



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE
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FEBRUARY 2015

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

A Text Evidence Activity to Swoon Over

What challenges are you grappling with in your classroom? Tell us! Our team loves nothing more than to put our brains together to find ways to help you and your students.

Just recently, our teacher-adviser Mary Blow wrote to tell us that her students were struggling with how to use text evidence in their writing. So we hunkered down (easy to do when it's 10 degrees outside!) and got to work.

The result? **A new, higher-level version of our popular Text Evidence Core Skill Activity.** This activity includes a model text that shows students how to integrate text evidence—as opposed to just plopping in quotes—and gives them strategies to use in their own writing.

I hope you'll try it out with your students and tell me how it goes. Even better—tell me what challenges we should help you with next!

Happy Valentine's Day,



Kristin Lewis
Executive Editor
kelewis@scholastic.com
@krislyte

E-mail me
anytime!



EDITOR'S PICK

We are obsessed with this issue's powerful video, "Into the World of Booker T. Washington." We can't stop watching it, and we're pretty sure you and your students won't be able to either.



ALLISON FRIEDMAN (SCOPE STAFF); MEG EASTMAN/VIRGINIA HISTORICAL SOCIETY (BOOKER T. WASHINGTON)

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YOUR FEBRUARY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Gets Zombified”	Students practice using <i>among</i> and <i>between</i> while reading about three real-life zombie insects.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Up From Slavery”	Our compelling narrative nonfiction feature explores the life and struggles of Booker T. Washington. The article is paired with a poem; together, they reveal how Washington's relentless pursuit of education helped him and countless others be successful.	<ul style="list-style-type: none"> • Featured Skill: Text evidence from multiple sources • Mood • Key ideas • Close reading • Expository writing • Vocabulary • Author's craft • Synthesizing
Debate, pp. 10-12 “Should Kids Play Football?”	Football is the most popular sport in America but is it too dangerous to play? Students 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
Drama, pp. 13-18 <i>The Legend of Robin Hood</i>	Take your students on an adventure with our action-packed play based on the legend of Robin Hood. After reading, your students will dive into thought-provoking questions about what defines right and wrong and decide if the legendary outlaw was a hero or a criminal.	<ul style="list-style-type: none"> • Featured Skill: Analyzing character • Author's craft • Figurative language • Inference • Text evidence
Paired Texts, pp. 19-21 “How the Taco Conquered America” and “Holding on to Heritage Before It Slips Away”	An informational text about how Glen Bell, creator of Taco Bell, popularized the taco in America, and an essay about preserving immigrant cultures through food invite students to think about the complex relationship between food and culture in America.	<ul style="list-style-type: none"> • Featured Skill: Integrating ideas • Inference • Supporting details • Literary devices • Interpreting text • Text structure
The Lazy Editor, pp. 22-23 “Helping Hand”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about a teenager who used a 3-D printer to create a mechanical hand for a boy born without fingers.	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 24 “Failure: It's the Best”	Students use our infographic about the benefits of failure to write an inspiring graduation speech.	<ul style="list-style-type: none"> • Summarizing • Central ideas and details • Interpreting visual text

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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ONLINE RESOURCES (scope.scholastic.com)		COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>among</i> and <i>between</i> 		L.1, L.3
<ul style="list-style-type: none"> • Audio: Hear the article and poem read aloud • Video: “Into the World of Booker T. Washington” • PW Gathering Details From Multiple Sources • PW Poetry Analysis • PW Close-Reading & Critical-Thinking Questions • PW Read, Think, Explain (two levels) • PW Video Discussion Questions • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Summarizing (two levels) • PW Core Skill: Text Features • PW Core Skill: Central Ideas and Details 		R.1, R.2, R.4, R.5, R.7, R.9, R.10, W.2, W.4, W.7, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • PW Essay Kit • PW Vocabulary: Definitions & Practice • PW Quiz (two levels) • PW Core Skill: Text Evidence (two levels) 		R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, W.10, SL.1, L.1, L.2, L.3, L.4, L.6
<ul style="list-style-type: none"> • PW Analyzing Character • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • PW Literary Elements • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Making Inferences • PW Core Skill: Mood 		R.1, R.2, R.3, R.4, R.7, R.9, R.10, W.1, W.4, W.7, W.9, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • PW Integrating Knowledge and Ideas • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Text Structures • PW Core Skill: Tone 		R.1, R.3, R.4, R.5, R.9, R.10, W.2, W.4, W.7, W.9, SL.1, L.4, L.6
<ul style="list-style-type: none"> • PW Avoiding Sentence Fragments • PW Maintaining a Consistent Tone and Style • PW Errors That Spell-Check Won’t Catch • PW Pronoun Agreement • PW Semicolons 		L.1, L.2, L.3
<ul style="list-style-type: none"> • PW Guide to “You Write It” Activity • PW Model Text for “You Write It” Activity • PW Contest Entry Form 		R.1, R.2, R.7, W.2, W.4, W.7, L.1, L.2

* To find grade-level specific Common Core standards as well as the Texas State Standards, go to Scope Online.

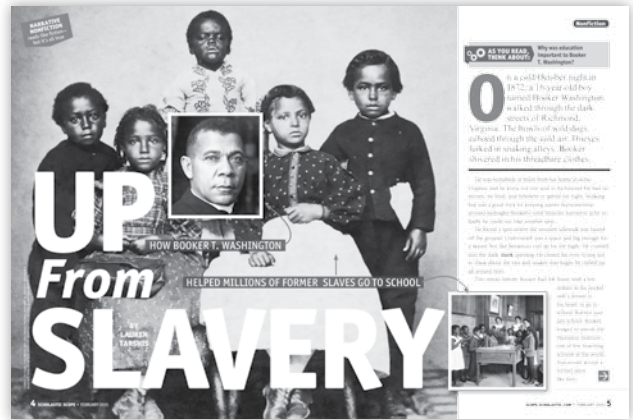
Up From Slavery

How Booker T. Washington helped formerly enslaved Americans get an education

Preview: This inspiring story of Booker T. Washington and his relentless pursuit of learning sheds light on the challenges faced by millions of formerly enslaved Americans in the late 1800s.

Learning Objective: to support an idea with evidence from the article, video, and poem

Key Skills: vocabulary, close reading, mood, author's craft, key ideas, inference, text evidence, synthesizing, expository writing



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Watch the video.

(15 minutes, activity online)

- Distribute or project our **Video Discussion Questions**, and briefly preview them with students.
- Watch the video, which offers background information about the Reconstruction era.
- Have students work in pairs to answer the questions. Briefly discuss their answers as a class.

Preview vocabulary.

(5 minutes, activity online)

- Project or distribute our **vocabulary definitions** and preview them. Highlighted words: *abolished, dank, griot, orator, pragmatic, ravenous, tantalizing, vehemently*

2 Reading the Article

- Read the article as a class, beginning with the “As You Read” box on page 5. Then break students into groups to discuss the following close-reading questions.

Close-Reading Questions

(10 minutes, activity sheet online)

- ▶ **What is the mood of the first three paragraphs?**
What words help create this mood? (mood) *The mood is ominous as the author describes the scary environment Booker faced in Richmond. Descriptions such as “dark streets,” “howls of wild dogs,” and “thieves lurked in snaking alleys” help create this mood.*
- ▶ **How does this mood enhance the reader's understanding of Booker T. Washington's struggle to go to school?** (mood, inference) *It shows how brave and determined Booker must have been.*
- ▶ **How does the author show the incredible injustice of Booker's enslavement?** (author's craft) *The author uses vivid details that create an agonizing portrait of what his life was like—physically, emotionally, and intellectually. For example, she writes that Booker was considered a “piece of property.” She explains that he lived in a tiny shack that was “roasting in summer and freezing in winter,” and that he slept on filthy rags. She includes the details that*

his main job was to swat flies while his owners ate a dinner he could never taste, and that he had to carry the family's daughters' schoolbooks every day but was not allowed to learn to read or write.

▶ **What motivated Booker to pursue an education?** (key ideas) *From the time he was a child forced to carry the Burroughs girls' books, Booker yearned to read and write. You can infer that he was naturally curious and bright. After being freed, he still couldn't go to school, because he had to work in a salt mine to help support his family. He realized he would never move beyond this sort of dreary labor without an education. This motivated him to go to the Hampton Institute.*

▶ **Why was an educated slave seen as a threat?** (key ideas) *Slave owners believed that knowing how to read and write might encourage a slave to escape or fight back.*

▶ **What were the effects of Booker's education on him and on others?** (inference, text evidence) *Booker became a top student at the Hampton Institute and then returned to Malden to teach. He used his education to help those from his community. He then went to college and, in 1881, became the director of the Tuskegee Institute, which became a renowned college for black students. He became a famous figure, whose publications and speeches inspired many and whose fame helped him raise money for thousands of schools for black students across the South.*

3 Reading the Poem

(15 minutes, activity sheet online)

Play our very special **recording of poet Andrea Davis Pinkney reading aloud** her poem on page 8. Direct students to then read the poem on their own. Next, distribute or project our **Poetry Dive** activity to complete as a class. The activity explains references in the poem and leads students through an analysis.

4 Synthesizing

Answer the following questions as a class.

Critical-Thinking Questions

(10 minutes, activity sheet online)

▶ **The poem calls education at the Tuskegee Institute “A kind of learning that comes / with Grade-A elbow grease.” Based on the article, what does this mean? Why did Booker think this kind of education was important?** *“Grade-A elbow grease” refers to the practical skills that Tuskegee students learned, like sewing, making cheese, and blacksmithing. Booker believed that these skills would help former slaves get well-paying jobs, rise out of poverty, take pride in their work, and live with dignity.*

▶ **Think about the word *enslaved* as it used in the article and poem. How could a freed man or woman still be enslaved after slavery was outlawed?** *Most freedmen and freedwomen did not know how to read or write and had few skills beyond whatever work they did as slaves. This lack of education kept them from getting well-paying jobs, which kept many former slaves living in poverty. Without an education, many were enslaved to their economic situation.*

▶ **Today, getting an education is considered a right of all American children. Why is education so important?** *Answers will vary, but students may say that education creates opportunities—just as it did in Booker T. Washington's time. After slavery ended in the U.S., freedmen and freedwomen needed an education to rise out of poverty.*

ESSENTIAL QUESTIONS

How can education lead to freedom?
.....

How can facing challenges and injustices build character?
.....

What is the purpose of education?

Activity Sheet and Writing Prompt

(15 minutes, activity sheet online)

Print and distribute **Gathering Details From Multiple Sources** and have students complete it in groups. The activity requires students to draw from the article, poem, and video, and will prepare students to respond to the writing prompt on page 9.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain the challenges Booker T. Washington faced trying to get an education. Use text evidence from at least two of the resources (the article, the poem, the video) to support your ideas.

For Advanced Readers

Research another prominent figure, such as W.E.B. DuBois or Malala Yousafzai, who overcame many obstacles in order to get an education. Write an essay comparing that figure with Booker T. Washington.

Complexity Factors

See how these texts will challenge your students.

Purpose: The article tells the story of Booker T. Washington's transformation from an enslaved child to a famous, successful man. Both the article and poem pay tribute to the power that comes with education.

Structure: "Up From Slavery" follows a nonlinear structure. The poem has an irregular rhyme scheme.

Language Conventionalty and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words including *tantalizing*, *abolished*, and *orator*
- **Figurative Language:** similes, metaphors, figures of speech, rhetorical questions

Knowledge Demands: Knowledge of U.S. geography, slavery, and Civil War history will aid comprehension.

Lexile: 1000L

Literature Connections

Explore other texts about education and those who have struggled to obtain it.

- *I Am Malala* by Malala Yousafzai (young readers edition)
- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *Warriors Don't Cry* by Melba Pattillo Beals

ONLINE RESOURCES

VIDEO: "Into the World of Booker T. Washington"

AUDIO: Hear the article and poem read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Video Discussion Questions*
- Poetry Dive*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Details From Multiple Sources*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Summarizing (two levels)
- Core Skill: Text Features
- Core Skill: Central Ideas & Details

*Supports the lesson plan

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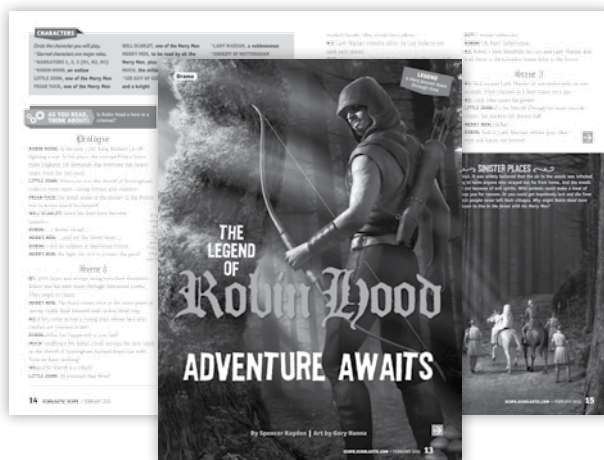
The Legend of Robin Hood

Was he a hero or a criminal?

Preview: Based on the well-known legend of the outlaw Robin Hood, our play raises thought-provoking questions about what defines right and wrong.

Learning Objectives: to analyze character; to identify the traits of a hero and a criminal

Key Skills: author's craft, figurative language, inference, text evidence, analyzing character



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

(10 minutes, activity sheet online)

- Ask students to think of qualities that define heroes (bravery and selflessness) and criminals (dishonesty and lawbreaking). Write their ideas on the board and discuss as a class. Together, come up with a definition of a hero and a criminal.
- Project or distribute our **vocabulary definitions** and preview the words. Highlighted words: *best, brawn, Crown, furtively, loathe, ruthless, shire, perceptive, valiantly, varlet*
- Have a student read aloud the “As You Read” box on page 14. Discuss whether an action can be right in one situation but wrong in another.

2 Reading the Play

(30 minutes, activity sheets online)

- Assign parts and read the play aloud as a class.
- Have students read the informational text “Medieval Society” on page 17, as well as the text boxes that offer more information about life in medieval England.

- Break students into groups to discuss the following close-reading and critical-thinking questions.

Close-Reading Questions

In the prologue, to whom are the Merry Men speaking? What was likely the author's purpose for writing the prologue this way? (author's craft) *The characters are speaking to the reader/audience. This is a literary device that allows the author to provide background information while also establishing the voices of key characters.*

In Scene 2, what do the Merry Men mean by “England is rotting from the top on down”? (figurative language) *The Merry Men are expressing the idea that the country's economy and standard of living are declining, and that those in positions of power (at the “top”) are to blame.*

In Scene 4, when the Sheriff says, “That money was for the Crown,” the Bishop answers, “Among others . . .” What does the Bishop mean? (inference, text evidence) *In the prologue, Friar Tuck says that the*

Sheriff has been keeping a lot of tax money for himself instead of sending it all to the Crown. By “among others,” the Bishop means that some of the money was for himself and the Sheriff.

▶ **In Scene 4, the Bishop calls Robin a showoff because he believes Robin will be “unable to resist” the “glory” of winning an archery tournament. Is the Bishop right?** (character) *Students may say yes because Little John begs Robin to stay in the forest but Robin refuses because of his vanity. This is revealed in his line, “And let some lesser archer walk off with my prize? Never!”*

▶ **In Scene 5, when Little John warns that the archery contest is a trap, Robin says, “All the more reason to attend.” What does this reveal about Robin’s character?** (analyzing character) *The exchange shows that Robin is confident and brave, and that he has a sense of adventure—and also, perhaps, that he is a bit smug.*

▶ **At the end of the play, why does Lady Marian join the Merry Men?** (inference) *She has come to believe in their cause. She has also grown fond of Robin Hood.*

Critical-Thinking Questions

▶ **The expression “the end justifies the means” means that it’s acceptable to do something bad in order to achieve something good. Would Robin Hood agree with this idea?** *Answers will vary. Students may say that Robin Hood would likely agree, as he breaks laws to help the poor.*

▶ **In Scene 2, Sir Guy tells Lady Marian that if peasants and commoners worked harder, they could have plenty. Based on the information in “Medieval Society” on page 17, is Sir Guy right? Why does Sir Guy make this comment?** *According to “Medieval Society,” people in medieval England had virtually no opportunities to change their status. Most lived on the “brink of starvation” in spite of breaking their backs all day working the land. We can infer that*

Sir Guy makes this comment because he doesn’t care to think about whether life is fair for commoners and peasants, and because thinking poorly of them makes it easier for Sir Guy to take what little they have.

▶ **In Scene 7, we learn that Robin is an earl. He could (and perhaps does) use his own money to provide food for the poor. Why does he choose to steal money from the Crown?** *Through statements such as “If you truly had but three, we would have taken nothing” (Scene 3) and “I loathe unjust laws and the Sheriff’s cruelties” (Scene 7), Robin makes it clear that his primary purpose is to right a wrong rather than simply to feed the hungry. By taking from the Sheriff, Robin returns to the people what is rightfully theirs.*

ESSENTIAL QUESTIONS

What are the characteristics of a hero?
.....
Is breaking the law ever justified?
.....
What are the effects of biases against the less fortunate?

3 Skill Building: Analyzing Character

(5 minutes, activity sheet online)

Return to the discussion you had at the beginning about the definition of a hero and a criminal. Ask students if and how their definitions have changed, and which best describes Robin Hood. Then distribute the **Analyzing Character** activity sheet for students to complete in groups.

Answer the Writing Prompt (15 minutes)

Ask students to respond to the prompt on page 18 for homework. They should use their completed activity sheets to help them.

PARTNER WITH YOUR SOCIAL STUDIES

TEACHER! Robin Hood connects beautifully to the Declaration of Independence—specifically to the idea that those who are able to have the duty to throw off the chains of tyranny. Have students do a close reading of the Declaration and compare it to the legend of Robin Hood.

Differentiation

For Struggling Readers

In the play, Robin Hood is called both a hero and a criminal. Which is the better description? Answer this question in a well-organized paragraph. Use details from the play to support your ideas.

For Advanced Readers

What does the author's characterization of Robin Hood reveal about the author's opinion of Robin Hood? In other words, is the author admiring or critical of Robin Hood, and how do you know? Support your ideas with details from the text.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: The play, based on the legend of Robin Hood, raises questions about morality while providing a look into medieval life. "Medieval Society" offers details about the medieval class system.

Structure: The play is mainly chronological but has an introduction spoken by the characters. The pairing explains the class system in medieval England.

Language Conventionality and Clarity:

- **Vocabulary:** many high academic words (*perceptive, varlet, valiantly, furtively*) as well as archaic constructions
- **Figurative Language:** irony, figures of speech, and rhetorical questions

Knowledge Demands: Some familiarity with medieval speech and customs will be helpful; an ability to make inferences is necessary.

Lexile: 1060L (informational text)

Literature Connections

Other texts with compelling antiheroes:

- *Artemis Fowl* by Eoin Colfer
- *Frankenstein* by Mary Shelley
- "A Retrieved Reformation" by O. Henry

ONLINE RESOURCES

ACTIVITIES TO PRINT OR PROJECT:

- Analyzing Character*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Literary Elements
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Making Inferences
- Core Skill: Mood

*Supports the lesson plan

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How the Taco Conquered America

Two fascinating articles about the foods immigrants bring with them to the United States.

Preview: Taco Bell's origin story is paired with a first-person essay about how food can connect us to our heritage, our memories, and our loved ones.

Learning Objective: to integrate information from two challenging texts about immigrants and food

Key Skills: inference, supporting details, interpreting text, text structure, literary devices, integrating knowledge and ideas



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary.

(3 minutes, activity sheet online)

Distribute or project our **vocabulary definitions** for students to refer to while they read. Highlighted words: *conch*, *culinary*, *dwindled*, *exotic*, *grappling*, *idyllic*, *palates*, *piquant*, *savor*

2 Reading and Discussing

(45 minutes, activity sheets online)

Have students read “How the Taco Conquered America” in small groups. Then discuss the following close-reading questions as a class.

Close-Reading Questions

▶ **Why was Glen Bell’s first taco restaurant so successful?** (inference) *Most Americans had never had a taco, and Bell correctly “sensed that Americans might be ready for something new.” But Bell also made a less spicy sauce for the taco so that it wouldn’t seem so exotic. In addition, Bell catered to the fast-food “craze”*

that was then sweeping the U.S. by preparing his tacos in advance so they could be served quickly, and by designing his taco stand to look like a modern fast-food restaurant.

▶ **What reason does author Lauren Tarshis provide for why immigrants might continue to cook and eat the foods of their native countries?** (inference)

Tarshis writes that restaurants like Mitla’s served food for Mexicans “longing for a taste of home.” She is suggesting that immigrants crave dishes from their native countries because those dishes are familiar and remind them of home.

▶ **Tarshis writes that Bell has been criticized for “Americanizing” Mexican food. What does it mean to “Americanize” a food?** (interpreting text) *It means to change the food so that it is more typical of or more appealing to mainstream American tastes.*

▶ **Why does Tarshis include information about hamburgers in an article about tacos? What is the connection between the history of tacos and the**

history of hamburgers in the U.S.? (text structure)

The story of how hamburgers became popular in the U.S. is similar to the story of how tacos became popular: In both cases, a food that was originally eaten almost exclusively by immigrants gained widespread popularity after someone deliberately adapted it to make it more appealing to mainstream America. Tarshis uses the story of the hamburger to show that Bell was not the only person to popularize a food brought to the U.S. by immigrants.

- As a class, read “Holding on to Heritage Before It Slips Away.” Pause to review any hard words or phrases. Then discuss the following questions.

Close-Reading Questions

► Find examples of alliteration in Rachel Swarns’s essay. What do they add to the essay? (literary devices) Examples include “tart-tongued,” “conch fritters and coconut candy with friends and family,” and “frozen fish and fresh fruit.” The alliteration gives the essay texture and a musical tone that makes it vibrant and evocative.

► Reread the paragraph that begins “In the early 20th century . . .” Why might immigrants have been discouraged from eating their traditional dishes? (inference) In the early 20th century, some social reformers and settlement-house workers may have believed that immigrants would most easily adapt to life in the U.S. if they abandoned the traditions of their native countries.

Critical-Thinking Questions

► Swarns writes “food is never just food.” Explain how this idea applies to Swarns. What are some other ways food could be more than “just food”? Swarns explains that when she was growing up, her family maintained a connection to its Bahamian heritage by “sharing meals of conch fritters and coconut candy with friends and family.” She expresses regret that those ties are now disappearing. Food can also be a way of connecting us to memories and loved ones. Swarns

writes that after her grandmother died, her mother repeatedly baked the cake that was one of Swarns’s grandmother’s specialties. Her mother’s quest to perfect the cake, Swarns writes, “reflected her longing to be close again to her mother.” Other ideas for how food can be more than just food: It can reflect political, ethical, or religious beliefs; it can offer comfort; it can have negative associations; it can be part of traditions and celebrations.

► Drawing on both articles, what can you conclude about how and why dishes from other countries sometimes change when they come to the U.S.?

From “How the Taco Conquered America,” you can conclude that dishes sometimes change when someone tries to make them appeal to more people. For example, Bell gave tacos a milder sauce in his effort to sell them to non-Hispanic Americans. From Swarns’s essay, you can conclude that some immigrants and their descendants stop cooking traditional dishes or alter their recipes to please others (like Swarns’s husband and kids) who do not have the same connection to those traditional foods.

ESSENTIAL QUESTIONS

How have immigrants shaped American culture?
.....

How can food connect us to our heritage?

► What are some possible benefits of “Americanizing” foods? What are some possible drawbacks? One benefit could be that the food will appeal to a greater number of people, who will then be exposed to a different culture. Possible drawbacks could be: People lose their connection to their heritage or families; Americanized versions of foods are not as good or as interesting as the traditional versions.

3 Skill Focus: Integrating Knowledge and Ideas

(15 minutes, activity sheet online)

Distribute **Integrating Knowledge and Ideas** for students to complete independently. It will prepare students to respond to the writing prompt on page 21.

TURN THE PAGE FOR DIFFERENTIATION IDEAS ➡

Differentiation

For Struggling Readers

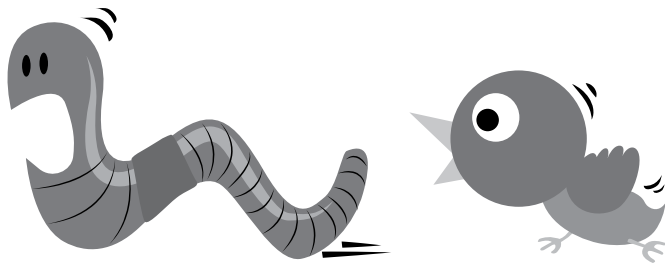
In a well-organized paragraph, explain how traditional foods brought to the U.S. by immigrants have changed. Use details from both texts to support your ideas.

For Advanced Readers

Swarns writes, "Immigrants have changed America, but America has also changed them." Explain what she means in a short essay. Use details from both texts to support your ideas. Then explain how her statement applies to another food that has been Americanized. (You will need to do some research.)

DIG DEEPER! Have students give presentations about foods that are not "just food." Students should talk about foods or dishes that have particular, personal meaning. Students might choose a dish that connects to their heritage, a memory, a loved one, etc. Ask students to bring in a photograph or drawing of the food, or, if your school permits, you might invite students to bring in the food to share with the class.

THE EARLY BIRD GETS THE WORM...



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