



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

APRIL 2016
A
COMPLETE
TEACHING
KIT

ISSUE DATE	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER/ JANUARY	FEBRUARY	MARCH	APRIL	MAY
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A Delightful New Descriptive-Writing Activity

You asked. We listened!

Hello teachers,

Drumroll, please! I am thrilled to present an exciting new “You Write It” feature—all about descriptive writing. In this very “doable” activity, we provide a paragraph full of weak descriptions. It’s your students’ job to spice it up with sensory details, figurative language, and powerful verbs and adjectives. Turn to page 32 to check it out. As always, we’ve created a suite of support materials to help you—including a model text and a lower-level version of the activity. Find these materials and more at Scope Online.

As with so many aspects of *Scope*, the inspiration for this new activity came from YOU. Many of you have written to me this year asking for additional writing support, especially for descriptive writing. I hope you are excited to try this activity with your class. Be sure to drop me a line and tell me how it goes.

I’m eager to hear back from you!

Fondly,

Kristin



Kristin Lewis
Executive Editor
kelewis@scholastic.com

E-mail me
anytime!



DON'T MISS THIS!

Behind the Scenes Video

Author Lauren Tarshis takes your students behind the scenes of her riveting article about London’s Killer Smog of 1952. Perfect for Earth Day!



scope.scholastic.com

YOUR APRIL ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Plays Pranks”	Students practice using <i>then</i> and <i>than</i> while reading about hilarious April Fools’ Day hoaxes.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-10 “Teens Against Hitler”	In 1940, 19-year-old Ben Kamm escaped the Warsaw ghetto and joined a group of partisans in their fight against the Nazis. His story, both tragic and inspiring, is sure to move your students. We’ve paired the story with an excerpt from a partisan’s diary.	<ul style="list-style-type: none"> Featured Skill: Supporting Conclusions Key ideas and details Text features Author’s craft Central ideas Inference
Debate, pp. 11-13 “Should Your City Host the Olympics?”	Two friends face off in this debate. Who makes the best argument? Your students decide.	<ul style="list-style-type: none"> Supporting an argument Central ideas and details
Drama, pp. 14-21 <i>The Fire-Breather</i>	In this exciting tale based on the Greek myth of Jason and the Golden Fleece, a hero seeks to prove himself worthy of being king. But how far is he willing to go?	<ul style="list-style-type: none"> Featured Skill: Analyzing Character Text evidence Character’s motivation Interpreting text Inference Author’s craft Character
Paired Texts, pp. 22-29 “Killer Smog” and “Smog So Thick, Beijing Comes to a Standstill”	In these fascinating texts, your students will first learn about the Killer Smog of 1952, which blanketed London for days and left thousands dead. The second article explores the air pollution crisis in Beijing today.	<ul style="list-style-type: none"> Featured Skill: Synthesis Author’s craft Key ideas and details Comprehension Central ideas and details Inference Context clues Reading for information
The Lazy Editor, pp. 30-31 “What Is That Guy Doing?”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the fascinating history of Guinness World Records.	<ul style="list-style-type: none"> Conventions of standard English Revision
You Write It, p. 32 “Island of Cats”	New format! Students hone their descriptive writing skills while reading about an island in Japan that is overrun by cats.	<ul style="list-style-type: none"> Summarizing Central ideas and details

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>then</i> and <i>than</i> 		L.3
<ul style="list-style-type: none"> • Audio: Hear the article read aloud • PW Remembering Ben Kamm • PW Close-Reading & Critical-Thinking Questions • PW Read, Think, Explain (two levels) • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Guided Research Task • PW Contest Entry Form • PW Core Skill: Summarizing (two levels) • PW Core Skill: Text Features 		R.1, R.2, R.3, R.4, R.5, R.7, W.2, W.3, SL.1, L.4, L.6
<ul style="list-style-type: none"> • PW Scavenger Hunt • PW Essay Kit • IW PW Quiz (two levels) • PW Vocabulary: Definitions & Practice • PW Core Skill: Tone 		R.1, R.2, R.6, R.8, R.9, W.1, W.4, W.5, W.7, SL.1, L.4, L.6
<ul style="list-style-type: none"> • Audio: Pronunciation Guide • PW Is Jason a Hero? • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Mood • PW Core Skill: Making Inferences 		R.1, R.3, R.4, R.5, W.1, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Audio: Hear the articles read aloud • Video: Behind the Scenes • PW Synthesis • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Text Evidence (two levels) • PW Core Skill: Central Ideas and Details • PW Core Skill: Text Structure 		R.1, R.2, R.4, R.9, W.1, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • PW Subject-Verb Agreement • PW Rambling Sentences • PW Maintaining Consistent Tone and Style 		W.5, L.1, L.2, L.3
<ul style="list-style-type: none"> • PW Guide to “You Write It” Activity • PW Model Text for “You Write It” Activity • PW Contest Entry Form 		R.1, W.5, L.3

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

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Teens Against Hitler

The inspiring story of a young partisan during the Holocaust

Preview: In 1940, 19-year-old Ben Kamm escaped the Warsaw ghetto and joined a group of partisans in their fight against the Nazis. His story, both tragic and inspiring, is sure to move your students.

Learning Objective: to summarize Ben Kamm's experience during the Holocaust; to draw and support conclusions about why he should be remembered

Key Skills: author's craft, inference, key ideas and details, text features, central ideas



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

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: *annihilation, bigotry, deplorable, Holocaust, persecuted, sabotaged, scapegoat, vandalized.*

2 Reading the Article

(45 minutes, activity sheets online)

- Read aloud the “As You Read” box on page 6.
- Read the article once as a class. Skip, for now, the diary excerpt on page 9.
- Discuss the following questions as a class.

Close-Reading Questions

(10 minutes, activity sheets online)

▶ **According to the article, how was Hitler able to gain so much support for his hateful ideas and beliefs?** (key ideas and details) *According to the article,*

Hitler took advantage of the humiliation, fatigue, and bitterness that Germans felt after being defeated in World War I. He told Germans that they were superior to everyone else—a message they were no doubt eager to hear. Hitler also took advantage of the anti-Semitism that had long existed in Europe and offered the Jews as a scapegoat for all of Germany's problems.

▶ **Empathy is the feeling that you understand and share another person's experiences and emotions.**

How does Lauren Tarshis create empathy for Ben Kamm? (author's craft) *Tarshis begins the article, “You probably know a kid like Ben Kamm . . .” She then describes his personality and appearance, noting that his clothes are “rumpled from wrestling with his little brothers.” This approach helps the reader identify with Ben and feel as if he is a friend. Later, Tarshis creates empathy by describing Ben's emotions: She relates his “fear and resentment” as he is marched through the streets of Warsaw and explains that “for the rest of his life, Ben would break down in tears when he recalled the moment he left to rejoin the partisans.”*

- ▶ Tarshis writes that stories about the partisans offered a “glint of hope” to boys like Ben in the Warsaw ghetto. Why would stories about the partisans give such boys hope? (inference)

Hearing about the partisans would have made those in the ghetto realize that the Nazis' power was not as absolute as it seemed. The partisans had the ability to interfere with Nazi operations, and they also showed that it was possible to survive or, if not, to go down fighting.

- As a class, read the diary entry on page 9 and respond to the following.

- ▶ Answer the question on page 9: What does the journal entry help you understand about the partisans' experience? (text features; central ideas) *The journal entry helps you understand how exhausting, dangerous, and frightening it was to be a partisan. The writer describes having to be on the move to avoid a German assault; he describes partisans trekking through the forest with all of their belongings in the middle of a rainy, windy night, wondering if they would die as so many others had.*

- Have students discuss the following in groups.

Critical-Thinking Questions

(5 minutes, activity sheet online)

- ▶ What risks did Ben Kamm take in joining the partisans? Why do you think he decided to take those risks? Support your ideas with details from the text. *Though staying in the ghetto was by no means safe, Ben put himself in immediate danger by joining the partisans. He risked being caught and killed by Nazis or Polish police officers, or turned in by a Polish citizen. He also risked his safety by participating in dangerous missions, such as blowing up German supply trains. And, Ben risked being separated from his family. Maybe Ben decided to take these risks because in the ghetto, there was, as Tarshis writes, nothing for him to do but wait for death. Although being a partisan was dangerous, it gave him an opportunity to do something, to fight back and act on some of the rage he felt.*

ESSENTIAL QUESTIONS

Why is it important to learn about the Holocaust?
.....

How can we develop tolerance?
.....

Why is it important to speak up?

- ▶ On page 10, Tarshis describes Kamm in 2010. She writes that his face is “shockingly free of bitterness.” How is it possible to avoid feeling bitter when something horrible has been done to you? Do you think it's important to avoid

feelings of bitterness? *Answers will vary.*

A possible response is that overcoming bitterness requires a determined effort to focus on the positive and cultivate gratitude for what you have. This effort is worth it because if you are overcome by bitterness, you rob yourself of the opportunity for joy, and you stay stuck in the past.

- ▶ Tarshis writes, “The Nazis and their sympathizers, [Ben] realized, did not see [the Jews] as humans. He felt like an animal—a helpless animal.” To treat someone as though he or she is not human is to *dehumanize* that person. How can stories like “Teens Against Hitler” reverse or fight dehumanization? *Answers will vary. When we read about people's lives and personalities, and when we learn about their suffering, we develop empathy for them, and it becomes impossible to think of them as just numbers or part of a group; they come alive to us, and we see them for what they are: fellow human beings who have friends and families and hopes and dreams just like we do.*

3 Skill Focus: Supporting Conclusions

(15 minutes, activity sheet online)

Distribute the activity sheet **Remembering Ben Kamm** for students to complete as homework. This activity will prepare them to respond to the writing prompt on page 10.

DIG DEEPER

Students can listen to Ben Kamm speaking about the experiences described in the article in video clips created by the Jewish Partisan Educational Foundation. Find a link on our website.

Differentiation

For Struggling Readers

Write a paragraph describing Ben Kamm. What kind of person was he? Support your ideas with details from the text.

For Advanced Readers

A statue is being put up to honor Ben Kamm. Write a speech to be read when the statue is unveiled to the public. Explain who Kamm was and why we should remember him, as well as the role the partisans played during the war. Support your ideas with details from “Teens Against Hitler” and one additional source.

Complexity Factors

See how these texts will challenge your students.

Purpose: “Teens Against Hitler” provides information about the Holocaust by describing one young man’s experience in Poland during World War II.

Structure: The text includes narrative and informational passages, as well as shifts in tense and point of view, and features a diary excerpt. Readers must recognize the connection between the texts.

Language Conventionality and Clarity:

- **Vocabulary:** challenging domain-specific words (e.g., *bigotry*, *annihilation*, *persecuted*)
- **Figurative language:** similes, metaphors, rhetorical questions

Knowledge Demands: Familiarity with key concepts (World War I, the Soviet army, gas chambers) will be helpful.

Lexile: 1000L

Literature Connections

Other texts about young people and the Holocaust:

- *Friedrich* by Hans Peter Richter (novel)
- *Hitler Youth: Growing Up in Hitler’s Shadow* by Susan Campbell Bartoletti (nonfiction)
- *I Never Saw Another Butterfly: Children’s Drawings and Poems from Terezin Concentration Camp 1942–1944* by Hana Volavkova (primary documents)

ONLINE RESOURCES

AUDIO: Hear the article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Remembering Ben Kamm*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Guided Research Task
- Contest Entry Form
- Core Skill: Summarizing (two levels)
- Core Skill: Text Features

*Supports the lesson plan

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The Fire-Breather

Based on the Greek myth of Jason and the Golden Fleece

Preview: In this exciting tale of bravery and betrayal, a hero seeks a powerful object that could make him king. Can Jason retrieve the Golden Fleece and prove he is worthy?

Learning Objective: to analyze characters to determine whether they are heroes

Key Skills: text evidence, interpreting text, author's craft, character's motivation, inference, character



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

(10 minutes, activity sheets online)

- Play our **pronunciation guide** at Scope Online and follow the call-and-response prompts as a class.
- Project or distribute the **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *bow*, *emanates*, *engulfs*, *entranced*, *grizzled*, *incinerated*, *oracle*, *ruthless*.

2 Reading the Play

(30 minutes)

- Read aloud the “As You Read” box on page 16. Ask students to brainstorm the qualities of a hero and write them on the whiteboard. (Students may say bravery, selflessness, strength, resourcefulness, etc.)
- Read the captions on the images, which provide context. Then assign parts and read the play aloud.
- Break students into groups to discuss the following questions.

Close-Reading Questions

(10 minutes, activity sheet online)

- ▶ In the prologue, Atalanta calls the Argonauts “heroes.” What information in the prologue supports her statement? (text evidence) *Heracles says that the Argonauts have traveled “past the edge of the known world.” Atalanta and Nestor say that they’ve battled evil giants and murderous monsters. These achievements require strength and courage, two common characteristics of a hero.*
- ▶ In Scene 1, Jason says, “I will return to Greece with the Golden Fleece, or I will not return at all.” What does he mean? (interpreting text) *Jason means that getting the Golden Fleece is so important to him that he’s willing to die trying to get it.*
- ▶ In Scene 4, why does Medea help Jason? (character’s motivation, inference) *Medea blushes when she speaks to Jason; you can infer that she likes him in a romantic way. It is also likely that she objects to her father’s tactics; giving Jason a task that he can’t*

survive is cruel; King Aeetes could simply refuse to part with the Fleece.

► **Based on Scene 5, what can you infer about Aeetes's attitude toward his daughter?** (inference, character) *It doesn't occur to Aeetes that Medea is helping Jason; either Aeetes doesn't realize his daughter is a sorceress, or he underestimates her power and courage. Also, he calls her a "foolish girl." You can infer that Aeetes doesn't take Medea seriously.*

► **In Scenes 7 and 8, what details convey the Fleece's power and magnificence?** (author's craft) *Jason compares it to "a cloud filled with light" and he is "entranced" by it. Atalanta's line "The Fleece gleams like Zeus's lightning" and the Argonauts' desire to touch the Fleece convey how special it is.*

- Discuss the following questions as a class.

Critical-Thinking Questions

(10 minutes, activity sheet online)

► **How does Jason's attitude about his quest differ from that of his companions? How does Jason's attitude help him as a leader?** *Jason is confident that he will achieve his goal; his companions are less certain. For example, Jason dismisses Aeetes as "just a grizzled old man," while Heracles takes Aeetes seriously, pointing out that Aeetes's eyes are "fierce like a leopard's." When Nestor and Heracles say Jason's quest is impossible, Jason coolly replies, "Do we not have the gods on our side?" Jason might seem reckless, but his certainty keeps the Argonauts moving forward. Unlike his companions, Jason wants to avoid bloodshed.*

► **What qualities do King Pelias and King Aeetes share? What do these shared traits suggest about how power affects people?** *Both kings are conniving; each one gives Jason a deadly task. They are also both willing to kill; Pelias killed Jason's father, and Aeetes tries to kill Jason. Since both kings are dishonest and bloodthirsty, you might conclude that power corrupts.*

► **Could Jason have retrieved the Golden Fleece without Medea's help? Explain.** *It's unlikely. It was Medea's magic that kept Jason safe from the bulls, the soldiers, and the dragon. Medea was also the first to notice Aeetes's army coming to kill the Argonauts.*

ESSENTIAL QUESTIONS

What are the qualities of a hero?
.....
How does power affect those who have it?
.....
What makes a dangerous quest worthwhile?

► **In the time of Greek mythology, a hero was defined as a brave and skillful warrior who shows his (heroes were always men) greatness in battle or while on some sort of quest. Does Jason fit this definition of a hero? Has the way we define "hero" changed over time?** *Students will likely say that yes, Jason fits the classical definition of a hero. He is brave, and he is on a*

dangerous quest. In the prologue, Atalanta and Nestor state that Jason has led the Argonauts in fights against evil giants and murderous monsters, which suggests that Jason is a skilled warrior. Students may say that today, a hero is defined not as a warrior, but as a person—a man OR a woman—who acts bravely and selflessly for the good of others.

3 Skill Focus: Analyzing Character

(15 minutes)

Have students return to their groups to complete the activity **Is Jason a Hero?** This activity will prepare students to respond to the writing prompt on page 21.

EXTENSION! Narrative-writing task

► The myth of Jason and the Golden Fleece is just one of many adventure-rich tales in Jason's life. As a class, research the longer story. Break students into groups, and assign a part of Jason's life to each group. Each group should create a presentation (e.g. a poster, a one-act play, a video) based on its assigned segment of Jason's life.

Differentiation

For Struggling Readers

Is Jason's quest for the Golden Fleece worth the risk? Explain your answer in a well-organized paragraph. Use at least two pieces of text evidence to support your ideas.

For Advanced Readers

Imagine that you are a journalist in the time of Jason. Write a news article about Jason's success in retrieving the Golden Fleece. Your article should include quotes from key characters, including Jason, Medea, and Aeetes.

Complexity Factors

See how this text will challenge your students.

Levels of Meaning/Purpose: As the text follows Jason's quest for the Golden Fleece, it also raises questions about morality and responsibility.

Structure: The play is chronological.

Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic words (e.g., *engulfs*, *entranced*, *grizzled*, *incinerated*)
- **Figurative Language:** metaphors, similes, rhetorical questions, archaic constructions

Knowledge Demands: Some familiarity with Greek mythology will be helpful; for instance, the god Zeus is mentioned without explanation. An oracle is also mentioned.

Lexile: not applicable

Literature Connections

Other texts that explore what it means to be a hero:

- "Heroes We Never Name" by M. Lucille Ford (poem)
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* (Young Readers Edition) by Malala Yousafzai (memoir)
- "1986 Memorial Day Speech at Arlington National Cemetery" by Ronald Reagan

ONLINE RESOURCES

AUDIO: Pronunciation guide for tricky character and place names

ACTIVITIES TO PRINT OR PROJECT:

- Pronunciation Guide*
- Vocabulary*
- Close-Reading and Critical-Thinking Questions*
- Is Jason a Hero?*
- Literary Elements
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Mood
- Core Skill: Making Inferences

*Supports the lesson plan

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Killer Smog

How an environmental disaster helped us breathe easier today

Preview: In these fascinating articles, your students will first learn about the Killer Smog of 1952, which blanketed London for days and left thousands dead. The second article explores the air pollution crisis in Beijing today.

Learning Objective: to synthesize information from two texts about air pollution

Key Skills: author's craft, key ideas and details, inference, central ideas and details, reading for information, context clues, comprehension, synthesis

Great
for Earth
Day!



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Watch a video

(10 minutes, activity online)

- Project or distribute the **Video Discussion Questions**. Preview the questions as a class.
- Watch the **Behind the Scenes video**, in which the author talks to your students about descriptive writing in “Killer Smog.”
- Have students work in small groups to answer the video discussion questions.

Preview vocabulary

(5 minutes, activity online)

- Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words in “Killer Smog”: *imposed, respiratory, shrouded, slathered, smothering*. Highlighted words in “Smog So Thick, Beijing Comes to a Standstill”: *bunkered, dystopian, industrialization, prompted, rein in*.
- Assign the activity as homework.

2 Reading and Discussing

“Killer Smog”

(35 minutes, activity sheet online)

- Read “Killer Smog” as a class and discuss the following questions.

Close-Reading Questions

- ▶ **Reread the first two paragraphs. Why might Lauren Tarshis wait until paragraph two to reveal that “this terrifying killer was air”?** (author's craft) *Tarshis likely waits to reveal the “killer was air” to create suspense and hook the reader's attention. She also sets the reader up for a surprise: Most people do not think of air as dangerous. This surprise draws the reader more deeply into the narrative—he or she will want to know how air can kill.*
- ▶ **Why did the British government do little to reduce air pollution in London before the Killer Smog of 1952?** (key ideas and details, inference) *There are several reasons the government likely did little about the smog problem: Most people didn't fully understand*

the serious health consequences of air pollution. There were also economic reasons. According to the article, most Londoners could only afford to heat their homes with coal and factory owners worried that reducing pollution would be too costly.

Identify a central idea of the section

“New Laws for Cleaner Air.” List two details from the section that support that idea. (central ideas and details) *A central idea of the section is that after the Killer Smog of 1952, measures were put in place to reduce air pollution. Details that support this idea: The British and American governments passed laws to make air cleaner; pollution-producing factories were moved outside London, the British government began helping residents pay for cleaner heating systems.*

“Smog So Thick, Beijing Comes to a Standstill”

(15 minutes, activity sheet online)

- Read the article as a class. Note that it may be a stretch text for many students. The following scaffolded questions will help with comprehension, as will having first read “Killer Smog,” which introduces key concepts about air pollution.
- Discuss the following questions, some of which refer to both texts.

Close-Reading Questions

What steps were taken in Beijing to deal with the air pollution crisis last December? (reading for information) *According to the article, the government closed schools, told people not to drive, and shut down factories. The government also declared a red alert and sounded alarms in the subways to warn people about the health dangers of the smog.*

What was the purpose of those steps? Think about what you learned from “Killer Smog” about the causes of air pollution. (inference, synthesis) *Schools may have been closed so that kids didn’t have to go outside and breathe the toxic air. Bans on driving*

may have been put in place because gas is a major contributor to smog. Factories may have been shut down because they burn fuel. The warnings were likely issued to make people take the problem seriously.

ESSENTIAL QUESTIONS

What is the connection between money and the environment?
.....
What responsibility do we have for our environment?
.....
How can we reduce air pollution?

Edward Wong describes China’s trade of a healthy living environment for fast economic growth as a “devil’s handshake.” Context clues reveal that a devil’s handshake is what?

(context clues) *A devil’s handshake is a deal in which someone gets something they want by giving up something very—or perhaps more—valuable.*

Reread the last section. What reason does Wong suggest for China’s not

having issued a red alert for air pollution before December 2015? What similar situation is described in “Killer Smog”? (comprehension, synthesis) *Wong suggests that the Chinese government resisted issuing a red alert in the past because it believed that doing so might hurt the economy. This is a similar situation to the British government’s doing little to combat smog prior to 1952.*

Critical-Thinking Question

What are some obstacles to reducing air pollution? How can they be overcome? *Obstacles include: the expense; a lack of awareness about the causes and the dangers; government resistance to regulating pollution; individuals feeling unable to change their lifestyles. Ways to overcome the obstacles include: governments creating laws to limit pollution; increasing awareness about the causes and dangers; taking small steps like turning off lights, reducing driving, and planting trees; re-evaluating our priorities. (Answers will vary.)*

3 Skill Focus: Synthesis

(20 minutes, activity online)

Distribute the Synthesis activity sheet. It will prepare students to respond to the writing prompt on page 29.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain what positive changes came from the killer smog of 1952.

For Advanced Readers

Have students create a pamphlet, poster, or video about the dangers of air pollution. Students should explain what smog is, why it's dangerous, and how we can help reduce it. (Tip: Consider having students focus their research on the air quality in your area.)

Go to Scope Online to see the complexity factors for these texts, including the Lexile score, as well as the video and support materials.
