minutes)

Tell students to think about the critical-thinking questions for homework and be prepared to discuss the questions the next day in class. *These questions (without answers) are available online as a pdf to print or project.*

CRITICAL-THINKING QUESTIONS

► **Describe the relationship between Thatcher and Richie. How might the story be different if Richie and Thatcher had been best friends?** *Thatcher and Richie come together because they are both lagging behind the rest of the group. This makes them dependent on each other. They are friendly and helpful to each other, but neither is ready to completely trust the other. Answers will vary, but students will perhaps suggest that a best friend might have accommodated Thatcher's fear of water, so Thatcher might not have been forced to face it.*

► **Douglas Horton, a Protestant minister, once said, "Action cures fear, inaction creates terror." What does he mean, and does how his quote apply to Thatcher?** *Thatcher got over his fear only when he had no choice but to take action and jump into the water to save Richie. Until this point, Thatcher had avoided his fear—he was inactive—and remained in the grip of his fear.*

Featured-Skill Activity

6 Analyze the conflict. (10 minutes)

Distribute our activity sheet **What Are the**

Complexity Factors

Go to Scope Online to see how this text will challenge your students.

Conflicts? It prepares students for the prompt on page 18. We recommend students complete it independently.

Differentiated Performance Tasks

7 Here are ideas for adapting the writing prompt on page 18 for lower- and higher-level students:

Lower-level: Identify one conflict in the story and explain how it is resolved. Use text evidence to support your ideas.

Higher-level: Great stories often have more than one conflict. Identify two conflicts in the story and explain how they are resolved. Which conflict is the MAIN conflict and why? Use text evidence to support your ideas.

ONLINE RESOURCES

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

ACTIVITIES TO PRINT OR PROJECT:

- What Are the Conflicts?*
- Close-Reading and Critical-Thinking*
- DIY Vocabulary
- Identifying Literary Elements
- Quiz
- Contest Entry Form

*Supports the lesson plan.

scholastic.com/scope

ESSENTIAL QUESTIONS

- How do we overcome fear?
- How do our experiences shape our lives?
- How can being in nature affect us?



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

SHOULD JUSTIN BIEBER BE DEPORTED?

Prepare for an animated debate in your classroom! For this issue's debate, we present two essays with opposing points of view on whether the Biebs should be sent back to Canada. Your students will evaluate claims, identify strong and weak arguments, and consider how the two authors use (and misuse!) information.

Teaching Objective: to read two essays with opposing points of view, evaluate the claims made in each text, and determine which argument is stronger

Featured Skill: evaluating arguments

Other Key Skills: tone, text features, author's craft, argument writing



Step-by-Step Lesson Plan

Preparing to Read

1 Preview vocabulary. (10 minutes) Both texts contain challenging vocabulary that may be unfamiliar to your students—in particular, terms related to immigration (*green card, visa, deport, etc.*). Project or distribute the **Vocabulary** words and definitions and briefly review each word on the list. When you come to these terms in the text, pause to review definitions with students. Assign the practice activity as homework.

2 Set a purpose for reading. (3 minutes) Tell students they are about to read two argument essays. They will consider how each author builds her argument and evaluate the strength of each argument.

Reading and Discussing

3 Read "Yes!" (10 minutes) Give students three minutes to skim the article. Then read it aloud as a class. Have students find three pieces of evidence the author uses to support her claim and write them in the "Yes" column on page 29. Ask students if they think the article was convincing. Why or why not?

4 Read "No!" (10 minutes) Give students three minutes to skim the article. Then read it aloud as a class. Have students find three pieces of evidence the author uses to support her claim and write them in the "No" column on page 29. Ask students if the article was more convincing than the "Yes!" article. Why or why not?

5 Discuss the close-reading questions. (15 minutes) Discuss the following close-reading questions as a class. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► Reread the passages in both texts in which the authors describe Bieber's arrest in Miami. How does each author describe the scene? Why might the authors describe the scene differently? (tone) In the "Yes!" article, Frances Hannan describes the scene in vivid detail, juxtaposing the sound of Bieber's "earsplitting" driving with the "quiet, residential neighborhood" he was racing through. She uses strong language, calling Bieber "abusive." In the "No!" article, Jane Bianchi mentions the drag-racing

incident briefly, saying only that Bieber was arrested for “drunk driving.” Bianchi likely chose to focus less on Bieber’s crimes because she does not want readers to think about them too much. Hannan likely spends time painting Bieber as an out-of-control criminal because she wants to spark the reader’s outrage.

► **How does Hannan characterize Bieber?** (tone)

She characterizes him as a “spoiled brat” who flaunts his fame. She says that he is “smirking” in his mug shot and calls his music “annoying.”

► **How does Bianchi characterize Bieber?** (tone)

She characterizes him as a young star who is under “enormous pressure.” She refers to his behavior as “past mistakes” and calls him “one of the most successful pop stars of all time.”

► **Look at the images in each text. How does each image support the argument in the essay with which it appears?** (text features) *The “Yes!” essay shows Bieber’s mug shot. He appears glassy-eyed and unkempt. This image makes Bieber seem less like a star and more like a person who belongs in jail. It strengthens Hannan’s argument. In the “No!” essay, Bieber is shown in performance. He looks like a star. That strengthens Bianchi’s argument that Bieber is a valuable asset to the U.S.*

► **How does Hannan use the fact that millions of people are waiting for a green card to argue that Bieber should be deported?** (supporting detail) *She implies that Bieber’s behavior is insulting to them when she states that it is a “privilege” to come to the U.S. She sarcastically notes that Bieber has shown his “gratitude” by breaking laws, “endangering our citizens,” and setting a bad example for young people.*

► **How does Bianchi counter Hannan’s argument about those waiting for a green card?** (identifying a counterargument) *Bianchi writes that deporting Bieber would not make any difference in the life of someone hoping to move to the U.S. because Bieber is not an immigrant.*

Complexity Factors

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

Featured-Skill Activity

6 Analyze the authors’ arguments. (15 minutes)

Distribute our activity sheet **Evaluating Arguments**.

In this activity, students will explore each author’s arguments and evaluate the strength of the supporting evidence. Do the first part of the activity as a class. Then break students into groups to complete the rest.

7 Discuss the strengths and weaknesses of each argument. (5 minutes)

Bring the class back together to discuss which essay presents a stronger, more well-reasoned argument, and why.

Performance Task

8 Distribute our guided-writing activity the **Essay Kit** for students to complete in class. Then have students use their essay kits to help them craft their own argument essays about why Justin Bieber should or should not be deported.

ONLINE RESOURCES

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

ACTIVITIES TO PRINT OR PROJECT:

- Evaluating Arguments*
- Essay Kit*
- Quiz
- Close-Reading Questions*
- Vocabulary*

*Supports the lesson plan.

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ESSENTIAL QUESTIONS

- How do authors build arguments?
- What makes an argument strong?
- How do authors misuse information?



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