



# SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S  
GUIDE

MARCH 2016

## A COMPLETE TEACHING KIT

ISSUE  
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/  
JANUARY

FEBRUARY

MARCH

APRIL

MAY

# Want to Hang Out With Us?

Hi teachers!

This is one of my favorite times of the year, when Team Scope hits the road to visit with *Scope* teachers and students. We are eager to talk to you about how the year is going, what kinds of activities we should develop next, and how we can continue to help you meet your biggest classroom challenges.

If you are in California or the New York tri-state area, we would love to visit your classroom. If not, how about a Skype or FaceTime visit? Drop me a line at [KELewis@scholastic.com](mailto:KELewis@scholastic.com)!

In the meantime, enjoy this rich issue. My personal favorite? **The narrative writing task that accompanies our lovely play, *When Girls Ruled Baseball*.** Your students will explore the genre of historical fiction, then write their own narratives that pick up the story after our play ends. (Their narratives can be in the form of a play or a video.) Plus, we have created a robust teaching package for you, including a fabulous video about the role of American women during World War II, discussion questions for the video, and great vocabulary activities.

Enjoy!

Kristin



Kristin Lewis  
Executive Editor  
[kelewis@scholastic.com](mailto:kelewis@scholastic.com)

E-mail me  
anytime!

### DON'T MISS THIS!

Our fascinating video about women in America during World War II builds knowledge, vocabulary, and context. It's the perfect companion to our play!



BETTMANN/CORBIS (HOME PLATE)

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

# YOUR MARCH ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Gets an Odd Job”	Students practice using <i>imply</i> and <i>infer</i> while reading about three fascinating, if unusual, jobs.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-11</b> “The Snake That’s Eating Florida”	Journey into the Everglades with this evocative text-feature-packed article about the invasion of the Burmese python. The text is paired with a newspaper article about how an invasive species problem was solved in Australia.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Synthesis</li> <li>• Author’s craft</li> <li>• Supporting details</li> <li>• Key ideas</li> <li>• Context clues</li> <li>• Text features</li> <li>• Interpreting text</li> <li>• Text structure</li> </ul>
<b>Drama, pp. 12-19</b> <i>When Girls Ruled Baseball</i>	In this touching work of historical fiction, talented teenager Georgia Baskin joins the new women’s professional baseball league while her brother is away fighting in World War II.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Historical fiction</li> <li>• Key details</li> <li>• Inference</li> <li>• Plot</li> <li>• Character’s motivation</li> <li>• Setting</li> <li>• Interpreting text</li> <li>• Text structure</li> </ul>
<b>Paired Texts, pp. 20-24</b> “My Dad Is in Prison” and “When a Parent Goes to Prison”	Justin Burl talks about what it’s like to have an incarcerated parent in this heartfelt personal essay. We’ve paired the essay with an interview with Liz Gaynes, President and CEO of the Osborne Association, which works with incarcerated persons and their families.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Integrating knowledge and ideas</li> <li>• Genre</li> <li>• Point of view</li> <li>• Central ideas and details</li> <li>• Inference</li> <li>• Text features</li> <li>• Text structure</li> <li>• Problem and solution</li> <li>• Interpreting text</li> <li>• Key ideas</li> <li>• Character</li> </ul>
<b>Debate/Essay Kit, pp. 25-27</b> “You Won’t Find Her on Spotify”	A debate is raging over whether streaming music sites like Spotify help or harm the music industry. 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>• Central ideas and details</li> </ul>
<b>The Lazy Editor, pp. 28-29</b> “Look What I Made!”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about Stonehenge and its many mysteries.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> <li>• Revision</li> </ul>
<b>You Write It, p. 32</b> “Why Pizza Rules the World”	Students turn our delicious infographic about pizza into an essay.	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Central ideas and details</li> </ul>

ONLINE RESOURCES (scope.scholastic.com)		COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> <li><b>PW</b> More practice with <i>imply</i> and <i>infer</i></li> </ul>		L.3
<ul style="list-style-type: none"> <li><b>Audio:</b> Hear the articles read aloud</li> <li><b>PW</b> Synthesis</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> Vocabulary: Definitions &amp; 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: Summarizing (two levels)</li> <li><b>PW</b> Core Skill: Text Features</li> <li><b>PW</b> Core Skill: Text Evidence (two levels)</li> <li><b>PW</b> Core Skill: Making Inferences</li> </ul>		R.1, R.3, R.4, R.5, R.7, R.9, W.2, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> <li><b>Video:</b> Beyond the Story</li> <li><b>PW</b> Video Discussion Questions</li> <li><b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li><b>PW</b> Literary Elements</li> <li><b>PW</b> Vocabulary: Definitions &amp; 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: Mood</li> </ul>		R.1, R.3, R.5, R.7, W.3, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> <li><b>Video:</b> Visiting Through the Youth Lens</li> <li><b>Audio:</b> Hear the articles read aloud</li> <li><b>PW</b> Integrating Knowledge and Ideas</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 &amp; 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: Tone</li> </ul>		R.1, R.2, R.3, R.5, R.6, R.7, R.9, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> <li><b>PW</b> Essay Kit</li> <li><b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li><b>PW</b> Quiz (two levels)</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.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.1, L.2, L.3
<ul style="list-style-type: none"> <li><b>PW</b> Apostrophes</li> <li><b>PW</b> Parentheses</li> <li><b>PW</b> Sentence Fragments</li> </ul>		L.1, L.2, W.5
<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.7, W.2

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

# The Snake That's Eating Florida

Can this invasive species be stopped before it's too late?

**Preview:** Take your students into the Everglades with this evocative text-feature-packed article about the invasion of the Burmese python.

**Learning Objective:** to synthesize information from two texts about invasive species

**Key Skills:** author's craft, supporting details, key ideas, context clues, text features, interpreting text, text structure



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Do-Now Activity

(2 minutes)

Write this question on the board: *What does it mean when something is invasive?* As students come into class, direct them to write their answers on their own papers or devices. Invite a few students to share their thoughts.

#### Preview vocabulary

(5 minutes, activity sheets online)

Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *dire, elusive, extolled, herpetologist, prodigious, profoundly, speculate, stifle*. Assign the practice activity for homework.

### 2 Reading the Article

#### "The Snake That's Eating Florida"

(45 minutes, activity sheets online)

- Give students a few minutes to preview the text

features. Then have a volunteer read aloud the "As You Read" box on page 6.

- Read the article once as a class.
- Discuss the following questions as a class.

#### Close-Reading Questions

(10 minutes, activity sheets online)

▶ **Reread the first paragraph. Why might the author have chosen to begin with a vivid description of the Everglades?** (author's craft) *Lauren Tarshis may have started her story this way to help the reader appreciate the beauty and value of the Everglades. This description also enables her to contrast the idyllic environment of the park with the violent, unsettling scene of the python-alligator battle. The juxtaposition reflects the ways in which pythons are upsetting the ecosystem.*

▶ **In the section "The Arrival," the author states that people who buy baby pythons often come to regret it. What reasons does the author provide?** (supporting details) *A python grows quickly to an enormous size and has a big appetite for living food.*

▶ **Study the photograph of the python on page 7, captioned “Masters of Stealth.” What key idea of the article does this image support?** (key ideas) *The image supports the idea that pythons are difficult to find because of their camouflage—that is, their ability to blend in with their surroundings.*

▶ **The author describes the Everglades as a fragile ecosystem. Context clues reveal that a fragile ecosystem is what?** (context clues)

*A fragile ecosystem is an environment that is sensitive to change—meaning it can easily be destroyed or altered.*

▶ **Study the chart on pages 8-9.**

**How is the medfly different from the other invasive species?** (text features) *Unlike the other invasive species, the medfly problem is relatively under control, thanks to the monitoring and quarantine system in place.*

• Have students discuss the questions below in groups.

### Critical-Thinking Questions

(5 minutes, activity sheet online)

▶ **The author states that back in 2003, officials feared pythons could have “a profoundly negative impact on the fragile environment of the Everglades.” Were their fears justified? Explain.** *Answers will vary.*

*Students will likely say yes, because today the python problem has spiraled out of control. The estimated 100,000 snakes now living in the park threaten the animals that live there, including protected and endangered species.*

▶ **What responsibility do humans have when it comes to wild places like the Everglades?** *Answers will vary. Students may say that humans have a responsibility to help preserve and maintain wild places like the Everglades because human activity has such a big—often negative—impact on the environment. Students may also say that we have a responsibility to take care of wild places so that future generations can continue to visit them, study them, and enjoy their beauty.*

## 3 Reading the Pairing “Sheepdogs to the Rescue”

(15 minutes, activity sheet online)

• Break students into groups to read the article. Hand out the **Vocabulary Words and Definitions** for the article for students to refer to as they read. Highlighted words: *casualties, keen, rebounded, vigilant.*

• Have students discuss the following questions in groups.

### ESSENTIAL QUESTIONS

How are invasive species a problem?  
.....

How are environmental problems solved?  
.....

What makes an ecosystem fragile?

### Close-Reading Questions

▶ **Reread this sentence from the first paragraph: “They were the latest casualties in Australia’s long history of imported species decimating native wildlife.”**

**What does this sentence mean?**

(interpreting text) *The sentence means that Australia has had many instances of invasive species harming wildlife, and that the killing of the little penguins was the most recent.*

▶ **What is the purpose of the section “Easy Prey”?**

(text structure) *The section explains how red foxes came to Australia and how the foxes have affected the little-penguin population there. The section also reveals the solution to the little-penguin crisis.*

### Critical-Thinking Question

(3 minutes, activity sheet online)

▶ **How do humans contribute to the problem of invasive species?** *Answers will vary. Students will likely say that humans are often the reason that a species arrives in a new ecosystem, whether accidentally, as in the case of the medfly, or intentionally, as in the case of the Burmese python.*

## 4 Skill Focus: Synthesis

(15 minutes, activity sheet online)

Distribute the activity sheet **Synthesis** for students to complete as homework. This activity will prepare them to respond to the writing prompt on page 11.

# Differentiation

## For Struggling Readers

Choose one invasive species mentioned in the article, the sidebar on pages 8-9, or the news article on page 11. In a well-organized paragraph, compare that species with the Burmese pythons in Florida.

## For Advanced Readers

Should *all* exotic pets be banned in the U.S.? Write an argument essay answering this question. Draw on the articles as well as your own research.

### Complexity Factors

See how these texts will challenge your students.

**Purpose:** “The Snake That’s Eating Florida” describes Florida’s problem with an invasive species of python. “Sheepdogs to the Rescue” offers another look at the harm invasive species can do and explains how one invasive species problem was solved.

**Structure:** “The Snake That’s Eating Florida” includes narrative and informational passages as well as a map and a chart. “Sheepdogs to the Rescue” is mainly chronological.

**Language Conventionalilty and Clarity:**

- **Vocabulary:** challenging academic and domain-specific words (e.g., *extolled*, *herpetologist*, *casualties*)
- **Figurative language:** metaphors, rhetorical questions

**Knowledge Demands:** The texts refer to square miles, wetlands, and other challenging science concepts.

**Lexile:** 1000L (combined)

### Literature Connections

Other texts about environmental stewardship:

- “Conservation as a National Duty” by Theodore Roosevelt (speech)
- *The Legend of Lucia Zenteno* (Zapotec folktale)
- *The Race to Save the Lord God Bird* by Phillip Hoose (novel)

### ONLINE RESOURCES

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

**ACTIVITIES TO PRINT OR PROJECT:**

- Close-Reading and Critical-Thinking Questions\*
- Vocabulary\*
- Synthesis\*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Making Inferences
- Core Skill: Text Features
- Core Skill: Text Evidence (two levels)
- Core Skill: Summarizing (two levels)

\*Supports the lesson plan

**scope.scholastic.com**



# When Girls Ruled Baseball

As World War II raged overseas, women stepped up to bat.

**Preview:** In this touching work of historical fiction, teenager Georgia Baskin joins the new women's professional baseball league while her brother is away fighting in World War II.

**Learning Objectives:** to explore the genre of historical fiction and to write an original historical fiction story

**Key Skills:** key details, inference, plot, character's motivation, setting, interpreting text, text structure



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Watch the video

(10 minutes, activity sheet online)

- Project or distribute the **Video Discussion Questions**. Preview the questions in Part 1. (Students will do Part 2 after reading the play.)
- Show the **Beyond the Story video**, about women in America during World War II.
- Have students work in small groups to answer the discussion questions in Part 1.

#### Preview vocabulary

(5 minutes, activity sheet online)

- Project or distribute **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *dejectedly, deployed, elated, ferocious, fetching, precarious, scoffing, traipse*.

#### Get into character

(2 minutes)

- Show clips of professional female baseball players

during World War II (available at Scope Online).

Encourage students to adopt the players' mannerisms as they perform the play.

### 2 Reading the Play

(30 minutes)

- Read aloud the "As You Read" box on page 14.
- Assign parts and read the play aloud.
- Discuss the following questions as a class.

#### Close-Reading Questions

(10 minutes, activity sheet online)

Which details in Scene 1 show you how Georgia feels about baseball? (key details, inference)

*Georgia has a powerful fastball; you can infer that she practices regularly, which suggests her passion for baseball. That she is willing to anger her brother by using his mitt without asking also shows her passion. When she says, "Dad should have given the mitt to me," you see that she feels frustrated that her dad and her brother don't acknowledge her passion or skill.*

► **In Scene 2, why is Frankie upset during dinner?**

(plot) *Frankie says he's upset because Georgia used his mitt; however, it later becomes clear that he's worried about being sent to fight in World War II and is taking his feelings out on Georgia.*

► **When Mr. Baskin first learns about the women's pro baseball league, he is very critical of it. Why? What convinces him to let Georgia try out?**

(character's motivation, setting) *As Historian 2 explains in Scene 1, at that time, women were not taken seriously as athletes. Mr. Baskin held what was a common point of view then—that baseball was for men. The idea of watching women play probably seemed ridiculous to him. He agrees to let Georgia try out because Mrs. Baskin makes him understand how important this opportunity is to Georgia—and that it's a chance for Georgia to find joy in uncertain, difficult times.*

► **At the end of Scene 6, when Georgia hears that Frankie has been injured, she says she'll come home. Her mother tells her not to, saying, "You will take this opportunity and make the most of it. Do you understand?" What does Mrs. Baskin want Georgia to understand?** (interpreting text) *Mrs. Baskin is pointing out that there are no guarantees in life; after all, Frankie has just come close to dying. She's saying that Georgia should grab her big chance while she can, because she might not get another.*

► **In Scene 7, Joe DiMaggio's message to Georgia is to "keep playing in the dirt." Why might this phrase have special significance for Georgia?** (text structure) *At the end of Scene 1, Frankie tells Georgia, "Real girls don't play in the dirt." You can infer that Frankie told DiMaggio about this remark and that DiMaggio is making a reference to it. DiMaggio is conveying both his and Frankie's respect and admiration for Georgia's achievements.*

- Break students into groups to discuss the following questions.

## Critical-Thinking Questions

(10 minutes, activity sheet online)

► **Why might the writer have chosen to create a fictional main character rather than using a person from history?** *Using a fictional main*

*character gives the writer more freedom to invent details and dialogue, and allows the writer to easily weave into the story all of the elements that she is interested in including.*

► **What does the mitt signed by Joe DiMaggio symbolize throughout the play?** *At various*

*points in the play, the mitt symbolizes respect, encouragement, and love. Mr. Baskin stands in the rain to get the mitt signed for Frankie; in this way, the mitt becomes a symbol of Mr. Baskin's love for his son. It is also a symbol of Mr. Baskin's belief about who should (boys) and shouldn't (girls) play baseball, because he gives the mitt to Frankie rather than to Georgia. When Frankie is off at war and Georgia sends him the mitt, it is a symbol of her love and concern for her brother: She values the mitt and wants it to bring good luck. When Georgia gets the mitt back from Frankie with the new message from Joe DiMaggio, the mitt symbolizes her brother's, as well as DiMaggio's, respect for Georgia as a baseball player.*

## ESSENTIAL QUESTIONS

What shapes society's ideas about gender roles?  
.....  
What causes people to change their points of view?  
.....  
What roles do sports play in our lives?

## 3 Skill Focus:

## Analyzing Historical Fiction

(15 minutes)

Have students return to their groups to answer Part 2 of the **Video Discussion Questions**. These questions draw on both the video and the play and will challenge students to consider the difference between historical fiction (the play) and an account of historical events (the video). This discussion will prepare students to respond to the writing prompt on page 19, in which they will write their own historical fiction stories, drawing on actual events from history.



# Differentiation

## For Struggling Readers

Georgia has a very supportive mom. Find three lines in the play that show that Mrs. Baskin supports her daughter's dream. Write a paragraph from Mrs. Baskin's point of view about watching Georgia play a professional baseball game.

## For Advanced Readers

Imagine that Georgia is a real person and that she's still alive today. Write an opinion piece for the newspaper in Georgia's voice about why her granddaughter should be allowed to play on a Major League Baseball team. Use historical facts.

## Complexity Factors

See how these texts will challenge your students.

**Purpose:** This play follows fictional teenager Georgia Baskin on her quest to become a professional baseball player while her brother is fighting in World War II. It also provides information about how women in the U.S. supported the war effort.

**Structure:** The play is mainly chronological. At key points in the action, historians provide context.

### Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic words (e.g., *dejectedly*, *elated*, *fetching*, *scoffing*, *traipse*)
- **Figurative Language:** metaphors, rhetorical questions, hyperbole

**Knowledge Demands:** Some familiarity with baseball terminology and what life was like in America during World War II will be helpful.

**Lexile:** not applicable

## Literature Connections

Connect to other texts about women's struggle for equality:

- *Almost Astronauts: 13 Women Who Dared to Dream* by Tanya Lee Stone (nonfiction)
- *The Evolution of Calpurnia Tate* by Jacqueline Kelly (novel)
- "The Struggle for Human Rights" by Eleanor Roosevelt (speech)

## ONLINE RESOURCES

**VIDEO:** Beyond the Story: Women in America During World War II

### ACTIVITIES TO PRINT OR PROJECT:

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

\*Supports the lesson plan

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

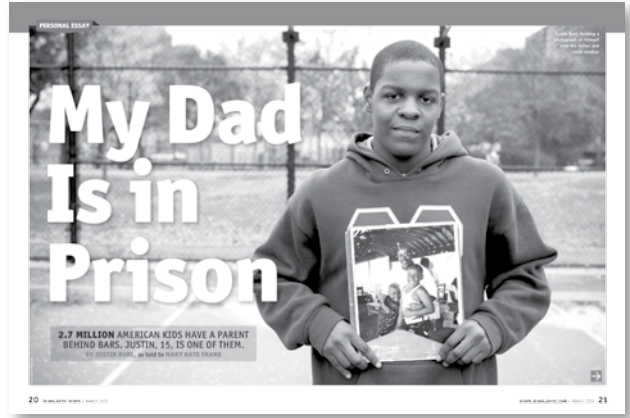
# My Dad Is in Prison

## What is it like to have an incarcerated parent?

**Preview:** In this heartfelt personal essay, Justin Burl talks about what it's like to have an incarcerated parent. His essay is paired with an interview with Liz Gaynes, president and CEO of the Osborne Association, which works with incarcerated persons and their families.

**Learning Objective:** to integrate information from two texts and (optionally) a video

**Key Skills:** genre, point of view, central ideas and details, inference, text features, text structure, problem and solution, interpreting text, key ideas, character



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Watch the video

(10 minutes, activity online)

- Show the **video** at Scope Online, which features interviews with kids who have an incarcerated parent. NOTE: The content of the video may be upsetting to some students. Please preview the video to make sure it is appropriate for your class.
- Discuss the first section of the **Video Discussion Questions** as a class. (You will do the second section after reading the texts.)

#### Preview vocabulary

(5 minutes, activity online)

- Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *fraternal, incarcerated, meaningful, revolutionary, stigma, sustain*.
- Assign the activity as homework.
- Encourage students to use their new vocabulary as they discuss the texts.

### 2 Reading and Discussing

#### "My Dad Is in Prison"

(35 minutes, activity sheet online)

- Read the personal essay as a class. Then discuss the following questions.

#### Close-Reading Questions

- ▶ Consider the **byline** (the line that gives you the writer's name). What role did Justin Burl play in the writing of this article, and what role did Mary Kate Frank play? (genre; point of view) *The byline tells you that Frank interviewed or spoke to Justin and wrote down what he told her. You can assume that she used Justin's words and made an effort to maintain his voice, but that she didn't just write down everything he said word for word. Rather, she edited what he said for clarity and to create a flowing article.*
- ▶ What are some ways that having an incarcerated parent affects Justin? Support your answer with **text evidence**. (central ideas and details, inference) *Having an incarcerated father means that Justin misses*

out on experiences he would like to have. He writes that his dad has never seen him play basketball, helped him study, or even sat on the couch and watched TV with him. You can infer that Justin longs for these everyday opportunities to spend time with his dad. That his father is incarcerated causes Justin to feel not just sad, though, but also frustrated and angry. Justin says that after visiting his dad, he doesn't "feel right" and engages in activities to help him deal with his emotions.

▶ A "support system" is a group of people who provide some kind of support or help. That help can be practical (like a ride to dance lessons) or emotional (like a pep talk when you feel discouraged). Explain why the third section of the essay is called "My Support System." (text features, text structure) *This section is called "My Support System" because in it, Justin talks about the Osborne Association and the people there who give him emotional support and help him make good choices in life. In this section, Justin explains that people at Osborne also give him practical support by taking him to visit his dad and helping him "stay out of trouble."*

▶ What helps Justin cope with his feelings of sadness, frustration, and anger? (problem and solution) *Justin copes with negative emotions through physical activity. He writes that when he is in a bad mood after visiting his dad, walking, swimming, or working out often helps. Justin also spends time with people at the Osborne Association who provide support to people with family members who are incarcerated.*

▶ Read the quotation on the photo in the upper right on page 23. What does Justin mean? (interpreting text) *He means that it's impossible to know what might be going on in the lives of others, so it's best to treat others with kindness.*

### **"When a Parent Goes to Prison"** (10 minutes, activity sheet online)

- Break students into groups to read the interview and discuss the following questions.

## **ESSENTIAL QUESTIONS**

How does incarceration affect families?  
.....  
What does it mean to be stigmatized?  
.....  
Why are support systems important?

## **Close-Reading Questions**

▶ How has Gaynes's personal experience affected her work at Osborne? (key ideas) *Watching her own children go through the experience of having their father go to prison inspired her to create programs at Osborne to help other kids in the same situation.*

▶ From the interview, what inferences can the reader make about Liz Gaynes? (character) *The reader can infer that she is a generous and caring person who is inspired to take action to solve social problems.*

- Return to the **Video Discussion Questions** and discuss the remaining questions as a class (optional).
- Discuss the following question, which draws on both texts, as a class. If you showed the video, students may draw on the video as well.

## **Critical-Thinking Question**

▶ Gaynes says that many people see prison "as this isolated atom that's not connected to the world." Based on what you've read, how is that view incorrect? *Students may say that incarceration affects not just those who are incarcerated, but also their loved ones. For example, in the video, children and teenagers talk about how difficult it is to be separated from their parents and discuss the value of maintaining a relationship during incarceration. Millions of kids have incarcerated parents. What's more, according to Gaynes, 95 percent of incarcerated persons will be released, so it's important to help those people maintain their relationships with loved ones with whom they will eventually be reunited.*

## **3 Skill Focus: Integrating Knowledge & Ideas**

(20 minutes, activity online)

Distribute the **Integrating Knowledge and Ideas** activity sheet for students to complete in groups. It will prepare students to respond to the writing prompt on page 24.

# Differentiation

## **For Struggling Readers**

In a well-organized paragraph, explain the challenges that kids often face when a parent is incarcerated as well as how those challenges can be overcome.

## **For Advanced Readers**

Empathy is the ability to understand and share the feelings of others. How does reading these two texts help create empathy? What other kinds of texts could have been included to build empathy? Explain your answers in a short essay. Support your ideas with text evidence.

---