



SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with
read¹

DECEMBER 2013

A SUPPLEMENT TO SCHOLASTIC SCOPE

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

May I Visit You?



One of the best parts of my job is visiting classrooms to see *Scope* in action. I love talking to your students, watching you using your whiteboard, and observing the amazing class discussions that take place around our stories and articles.

I also love helping you learn

how to use *Scope* as effectively as possible. We've added so many exciting features recently—our new Teacher's Guide, our Core Skills Program, our differentiated activities—and I want to make sure you know exactly how to get the most out of all of our wonderful resources. So I am offering you a personal *Scope* tutorial! If your school is close to New York City, I'll stop by. Otherwise, let's chat by Skype, Facetime, or phone.

In the meantime, enjoy this fabulous issue. My favorite part? Our paired-text feature. We've paired an informational text about phobias with an Ethiopian folktale about a boy who sets out to conquer his fear. The stories are utterly fascinating (wait until you get a load of the dragon illustration!), and your students will flex their critical-thinking muscles as they integrate knowledge and ideas from both texts.

Happy holidays!

Kristin Lewis

Executive Editor

KELewis@scholastic.com

DON'T MISS THESE!

>> **Paired texts that explore fear:** A folktale about fear and an informational text about phobias. Great science connections!

>> **Pandora's Box:** A beautifully illustrated drama based on the famous myth is paired with an essay about the importance of curiosity. Includes a special writing contest!

>> **The Assassination of John F. Kennedy:** Our gripping (and complex!) narrative nonfiction will transfix your students. *Plus!* A not-to-be-missed video.

ATTENTION!

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YOUR DECEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Stinks!”	Students practice the correct usage of <i>number</i> and <i>amount</i> while learning about three of the animal world's smelliest species.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-9 “The Day the President Was Shot”	This is the riveting story of one of America's worst tragedies: the assassination of President John F. Kennedy in 1963. The article is paired with a moving poem written in honor of President Kennedy shortly after his death.	<ul style="list-style-type: none"> Featured Skill: Identifying key ideas and details Text features Note-taking Author's craft Expository writing Inference Analysis
Drama, pp. 10-15 <i>Pandora's Box</i>	Our read-aloud play is a new adaptation of the classic Greek myth about a woman whose curiosity drives her to unleash evil into the world. We've paired the play with a short argument essay on the virtues of curiosity.	<ul style="list-style-type: none"> Featured Skills: Point of view and theme Text structure Character Author's craft Tone Purpose
Paired Texts, pp. 16-19 “What Are You Afraid Of?” and “Conquering Fear”	Don't be afraid of our awesome package all about overcoming fear. We've paired an informational text about phobias with an Ethiopian folktale about a boy who sets out on a journey to conquer his fears.	<ul style="list-style-type: none"> Featured Skill: Making connections across genres Inference Interpreting text Author's craft Central ideas and supporting details Text evidence Vocabulary and nuance
Debate/Essay Kit, pp. 20-21 “Are Trampolines Too Risky?”	Trampolines are a favorite backyard toy, but they cause tens of thousands of injuries each year. Do the risks of using trampolines outweigh the fun? Students will read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> Supporting an argument Identifying central ideas and supporting details
The Lazy Editor, pp. 22-23 “Could You Be a Hero?”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about an amazing teen hero and psychological research suggesting that being a hero is something you can train for.	<ul style="list-style-type: none"> Conventions of standard English Revision
You Write It, p. 24 “Recipe for a Great Boy Band”	Students write a proposal describing a boy band of their own creation, using details from our infographic to explain why their new band is sure to be a hit.	<ul style="list-style-type: none"> Understanding visual text Structuring a paragraph Central idea and supporting details
Whole Issue	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> 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"> PW More practice with <i>number</i> and <i>amount</i> 		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> Video: Behind the Scenes Audio: Hear the article and poem read aloud PW Key Ideas and Details PW Video Discussion Questions PW Close-Reading & Critical-Thinking Questions PW Vocabulary: Definitions and Practice IW PW Quiz 	<ul style="list-style-type: none"> PW Vocabulary: Definitions and Practice IW PW Quiz PW Read, Think, Explain: Nonfiction Elements (two levels) PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R7, R8, R9, R10, W1, W2, W4, W9, SL1, SL2, SL4, L3, L4, L6 NCTE/IRA: 1, 2, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> PW Integrate Knowledge and Ideas: “A Look at Curiosity” PW Close-Reading & Critical-Thinking Questions PW Vocabulary: Definitions and Practice IW PW Quiz 	<ul style="list-style-type: none"> PW Literary Elements and Devices PW Contest Entry Form Bonus! From the Scope archive: <ul style="list-style-type: none"> <i>The Monster in the Cave</i> (play) “Cyclops: My Side of the Story” (video) 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R8, R9, R10, W2, W3, W4, W9, SL1, SL4, SL5, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> PW Making Connections PW Close-Reading & Critical-Thinking Questions IW Themed Vocabulary 	<ul style="list-style-type: none"> IW PW Quiz PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R6, R8, R9, R10, W2, W4, W9, SL1, L3, L4, L5, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> PW 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"> PW Maintaining Consistent Verb Tense PW Varying Sentence Structure PW Rambling and Run-on Sentences 	<ul style="list-style-type: none"> PW <i>You’re vs. Your</i> 	Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<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.

ANSWER KEY

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

THE DAY THE PRESIDENT WAS SHOT

In this gripping article, students will get a look at the era of John F. Kennedy's presidency and learn the shocking details of his assassination.

Teaching Objectives: to consider how the author selected relevant details; to integrate ideas from an article, a poem, and (optionally) a video

Featured Skills: identifying key ideas and details and author's purpose

Other Key Skills: text features, author's craft, inference, analysis, note-taking, expository writing



Step-by-Step Lesson Plan

Preparing to Read

1 Preview text features. (5 minutes)

Have students examine the collage of photos on pages 4 and 5. What do they think is happening in the photos? What effect does the collage create? (*Students might suggest that the collage creates a feeling of chaos, intensity, and major events happening quickly.*) Why might the collage be cast in red? (*Red suggests the blood of the assassinated President.*)

2 Preview vocabulary. (1 minute)

Project or distribute our **Vocabulary** word list and definitions and preview the words as a class.

Reading the Article and Watching a Video

3 Read the article independently. (20 minutes)

For a first pass, have students read the article independently in class or as homework. Tell them to mark sections they find difficult or places they would like to have more information.

4 Watch and discuss a video. (20 minutes)

Distribute our **Video-Discussion Questions** for students to preview. Then show our **Behind the Scenes video**, which provides additional information about 1960s America and JFK, and explores how the author decided which details to include. After viewing the video, students should answer the discussion questions in small groups.

Discussing the Article

5 Discuss the close-reading questions.

(20 minutes) Keep students in groups to discuss the article. Have them share the passages they marked during their first read and discuss whether the video provided answers to their questions. Students should also help each other with any passages they found difficult. Then have students answer the **Close-Reading Questions** on the next page, which will require students to refer to the text. 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 details does the author include in the section “The Attack” to convey the sense of chaos and confusion in Dallas and across the country when President Kennedy was shot? (author’s craft) *Details include that Kennedy’s wife was “stunned”; Dealey Plaza was “a nightmarish scene of chaos”; a “typical Friday” became “a surreal and terrifying day”; news spread immediately even in the absence of digital technology; and Americans were “desperate for answers.”*

► According to the article, what was Lee Harvey Oswald’s probable motive for shooting the President? What details does the author include to help the reader understand Oswald’s motive? (key detail; author’s craft) *Oswald wanted “to change history.” Through details that describe Oswald’s lonely, unstable childhood and his becoming an angry, aggressive young man, the author implies that Oswald was a troubled, perhaps frustrated person.*

► Consider this line in the last paragraph: “Yet he never really left the American consciousness.” What does it mean? (interpreting text) *It means that Kennedy and the assassination have become a part of America’s identity and remain important in our culture. Memories of Kennedy have not faded into history.*

► Notice when and where the poem was first published. What clue does this give you about why the poet may have written it? (author’s purpose) *The poem was published in a London newspaper three days after Kennedy’s assassination. This detail helps the reader understand that the purpose of the poem is to express grief about Kennedy’s death and offer a tribute to him from England.*

6 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: Has multiple purposes that are explicitly and implicitly stated. Purposes: to provide historical information about the events surrounding President Kennedy’s assassination; to prompt consideration of how Kennedy’s death affected America.

STRUCTURE: Nonlinear; includes narrative and informational passages; includes a poem

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Includes some terms pertaining to history and government that might be unfamiliar, such as *Cold War* and *communism*; also includes some high-level general vocabulary, such as *charismatic* and *surreal*

KNOWLEDGE DEMANDS: Comprehension will be aided by knowledge of the issues of the early 1960s, such as the Cold War and the civil rights movement. The text describes a time period and historical figures that will be unfamiliar to most students.

LEXILE: 950L

CRITICAL-THINKING QUESTIONS

► Which of Kennedy’s goals were achieved after his death? How might his assassination have “helped to galvanize support” for certain programs and policies? (inference) *Kennedy’s goal of equality was addressed in the Voting Rights Act of 1965; Medicaid and Medicare helped provide health care for the poor and elderly; a tax cut was passed; astronauts walked on the moon in 1969. You can infer that Kennedy’s death brought people together to achieve some of the positive things he wanted for the country.*

► Numerous details in the article and poem emphasize Kennedy’s youth. Provide some examples and explain why these details are relevant. *Examples in the article include that he was the youngest U.S. President ever; he had children ages 2 and 5; he was handsome and he and his wife were glamorous. The poem calls him “The young chief*



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

with the smile, the radiant face.” You can infer that the freshness and energy of his youth were factors in the hope and enthusiasm he inspired in people. His youth also makes his death all the more tragic.

► **How did the assassination of President Kennedy change America?** *Answers will vary. Students might say that the legislation passed after his death, including civil rights laws and the creation of Medicare and Medicaid, still helps millions of people today. On the other hand, his death forever leaves unknown what he could have done if he continued his presidency.*

Featured-Skill Activity

7 Key ideas and details. (15 minutes)

Distribute our **Key Ideas and Details** activity sheet, which will guide students to take notes from the article and prepare them for the writing prompt on page 9.

Differentiated Performance Tasks

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

Lower-level: What key ideas in the article are reflected in the poem? Use evidence from the article and the poem to support your ideas.

Higher-level: Compare the purposes of the article and poem, and explain how the purpose of each text helped shape its content. Then explain which key ideas the two texts share. Use text evidence.

Extension

9 **Research other memorable moments in history.** The last line of the article states that those who were alive in 1963 will never forget where they were when Kennedy was shot. Have students research other such moments in history. Each student should interview someone from a previous generation—a parent, grandparent, great-grandparent—about a historical event that he or she will always remember. Students should then conduct further research on that event, and create a presentation that draws on that research as well as the interview.

ESSENTIAL QUESTIONS

- How do historical events affect people today?
- What are the qualities of an inspiring leader?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that relate to the themes in this article:

- JFK’s inaugural address
- *The Secret Life of Bees* by Sue Monk Kidd
- *The Watsons Go to Birmingham—1963* by Christopher Paul Curtis

ONLINE RESOURCES

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

VIDEO: Behind the Scenes

AUDIO: Hear the article and poem read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Key Ideas and Details*
- 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

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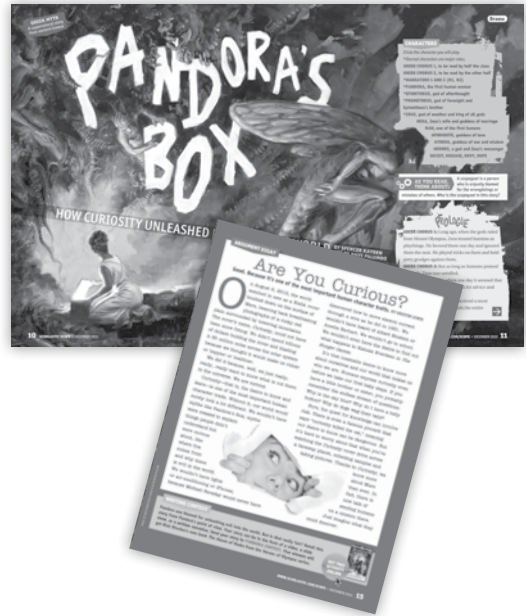
PANDORA'S BOX

Our delightful adaptation of this famous Greek myth about a woman whose curiosity drives her to unleash evil into the world is paired with a short argument essay extolling the virtues of curiosity.

Teaching Objectives: to identify and describe point of view in a play and in a persuasive essay; to retell a story from an alternate point of view

Featured Skills: point of view and theme

Other Key Skills: text structure, author's craft, purpose, character, tone



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (2 minutes)
Ask students, “Is curiosity a good thing?” Assuming they say it is, ask, “Can it ever be a bad thing?”

2 Preview vocabulary. (3 minutes)
Project or distribute our **Vocabulary** word list and definitions. Read the words, definitions, and example sentences as a class. We recommend assigning the reinforcement activity that follows 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 11. 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. 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

- If the story were presented in chronological order, where would the events in Scene 1 go? Why do you think the playwright structured the play the way she did? (text structure) *Chronologically, the events in Scene 1 fall between the events in Scenes 6 and 7. The playwright may have started the story as she did to establish the conflict of Pandora trying to resist opening the box, and to grab our attention by stoking our curiosity. Scene 1 makes us wonder: What’s in the box? Will Pandora will open it?*
- At the end of Scene 1, Epimetheus suggests that Pandora eat some grapes. She says, “My hunger cannot be so easily satisfied.” What does she mean? (interpreting text) *Pandora is referring to her hunger for knowledge. She is saying that the only thing that will satisfy her is to know what is in the box.*
- Reread the epilogue. What is its tone? What big idea does the playwright leave you with? (tone/theme) *The tone is serious, but the play ends on an optimistic note. The playwright leaves us with the thought that there is much that is negative in the world, but hope counteracts it.*

CRITICAL-THINKING QUESTIONS

► **How could “Pandora’s Box” be interpreted as excusing people from responsibility for their bad behavior?** *According to the myth, it is Pandora’s fault that there is evil in the world. The myth presents evil as an outside force that compels us to do wrong, rather than something inside of us.*

► **What makes Pandora a scapegoat? For whom does she take the blame?** *In the story, Pandora is a scapegoat for Zeus, because he sets her up to take the blame for releasing evil into the world. She also takes the blame for Epimetheus, who accepted Zeus’s gift of the box in the first place. Pandora can also be seen as a scapegoat for humankind: According to the myth, she is indirectly responsible for all of our evil acts, because she released into the world the creatures that make us do bad things.*

Reading and Discussing the Essay

5 Read and discuss the essay. (15 minutes)

Break students into groups to read “Are You Curious?” and 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

► **What is the central idea of this essay? Where is it stated?** (central idea/author’s craft) *The central idea is that curiosity is one of the most important human traits. This idea appears in the tag line under the title as well as at the beginning of the third paragraph.*

► **Identify three places in the essay where the writer uses repetition (of a word, a sentence structure, etc.). Why might the writer have used repetition?** (author’s craft) *Examples include: “We just really, really, really want to know” in the second paragraph; several sentences start with the phrase “We wouldn’t . . .” in the third paragraph; several successive questions in the fourth paragraph. The writer probably used repetition for emphasis and to create an engaging rhythm.*

Complexity Factors

See how these texts will challenge your students.

LEVELS OF MEANING/PURPOSE: Students must infer from the plot what statement the myth makes about curiosity. The author’s purpose is explicit in the essay.

STRUCTURE: The play is not chronological—it jumps forward and then back in time. The essay contains limited signal words to indicate text structure.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Higher academic vocabulary (e.g., *calamitous, smite, insatiable*)

► **Figurative:** The play presents human traits (envy, jealousy, etc.) as creatures.

KNOWLEDGE DEMANDS: For the play, it’s helpful to have a basic familiarity with Greek mythology. The essay includes numerous references that are not explained, such as NASA, Albert Einstein, and *The Hunger Games*.

LEXILE: 1,000L (essay)

► **Where in the essay does the writer acknowledge an opposing point of view about curiosity? How does she respond to it? Explain.** (structure/point of view) *In the final paragraph, she acknowledges that the quest for knowledge comes with risk, and mentions the proverb “Curiosity killed the cat.” She lightly dismisses such concerns and quickly returns to writing about how curiosity leads to discovery.*

CRITICAL-THINKING QUESTIONS

► **Compare how Kristin Lewis portrays curiosity with the way *Pandora’s Box* portrays curiosity.** *Answers will vary, but students will likely say that Lewis portrays curiosity as an important human trait, one whose positives far outweigh any negatives, while Pandora’s Box portrays curiosity as a weakness.*

► **Would Pandora agree with Lewis’s point of view about curiosity? Explain.** *Answers will vary, but students may say Pandora would agree that curiosity is a virtue. Pandora might say that it wasn’t her curiosity that was bad, it was that Zeus took*

advantage of her curiosity. She might also point out that her curiosity led her to discover Hope in the box.

6 Integrate knowledge and ideas. (15 minutes)

The activity sheet **A Look at Curiosity** asks students to trace the development of the ideas about curiosity expressed in the play and the essay, and to judge which text makes a more compelling case. Have students complete the activity in groups. Reconvene as a class and invite students to share and discuss their responses.

Featured-Skill Activity

7 Explore point of view. (10 minutes)

To provide students with a model for the performance task on page 15, have them read our adaptation of the Cyclops myth, *The Monster in the Cave*, as homework. In class, show them our video “Cyclops: My Side of the Story.” (Go to Scope Online for a link to these items from our archive.) Discuss how the Cyclops’s version of the story compares with the play.

Differentiated Performance Tasks

8 You will find a writing prompt on page 15. Here are alternate tasks for lower- and higher-level students:

Lower-level: At the end of the play, the chorus states, “Pandora alone is held responsible for allowing evil into the world.” Write a one-paragraph response from Pandora’s point of view.

Higher-level: The day after Pandora unleashes evil into the world, she agrees to talk about what happened on an evening news program. Write a script for that program. At least a large portion of it should be an interview between Pandora and a reporter. Optionally, turn your script into a video.

ESSENTIAL QUESTIONS

- How does curiosity shape our world?
- What is required for good to triumph over evil?
- How do we explain what we don’t understand?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that explore curiosity:

- “Curiosity” by Alastair Reid (poem)
- *The Invention of Hugo Cabret* by Brian Selznick
- *A Wrinkle in Time* by Madeleine L’Engle

ONLINE RESOURCES

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

ACTIVITIES TO PRINT OR PROJECT:

- Integrate Key Ideas and Details: A Look at Curiosity*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Identifying Literary Elements and Devices
- Contest Entry Form

BONUS! FROM THE SCOPE ARCHIVE:

- *The Monster in the Cave* (play)*
- “Cyclops: My Side of the Story” (video)*

*Supports the lesson plan.

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

WHAT ARE YOU AFRAID OF? and CONQUERING FEAR

In this rich paired-text package, we pair an Ethiopian folktale about a boy who sets off to overcome his fear with an informational text about phobias.

Teaching Objectives: to read a folktale and an informational text closely and critically and to compare and contrast what each text says explicitly and implicitly about the nature of fear

Featured Skill: making connections across genres

Other Key Skills: inference, author's craft, text evidence, vocabulary and nuance, central ideas and supporting details, interpreting text



Step-by-Step Lesson Plan

Preparing to Read

1 Brainstorm words for *fear*. (3 minutes)

Project page 1 of our interactive **Themed Vocabulary** activity and brainstorm words related to *fear*. Students can type their words into the textboxes or write them with the whiteboard pen. Then ask, Are any of the words similar? In what ways? Discuss the subtle differences between any similar words as a class.

Reading the Texts

2 Read and discuss “What Are You Afraid Of?” (15 minutes)

As a class, read the article aloud and discuss the close-reading questions below. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

- Reread the first paragraph under “Phobia vs. Fear.” Explain the purpose of this paragraph. (structure) *The purpose is to define phobias and establish that they can be quite serious. This paragraph also lets the reader know that Kyle isn't the only one to have a phobia.*

- “... People with phobias go to extreme lengths to avoid the object of their terror.” How does the author support this claim? (details) *He gives examples of what people with phobias do to avoid the things they fear.*

3 Read and discuss “Conquering Fear.” (15 minutes)

Break students into groups to read the folktale and discuss the close-reading questions. *Find these questions (without answers) online as a pdf.*

CLOSE-READING QUESTIONS

- Reread the first four paragraphs. Why does Miobe decide to conquer his fears? (inference) *Miobe discovers that everyone sees him as a fearful person—that his very name means “frightened one.” After he ponders this, he decides to set off to conquer his fear. The reader can infer that Miobe does not like being seen as a fearful person.*
- What details show how the monster affected the villagers? (details) *The abandoned farm animals, crops left untended, and people hiding in their homes indicate that the villagers' entire way of life has been disrupted.*

► The author writes that Miobe “cradled” the toad. What does this word convey? Why might the author have chosen it? (word choice) *To cradle means to hold something gently and protectively. By using cradled, the author sets up a contrast between the way the villagers perceived the monster—as something terrifying that eats children—and what “the monster” actually was: a harmless, vulnerable creature with “round, frightened eyes.”*

4 Explore shades of meaning. (15 minutes) Project pages 2 and 3 of the **Themed Vocabulary** activity. For each word, have a student read aloud the sentence in *Scope* in which it appears, as well as the definition and example sentence on the pdf. Next, have students discuss the questions on page 4 in groups. Click the pdf to reveal *our* answers. Do students agree with us? Finally, project page 5 and have students compose super-short stories as directed.

Comparing the Texts

5 Discuss the critical-thinking questions as a class. (7 minutes) *These questions (without answers) are available online as a pdf to print or project.*

CRITICAL-THINKING QUESTIONS

► At first, Miobe does not see the monster. What causes him to eventually see it? What does this suggest about the nature of fear? (inference) *Miobe doesn't see the monster at first because it isn't actually there. He doesn't see it until he hears a number of villagers describe it. The reader can infer that the mere idea of something terrifying is enough to make it real, and that other people can plant ideas in our heads about what we should be afraid of.*

► Amit Etkin says that avoidance can make phobias worse. Does the folktale support this claim? Yes. *The villagers avoid facing the monster by hiding in their homes. The more they hide, the more frightened they become—and the more terrifying their descriptions of the monster become. At first, it is*

Complexity Factors

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

a “monstrous crocodile”; as the story progresses, it is “as big as 10 barges.” It isn't until Miobe confronts the object of fear that the villagers see the truth.

6 Make connections. (10 minutes) Distribute our activity sheet **Making Connections**, which prepares students to answer the prompt on page 19. Complete the first row as a class. Students should complete the rest of the activity 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 avoidance can make phobias worse. Use supporting details from both texts.

Higher-level: President Franklin Delano Roosevelt said “The only thing we have to fear is fear itself.” Would Kyle and Miobe agree with Roosevelt? Use text evidence.

ONLINE RESOURCES

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

ACTIVITIES TO PRINT OR PROJECT:

- Making Connections*
- Close-Reading and Critical-Thinking Questions*
- Themed Vocabulary*
- Quiz
- Contest Entry Form

*Supports the lesson plan.

ESSENTIAL QUESTIONS

- Is fear essential to survival?
- Why should we face fears?
- How does fear affect people?



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

GRAMMAR SPOTLIGHT: VERB TENSE CONSISTENCY

Model, Practice, Reinforce

Review this key skill using “The Day the President Was Shot” as a model, “The Lazy Editor” for review, and our activity sheet for reinforcement.

1) After students read “The Day the President Was Shot,” have them reread the last paragraph of the section “The Aftermath.” Ask: Is the verb tense consistent throughout these three sentences, or does it change? (*It changes.*) Then ask students to explain why the writer uses the verb tense he does in each sentence. (*The first sentence uses present perfect tense because it describes something that started in the past and is still happening. The second sentence uses both present tense and past tense because it describes something happening now and something that*

happened in the past. The final sentence is in past tense because it describes only events that happened in the past.

2) Ask students to formulate a rule about when it is correct to switch the verb tense, whether in a sentence, a paragraph, or an entire text. (*It’s correct when referring to events that occur at different times.*)

3) Have students complete “The Lazy Editor,” which requires them to find and correct several verb-tense errors.

4) Hand out our **Using Consistent Verb Tense** activity, available at Scope Online.



**NEXT ISSUE'S
SPOTLIGHT:**
varying sentence
structure