


**TEACHER'S
GUIDE**

SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with
read[®]

NOVEMBER 2013

A SUPPLEMENT TO SCHOLASTIC SCOPE

**ISSUE
DATE**

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

My Favorite Paired Texts (possibly ever)

I have a confession: I am *obsessed* with stories set in the future. From the Hunger Games to Divergent to Star Trek, I am riveted by stories that depict what the world might be like many years from now. So imagine my utter delight with this issue's Paired Texts, which are all about the future. We asked our favorite science writer, Matthew Hutson, to talk to top scientists and engineers about how the world will be different in 100 years. (We'll live forever inside computers?!) We paired Matthew's story with a *Ladies Home Journal* article from 1900 (Common Core Standard R9) that attempted to predict what the world would be like in 2000, and a beautiful poem by award-winning poet Rebecca Kai Dotlich. Together, these texts make an engaging and meaty inference activity.

I also love this topic because of its relevance to your students' lives. It's important for them to start to think about how they will shape the world of tomorrow. After all, it will be up to them to solve future problems, invent new and exciting technologies, and decide where our society goes next.

I can't wait to hear how this activity goes in your classroom. Tell me all about it at KELewis@scholastic.com.

Enjoy!



Kristin Lewis
Executive Editor



DON'T MISS THIS!

Our video "I Lived in a Truck" is about a family that fell on hard times and had to live in a truck. It makes a powerful companion to this issue's nonfiction feature about a homeless boy in New York City. Combine them for an excellent lesson on "integrating content presented in diverse media" (CCR7).



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YOUR NOVEMBER ISSUE AT A GLANCE









































ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Has a Costume Party”	Students practice the correct usage of <i>who</i> and <i>whom</i> while learning about the extremely elaborate costumes and makeup worn by stars of three recent blockbusters.	• Conventions of standard English
Narrative Nonfiction, pp. 4-8 “I Was Homeless”	Until fifth grade, Kevin Liu lived a comfortable life with his family in New York City. Then everything changed when Kevin's family became homeless. Kevin's story of struggle and resilience sheds light on homelessness in America.	Featured Skill: Synthesizing information from multiple texts • Author's craft • Text structures • Text features • Tone • Inference • Supporting details
Drama, pp. 9-13 <i>The Piece of String</i>	A peasant in 19th-century France is accused of a crime he didn't commit. The harder he tries to clear his name, the less people believe him. But did he get what he deserved? Our adaptation of Guy de Maupassant's classic story is sure to spark lively classroom debate!	Featured Skill: Characterization • Inference • Theme • Author's craft • Mood • Cause and effect
Fiction, pp. 14-20 “Electric Summer”	A young farm girl travels to the 1904 World's Fair in St. Louis, where she sees an amazing vision of America's future—and her own. We've paired this beautiful coming-of-age tale by Richard Peck with an informational text on world's fairs and a fabulous video about the early 20th century.	Featured Skill: Analyzing character/inference • Text structures • Text evidence • Interpreting text • Compare/contrast • Layers of meaning
Paired Texts, pp. 21-25 “Welcome to the Future”	Throughout history, humans have been making predictions about the future. What do these predictions reveal about us? This fun and engaging package includes an article predicting life in 2113, a primary document from 1900, and an original poem.	Featured Skill: Inference • Author's craft • Text structures • Supporting details • Theme • Purpose
Debate/Essay Kit, pp. 26-27 “Should Everyone Get a Trophy?”	These days, many kid athletes get rewarded simply for showing up to practices and games. Should trophies go only to the best players? Students read arguments on both sides of the debate then take a stand.	• Supporting an argument • Identifying central ideas and supporting details
The Lazy Editor, pp. 28-29 “Is That Rock Alive?”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about Death Valley's mysterious “sailing stones,” rocks that appear to move on their own.	• Conventions of standard English • Revision
You Write It, p. 32 “Rushing to the Rescue”	Students turn our interview with 15-year-old Marcos Ugarte, who rescued his young neighbor from a burning house, into an article.	• Summarizing • Central idea and details
Whole Issue	Students tackle a crossword puzzle that covers this entire issue.	• Reading comprehension

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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ONLINE RESOURCES (www.scholastic.com/scope)	KEY STANDARDS*
<ul style="list-style-type: none"> •  More practice with <i>who</i> and <i>whom</i> 	Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> • Video: “I Lived in a Truck” • Audio: Hear the article read aloud •  Synthesizing Information: Homelessness in America Graphic Organizer •  Video-Discussion Questions •  Close-Reading & Critical-Thinking Questions •  Read, Think, Explain: Nonfiction Elements (two levels) •  Vocabulary: Definitions and Practice •   Quiz •  Contest Entry Form • Links to additional online resources 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, R10, W2, W4, W8, W9, SL1, SL2, L4, L6 NCTE/IRA: 1, 3, 6, 7, 8, 11, 12
<ul style="list-style-type: none"> • Audio: Pronunciation Guide •  Making Inferences •  Close-Reading & Critical-Thinking Questions •  Vocabulary: Definitions and Practice •   Quiz •  Literary Elements and Devices •  Contest Entry Form • Links to additional online resources 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, W1, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 9, 11, 12
<ul style="list-style-type: none"> • Video: “Time Machine: 1900-1910” •  Analyzing Character/Inference: “Geneva and the Fair” (two levels) •  Close-Reading & Critical-Thinking Questions •  Video-Discussion Questions •  Vocabulary: Definitions and Practice •   Quiz •  Literary Elements and Devices •  Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R9, R10, W2, W4, W8, W9, SL1, SL2, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 8, 11, 12
<ul style="list-style-type: none"> • Audio: Hear the poem read aloud •  Inference: “Analyze the Predictions” •  Close-Reading & Critical-Thinking Questions •  Poetry Activity •  Vocabulary: Definitions and Practice •   Quiz •  Contest Entry Form • Links to additional online resources 	Common Core ELA Anchor Standards: R1, R2, R4, R5, R6, R7, R8, R9, R10, W2, W4, W8, W9, SL1, L3, L4, L5, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> •  Guided Writing: The Argument Essay 	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"> •  Colons •  Parentheses •  Pronoun-Antecedent Agreement •  Subject-Verb Agreement 	Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> •  Guide to “You Write It” Activity •  Model Text for “You Write It” Activity •  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"> •  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.

LOOKING FOR THE ANSWER KEY?
TURN TO PAGE T3 OF YOUR PRINTED TEACHER’S GUIDE

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"I WAS HOMELESS"

Students learn about homelessness in America through the engaging story of a teenage boy whose family became homeless.

Teaching Objectives: to integrate key ideas from multiple texts—narrative nonfiction, an infographic, an essay, and (optionally) a video; to evaluate the state of homelessness in the U.S.

Featured Skill: synthesizing information from multiple texts

Other Key Skills: author's craft, text structures, text features, tone, inference, supporting details



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (5 minutes)

It's likely that some of your students have misconceptions about homelessness that will be addressed as they read these texts. Begin by asking students to reflect on the question in the As You Read box on page 5 ("What challenges do the homeless face?"). Note their responses on the board. Guide the discussion by asking students to think about homeless people they've seen and how homeless people are depicted in the media.

2 Preview vocabulary. (3 minutes)

Preview the challenging boldface words in the article by projecting or distributing our **Vocabulary** word list and definitions.

Reading and Discussing the Article

3 Read the article. (30 minutes)

Break students into groups to read the article.

Make sure they also read the infographic and essay. Then have students answer the close-reading questions below, referring to the text as needed. Walk around the classroom to monitor and guide discussions. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

- **What role does each text—the narrative nonfiction, the infographic, and the essay—play in helping you understand homelessness?** (text structure) *The narrative nonfiction provides an in-depth look at what it's like to be homeless and provides general information about the causes of homelessness. The infographic provides statistics about homelessness. The essay challenges you to think more deeply about the issue and form an opinion about what should be done.*
- **Consider the last sentence of the first section:** "They had no money, no jobs, and nowhere to go." **What is the tone of this sentence? How do you know?** (tone) *Answers will vary. Students may*

say the tone is sad, ominous, dramatic, etc. You can tell from the content; it summarizes the challenges Kevin's family is facing. Also, the repetition of a word (in this case, "no") is a tool writers use for dramatic effect. In addition, single-sentence paragraphs are used to isolate and emphasize an important point—in this case, the gravity of Kevin's family's situation.

► **Although the author focuses on Kevin and his family, "I Was Homeless" isn't just about them.**

What other information does the article include?

Where in the article does this information

appear? (text structure) *The author provides background information on homelessness in the section "Homelessness in America." On page 6 she provides general information about the realities of living in a shelter. In the section "Homeless, Not Hopeless," she describes the ways communities can help those in need.*

► **Reread the last two paragraphs on page 8. How does their tone compare to the tone of the rest of the article?** (tone; compare and contrast) *The tone is more hopeful than in the rest of the article. The author talks about how Kevin's life has improved, how Kevin is helping other homeless kids, and Kevin's dreams for the future. The rest of the article is grave, particularly when the author discusses Kevin's life in the shelter.*

4 Answer 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.

CRITICAL-THINKING QUESTIONS

► **What is the controlling idea, or theme, that unites these three texts? Use text details to support your answers.** *Answers will vary. One possible answer: The U.S. is not doing enough to help the most needy. The main article describes the plight of a teen who became homeless, and how difficult it was for his family to escape homelessness. The infographic*

Complexity Factors

See how these texts will challenge your students.

PURPOSE: Has multiple purposes which are not explicitly stated. Purposes: to generate empathy for the homeless, to provide information about homelessness in the U.S., and to provoke consideration of society's responsibility for the needy.

STRUCTURE: Nonlinear; includes narrative and informational passages; includes an infographic

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Includes economic terms that are likely to be unfamiliar, such as *minimum wage* and *affordable housing*; also includes high-level general vocabulary, such as *dehumanizing* and *belittling*.

KNOWLEDGE DEMANDS: Comprehension will be aided by knowledge of what it's like to live in a city, an idea of what a homeless shelter is, and the relationship between government assistance programs and taxes. The text describes an experience (homelessness) that will be unfamiliar to many students.

LEXILE: 940 (combined)

shows that there are many homeless people in the country. The essay points out the high rate of child poverty in the U.S. and questions whether we are doing enough to help the less fortunate.

► **Explain how society contributed to Kevin's family's becoming homeless and how it contributed to his family getting back on their feet.** *Answers will vary. Students might say that society failed to enforce the laws that should have protected them from unfair eviction, and that the lack of affordable housing made it impossible for them to find a new apartment. Society helped Kevin's family in the following ways: The family was able to stay in a shelter, Kevin attended an after-school program, and Kevin's family received an apartment*



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

through a government assistance program.

► **Explain what you think the author's purpose was in writing this article.** *The author's purpose seems to be to inform the reader about the state of homelessness in America and to generate compassion for the homeless through the story of a teenager that readers can relate to.*

5 Show the video. (15 minutes)

As a class, watch our video “I Lived in a Truck,” about a teenager who lived with her brother, her dog, and her father in a truck after they became homeless. Project our **Video-Discussion Questions** and discuss as a class. These questions guide students to make connections between “I Was Homeless” and the video.

Featured-Skill Activity

6 Synthesizing information for multiple texts. (15 minutes)

Distribute our **Homelessness in America** graphic organizer for students to complete in groups. It will prepare students for the writing prompt on page 8.

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 is it like to be homeless in America? Support your answer with details from the article and video.

Higher-level: Consider the Gandhi quote on page 6. In your opinion, how does the U.S. measure up? Support your opinion with details from the article, essay, infographic, and video.

Extension

8 Research local aid organizations.

Divide students into small groups to research organizations in your community that help the needy. Each group should select one organization to study further and/or volunteer for. Have groups present what they learned through a video or slide show.

ESSENTIAL QUESTIONS

- How can people in positions of power help those who are powerless?
- What is “home”?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that relate to the themes of poverty and homelessness in this article:

- *Oliver Twist* by Charles Dickens
- *The Prince and the Pauper* by Mark Twain

ONLINE RESOURCES

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

VIDEO: “I Lived in a Truck”

AUDIO: Hear the article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Homelessness in America*
- 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)
- Contest Entry Form

*Supports the lesson plan

scholastic.com/scope

THE PIECE OF STRING

In this adaptation of Guy de Maupassant's classic story, a peasant named Hauchecorne is accused of a crime he didn't commit. The harder he tries to clear his name, the less people believe him. This great morality tale is sure to spark lively debate in your classroom.

Teaching Objectives: to make inferences about a character in literature, to evaluate themes, to explore why reputations are important

Featured Skill: characterization

Other Key Skills: inference, theme, author's craft, mood, cause and effect



Step-by-Step Lesson Plan

Preparing to Read

1 Preview French names and assign parts. (4 minutes) Tell students they are going to perform a play set in France in the 1880s, and that it includes some tricky French names. Preview these names using our **audio pronunciation guide**, available at Scope Online. Then assign parts. If you have more students than roles, cast some students as caption readers.

2 Set a purpose for reading. (3 minutes) Ask a volunteer to read aloud the “As You Read” box on page 10. Briefly discuss the question as a class. You will revisit this question after reading the play.

Performing and Discussing the Play

3 Read the play aloud as a class. (25 minutes) Tricky vocab words appear in bold. For reference, distribute or our project **Vocabulary** word list and definitions. When students come to one of these words in the play, pause to make sure they know its meaning. Assign the practice activity for homework, and encourage students to use these words as they discuss the play.

4 Discuss the play. (20 minutes) Break students into groups to discuss the Close-Reading Questions below and on the next page. (Students will need to refer to the text to answer them.) Walk through the room to moderate discussions. Then, as a class, discuss the Critical-Thinking Questions that follow. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► **Reread the section of Scene 1 in which Hauchecorne picks up the piece of string. What can you infer about Hauchecorne?** (characterization) *Hauchecorne tells the audience that it would be silly to let a “perfectly good piece of string go to waste,” and he picks it up. This suggests that he is thrifty and that he may not have a lot of money. Hauchecorne tries to hide what he is doing, which indicates that he is embarrassed by it. You can infer that he is proud—that he doesn’t want others to look down on him or judge him.*

► **What is the mood in the tavern in Scene 2?** (mood) *It’s busy and friendly; people are eating and relaxing after a long day’s work. Details such as “chickens, pigeons, and legs of mutton sizzling*

on spits” and Hauchecorne speaking through a mouthful of food create this mood.

► **In Scene 3, the Mayor describes Malandain as having a “fine reputation.” How does Malandain’s reputation work against Hauchecorne?** (inference) *The Mayor is more likely to believe Malandain than Hauchecorne.*

► **At the end of Scene 5, Fifi says, “Sure, Hauchecorne. We believe you.” What do the italics tell you about what Fifi is really saying?** (interpreting text) *The italics indicate that Fifi is being sarcastic. She doesn’t believe Hauchecorne at all.*

► **Based on his actions and words throughout the play, how do you think Hauchecorne wants others to think of him?** (character) *He wants people to believe that he is honest, important, and successful. He is always spitting and saying “It’s the sacred truth.” He says his wheat is doing well even though this is almost certainly untrue; the weather has not been good for wheat. He once claimed to have more cattle than he had. When the gendarme says the Mayor wants to see him, Hauchecorne says it must be for “important business.”*

► **How does the author let you know when Hauchecorne is lying?** (author’s craft) *Several times, Hauchecorne lifts his hand, spits, and says, “It’s the sacred truth.” The author uses this repetition to signal that Hauchecorne is a habitual liar. The author also gives us clues through how other characters react to Hauchecorne. In Scene 1, for example, Madame Dupont doesn’t believe Hauchecorne’s milk is fresh because, she implies, he has sold her spoiled milk in the past.*

CRITICAL-THINKING QUESTIONS

► **One theme of this play is that actions speak louder than words. How does the author develop this theme?** *The author establishes Hauchecorne’s dishonesty in Scene 1 when Hauchecorne exaggerates the quality of his milk. Such behavior has earned him a reputation for dishonesty. Hauchecorne spends the second half of the play*

Complexity Factors

See how this story will challenge your students.

LEVELS OF MEANING: The story explores the darker side of human nature without being explicit. Several themes appear in the play.

STRUCTURE: The story is chronological; because narration is limited and the story is told largely through dialogue, students need to make inferences throughout to understand the story.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** higher academic vocabulary (e.g., *bartering, speculate, protestation, accomplice*)

► **Familiarity:** contains some French words and names (e.g., *gendarme, centime, Monsieur*) and unusual words (e.g., *clodhopper, mutton, town crier*)

KNOWLEDGE DEMANDS: It’s helpful to have some knowledge of the class system during the late 19th century, as well as the hardships of peasant life.

using words to declare his innocence over and over. Even his ghost swears his innocence. Yet the more he swears, the less he is believed. This demonstrates the theme that actions speak louder than words.

► **What is another theme of the play? Explain.** *One theme is “Those who lie will never be believed, even when they tell the truth.” Hauchecorne was telling the truth about not stealing the pocketbook, but because he had lied so often, people weren’t inclined to believe him. Malandain, however, had a reputation for honesty, as the Mayor says in Scene 3. That is likely why everyone believed Malandain.*

► **Now that you’ve read the play, has your answer to the question “How can your reputation help or harm you?” changed? How does the play answer this question?** *Answers will vary. The play suggests that if your reputation is one of honesty, people are likely to believe you. If you’re known for being dishonest, people may assume that you’re not telling the truth when you are. What others think of*

you is important, but you must earn people's good opinions through your actions. It is also important not to care too much about others' opinions of you: Hauchecorne was so obsessed with being seen a certain way that he lied all the time—and he was unable to let the string incident go.

► **What does *The Piece of String* suggest about human nature—do we tend to believe the best or the worst about each other? Do you agree? It suggests we tend to believe the worst about each other. Answers will vary.**

Featured-Skill Activity

5 Analyze characterization. (15 minutes)

Break students into groups to complete the activity sheet **Analyze Hauchecorne**. Students will make inferences about Hauchecorne based on lines from the play, in preparation for the writing prompt on page 13.

Differentiated Performance Tasks

6 You will find a writing prompt on page 13. Here are alternate tasks for lower- and higher-level students:

Lower-level: Why didn't the people of Goderville believe Hauchecorne was innocent? Write one paragraph answering this question, using examples from the text to support your ideas.

Higher-level: In the U.S., you are considered “innocent until proven guilty” in a court of law. But the court of public opinion doesn't always work that way. In two to three paragraphs, explain whether Hauchecorne is “innocent until proven guilty.” Support your ideas with details from the play.

ESSENTIAL QUESTIONS

- How are reputations built?
- Should you care what others think about you?
- Are we really considered innocent until proven guilty?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that deal with reputation include:

- *Loser* by Jerry Spinelli
- *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- Aesop's fable “The Boy Who Cried Wolf”

ONLINE RESOURCES

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

AUDIO: Pronunciation Guide*

ACTIVITIES TO PRINT OR PROJECT:

- Analyze Hauchecorne*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Identifying Literary Elements and Devices
- Contest Entry Form

*Supports the lesson plan.

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

ELECTRIC SUMMER and A VISION OF THE FUTURE

A girl growing up on a farm in the early 1900s gets the chance of a lifetime—to attend the World’s Fair in St. Louis. We’ve paired this lovely coming-of-age story by Richard Peck with an informational text about world’s fairs past and present and a video about the early 1900s.

Teaching Objectives: to analyze how historical fiction can help us understand a time period; to analyze the development of the character Geneva; to form and support an opinion about world’s fairs today

Featured Skills: analyzing character/inference

Other Key Skills: text structure, text evidence, interpreting text, compare/contrast, layers of meaning



Step-by-Step Lesson Plan

Preparing to Read

1 Watch and discuss a video. (15 minutes)
Show our “Time Machine: 1900–1910” video to immerse students in the sights and sounds of the story’s setting. After showing the video, project the **Video-Discussion Questions** and discuss as a class.

2 Preview vocabulary. (4 minutes)
Hand out our **Vocabulary** word list and definitions and read the words, definitions, and example sentences as a class. We recommend assigning the reinforcement activity that follows for homework.

3 Set a purpose for reading. (2 minutes)
Ask students to open their magazines. Have a volunteer read aloud the “As You Read” box on page 15.

Reading and Discussing

4 Read the story. (45 minutes)
Have students read the story silently. Then divide them into groups to discuss the margin notes, rereading passages as needed. Each group should then write a

new margin note—an observation about a character, a note about a literary device, an essential question, etc. Invite each group to share its note with the class.

5 Read the informational text. (10 minutes)
Read “A Vision of the Future” as a class. Ask students what they found interesting or surprising.

6 Discuss the texts. (20 minutes)
As a class, discuss the following **Close-Reading** and **Critical-Thinking Questions**. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► On page 15, Geneva says, “There were only four automobiles in town, and only one driven by a woman—my aunt Elvera Shumate.” What does this detail tell you about the time period? What does it tell you about Elvera? (inference) *It tells you that cars were not very common, and few women drove. Since Elvera has a car, you can infer that she must be an unusual woman.*

► **About how old is Geneva? How do you know?** (inference) *Geneva is an adolescent. She's probably about 12 to 14 years old. You know because her mother tells her, "And you're getting to be a big girl. Time you had a corset." (Women, not young girls, wore corsets.) Also, at the end of the story, Geneva is thinking about putting up her hair "in a woman's way."*

► **Reread Geneva's description of the woman on the train who asks for directions to the restroom (page 17). What does Geneva mean when she says the woman was "painted up like a circus pony"? What is the tone of Geneva's description, and what does it suggest about Geneva and her mom's view of city people?** (interpreting text) *Geneva means that the woman was wearing a lot of makeup. Her tone is critical: She says the woman "flounced" up, and the comparison to a circus pony is not flattering. Geneva's description suggests that she and her mom viewed city people as ridiculous, vulgar, overdone, etc.*

► **On page 17, Geneva says, "All we learned about the Fair filled my heart to overflowing and struck me dumb with dread." What does she mean?** (interpreting text) *She means that she is excited but also intimidated. So many thoughts and emotions are flowing through her that she feels paralyzed.*

► **Explain the title of the story. What does it refer to? What two meanings of the word *electric* does it use?** (text structure/interpreting text) *For Geneva, the summer of 1904 was "electric" because she went to the fair that was, as she says on page 16, "lit up at night with electricity, brighter than day." In this way, the "electric" in the title refers to electric current—the power used to operate the lights at the fair. But the title also uses "electric" to mean "thrilling and exciting." Being at the fair was exciting for Geneva, and it made her excited about her future.*

► **Reread the last paragraph of "A Vision of the Future." Explain what the author means when**

Complexity Factors

See how these stories will challenge your students.

LEVELS OF MEANING/PURPOSE: "Electric Summer" is sophisticated in how the author connects the personal story of the narrator with what was happening in the world; the story requires a great deal of inference. "A Vision of the Future" has multiple purposes: to provide historical information and provoke thought about the value of world's fairs today.

STRUCTURE: "Electric Summer" has a chronological structure; "A Vision of the Future" employs several structures, including compare/contrast and descriptive.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** The fiction has historical language that is likely to be unfamiliar (e.g., *duster*, *corset*) and high-level general vocabulary (e.g., *novelty*, *enraptured*).

► **Figurative Language:** includes simile and metaphor

KNOWLEDGE DEMANDS: It is helpful to have knowledge of early 20th-century America and World's Fairs.

LEXILE: 800 (combined)

she says that there is an argument to be made that world's fairs can't surprise and thrill us the way they once did. (inference) *The author is suggesting that world's fairs no longer bring people an experience that they can't get anywhere else. We have many ways to see other parts of the world, whether in person or electronically; ways to see and purchase the latest products; and events and attractions that have aspects similar to those of world's fairs.*

CRITICAL-THINKING QUESTIONS

► **In the story, Geneva and her mother have many new experiences. In general, how do they respond to these experiences? Use text evidence to support your answer.** *Geneva and her mother are fearful and distrusting of—although also curious and excited about—new experiences. But when they actually experience something new, they are delighted and*



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

thrilled by it. For example, when they first arrive at the fair, Geneva says all the people there “scared me at first, then I couldn’t see enough” (p. 17). Similarly, before riding the Ferris wheel, Geneva’s mother says, “No power on earth would get me up in that thing,” but after she rides it, she says she wishes she could ride it again (p. 18).

► **What is similar about what is happening in the U. S. in the summer of 1904 and what is happening to Geneva? What role does the World’s Fair play in both events?** *Both the country and Geneva are entering a new age. The country is entering “a new century, with the United States of America showing the way” (p. 19), while Geneva is entering adulthood. The world’s fair introduced many Americans to exciting new technologies and broadened their awareness of the world. In a similar way, the fair introduced Geneva to the exciting changes about to take place in her own life as she entered adulthood; the fair made her world bigger.*

Featured-Skill Activity

7 Analyze how Geneva changed. (15 minutes)

Distribute the activity sheet **Geneva and the Fair** for students to complete in groups. This activity sheet is offered on two levels, one with more scaffolding and one with less.

Differentiated Performance Tasks

8 You will find a writing prompt on page 20. Here are alternate tasks for lower- and higher-level students:

Lower-level: Write a paragraph about how going to the World’s Fair changed Geneva. Use text evidence to support your claim.

Higher-level: Explain why going to the World’s Fair affected Geneva the way it did. If the U.S. hosted another world’s fair today, do you think it would have the same impact on kids? Answer in three paragraphs. Support your claims with text evidence.

ESSENTIAL QUESTIONS

- What does it mean to grow up?
- How does reading fiction based on a historical event help you understand that event?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other stories that deal with growing up include:

- *Little Women* by Louisa May Alcott
- “Eleven” by Sandra Cisneros
- “Seventh Grade” by Gary Soto

ONLINE RESOURCES

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

VIDEO: “Time Machine: 1900–1910”*

ACTIVITIES TO PRINT OR PROJECT:

- Geneva and the Fair (two versions available)*
- Close-Reading and Critical-Thinking Questions*
- Video-Discussion Questions*
- Vocabulary
- Quiz (modeled on state and PARCC assessments)
- Identifying Literary Elements and Devices
- Contest Entry Form

*Supports the lesson plan.

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WELCOME TO THE FUTURE

In this exciting activity, your students will read three pieces about the future: an informational text on what's to come in the next 100 years, a primary document from 1900, and a poem by Rebecca Kai Dotlich, who offers a different take on what it means to predict the future.

Teaching Objectives: to compare and contrast three texts on the same topic; to evaluate whether predictions about the future would have a positive or negative effect on society; to conduct research

Featured Skill: inference

Other Key Skills: author's craft, text structures, supporting details, theme, purpose



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (5 minutes)

Write this quote from Yoda in *Star Wars: The Empire Strikes Back* on the board: "Always in motion is the future." Ask students what Yoda means, then steer the discussion to students' own ideas: What do they think life will be like in 100 years? How might the world be different? Write their ideas on the board under the quote.

Reading the Texts

2 Read and discuss "Welcome to the Future." (30 minutes)

Read the article aloud as a class, and compare the predictions in the article with the predictions students made in Step 1. Then discuss the questions below. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

- **How does the author seem to feel about the future?** (tone) *The author seems to be excited about the possibilities the future holds. For example, he writes, "... the year 2113 is going to be really cool."*

In addition, he ends the article with "There's no predicting what could happen next!"

- **How do the author and editors make this article easy for readers to follow?** (text features) *The predictions are presented as a list, and a short sentence written in bold capital letters summarizes each prediction. The photos and captions allow readers to take in several predictions at a glance.*

- **The author suggests that in the future, we will have "solved the problems we have now" and that "new inventions will make our lives more convenient and interesting."** How do the predictions support this idea? (text structure) *Students should identify which problems various predictions will solve, or how various predictions would make life more convenient or interesting.*

CRITICAL-THINKING QUESTION

- **One theme of this article is that technology makes life easier. You could argue that technology can also have negative aspects. What are some**

possible negative aspects of the predicted developments in technology? *Answers will vary. Here are some examples: Mind-reading could invade our privacy; living forever inside a computer could interfere with progress, because a new generation would never really replace the previous one; robots could steal our jobs (or take over the world and make us their slaves!).*

3 Read and discuss “What May Happen in the Next 100 Years.” (15 minutes)

Have students read the article in groups and discuss the questions below. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

- **How would you describe the author’s tone?** (tone) *Students may say the tone is authoritative. The author seems confident, using words like “will” instead of “might” in his predictions.*
- **In the introduction, the author writes, “These prophecies will seem strange, almost impossible.” What evidence, if any, does he offer to make the various predictions seem possible?** (supporting details) *He claims Americans will be taller thanks to improvements in health. He says no foods will be exposed because refrigerators will keep them fresh. Some predictions, though (for example, wireless telephone circuits), are not supported by evidence.*

CRITICAL-THINKING QUESTION

- **Though they were written more than a century apart, “Welcome to the Future” and “What May Happen in the Next 100 Years” have the same objective: forecasting how our world will change. Compare and contrast the two authors’ approaches. Both make bold predictions and structure their articles similarly: an introduction followed by a list of predictions. The text from 1900, however, contains fewer supporting details and doesn’t name the experts who were consulted. The modern-day story provides supporting details for**

Complexity Factors

See how these texts will challenge your students.

PURPOSE/LEVELS OF MEANING: These articles have a straightforward purpose: to present predictions of the future. However, to answer the writing prompt, students will need to infer what the predictions reveal about the time period in which they were written. To appreciate the full meaning of the poem requires inference and analysis.

STRUCTURE: The structure of both articles is clearly defined: an introduction followed by a list of predictions.

LANGUAGE CONVENTIONALITY AND CLARITY:

- **Vocabulary:** Includes a number of high-level general vocabulary words (e.g., *strategic, intrepid, spigot*); the 1900 text includes archaic terms and phrasing.
- **Figurative Language:** The poem contains metaphor.

KNOWLEDGE DEMANDS: The predictions in the articles present concepts that may be unfamiliar to students.

LEXILE: 970 (combined)

every prediction and cites several experts by name.

- ### 4 Read and discuss the poem. (15 minutes)
- Play our recording of Rebecca Kai Dotlich’s poem, “What is yet to be is but a guess . . .” Then break students into groups to complete the **poetry activity**. Finally, as a class discuss the following critical-thinking question, which pulls together everything students have read.

CRITICAL-THINKING QUESTION

- **If an alien were to come to Earth and read these three texts, would he conclude that humans are generally pessimistic or optimistic? Why?** *Answers will vary. In general, all three texts suggest that the future is a wonderful place where we will have solved our current problems and made life more pleasant. This suggests that humans are optimistic.*



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

Featured-Skill Activity

5 Analyze the predictions. (20 minutes)

Break students into groups to complete **Analyze the Predictions**, which requires students to make inferences and think critically about the predictions in the two articles. The activity also asks students to research the accuracy of the predictions from 1900. Invite each group to present its findings to the class.

Differentiated Performance Tasks

6 You will find a writing prompt on page 25. Here are alternate tasks for lower- and higher-level students:

Lower-level: Predictions about the future reveal a lot about us—our values, our worries, and our hopes and dreams. Choose one prediction from “Welcome to the Future.” Write one paragraph explaining what that prediction reveals about us.

Higher-level: Predictions about the future reveal a lot about us—our values, our worries, and our hopes and dreams. Based on these three texts, explain what our visions of the future say about us. Do you think it is valuable to predict the future? Why or why not? Answer in three to four paragraphs.

Extension Activities

Connect to your novel study. If you teach dystopic novels such as *Flowers for Algernon* or *The Giver*, you can connect this lesson with your novel study. Compare the view of the future presented in the novels with the view of the future presented in these three texts.

Research and predict. Have students choose one problem we currently face—pollution, disappearance of coral reefs, obesity, etc.—and research how the problem might be solved in the future. Encourage students to interview an expert as part of their research. Students should create presentations explaining the problem and predicting how it may be solved in the future.

ESSENTIAL QUESTIONS

- How do past predictions, both right and wrong, help us anticipate the future?
- How can predicting the future help us improve the present?
- What is progress?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other stories that deal with the future:

- *The Giver* by Lois Lowry
- *Flowers for Algernon* by Daniel Keyes
- *There Will Come Soft Rains* by Ray Bradbury

ONLINE RESOURCES

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

AUDIO: Recording of the poem

ACTIVITIES TO PRINT OR PROJECT:

- Analyze the Predictions*
- Close-Reading and Critical-Thinking Questions*
- Poetry Activity*
- Vocabulary
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Contest Entry Form

*Supports the lesson plan.

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GRAMMAR SPOTLIGHT: PRONOUNS AND ANTECEDENTS

Model, Practice, Reinforce



Review this key grammar and writing skill using “‘I Was Homeless’” as a model, “The Lazy Editor” for review, and our activity sheet for reinforcement.

- 1) Review the definition of *pronoun* (a word that replaces a noun) and ask students to name some pronouns (*him, their, it*, etc.). Then review the definition of *antecedent* (the noun or noun phrase to which a pronoun refers).
- 2) Read the first paragraph of “‘I Was Homeless’” as a class. Ask students to identify the pronouns it contains and their antecedents. (*He* appears six times and *his* appears once; the antecedent is *Kevin* in every instance.)
- 3) After students have read the article, have volunteers

read aloud the first paragraph of the section “A New Beginning,” one sentence at a time. After each sentence is read, have the class identify any pronouns it contains and their antecedents. Remind students that a pronoun and its antecedent don’t always appear in the same sentence.

- 4) Have students work in groups to complete “The Lazy Editor,” which requires them to find and correct a pronoun-antecedent disagreement.
- 5) For extra reinforcement, hand out our **Pronoun Power** activity, available at Scope Online.

**NEXT ISSUE’S
SPOTLIGHT:**
verb tense
consistency



Entries due by
December 2, 2013

IWitness Video Challenge

Guided by the theme, Ordinary People—Extraordinary Actions, the IWitness Video Challenge invites students to construct a video essay that links their voices to those in IWitness and demonstrates how any individual can take action to make the world a better place.

Grades 6–12

Winner gets a trip to L.A. with his or her teacher to present the winning video essay at the 20th Anniversary Commemoration event for Schindler’s List and the founding of USC Shoah Foundation!

Go to iwitness.usc.edu for details.

IWitness is an educational website developed by USC Shoah Foundation—The Institute for Visual History and Education. IWitness brings the human stories of the Institute’s Visual History Archive to secondary school teachers and their students via engaging multimedia learning activities that address educational standards (Common Core, ISTE).