



# SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE



NOVEMBER 2014

## A COMPLETE TEACHING KIT

ISSUE  
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

# A Scavenger Hunt Your Students Will Love

My dear *Scope* teachers,

You may have noticed that we've been refining our debate feature this year, and I hope you are as excited about our new direction as we are. In this issue, two writers face off on the topic of Miley Cyrus: Is she totally out of control or isn't she? It's the kind of topic we love; we see it as our mission to help your students become thoughtful and critical consumers of pop culture.

Even more exciting? The new scavenger hunt that accompanies the debate. Your students will comb through each text for the central claims, supporting evidence, counterarguments, and rebuttals. Then they'll decide which author makes the best case. It's a rigorous activity but also very doable—you can complete it in one or two periods. And it will help reinforce the elements of argument writing that your students will be expected to know on their spring assessments.

We will continue to offer our one-article debate/essay kit in every other issue.

I can't wait for you to use the scavenger hunt in your classroom. Drop me a line and tell me how it goes!



Kristin Lewis  
Executive Editor  
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Allison, Mackenzie, Jenny—and the rest of us here at *Scope*—wish you a wonderful holiday!

E-mail me  
anytime!

### EDITOR'S PICK

#### BONUS LESSON!

In this issue, you will find three beautiful texts that explore what it means to live in two cultures—a theme we know will resonate with your students. Turn to page T-12 for great ideas on how to use all three texts in your classroom.



Meet Shanice Britton! Your students will find connections between her essay and two other texts in this issue.



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# YOUR NOVEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Makes Movies”	Students practice <i>affect</i> and <i>effect</i> while reading about the not-so-glamorous side of action-movie stardom.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-9</b> “The Beast of Loch Ness”	Our narrative nonfiction article takes your students on a wild adventure in search of the famous Nessie. We’ve paired the article with an essay contemplating why some people believe in such fantastical creatures.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Drawing conclusions</li> <li>Word nuance</li> <li>Author’s craft</li> <li>Reading for information</li> <li>Interpreting text</li> <li>Text Structure</li> <li>Key ideas and details</li> <li>Text evidence</li> <li>Tone</li> <li>Argument writing</li> </ul>
<b>Paired Texts, pp. 10-17</b> “Would We Be Killed?” and “Life on the ‘Rez’”	A fascinating work of historical nonfiction and a personal essay explore the experiences of two Native Americans who straddle two worlds.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Synthesizing</li> <li>Author’s craft</li> <li>Tone</li> <li>Text evidence</li> <li>Text features</li> <li>Inference</li> </ul>
<b>Fiction, pp. 18-20</b> “The Quinceañera Text”	In this touching story, a teen discovers the value of what can’t be bought after receiving an unexpected but meaningful gift at her Quinceañera.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Dynamic character</li> <li>Mood</li> <li>Word choice</li> <li>Inference</li> <li>Character</li> <li>Literary device</li> <li>Author’s craft</li> </ul>
<b>Debate/Essay Kit, pp. 21-23</b> “Is Miley Cyrus Out of Control?”	Many are questioning the outrageous antics of pop star Miley Cyrus. Is Miley really out of control, or is it all an attempt to sell more songs? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> <li>Supporting an argument</li> <li>Identifying central ideas and supporting details</li> </ul>
<b>Drama, pp. 24-29</b> <i>The Prince and the Pauper</i>	Mark Twain’s story of a prince and a poor boy who accidentally switch roles is funny and charming while offering some serious social commentary. We’ve paired the play with an informational text on empathy.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Integrating knowledge and ideas</li> <li>Supporting evidence</li> <li>Inference</li> <li>Interpreting text</li> <li>Character</li> <li>Author’s craft</li> </ul>
<b>You Write It, p. 32</b> “How I Saved My Grandfather”	Students turn our interview with 16-year-old Kenneth Shinozuka, who invented a system that helps Alzheimer’s patients, into an article.	<ul style="list-style-type: none"> <li>Summarizing</li> <li>Central ideas and details</li> </ul>



## 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"> <li>• <b>PW</b> More practice with <i>affect</i> and <i>effect</i></li> </ul>		L.3
<ul style="list-style-type: none"> <li>• <b>Audio:</b> Hear the article read aloud</li> <li>• <b>PW</b> Drawing Conclusions</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Read, Think, Explain (two levels)</li> <li>• <b>PW</b> Themed Vocabulary</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Central Ideas and Details</li> <li>• <b>PW</b> Core Skill: Text Structure</li> </ul>		R.1, R.2, R.4, R.8, R.9, R.10, W.1, W.4, W.7, W.9, W.10, SL.1, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>Video:</b> Behind the Scenes</li> <li>• <b>PW</b> Synthesizing</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Vocabulary: Definitions and Practice</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Text Evidence</li> <li>• <b>PW</b> Core Skill: Text Features</li> </ul>		R.1, R.2, R.3, R.4, R.9, R.10, W.2, W.4, W.7, W.10, SL.1, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Dynamic Character</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Literary Elements</li> <li>• <b>PW</b> DIY Vocabulary</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Mood</li> <li>• <b>PW</b> Core Skill: Summarizing</li> </ul>		R.1, R.2, R.3, R.4, R.5, R.10, W.2, W.4, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Essay Kit</li> <li>• <b>PW</b> Vocabulary: Definitions and Practice</li> <li>• <b>PW</b> Core Skill: Tone</li> </ul>		R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.10, SL.1, L.1, L.2, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Literary Elements</li> <li>• <b>PW</b> Vocabulary: Definitions and Practice</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Inferencing</li> </ul>		R.1, R.2, R.3, R.4, R.9, R.10, W.2, W.4, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Guide to “You Write It” Activity</li> <li>• <b>PW</b> Model Text for “You Write It” Activity</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>		R.1, R.2, 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 Beast of Loch Ness

## What compels us to search for mythical monsters?

**Preview:** Our fascinating narrative nonfiction article takes your students on a wild adventure in search of the famous Nessie.

**Learning Objectives:** to draw conclusions based on a text, to support an idea about the worthiness of the hunt for the Loch Ness monster, to understand nuances between words related to *investigate*

**Key Skills:** word nuance, author's craft, reading for information, interpreting text, text structure, key ideas and details, text evidence, tone, argument writing



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

Preview themed vocabulary.

(5 minutes, activity online)

- Project the first page of the **themed vocabulary** activity. As a class, brainstorm words associated with *investigate* or *investigation* and write them on the board. Briefly discuss what the words mean and the subtle differences between them.
- Explain to students that they will encounter words with similar meanings in the article they are about to read. Highlighted words: *examine, explore, investigated, probe, scrutinizing, search, studied*.

### 2 Reading the Article

- Read the article and essay as a class, beginning with the “As You Read” box on page 4.
- Break students into groups to discuss the following close-reading questions. Then come back together to discuss the critical-thinking questions as a class.

#### Close-Reading Questions

(10 minutes, activity sheet online)

- ▶ **How do the first two paragraphs contrast with the third? Why might the author create this contrast?** (author's craft) *The first two paragraphs describe a sunny spring day. The third describes a monster rising out of the loch. The contrast helps readers understand the terror and surprise Aldie Mackay felt.*
- ▶ **How does the author support her statement that to some living near the loch, Aldie Mackay's story was “completely plausible”?** (supporting details) *She explains that in surrounding areas, stories of a terrifying beast had been told for centuries; that many locals found the area “spooky” and “mysterious”; and that residents tended to avoid it.*
- ▶ **Why might the author have included information about the giant squid and the Komodo dragon?** (author's craft) *These creatures were once thought to be imaginary. The author likely includes information about them to support the idea that it's possible for creatures of myth (like Nessie) to exist.*

► **Why do scientists reject the notion that the beast of Loch Ness is real?** (reading for information)

*There isn't enough food or light in the loch to sustain a creature, plus the loch has been searched top to bottom.*

► **Consider this line: "And isn't it imagination and belief that have led to humankind's greatest scientific achievements?" What does the author mean?** (interpreting text) *The author means that curiosity has led to great discoveries. The Komodo dragon would never have been proved to exist if W. Douglas Burden hadn't believed the stories told by pearl fishermen and gone on an expedition to search for it.*

► **Reread the paragraph in the essay that begins "Today, of course . . ." What does this paragraph add to the essay?** (text structure; key ideas) *Through examples of the many ways we study our world, the paragraph establishes the idea that the world holds less mystery than it did before modern science.*

► **How do the article and essay support the idea that people want to explore the mysteries around them?** (text evidence) *The article provides examples of people seeking to understand something that seems unexplainable. Numerous expeditions have tried to determine whether a strange creature lives in Loch Ness. Burden arranged an expedition seeking the mysterious beast he had heard about and discovered the Komodo dragon. Cryptozoologists hope to find strange, undiscovered species. The essay explains that before modern science, people relied on stories to explain the world around them. It mentions that 3 in 10 Americans suspect Bigfoot exists and that we "yearn" for our world to be full of magic and mystery.*

**Critical-Thinking Questions**  
(10 minutes, activity sheet online)

► **How convincing is the evidence that the Loch Ness monster exists?** *Answers will vary. Students may say that the evidence is not convincing because it is mainly anecdotal (eyewitness accounts, stories from folklore)*

*or poor (murky photos). Also, scientists have rejected the evidence and after several searches, have concluded that there are "no signs of any large living animal" in the loch.*

► **Consider the tone of Kristin Lewis's essay. Do you think she believes the Loch Ness monster exists? How do you know?** *It seems likely that she does not believe. The central idea of her essay is that people believe in cryptids because they are "cool," not because there is any evidence that they are real. She writes that cryptids "(almost certainly) don't exist."*

**ESSENTIAL QUESTIONS**

Why do people search for mythical creatures?  
.....

Is cryptozoology a worthwhile pursuit?  
.....

What mysteries remain in the natural world?

**3 Themed Vocabulary**

(15 minutes, activity sheet online)

- Return to the **Themed**

**Vocabulary activity.** Go over pages 2-3 of the activity as a class; students will consider each boldface word from the article in context and read a definition and example sentence.

- Do the practice exercise.
- Encourage students to use these words in their discussion and writing.

**4 Skill Building Drawing Conclusions**

(15 minutes, activity sheet online)

Print and distribute our activity **Drawing Conclusions** and have students complete it in groups. The activity will prepare students to respond to the writing prompt on page 9.

► **GO DEEPER!** Hold a class debate about whether Nessie exists, with students cast as different people from the article: W. Douglas Burden, Aldie Mackay, John Mackay, Tim Dinsdale, Ian Florence, a local eyewitness, a tour guide, etc. Encourage students to research their "roles" beforehand.

# Differentiation

## For Struggling Readers

In one paragraph, explain whether the evidence supporting the existence of the Loch Ness monster is stronger or weaker than the evidence against it.

## For Advanced Readers

Research another mythical creature, such as mermaids or Bigfoot. Write an essay comparing that creature with the Loch Ness monster. For each creature, explain why some people believe in it, where stories about it originated, evidence for and against its existence, and theories about what it might be.

## Complexity Factors

See how these texts will challenge your students.

**Purpose:** “The Beast of Loch Ness” explores the legend of the Loch Ness monster and the field of cryptozoology. “Why We Believe” discusses why people believe in mythical creatures.

**Structure:** The article includes narrative and informational passages. The essay uses cause-and-effect structures.

### Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words (*preposterous, expedition, scrutinizing*)
- **Figurative language:** metaphors, figures of speech, rhetorical questions

**Knowledge Demands:** Familiarity with mythical/legendary creatures, such as Bigfoot and werewolves, will aid comprehension.

**Lexile:** 1030L (main article); 1070L (essay)

## Literature Connections

Other texts that explore the relationship between science and imagination

- Any *pourquoi* tales, such as those in *When the World Was Young: Creation and Pourquoi Tales* by Margaret Mayo
- “Murders in the Rue Morgue” by Edgar Allan Poe
- *The Evolution of Calpurnia Tate* by Jacqueline Kelly

## ONLINE RESOURCES

**AUDIO:** Hear the article read aloud.

### ACTIVITIES TO PRINT OR PROJECT:

- Drawing Conclusions\*
- Close-Reading and Critical-Thinking Questions\*
- Themed Vocabulary
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Central Ideas and Details
- Core Skill: Text Structure

\*Supports the lesson plan

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# Would We Be Killed?

What is it like for Native Americans to become part of “the white man’s world” yet still maintain their culture?

**Preview:** A fascinating work of historical nonfiction and a personal essay explore the experiences of two Native Americans who straddle two worlds.

**Learning Objectives:** to synthesize key ideas from two nonfiction texts

**Key Skills:** synthesizing, author’s craft, tone, inference



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

Watch the video.

(10 minutes, activity sheet online)

Distribute or project our **Video Discussion Questions**. Show the video and discuss the questions as a class.

**Preview vocabulary.**

(3 minutes, activity sheet online)

Distribute or project our **vocabulary definitions** for students to refer to while they read. (Assign the practice activity for homework.) Highlighted words: *barracks, cherish, dire, instilled, misconceptions, plied, plight, profoundly, prominent, regalia, reservations, treaty, wary.*

### 2 Reading and Discussing

(25 minutes, activity sheet online)

- Invite a volunteer to read the “As You Read” box.
- Have students read the article in small groups. They should also discuss the questions in the captions.
- As a class, discuss the following questions:

#### Close-Reading Questions: “Would We Be Killed?”

- ▶ **How does author Lauren Tarshis create tension at the beginning of the article?** (author’s craft) *She immediately creates suspense with the first sentence: “Was 12-year-old Ota Kte going to be killed?” She then presents a vivid scene from the point of view of one boy: Ota Kte. Phrases like “traveling east to a mysterious land” and “Ota Kte was sure the white man had tricked his father” create tension by helping the reader understand Ota Kte’s fear and uncertainty.*
- ▶ **Describe the tone of the section “Luther Standing Bear.”** (tone) *The tone is compassionate toward the children and disapproving of Carlisle. Tarshis describes how uncomfortable Ota Kte was, noting that his clothes were “taken away” and replaced with “an itchy wool uniform.” She describes homesick children sobbing. Phrases like “they were forced,” “threatened with arrest,” “harsh disciplinary measures,” and “children were strapped” indicate the author’s sympathies toward the students and her sadness about how they were treated.*

### 3 Skill Building Synthesizing

Discuss the critical-thinking questions in groups.

#### Critical-Thinking Questions

(15 minutes, activity sheet online)

► **Captain Pratt believed he was helping Native American children. But did he do more harm than good?** *Students who say “yes” may refer to the struggles the children had. They were stripped of their culture, as though it was not worth preserving. After graduation, many students, like Luther Standing Bear, felt they belonged nowhere. Students who say “no” may say that Luther Standing Bear was able to help his people because he learned English at Carlisle.*

► **What can you conclude from the article and the essay about how the treatment of Native Americans in the past affects Native Americans today?** *In the past, Native Americans were forced off their land and their population was decimated through war and disease. Children were sent to boarding schools where they were forced to abandon their culture. Today, Native Americans like Shanice are aware that their culture is at risk of disappearing. Shanice feels “even more responsibility to preserve the traditions” of her tribe. For this reason, she is making an effort to learn her tribal language, continues to use fishing methods that have been passed down through generations, and has learned weaving and beadwork from her tribal elders. That Natives account for only .07 percent of students at Shanice’s college, she says, gives her more incentive to display and discuss her heritage.*

#### Explore synthesizing.

(10 minutes, activity sheet online)

Distribute our **synthesizing** activity, which will prepare students to respond to the writing prompt on page 17.

► **Reread the paragraph on page 14 that begins “Visitors from the U.S. government . . .” Why did visitors view the school as a success?** (inference) *The goal of the boarding schools was to obliterate the customs and traditions of Native American tribes. They defined success as Native American children behaving, speaking, and dressing exactly like white children—which is what visitors witnessed at Carlisle.*

► **Why might “the sight of their boys dressed like American soldiers” have “infuriated” the chiefs?** (inference) *American soldiers represented the decimation of native people, so for the chiefs to see their kids dressed like soldiers was an outrage.*

• Have students return to their groups to read “Life on the ‘Rez’” and discuss the questions below.

#### Close-Reading Questions: “Life on the ‘Rez’”

► **What can you infer are some of the beliefs and values in the Shanice’s tribes’ cultures? From which details in the text can you infer this?** (inference) *Shanice says that her family eats eggs from their chickens and uses manure from their animals to grow their own vegetables and fruits. She notes that she fishes and hunts, and that there is a rule in her tribe that you must use all of any deer that you kill. These details tell you that in the culture of these two tribes, nature is prized and respected, people value a direct connection to the land on which they live, and wastefulness is frowned upon.*

► **From Shanice’s description of life at college, what can you infer about the kind of person she is?** (inference) *Shanice says she doesn’t mind that people don’t understand her culture and that she is happy to answer their questions. This implies that she is patient and open. She mentions that she is trying new foods, which shows she is willing to go outside her comfort zone. Also, she wears her beadwork around campus, which shows that she is proud of who she is.*

#### ESSENTIAL QUESTIONS

What is culture?

.....

Why is it important to preserve culture?

.....

What are the effects of assimilation?

**DIG DEEPER!** Turn to page T-12 for ideas on how to connect these texts to this issue’s fiction.

# Differentiation

## For Struggling Readers

In what way was Luther Standing Bear “caught between two worlds”? How did it affect him? Answer both questions in two well-organized paragraphs.

## For Advanced Readers

How did Luther Standing Bear become a “Sioux warrior, fighting for the future of his people”? How is Shanice fighting for the future of her people? Answer both questions in a well-organized essay.

## Complexity Factors

See how these texts will challenge your students.

**Levels of Meaning/Purpose:** “Would We Be Killed?” describes the Native American boarding schools of the late 1800s and early 1900s. “Life on the ‘Rez’” is a firsthand account of a Native American teen’s life at home on a reservation and away at college.

**Structure:** The article uses narrative and informational passages; events are described from multiple viewpoints. The essay has cause/effect and compare/contrast structures.

**Language Conventionality and Clarity:**

- **Vocabulary:** some higher academic and domain-specific vocabulary (e.g., *plight*, *barracks*, *treaty*, *misconceptions*)
- **Figurative language:** rhetorical questions and irony

**Knowledge Demands:** Prior experience following texts with fluctuating viewpoints will aid comprehension.

**Lexile:** 1000L (combined)

## Literature Connections

Other texts that explore the experience of straddling two cultures:

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *At Her Majesty’s Request* by Walter Dean Myers
- *Dragonwings* by Laurence Yep

## ONLINE RESOURCES

**VIDEO:** Behind the Scenes

### ACTIVITIES TO PRINT OR PROJECT:

- Video Discussion Questions\*
- Close-Reading and Critical-Thinking Questions\*
- Synthesizing\*
- Vocabulary\*
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Text Evidence
- Core Skill: Text Features

\*Supports the lesson plan

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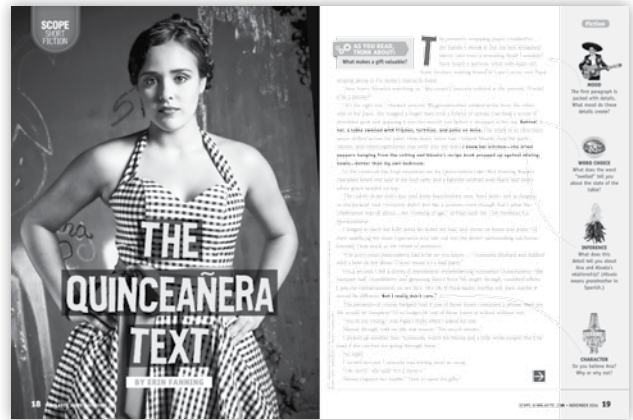
# The Quinceañera Text

A teenager discovers the value of what can't be bought

**Preview:** When Ana doesn't receive the present she wants at her Quinceañera, her disappointment throws a cloud over the party.

**Learning Objective:** to understand how a character changes over the course of a story

**Key Skills:** mood, word choice, inference, character, literary device, author's craft



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

**Set a purpose for reading.** (5 minutes)

- Write the word *priceless* on the board and ask students what they associate with this word. Make a list of things they believe have worth beyond their monetary value.
- Read aloud the “As You Read” box on page 19.

### 2 Reading the Story

**Read, discuss, mark.** (25 minutes)

- Read the story once as a class.
- Break students into small groups to read the story again. Students should pause to discuss the close-reading questions in the margins and then write their answers in their magazines.
- Have each group come up with its own close-reading question to discuss with the class.

#### Answers to Close-Reading Questions

**Mood** (p. 19) *The details of the wrapping paper crinkling, the baby wailing, and Papá singing to the mariachi band create a lively mood that is both chaotic and festive. This first paragraph also mentions*

*four family members (baby brother Juan, Tía Lupe, Tío Jaime, and Papá), which lets us know that this is a party centered on family.*

**Word Choice** (p. 19) *It indicates that there is so much food on the table that it is practically overflowing.*

**Inference** (p. 19) *This detail implies that Ana and her grandmother are close and spend a lot of time together in the kitchen.*

**Character** (p. 19) *It is likely that Ana cared more than she was letting on. She likely said she didn't care just to make her cousin feel better.*

**Literary Device** (p. 20) *This simile stresses that Ana could not escape her disappointment—that like a lasso, its hold became tighter the more she tried to shake it off. The simile also reveals information about Ana's family, telling the reader that her dad worked on a ranch or that her family owns cattle.*

**Inference** (p. 20) *The words slumped and shuffling suggest that Abuela feels dejected—disappointed by the way her gift was received.*

► **Characterization** (p. 20) *Ana is feeling guilty, perhaps realizing that she has been taking her grandmother for granted.*

► **Craft** (p. 20) *The use of Spanish contributes to the authenticity of the characters and the setting. It infuses the story with a sense of culture.*

• As a class, discuss the critical-thinking questions below.

### **Critical-Thinking Questions** (10 minutes, activity sheet online)

► **List sensory details the author uses to describe the setting. How does the setting contrast with how Ana is feeling throughout most of the story?** *Visual details include “dried peppers hanging from the ceiling,” “Red-frosting flowers,” and “turquoise earrings.” Sound also plays a role in the story: “baby brother wailing,” Papá “singing along” to the mariachi band, and “Jaime and his band singing.” In terms of scent, Ana describes her grandmother’s pollo en mole saying, “The smell of its chocolate sauce drifted across the patio.” For the sense of touch: At the end of the story, Ana runs her fingers across the leather book cover. These sensory details portray a bright, lively, loving environment. It seems like an enchanted place full of food, family, music, and dancing.*

*This festive atmosphere is in stark contrast to how Ana is feeling. From the start, she is anxious about her presents, hoping they include a cell phone, and she is disappointed when she discovers that they do not. Uncomfortable in her dress, Ana notes that she would rather be in jeans and boots. She dances stiffly with her father and acknowledges that her heart feels brittle too.*

### **GO TO SCOPE ONLINE**

to see how this text will challenge your students. Lexile scores are included.

### **ESSENTIAL QUESTION**

What in life is irreplaceable?

► **Why does Ana have a change of heart about the present from her grandmother?** *At first, Ana is disappointed that she didn’t get a phone. Then Ana starts to see her grandmother in a new way—recalling*

*how her grandmother’s knees creaked at Mass and understanding that her grandmother is getting older.*

*The reader can infer that Ana is acknowledging her grandmother’s mortality. When Ana sits down and looks at the recipe book, she sees “1881, Guadalajara, Juanita Alvarez” written by her great-great-grandmother. She sees her grandmother’s handwriting and realizes the women in her family have been passing this book down for generations. Referring to some of the ingredients, she says, “It sounded like poetry.” Ana has come to understand the value of the book.*

► **What does the last line of the story mean?** *Though she didn’t get the present she was hoping for, she received something that was meaningful.*

## **3 Skill Building** **Dynamic Character** (15 minutes, activity sheet online)

Distribute our activity sheet on **dynamic character**. In this activity, students will prepare for the writing prompt on page 20 by exploring how Ana evolves over the course of the story.

### **ONLINE RESOURCES**

#### **ACTIVITIES:**

- Close Reading and Critical Thinking\*
- Literary Elements\*
- Dynamic Character\*
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Mood
- Core Skill: Summarizing
- DIY Vocabulary

\*Supports the lesson plan  
[scope.scholastic.com](http://scope.scholastic.com)

► **TIP!** Turn the page for great ideas on how to pair this story with two other texts from this issue.

# Putting It All Together

Use “Would We Be Killed?,” “Life on the ‘Rez,’” and “The Quinceañera Text” for a meaningful discussion about cultural identity

After reading the texts listed above and working through the lesson plans, spend a class period discussing the questions below. Break students into five small groups and assign a question to each group. Give students 10 minutes to discuss the question and find evidence to support their ideas. They must draw evidence from the three texts; they may draw additional evidence from other texts they’ve read and from their own lives.

- How do these three stories relate to one another? What do they have in common?
- Why do we hold on to our traditions?
- What does “culture” mean? When we talk about someone’s culture, what are we talking about?
- How do people balance their own culture with other cultures around them?
- How does culture change or stay the same through generations?

## Culminating Activity

### Presentation Project

Have students choose one person from their family to research, or they may find an immigrant from the past to research, such as someone who immigrated through Ellis Island. They will use their research to create a biographical narrative about that person, focusing on how he or she lived in two cultures—the culture of America and the culture of his or her family or heritage. This is a great opportunity to talk about research techniques.

Presentations can be in the form of a PowerPoint presentation, speech, or video and should have the following elements:

- ✓ basic biographical details, including the name of the subject, where he or she came from, how the person immigrated and why, age at arrival in America, what challenges the subject faced adjusting to American culture, and how that individual did or did not preserve his or her heritage and traditions
- ✓ photos
- ✓ videos (optional)
- ✓ music (optional)
- ✓ primary documents, such as letters, newspapers, manifests, etc.
- ✓ narrative/storytelling techniques, using *Scope* as a model, to bring the story of the research subject to life
- ✓ bibliography/works cited

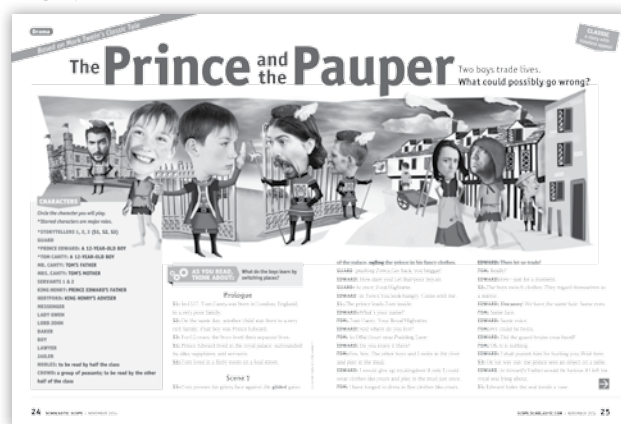
# The Prince and the Pauper

## A delightful adaptation of Mark Twain's classic tale of trading places

**Preview:** Mark Twain's story of a prince and a poor boy who accidentally switch roles is funny and charming while offering some serious social commentary. A how-to article on increasing empathy follows the play.

**Learning Objectives:** to analyze ideas about empathy in a work of fiction and an informational text

**Key Skills:** integrating knowledge and ideas, supporting evidence, inference, interpreting text, character, author's craft



## Step-by-Step Lesson Plan

### Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

(3 minutes, activity sheet online)

- Lead students in a brief discussion of the essential question “How do we understand other people—how they feel and why, and why they act the way they act?”
- Project or distribute our **Vocabulary Definitions** and preview the words. Highlighted words: *burly, despondent, gilded, imperative, ogling, putrid, tolerance, uncanny, vagabond.*

### 2 Reading the Play

(30 minutes, activity sheet online)

Read aloud the “As You Read” box on page 24. Then assign parts and read the play. As a class, discuss the following close-reading questions.

#### Close-Reading Questions

- ▶ **What kind of leader was King Henry? Which details in the text reveal this?** (supporting evidence) *Henry was a harsh and unjust ruler. In Scene 8, under Henry's laws, a man is about to be*

*boiled alive despite weak evidence against him. Also in Scene 8, Hertford says, “The boy gives life as easily as his father [King Henry] took it.” In Scene 9, Edward meets people being harshly punished for acts that are barely crimes. One of these people wrote a pamphlet about Henry's “unjust laws.” Also, the jailer refers to Henry's “cruellest punishments.”*

- ▶ **In Scene 1, Edward says he would give up his kingdom if he could wear clothes like Tom's and play in the mud just once. What does this suggest about how Edward imagines the lives of poor people like Tom?** (inference) *It suggests that Edward has a romantic view of the life of the poor; he imagines Tom's life as fun and free. Edward does not seem aware of the hardships suffered by the poor.*

- ▶ **What do you think Tom imagines Edward's life is like? Explain your answer.** (inference) *Tom likely imagines that Edward's life is wonderful. Edward lives in a castle, wears fine clothing, and probably seems—unlike Tom—to have everything he needs and wants.*

▶ In Scene 8, Tom says, “I am a captive in a gilded cage.” What does he mean? What does this line reveal about Tom’s experience as a prince? (interpreting text/character) *Tom is comparing the luxuries that surround him to a gilded (gold-covered) cage: It looks nice, but it is a trap. Tom means that he feels constricted—he has no freedom to play and just be a boy as he did before trading places with Edward.*

▶ What does Edward learn from switching places with Tom? Support your answer with details from the play. (character) *He learns how difficult life is for the poor, and how unjust his father’s laws are. Edward is treated roughly by his guards, the public, and Tom’s father; he becomes hungry and tired as he walks through a muddy street in the rain; and he is thrown in jail without any proof of guilt. Edward explains his experience as a pauper at the end of the play, saying, “These past weeks, I have seen poverty and oppression, inhumanity and intolerance.”*

### 3 Reading the How-To

(7 minutes, activity sheet online)

Divide students into groups to read the how-to text and discuss the close-reading and critical-thinking questions. Invite groups to share their answers.

#### Close-Reading Questions

▶ How does the how-to article support the idea expressed in the headline that empathy is the “secret to a happier life”? (supporting evidence) *The article suggests that empathetic people “tend to be more successful” and have fewer conflicts and are less lonely.*

▶ Describe how the author starts the article. Why might she have started it this way? (author’s craft) *The author begins by asking a series of questions, each about a different scenario that readers have likely experienced or can easily imagine. The questions introduce the concept of empathy to the reader in a way that is concrete and relatable.*

#### ESSENTIAL QUESTIONS

How can we understand other people?  
.....

What are the benefits of considering someone else’s point of view?

#### Critical-Thinking Question

▶ How might empathy education help reduce bullying? *Empathy education would help students become more sensitive to what others are feeling. Students might become more inclusive and less likely to bully or tolerate the bullying of others because it would be harder to ignore the suffering of bullying victims.*

## 4 Integrating Knowledge and Ideas

(15 minutes, activity sheet online)

Discuss the following questions as a class.

#### Critical-Thinking Questions

▶ Kristin Lewis writes that empathy “smothers selfishness and fosters tolerance and compassion.” How does this idea apply to the play? *Lewis defines empathy as the ability to understand life from someone else’s perspective. In the play, Edward and Tom switch places, and by doing so, each learns to see life from the other’s perspective. Once Edward understands what it’s like to be poor—that is, once he becomes more empathetic—he promises to protect Tom’s family and vows that he will strive “above all” to improve the lives of his people. His self-centered view of the world has been “smothered,” and his compassion has grown.*

▶ Choose two of the five pieces of advice Lewis gives for becoming more empathetic. In what ways does Edward follow or not follow this advice? *Edward follows Lewis’s first piece of advice when he asks the other prisoners about why they are in jail and how they feel. Edward follows Lewis’s second piece of advice when he listens to the prisoners’ answers.*

#### Answer the writing prompt.

Have groups discuss the meaning of the quotation in the prompt on page 29. Ask students to respond to the prompt independently, drawing on their analysis of the play, the how-to article, and the quote.

# Differentiation

## For Struggling Readers

This is a line from Harper Lee’s novel *To Kill a Mockingbird*: “You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it.” In *The Prince and the Pauper*, how does Edward “climb into” Tom’s skin “and walk around in it?”

## For Advanced Readers

In *The Prince and the Pauper*, how do appearances affect the way people are treated? How do people’s biases prevent them from being empathetic?

### Complexity Factors

See how these texts will challenge your students.

**Levels of Meaning/Purpose:** The play will entertain readers with a tale of mistaken identity. Like the how-to article that accompanies it, the play also highlights the value of empathy.

**Structure:** The play is chronological. The article uses cause/effect and compare/contrast structures.

**Language Conventionality and Clarity:**

- **Vocabulary:** many high academic words (*uncanny*, *despondent*)
- **Figurative language:** The play has metaphor (“I am a captive in a gilded cage”), alliteration (“silks, sapphires, and servants”), and archaic language (“unhand me”). The article has rhetorical questions.

**Knowledge Demands:** Prior experience with literature set in England’s Tudor period will make the play more accessible.

**Lexile:** 1030L (article)

### Literature Connections

Other texts that explore the theme of empathy.

- *Anne of Green Gables* by L.M. Montgomery
- *The True Story of the Three Little Pigs* by Jon Scieszka and Lane Smith (told from the wolf’s point of view)
- *To Kill a Mockingbird* by Harper Lee

### ONLINE RESOURCES

#### ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions\*
- Literary Elements
- Vocabulary\*
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Inferencing

\*Supports the lesson plan

[scope.scholastic.com](http://scope.scholastic.com)