



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE



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A COMPLETE TEACHING KIT

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MARCH

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MAY

You'll Only Find It In *Scope*

As we put together an issue of *Scope*, we are always asking ourselves: Is this something teachers can find somewhere else? Our mission is to bring you unique content—articles, plays, stories, debates, and activities—that is unlike anything you'll find in your textbooks, anthologies, or online.

Here are three one-of-a-kind pieces in this issue:

1. Our nonfiction feature, "The Girl Who Lived Forever," will make a powerful addition to your Holocaust unit. It is the heartbreaking and important story of Anne Frank. The article also provides age-appropriate historical context—Adolf Hitler, the Holocaust, and Europe's centuries-old anti-Semitism—to help your students begin to understand this dark chapter of human history.
2. A play about the myth of King Midas invites students to think critically about the role of money in their lives, as well as what makes things truly valuable.
3. Our amusing (and adorable) infographic about why dog owners should "scoop the poop" will build your students' writing stamina. It's great for Earth Day too!

Wishing each of you a beautiful spring,



Kristin Lewis
Executive Editor
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@krislyte (Twitter)

E-mail me
anytime!

DON'T MISS THIS!

In this issue's powerful video, Kristin takes your students behind the scenes of her article "The Girl Who Lived Forever." Don't miss the accompanying video discussion questions at Scope Online.



ANNE FRANK FONDS BASEL/GETTY IMAGES



scope.scholastic.com

YOUR APRIL ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Zips to School”	Students practice using <i>its</i> and <i>it’s</i> while reading about the thrilling (and terrifying) way kids in a remote part of the Colombian rainforest travel to school.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-10 “The Girl Who Lived Forever”	This powerful nonfiction feature tells the extraordinary story of Anne Frank. The article describes Anne’s time in hiding and provides students with age-appropriate information about World War II and the Holocaust. After reading the article and watching the accompanying video, students will write an essay about Anne’s legacy.	<ul style="list-style-type: none"> • Featured Skill: Supporting a conclusion • Interpreting text • Text structure • Mood • Key ideas • Inference • Characterization • Reading for information
Drama, pp. 11-15 <i>The Golden Curse</i>	Our delightful play based on the Greek myth of King Midas is rich with figurative language, high-level vocabulary, and opportunities for inference. We include an essay about a teen who convinced her family to sell their home for charity, for a fantastic multi-genre lesson on theme.	<ul style="list-style-type: none"> • Featured Skill: Theme • Inference • Interpreting text • Foreshadowing • Character • Literary devices • Author’s craft • Mood • Tone • Character motivation
Debate, pp. 16-17 “Should We Ban Competitive Eating?”	Puking. Choking. Wasting food. Is it time for competitive eating to end? 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
Paired Texts, pp. 18-21 “Stuttering Doesn’t Hold Me Back” and “The Incredible Power of Speech”	Students synthesize information from an inspiring informational text about a teen coping with the challenges of stuttering and an article about the complexity of human speech.	<ul style="list-style-type: none"> • Featured Skill: Synthesizing • Characterization • Key ideas and supporting details • Text features • Text structure • Author’s craft
The Lazy Editor, pp. 22-23 “Shhhhh! Stop Singing!”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the bizarre story behind America’s most famous song, “Happy Birthday to You.”	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 24 “Scoop That Poop!”	Students use our adorable infographic about dog waste and the environment to write an editorial for their local paper about how important it is for pet owners to pick up after their dogs.	<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>its</i> and <i>it's</i> 		L.1, L.3
<ul style="list-style-type: none"> • Audio: Hear the article read aloud • Video: Behind the Scenes • PW Anne's Legacy • PW Close-Reading & Critical-Thinking Questions • PW Read, Think, Explain (two levels) • PW Video Discussion Questions • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Text Structure • PW Core Skill: Text Features • PW Core Skill: Text Evidence (two levels) • PW Core Skill: Central Ideas and Details 	R.1, R.2, R.3, R.4, R.5, R.7, R.10, W.2, W.4, W.7, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Audio: Pronunciation guide for Greek and Phrygian names and places. • PW Identifying Theme • PW Reference: What Is Theme? • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • PW Literary Elements • IW PW Quiz (two levels) • PW Pronunciation Guide • PW Contest Entry Form • PW Core Skill: Making Inferences • PW Core Skill: Mood 	R.1, R.2, R.3, R.4, R.5, R.9, R.10, W.2, W.4, W.7, W.10, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> • PW Essay Kit • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • PW Quiz (two levels) • PW Core Skill: Tone 	R.1, R.2, R.4, R.6, R.8, R.10, W.1, W.4, W.5, W.7, SL.1, L.1, L.2, L.3, L.4, L.6
<ul style="list-style-type: none"> • PW Synthesizing • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Summarizing (two levels) 	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 <i>Your</i> vs. <i>You're</i> • PW Word Variation • PW Paragraph Structure 		L.1, L.2, L.3, W.5
<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 	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.

The Girl Who Lived Forever

The incredible true story of Anne Frank

Preview: It is likely that your students will at some point read Anne Frank's famous diary. This powerful article describes her time in hiding and provides age-appropriate information about the Holocaust.

Learning Objective: to support a conclusion about Anne Frank's legacy with evidence from the article and video

Key Skills: Interpreting text, text structure, mood, key ideas, inference, characterization, reading for information, supporting a conclusion.



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 takes your students behind the scenes of the article with the author and establishes context and key vocabulary related to World War II and the Holocaust.
- Discuss the questions as a class.

Preview vocabulary.

(5 minutes, activity online)

- Project or distribute our **vocabulary definitions** and review the words as a class. Highlighted words: *emaciated, genocide, ingrained, liberated, provisions, ransacked, regimes, scapegoat*
- Encourage students to use these vocabulary words in their writing and in the class discussions they will have about the article.
- Assign the practice activity for homework.

2 Reading and Discussing

(45 minutes, activity sheets online)

- Read the article as a class, beginning with the “As You Read” box on page 6.
- Break students into groups to discuss the following close-reading and critical-thinking questions. Walk the room to monitor and, if needed, guide discussions.

Close-Reading Questions

Consider the title of the article. Where else in the article does Kristin Lewis refer to Anne living forever? What does Lewis mean when she says that **Anne lives forever?** (interpreting text, text structure) At the end of the article, Lewis writes, “Through her diary, Anne Frank lives forever.” Lewis means that because people continue to read Anne’s diary, Anne’s words—which contain her thoughts and emotions—remain alive. Though Anne is not literally alive, she continues to touch and inspire people.

What is the mood of the first section? Which words, images, and details create this mood?

(mood) *The mood is tense, uncomfortable, and ominous. The details that Anne was “hurrying” and “struggled to keep up with her parents” create anxiety. That Anne was sweating from wearing layers and layers of clothes despite the summer day creates discomfort. The feeling of danger intensifies when Lewis writes, “If anyone discovered what they were doing, they could be arrested and killed.”*

► **How did Anne’s diary help her cope with what was happening around her?** (key ideas, inference)
Anne’s diary gave her a way to express and process her thoughts and emotions. You can infer that it also gave her a way to escape what was happening around her—to retreat into her head and think about things other than the war and her life in the annex.

► **What kind of person was Anne? Draw on the excerpts from her diary that are included in the article as well as what Lewis writes about Anne.** (inference, characterization)
According to Lewis, Anne was in many ways an ordinary girl, with many of the same dreams and worries as other girls her age. But it seems that Anne was particularly thoughtful, reflective, ambitious, and passionate: She wrote that she wanted to have a meaningful life and vowed, according to Lewis, to become a writer. The excerpts from Anne’s diary reveal her to be a gifted writer. The excerpt in which Anne writes “I shall work in the world for mankind” shows her to be philanthropic and also, as Lewis writes, full of courage, honesty, and hope.

► **According to the article, what factors contributed to the rise of Adolf Hitler?** (reading for information)
According to the article, Germany’s defeat in World War I and the resulting economic collapse contributed to Hitler’s rise to power, as well as the anti-Semitism that had long existed in Europe. Hitler capitalized on the anger and bitterness Germans were feeling after the war and offered them a scapegoat: Jewish people. Hitler then used a combination of rewards and punishments to control people.

Critical-Thinking Questions

(10 minutes, activity sheet online)

► **What did Anne’s diary mean to her? What has it meant to others?** *To Anne, her diary was a source of support—almost like a friend. It was a place for her to vent her feelings and sort out her thoughts. To Otto Frank, Anne’s diary was no doubt a connection to his daughter and a way to get to know her better after her death. To the many who have read Anne’s diary, it has been a source of inspiration and a way to learn about the Holocaust.*

► **Lewis writes that Anne’s diary has been translated into 70 languages and is one of the most-read books in the world. Why do you think this is—why would so many people from so many places be interested in Anne’s diary?** *People may read Anne’s diary because it is a historical record, because Anne’s courage and optimism are inspiring, and because Anne was a gifted and engaging writer. Perhaps some feel it is right to honor Anne by reading her words. As humans, we want to understand ourselves and our world. Anne’s diary can help us do that.*

► **This article describes a dark time in history. Much of it does not shed a positive light on human behavior. What in the article *can* give us hope?** *That some of Otto’s employees risked their lives to help those in the annex shows that people can rise above fear and act with compassion for others. That so many people have read Anne’s diary suggests that many people care and want to learn about the Holocaust. Anne’s strong spirit and optimism can also inspire us.*

ESSENTIAL QUESTIONS

What is the value of hope?
.....

What is the power of keeping a diary?
.....

Why is it important to learn about the Holocaust?

3 Skill Focus:

Supporting a Conclusion

(15 minutes, activity sheet online)

Print and distribute **Anne’s Legacy** and have students complete it in groups. The activity will prepare students to answer the writing prompt on page 10.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain who Anne Frank was and why her diary is important. Use text evidence from the article to support your answer.

For Advanced Readers

Your legacy is how you will be remembered and the contributions you make during your life. What is Anne Frank's legacy? Answer this question in a well-organized essay. Use evidence from the article "The Girl Who Lived Forever," from the *Scope* video, and from *The Diary of a Young Girl*.

Complexity Factors

See how this text will challenge your students.

Purpose: The article relates the history behind Anne Frank's *The Diary of a Young Girl*. In so doing, it also provides information about the Holocaust.

Structure: The story of Anne's time in hiding is mainly chronological. Informational passages about the Holocaust, Hitler, and the Nazi Party are woven throughout the narrative. The author sometimes addresses the reader directly as "you."

Language Conventionalitv and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words including *regimes*, *genocide*, and *liberated*, as well as names that may be difficult to pronounce
- **Figurative Language:** similes, metaphors, figures of speech

Knowledge Demands: Knowledge of geography as well as map-reading skills will be helpful.

Lexile: 1000L

Literature Connections

Other texts about the lives of children during the Holocaust:

- *The Boy in the Striped Pajamas* by John Boyne
- *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti
- *Number the Stars* by Lois Lowry

ONLINE RESOURCES

VIDEO: Behind the Scenes: "The Girl Who Lived Forever"

AUDIO: Hear the article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Video Discussion Questions*
- Anne's Legacy*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Text Structure
- Core Skill: Text Features
- Core Skill: Text Evidence (two levels)
- Core Skill: Central Ideas & Details

*Supports the lesson plan

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LESSON 2

Drama, pages 11-15

FEATURED SKILL: theme

The Golden Curse

The delightfully disturbing myth of King Midas

Preview: Based on the Greek myth of King Midas, this play will get your students thinking about what is truly valuable. We've paired the play with an essay about a teen who convinced her family to sell their fancy house and give away \$800,000 of the proceeds.

Learning Objective: to identify a common theme in two texts of different genres

Key Skills: inference, interpreting text, foreshadowing, character, literary devices, author's craft, mood, tone, character motivation



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

(10 minutes, activity sheets online)

- As a class, discuss the meaning of the word *wealth*. Ask students, what makes something valuable? Write their ideas on the board.
- Project or distribute our **vocabulary definitions** and preview the words. Highlighted words: *altruistic, attain, contentment, endure, forlorn, gleefully, lavish, stark, unkempt, withered*
- Visit Scope Online for a **pronunciation guide** to help students with the names of people and places they will encounter in the play.
- Have a student read aloud the “As You Read” box on page 12. Direct students to underline sentences that refer to wealth and value as they read.

2 Reading the Play

(30 minutes, activity sheets online)

- Assign parts and read the play aloud as a class.
- Break students into groups to discuss the following close-reading questions.

Close-Reading Questions

- ▶ In Scene 1, Marigold asks, “Is there nothing else precious to you?” The stage directions note that she asks this quietly. What is she really asking King Midas? What does the fact that she asks quietly imply about how she expects her father to answer? (inference) *Marigold is really asking, “Aren’t I precious to you too?” That she asks quietly suggests that she does not really expect an answer because she knows her father values his gold more than he values her. It is almost as if she is talking to herself.*
- ▶ In Scene 3, Dionysus agrees to grant Midas’s wish, and the Chorus says, “For that is what Midas truly deserved.” What do they mean? How does this line foreshadow the way Midas’s wish works out? (interpreting text, foreshadowing) *The Chorus means that Midas has made a greedy and foolish wish, and that he deserves whatever bad things happen to him as a result. This line hints that Midas’s wish will not work out well—that it will be a punishment rather than a reward.*

► In Scene 5, Marigold is upset when Midas turns her roses to gold. Midas says, “But they are worth a fortune.” Marigold replies, “They are ruined.” **What do these lines reveal about the two characters’ values?** (character) *The lines tell you that Midas and Marigold value very different things. Midas is proud because he has increased the monetary value of the roses; that’s what matters most to him. Marigold is upset because she values the natural qualities of the roses and the work she put into growing them.*

► **Where in Scene 5 does the author use onomatopoeia, and how does it affect the mood of the scene?** (literary devices, mood) *The onomatopoeia is at the end, when each of the Stage Directors says “thud.” The repetition of “thud” injects a dose of dark humor into the scene as it highlights Midas’s disregard for the natural beauty around him.*

► In Scene 1, the Chorus says, “See King Midas, the richest man in all the land.” At the end of Scene 6, they say nearly the same thing: “Behold, the richest man in all the land.” **How do the two lines differ in tone? Why might the author have included this repetition?** (author’s craft, tone) *In Scene 1, the tone is descriptive or perhaps admiring; the Chorus is just telling the audience that Midas is rich. In Scene 6, the tone is ironic; the Chorus is alluding to the fact that although Midas is richer than ever in one sense, he has, in another sense, lost everything. The author may have included the repetition to encourage readers to consider the true meaning of wealth.*

► **In Scene 7, why does Dionysus decide to help Midas?** (character motivation) *When Midas begs for mercy, it’s on behalf of Marigold; it seems likely that Dionysus believes Midas has learned his lesson and gotten his priorities in order.*

• Have students read the essay “Can Money Buy Happiness?” on page 15 and answer the following critical-thinking questions.

Critical-Thinking Questions

► Early in the play, King Midas says that gold feeds his soul. What feeds Hannah Salwen’s soul? How can you tell? *Giving feeds Hannah’s soul. According to the article, selling their house and donating \$800,000 to charity brought Hannah and her family joy.*

► Both Midas and Hannah realize something about wealth. Compare what they realize and what leads them to their realizations. *Hannah realizes that her family has more than they need, and it would be fulfilling to give some of their wealth to those in need. She realizes this when she becomes aware of the wide gap between the rich and the poor in her city.*

Midas comes to a similar realization; he discovers that wealth does not bring him happiness and decides, like Hannah, to share his wealth with others. Midas’s realization occurs only after he suffers as a result of valuing gold too highly.

► Answer the question posed on page 14: Does the myth of King Midas support today’s meaning of the expression “the Midas touch”? *As in the myth, to have the “Midas touch” means to make money easily. However, in the myth, Midas’s ability to turn everything into gold proves to be a curse. Today’s expression does not reflect the myth’s critical comment about placing too much value on material wealth.*

ESSENTIAL QUESTIONS

What do people need to be happy?

.....
How important is money in life?

.....
Can you have too much money?

3 Skill Building: Identifying Theme

(10 minutes, activity sheets online)

Return to the discussion you had about the meaning of wealth and value. Ask students if their definitions have changed. Then distribute the activity sheet “Identifying Theme” for students to complete in groups. (If anyone needs to review theme, hand out our handy reference guide, “What Is Theme?”)

Answer the Writing Prompt (15 minutes)

Ask students to respond to the prompt on page 15, using their completed activity sheets to help them.

Differentiation

For Struggling Readers

In what way does King Midas change? What causes him to change? Use details from the play to support your answer.

For Advanced Readers

The Roman philosopher Seneca once said, “It is not the man who has little, but he who desires more, that is poor.” What did Seneca mean? How do the essay and the play both support Seneca’s statement?

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: The play, based on the famous Greek myth, encourages readers to think about how they define *wealth* and *value*. The essay tells readers about a family that learned how wonderful it felt to give away \$800,000.

Structure: The play is chronological and punctuated by commentary from a Greek chorus. The essay is mainly chronological but includes some informational passages.

Language Conventionality and Clarity:

- **Vocabulary:** many high academic words (*unkempt, attain, gleefully, altruistic*) as well as some challenging names
- **Figurative Language:** irony, figures of speech, similes, and rhetorical questions

Knowledge Demands: Some knowledge of geography (Ghana) will aid comprehension.

Lexile: 950L (essay)

Literature Connections

Other texts with compelling antiheroes:

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

ONLINE RESOURCES

AUDIO: Pronunciation guide to names in the play.

ACTIVITIES TO PRINT OR PROJECT:

- Identifying Theme*
- What Is Theme?*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Literary Elements
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Mood
- Core Skill: Making Inferences

*Supports the lesson plan

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Stuttering Doesn't Hold Me Back

Explore the causes of stuttering as well as the challenges and triumphs of those who stutter

Preview: The inspiring story of how a teenage girl copes with the challenges of stuttering is paired with an article about the complexity of human speech.

Learning Objective: to synthesize information from two nonfiction texts about the causes and challenges of stuttering

Key Skills: characterization, key ideas and supporting details, text features, text structure, author's craft, synthesizing



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: *baffling, bellow, disorder, entwine, inherited, lobe, sidelines*. Assign the practice activity that follows for homework.

2 Reading and Discussing

(45 minutes, activity sheets online)

Have students read “Stuttering Doesn’t Hold Me Back” in small groups. Then discuss the following close-reading questions as a class.

Close-Reading Questions

In the first section of the article, how does author Lauren Tarshis characterize Bella?

Support your answer with details from the article.

(characterization, supporting details) *Tarshis characterizes Bella as a confident and magnetic*

performer. For example, Tarshis writes that Bella “struts” onto the stage and that she “flashes a grin.” Tarshis describes Bella as “hitting every note with ease.”

Tarshis writes, “Most people who stutter are a lot like you.” How does she support this idea? (key ideas and details) *Tarshis uses Bella as an example of a teen who stutters. Tarshis notes that Bella likes to sing along with Ariana Grande songs, shop at Forever 21, and play Minecraft with her brother. These are activities that readers can likely relate to.*

What is SAY and how has it helped Bella? (summarizing key ideas) *SAY, or the Stuttering Association for the Young, is a group that helps kids who stutter develop their talents in the performing arts and in reciting speeches. SAY has helped Bella become more confident and less self-conscious. It has also provided her with a supportive community of friends. Thanks to SAY, Bella now knows many other kids who, like her, cope with the challenges of stuttering.*

► **What is the purpose of the sidebar “Famous Stutterers”? How does the sidebar relate to the main article?** (text features) *The purpose of the sidebar is to show, through examples, that stuttering affects many different people, including highly successful people, and that it does not have to hold anyone back. The main article includes this idea as well: It describes how Bella is coping with her stutter and achieving success both onstage and in school, and it quotes SAY founder Taro Alexander as saying, “I wanted to show kids that stuttering doesn’t have to hold them back from anything.”*

• Have students read “The Incredible Power of Speech” in small groups. Then discuss the following close-reading and critical-thinking questions as a class.

Close-Reading Questions

► **What contrast does Tarshis highlight in the opening section of the article?** (text structure, author’s craft) *Tarshis highlights the contrast between how easy it is for most of us to talk and how complex the process of speech is.*

► **What does Tarshis do to draw the reader in at the beginning of the article?** (author’s craft) *Tarshis speaks directly to the reader (“What could be easier than talking?”) and uses examples of talking that a young reader can relate to (chatting with friends, whispering secrets, yelling at a little brother, cheering for a team). She further draws the reader in through the contrast she highlights between the ease of talking and the complexity of the speech process; she leaves the reader wondering how something so easy could be so complicated.*

► **Tarshis describes talking as an “amazing and somewhat baffling process.” How does she support this idea?** (supporting details) *Tarshis introduces this idea in the second paragraph when she writes, “But as simple as it may seem, using words to express thoughts and feelings is, in fact, incredibly*

complicated.” She portrays the ability to speak as something special when she notes that humans are the only animals that can speak. To develop the idea that speech is “amazing,” Tarshis explains that many parts of the body must work together to produce speech—an effort she describes as an “amazing production.” She also notes that scientists do not fully understand how speech works, supporting her claim that speech is “baffling.”

Critical-Thinking Questions

► **How does “Stuttering Doesn’t Hold Me Back” address misconceptions about stuttering?** *In the section “A Big Change,” Bella lists some of the misconceptions that people have about her: that she is faking her stutter to get attention, that she is shy, and that she is stupid. Bella then says, “But stuttering has nothing to do with your personality or how smart you are.” Tarshis develops this idea throughout the article by emphasizing Bella’s abilities as a performer and by characterizing Bella as a typical teenager.*

ESSENTIAL QUESTIONS

How do we build confidence?
.....
Why are people sometimes cruel to those with differences?
.....
How do we overcome obstacles?

► **In what way does reading “The Incredible Power of Speech” help you better understand Bella’s stutter?** *“The Incredible Power of Speech” explains that doctors have had difficulty finding cures for stuttering and other speech disorders because speech is such a complex process that is not fully understood. This information helps you understand why Bella’s stutter hasn’t gone away.*

3 Skill Focus: Synthesizing

(15 minutes, activity sheet online)

Distribute the **Synthesizing** activity sheet for students to complete in groups. This activity provides scaffolding for the writing prompt on page 21. It will help students gather their ideas and identify text evidence before they respond to the prompt.

TURN THE PAGE FOR DIFFERENTIATION IDEAS ➡

Differentiation

For Struggling Readers

In a well-organized paragraph, explain what stuttering is and how Bella is coping with her stutter. Use details from one or both texts to support your ideas.

For Advanced Readers

Write an article for your school newspaper or website to help your classmates

1) understand stuttering; 2) understand why finding a cure for stuttering has been a challenge; and 3) know how they can be helpful to someone who stutters. Use information from both texts to support your ideas.

DIG DEEPER!

Have students research King George VI of England, one of the famous stutterers in the sidebar on page 20. Students should research how he coped with his stutter as well as what was known about stuttering during lifetime. Students can then compare King George's experience with Bella's.