



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

OCTOBER 2015

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

On Our Minds: Reading With Purpose

Hello dear teachers!

This issue has so much for your students to sink their teeth into—from Lauren Tarshis's gripping article about the 2011 Joplin tornado to our debate about whether going to Mars is a good idea. I am especially excited about our paired-text feature, which will take your students on a sweet (and disturbing) adventure, exploring the role of sugar in our lives past and present. It's a fascinating topic—and an important one for your students' health. As they read, ask them to think about how the information in the articles can help them lead healthier lives.

In addition to all the fabulous content in the issue, we've also created a beautiful array of support materials for you at Scope Online. Many activities come in multiple levels, to support all your learners. I am eager to hear how these activities are working for you and what more we can do to make your life easier. So please drop me a line and tell me how it's going!

Happy teaching,



Kristin

Kristin Lewis, Executive Editor
kelewis@scholastic.com

E-mail me
anytime!

EDITOR'S PICK!

In this fascinating video, we take your students behind the scenes of our article about the tornado that devastated Joplin in 2011.



KEITH MYERS/KANSAS CITY STAR/MCT



As you can see from the photo above, Lauren Tarshis enjoyed researching her article "How Candy Conquered America" with her daughter Valerie at their local candy shop.



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YOUR OCTOBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Goes to the Grave”	Students practice using <i>affect</i> and <i>effect</i> while reading about the fascinating human skeleton.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-10 “The Evil Swirling Darkness”	On May 22, 2011, one of the deadliest tornadoes in U.S. history ripped through Joplin, Missouri. This gripping article weaves together two incredible stories from that day. Plus: We include a beautiful poem about a school photo found in the wreckage.	<ul style="list-style-type: none"> Featured Skill: Author’s craft Interpreting text Inference Figurative language Text evidence Mood Compare and contrast Text features
Drama, pp. 11-19 <i>The Spider Curse</i> and “Is This the Most Hated Athlete of All Time?”	Pride comes before a fall—at least it does for poor Arachne in our entertaining Greek mythology play. We pair it with a challenging but fascinating story about another famous fall: that of Lance Armstrong. Perfect for a fantastic cross-genre lesson on character!	<ul style="list-style-type: none"> Featured Skill: Character development Text structure Author’s craft Text evidence Interpreting text Key ideas and details
The Lazy Editor, pp. 20-21 “Why We Love This Stupid Cat”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about why we’re all so obsessed with cat videos.	<ul style="list-style-type: none"> Conventions of standard English Revision
Paired Texts, pp. 22-28 “How Candy Conquered America” and “This Cupcake Is Trying to Hurt You”	Students consider how ideas about sweets have changed over time by reading a delightful nonfiction article about the history of candy in America and an important informational text about how our high-sugar diets are making us sick.	<ul style="list-style-type: none"> Featured Skill: Synthesis Word choice Key ideas Inference Compare and contrast Tone Text structure
Debate, pp. 29-31 “Would You Move to Mars?”	The first humans may be heading to the Red Planet by 2026. Is it the opportunity of a lifetime—or an insane death wish? Two friends face off on the debate. Your students decide who makes the best argument.	<ul style="list-style-type: none"> Supporting an argument Central ideas and details
You Write It, p. 32 “Fabulous First-Line Contest”	We are thrilled to announce this year’s First-Line Contest, in which your students help the amazing Linda Sue Park get started on a new story for <i>Scope</i> .	<ul style="list-style-type: none"> Understanding author’s purpose Writing hooks

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>affect</i> and <i>effect</i> 	L.3
<ul style="list-style-type: none"> • Audio: Hear the article and the poem read aloud • Video: Behind the Scenes • PW Author's Craft • PW Close-Reading & Critical-Thinking Questions • PW Read, Think, Explain (two levels) • PW Vocabulary: Definitions & Practice • PW Video Discussion Questions • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Central Ideas and Details • PW Core Skill: Text Structures • PW Core Skill: Summarizing (two levels) 	R.1, R.2, R.3, R.4, R.5, R.6, R.9, W.2, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • PW Literary Elements • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Mood • PW Core Skill: Text Evidence 	R.1, R.2, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • PW <i>Their, They're, and There</i> • PW Run-on Sentences • PW Pronoun-Antecedent Agreement 	W.5, L.1, L.2
<ul style="list-style-type: none"> • Video: Beyond the Story • Audio: Hear the articles read aloud • PW Synthesis • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • PW Video Discussion Questions • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Text Features • PW Core Skill: Making Inferences 	R.1, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.3, L.4, L.6
<ul style="list-style-type: none"> • PW Scavenger Hunt • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Core Skill: Tone 	R.1, R.2, R.3, R.6, R.8, R.9, W.1, W.4, W.5, W.8, SL.1, L.1, L.2, L.3
<ul style="list-style-type: none"> • Video: "What is a Fabulous First Line?" • PW Contest Entry Form 	R.1, W.3

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

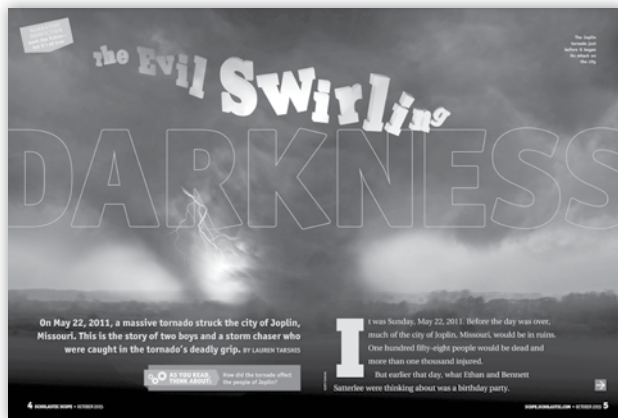
The Evil Swirling Darkness

The gripping true story of one of the deadliest tornadoes in U.S. history

Preview: In this incredible article, author Lauren Tarshis weaves together the stories of two boys and a storm chaser caught in the violent grasp of the 2011 tornado in Joplin, Missouri. Plus: a beautiful poem about a school photo found in the wreckage.

Learning Objective: to analyze how an author and a poet tell a story

Key Skills: author's craft, interpreting text, inference, text evidence, mood, compare and contrast, text features, figurative language



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Watch a video.

(15 minutes, activity sheet online)

Project or distribute the **Video Discussion Questions** for students to preview. Then show our “**Behind the Scenes**” video, in which author Lauren Tarshis discusses her research and writing process. Answer the discussion questions as a class.

Preview vocabulary.

(5 minutes, activity online)

- Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *debris, decimated, imminent, pulverized, roiling, staggering, unravel*
- Tell students to note, as they read, any other unfamiliar words. They will add these to their vocabulary lists.
- Assign the practice activity for homework.
- Encourage students to use these new words as they discuss and write about the article.

2 Reading the Article

- Give students a few minutes to preview the text features. Then have a volunteer read aloud the As You Read box on page 4.
- Have students read the article independently. (**Differentiation tip:** If your students need more support, play the audio recording of the article at Scope Online as they follow along in their magazines.)
- Break students into groups to read the article a second time and then discuss the close-reading questions below.

Close-Reading Questions

(10 minutes, activity sheet online)

Reread the first four sentences of the article.

How does the fourth sentence differ from the first three? Why might author Lauren Tarshis have started her story this way? (author's craft) *The first three sentences describe death and ruin. They create a terrifying and foreboding mood. With the fourth sentence, the mood abruptly changes. That sentence*

introduces two brothers who are excited about a party. Tarshis may have started her story this way because the juxtaposition of the first three sentences and the fourth sentence reflects the suddenness with which disaster can strike on an otherwise normal day. Also, by letting the reader know that things will go terribly wrong later in the story, Tarshis creates a feeling of anticipation and suspense.

▶ **In the section “Tornado Mysteries,” why does the author describe tornadoes as “stubbornly mysterious”?** (interpreting text, figurative language) *Although meteorologists can predict most types of weather with remarkable accuracy, tornadoes remain extremely hard to predict. It’s impossible to tell which supercells will produce them. Even the most powerful radar cannot detect tornadoes.*

▶ **When the author describes tornadoes as “stubbornly mysterious,” she is personifying tornadoes—assigning a human characteristic to them—by suggesting that they intentionally remain unpredictable. Where else in the article does the author personify tornadoes? What effect does this use of personification create?** (figurative language, author’s craft) *The headline describes the Joplin tornado as “evil.” The section “Tornado Mysteries” compares tornadoes to “secretive monsters” and says that they “devour everything in their paths.” And the subheading “Vicious Attack” suggests that the tornado struck Joplin intentionally. All of this language highlights how monstrous and terrifying tornadoes must feel for those who experience them.*

▶ **Rain-wrapped tornadoes are especially hard to recognize, yet Jeff Piotrowski knew one when he saw it. Which details in the article help explain why Piotrowski was able to identify the tornado?** (inference, text evidence) *You can infer that Piotrowski is a tornado expert. The article states that*

he had studied supercell thunderstorms for more than 35 years, that he had been tracking this particular storm system for days, and that he has witnessed more than 850 tornado strikes.

▶ **What mood does Tarshis create in the final paragraph of “Vicious Attack”? How does she create this mood, and why do you think she creates it?** (mood, author’s craft) *The author creates a grim, tense atmosphere by leaving a vital question unanswered: Readers are left to wonder about the fate of family members in a dangerous situation. Tarshis may have chosen to leave the reader in suspense to convey the feelings that the Satterlees experienced as they waited to hear from their relatives.*

▶ **In the section “Healing a City,” what do the stories of the Piotrowskis and the Satterlees have in common?** (compare and contrast) *Both the Piotrowskis and the Satterlees helped others in need.*

- Regroup as a class to answer the following critical-thinking questions.

Critical-Thinking Questions

(5 minutes, activity sheet online)

- ▶ **The life of a storm chaser seems quite dangerous. Why might someone choose to study extreme weather up close?** *It’s probably exciting. Piotrowski probably finds chasing storms fascinating and rewarding. The more we understand about tornadoes, the better we may be able to keep people safe.*
- ▶ **Why do you think the author included the stories of both the Satterlees and the Piotrowskis?** *By including both, the author gives readers a broader understanding of people’s experiences during the tornado than she would have had she written about only one family. By including the information about the Piotrowskis, she is able to include scientific details about tornadoes and weather prediction.*

ESSENTIAL QUESTIONS

How do writers create suspense in works of nonfiction?

.....

How do natural disasters affect communities?

.....

Why is community important in times of tragedy?

3 Reading the Poem

Play the audio.

(5 minutes)

- Have students turn to the poem “Joey, 4th grade, 1992” on page 10.
- Play our audio recording at Scope Online while students follow along in their magazines.

Annotate the poem.

(10 minutes)

- Break students into groups to read the poem a second time. As they read, they should mark the poem with these symbols:

? = I have a question about the line.

♥ = I find this line emotional.

I = I find this line interesting.

F = This is figurative language (simile, metaphor, personification, etc.).

- Call on students to share how they annotated the poem. Encourage them to respond to each other's ideas and discuss any questions or insights.
- Discuss the following questions as a class.

Close-Reading Questions

(10 minutes, activity sheet online)

▶ **What object is the poem about? How can you tell?** (inference) *The poem is about a photograph that the speaker found in the wreckage of the tornado. A number of clues in the text make this clear. The speaker says that “he” (the boy in the photo) is on the fridge under a magnet; that’s a place where photos are commonly displayed. The speaker also says, “Somewhere a childhood photo album is not quite complete, or a grandmother’s mantelpiece; an uncle’s wallet.”*

TIP!

The article is full of wonderful descriptive writing. Have students go through and circle vivid verbs, adjectives, and any other passages they find particularly evocative. How would the article be different if Tarshis had used more generic language? Encourage students to use descriptive writing in their own work.

▶ **Why is the poem’s title set inside quotation marks?** (text feature)

The phrasing of the title sounds like the way someone might label a school photograph. You can infer that the words “Joey, 4th grade, 1992” are written on the photograph.

▶ **What does the line “a small reminder of the whirling aftermath” tell you about how the tornado affected Joplin?**

(interpreting text) *This line implies that things seemed to be whirling even after the tornado had passed—that the atmosphere in Joplin remained chaotic and disorienting.*

Critical-Thinking Question

▶ **What are the similarities and differences between the content of the article and the poem?** *Students may say that similarities include: Both texts are about the same event and explore how the tornado affected the people of Joplin. Differences include: the article focuses mainly on events during the tornado itself, while the poem focuses on the aftermath.*

4 Skills Focus: Author’s Craft

Distribute the **Author’s Craft** activity, which will prepare students to respond to the writing prompt on page 10.

NOTE FROM AUTHOR LAUREN TARSHIS:

Your students may want to write to Bennett and Ethan Satterlee. We will be happy to forward their letters. Send them to “Scope Tornado Letters.” See page 2 of the student edition for details.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain why the 2011 Joplin tornado was so destructive.

For Advanced Readers

Why is it important to continue studying tornadoes? What would be the value of having a better understanding of them? Answer both questions in a short essay. Use the article and poem to support your answer. You may also draw on a third text of your choice.

Complexity Factors

See how these texts will challenge your students.

Purpose: “The Evil Swirling Darkness” describes the experience of one family and a storm chaser during one of the deadliest tornadoes in U.S. history. It also provides information about the science of tornadoes. The poem evokes the sense of loss experienced by those who survived the tornado.

Structure: The text is mainly chronological but begins with a brief flash forward. The story weaves two narratives: the story of a storm chaser and the story of the Satterlee family. The poem is one stanza.

Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words, including *debris*, *pulverized*, and *roiling*
- **Figurative Language:** metaphors, similes, personification, other figures of speech

Knowledge Demands: Map-reading skills will be helpful.

Lexile: 1000L

Literature Connections

Other curricular survival stories:

- *Blizzard* by Jim Murphy
- *Hatchet* by Gary Paulsen
- “The Open Boat” by Stephen Crane

ONLINE RESOURCES

AUDIO: Hear the article and poem read aloud.

VIDEO: “Behind the Scenes”

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Video Discussion Questions*
- Vocabulary*
- Author’s Craft*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Central Ideas and Details
- Core Skill: Text Structures
- Core Skill: Summarizing (two levels)

*Supports the lesson plan

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The Spider Curse

A dramatic retelling of the Greek myth of Arachne is paired with the story of Lance Armstrong's fall from glory

Preview: What do a young woman in ancient Greece who is turned into a spider and the infamous cyclist Lance Armstrong have in common? Quite a lot!

Learning Objective: to make connections between a Greek myth and a modern-day event

Key Skills: character development, text structure, author's craft, text evidence, interpreting text, key ideas and details



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary.

(5 minutes, activity sheet online)

Distribute or project our play **Vocabulary Definitions** for students to refer to as they read. Highlighted words: *artistry, depicted, impudent, marvel, merchant, monstrosity, mortals, nurture, wares*. Tell students to note, as they read, any other unfamiliar words. They will add these to their vocabulary lists.

2 Reading the Play

(30 minutes, activity sheets online)

- Read aloud the “As You Read” box on page 12.
- Choose students to read the image captions aloud.
- Assign parts and read the play aloud as a class.
- Have students discuss the following in groups:

Close-Reading Questions

(6 minutes, activity sheet online)

▶ How does Arachne's attitude about Athena change from Scene 1 to Scene 3? What do you think causes

this change? Support your answer with details from the play. (character development) *In Scene 1, Arachne is thrilled by Athena's offer to become Arachne's teacher. Arachne says she would like that “more than anything.” In Scene 2, Arachne seems grateful to Athena. Arachne tells Calista that Athena has taught her a lot about color, and when a merchant remarks that Arachne has been blessed by Athena, Arachne “beams with pride.” In Scene 3, Arachne's attitude has changed. She is annoyed that people credit so much of her skill to Athena. Perhaps Arachne's change in attitude is simply a result of hearing so many people make comments about Athena, or perhaps as Arachne has become more skilled, her success has gone to her head.*

▶ In Scene 4, a customer mentions a talented weaver named Lyra. How does Arachne respond, and what does this moment reveal about Arachne? (character development) *Arachne becomes upset. She wonders, “Is she better than I am?” and asks her father to go see if Lyra's work is “any good.” This moment suggests that Arachne is competitive—that she's obsessed with*

being the best. It also suggests that for all her apparent confidence, Arachne may be insecure.

▶ **Arachne receives several warnings about her behavior. Where are they in the play, and why do you think the authors include them?** (text structure, author's craft) *At the end of Scene 3, Calista warns Arachne to be careful. "The gods," Calista says, "do not like it when their gifts are not appreciated." In Scene 4, Idmon tells Arachne that it's important to show respect to the gods, and Customer 1 tells Arachne, "Good lady, the gods do not take kindly to mortals who make such boasts." The authors probably include these warnings to create tension and drama as Arachne continues to show disrespect to Athena and to let the reader know that Arachne is headed for trouble.*

Critical-Thinking Questions

(6 minutes, activity sheet online)

▶ **In ancient Greece, people believed it was important to please the gods. How does the myth of Arachne reflect that belief?** *Arachne is punished because she displeases Athena.*

▶ **What theme (message) does the myth of Arachne contain that applies to us today?** *The myth contains the message to beware of excessive pride or arrogance. The myth also encourages us to show respect and gratitude to our teachers.*

▶ **Did Arachne deserve her punishment? Explain.** *Answers will vary. Students may say yes, Arachne offended Athena by not showing gratitude and by bragging that she was the better weaver; on top of this, Arachne deliberately wove a tapestry that was insulting to the gods. This behavior was not only obnoxious but foolish, as Arachne was warned several times that she needed to show respect to Athena.*

On the other hand, students may have sympathy for Arachne and say that she did not deserve the harsh punishment she received. Students may say that

Arachne had a point: It really wasn't fair for people to give Athena so much credit for Arachne's work, and the gods did have flaws. Students may understand Arachne's resentment and see Athena as spiteful.

3 Reading the Article

(15 minutes, activity sheets online)

• Project the **Vocabulary Definitions** for the words in the article. Highlighted words: *appalling, blighted, connivance, discredit, rampant, reviled, sincerity, tactic, tenacious*. Assign the activity as homework.

- Read "Is This the Most Hated Athlete of All Time?" as a class.
- After reading, give students a minute to silently consider the questions posed in the captions on pages 18 and 19. Let students know that they will share their answers after first answering some close-reading questions in their groups. Here are the questions:

Close-Reading Questions

(6 minutes, activity sheet online)

▶ **Adee Braun begins her article with a list of words that have been used to describe Lance Armstrong. Drawing on the article, explain how each of these words applies to Armstrong.**

(text evidence) *Liar describes Armstrong because he secretly used performance-enhancing drugs for years but adamantly denied it whenever someone accused him (p. 18). Bully describes Armstrong because he threatened or punished anyone who didn't do what he wanted (p. 19). Disgrace applies because everyone lost their respect for him, and all his awards were taken away (p. 17, p. 19). Cold-blooded and ruthless apply because he used harsh measures to silence his accusers, and because he was willing to do whatever it took to win (p. 18, p. 19).*

▶ **Braun writes that when he was accused of doping, "Armstrong met each accusation with**

VOCAB TIP!

Delve into vocabulary for describing character. Introduce several words that are *not* used in the texts for students to use in their discussions and writing. You might introduce *hubris* (an excessive and foolish amount of pride or self-confidence; in ancient Greece, *hubris* was defined as thinking you are better than the gods), *arrogant* (believing you are better or more important than other people), and *conceited* (overly proud of your achievements or abilities).

furious denials, and he used his status as a celebrity and cancer survivor to humiliate and silence his accusers.” What does she mean? How could Armstrong’s status give him power over his accusers? (interpreting text) *Braun means that because Armstrong was so widely admired, people believed him when he said he wasn’t doping. Being a talented athlete (or a talented actor or musician, etc.) doesn’t make someone a good person, but fans often make that assumption. Plus, celebrities can often afford to hire lawyers or others to help them out of difficult situations.*

▶ **According to the article, how did Armstrong manage to get away with doping for so long?** (key ideas and details) *Armstrong managed to convince (or force) many people to help him. People snuck PEDs into his hotel room. His trainer gave him injections and dumped the needles far away. Armstrong bullied his teammates into not turning him in. He also used bullying tactics to silence or discredit anyone who threatened to expose him. Armstrong’s popularity also helped him—he was a beloved hero, and no one wanted to believe he was cheating.*

- Come back together as a class to discuss the two critical-thinking questions in the captions as well as a few questions that draw on both texts.

Critical-Thinking Questions

(10 minutes, activity sheet online)

▶ **Lance Armstrong and other cyclists have stated that doping was so common in cycling that to be competitive, they had no choice but to dope. But is that really a valid reason to break the rules?** *Answers will vary, though students may answer that “everyone else is doing it” is not a valid reason to do something. However, students may well understand Armstrong’s point of view, even if they don’t support his actions. It can be very, very hard to be the only one who refuses to do something—especially when it will almost certainly affect you in a way that you perceive as negative.*

ESSENTIAL QUESTIONS

When is competition healthy and when is it dangerous?

Does being the best matter?

Why do we admire winners?

▶ **Did Lance Armstrong deserve his punishment?**

Answers will vary, although students are likely to say yes. Not only did Armstrong cheat, he also pressured others to do the same. When accused of doping, he used the vile tactics of ruining his accusers’ reputations and filing lawsuits.

▶ **What do Arachne and Armstrong have in common? In what ways are their stories similar?**

Both fell from a position of success and admiration to disgrace. Both Arachne and Armstrong were extremely talented but also excessively prideful, arrogant, and competitive. Both, in an obsession with being the best, were willing to wager the thing they loved the most: Arachne entered the contest with Athena believing that if she, Arachne, lost, she would never weave again; Armstrong must have known that if he were caught doping, he would be banned from competitive cycling.

▶ **What similar lesson can readers find in *The Spider Curse* and “Is This the Most Hated Athlete of All Time?”** *Both teach us to beware of allowing our egos and our sense of competition to get out of control.*

▶ **Do you agree with the note at the bottom of page 16 that the story of Lance Armstrong is a tragedy?**

Explain. *Answers may vary, but Armstrong’s story is a tragedy in the classical sense: a hero comes to ruin because of a character flaw—being overly competitive and overly confident. Some students, though, may argue that the story is less a tragedy than a scandal.*

4 Skills Focus: Character

Read the writing prompt on page 19 to the class. Discuss briefly what it means to be “invincible” and how that word describes Arachne and Lance Armstrong. Then assign the prompt as homework.

Differentiation

For Struggling Readers

If you're invincible, it means you can never be defeated. In what way did Lance Armstrong believe he was invincible? Answer this question in a well-organized paragraph.

For Advanced Readers

There is a famous saying that "pride comes before a fall." In a well-organized essay, explain what this proverb means and how it applies to the myth of Arachne and the story of Lance Armstrong.

Complexity Factors

See how these texts will challenge your students.

Purpose: *The Spider Curse*, based on the Greek myth of Arachne, is a cautionary tale about the dangers of hubris. "Is This the Most Hated Athlete of All Time?" chronicles the rise and fall of Lance Armstrong and examines the lengths to which a person will go to stay on top.

Structure: The play is chronological and provides additional information in the form of text boxes and image captions. The nonfiction text includes narrative and informational passages.

Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words (*connivance, monstrosity, mortals, and reviled*)
- **Figurative Language:** rhetorical questions, figures of speech

Knowledge Demands: Familiarity with Greek myths (their purpose and the role of gods) will make the play accessible.

Lexile: 1000L ("Is This the Most Hated Athlete of All Time?")

Literature Connections

Other stories that explore human pride:

- *Frankenstein* by Mary Shelley
- *The Odyssey* by Homer
- *Titanic: Voices From the Disaster* by Deborah Hopkinson

ONLINE RESOURCES

ACTIVITIES TO PRINT OR PROJECT:

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

*Supports the lesson plan

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How Candy Conquered America

The sweet and disturbing story of sugar

Preview: Students explore our changing ideas about sweets through two fascinating articles: the first about how candy became popular in America and the second on the health risks of today's high-sugar diet.

Learning Objective: to synthesize information about the role of sugar in our lives from two articles and an infographic

Key Skills: word choice, key ideas, inference, compare and contrast, tone, text structure, synthesis



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary.

(3 minutes, activity sheet online)

Distribute or project our **Vocabulary Definitions** for students to refer to while they read. (Assign the activity for homework.) Highlighted words: *accumulate, luxury, palatable, plethora, remedies, smuggle*

Set a purpose for reading.

(1 minute)

Ask a volunteer to read aloud the As You Read box on page 24. Briefly discuss the question as a class.

2 Reading and Discussing

"How Candy Conquered America"

(30 minutes, activity sheet online)

- Read the article aloud as a class. (Optionally: Play our audio version of the article while students follow along in their magazines.) Then discuss the following questions.

Close-Reading Questions

Consider how the author describes candy in the first two sections of the article. How did the quality of candy change after Chase's invention? (word choice) *In the first section, the author uses unappetizing words like "clumps," "sticks," and "sticky" to describe the candy that was available in the early 1800s. In the second section, the author uses words like "mouthwatering," "tangy," and "fluffy" to describe the new kinds of candy being created thanks to the invention of Chase's machine. These descriptions suggest that the quality of candy improved.*

Why was Chase's lozenge-making machine important to candy history? (key ideas, inference) *Before Chase's invention, candy was expensive and only a few kinds were available. Chase's machine allowed candymakers to produce large quantities of candy and sell it cheaply. As a result, eating candy became more common. The increase in popularity led to more competition among manufacturers and more varieties of candy being produced.*

- **How was the public's poor understanding of nutrition an advantage to early candy companies?**

(key ideas) *Candy companies were able to convince consumers that candy was healthy—that it could even replace a meal—and this helped the companies sell more candy.*

- **How was buying candy in the 1920s different from buying it in the 1820s? Cite evidence from the text in your answer.** (compare and contrast)

According to the article, “thousands of different kinds” of candies were available in the 1920s.

Candy had also become inexpensive.

By contrast, in the 1820s, candy was “extremely expensive” and few kinds were available.

3 Reading and Discussing

“This Cupcake Is Trying to Hurt You”

(30 minutes, activity sheet online)

Break students into groups to read the article and infographic and to discuss the questions below.

Close-Reading Questions

- **Describe the tone of the introduction.** (tone) *The tone is at first playful and amusing. The authors ask you to imagine that you are a cupcake about to be eaten. Phrases like “You are delicious,” “gobbles you up,” and “waaaaay down” show the authors’ playfulness. Then the tone becomes serious as the authors explain how sugar affects the human body.*

- **In the section “Terrifying Diseases,” how do the authors develop the idea that sugar is dangerous?**

(text structure) *The authors include a quote from a doctor to explain that eating a lot of sugar may have serious health consequences, including “scarring and cirrhosis.” The authors then list other diseases that sugar has been linked to and call them “terrifying.”*

- **What is the purpose of the section “A Nation of Soda Guzzlers”?** (text structure) *It explains the factors that led to modern Americans’ high-sugar diet.*

4 Skill Focus: Synthesis

(20 minutes, activity sheets online)

Discuss the critical-thinking questions below, which draw on both texts and the infographic on page 28.

Critical-Thinking Questions

- In “How Candy Conquered America,” Lauren Tarshis writes that Americans eat \$33.6 billion worth of candy a year. According to “This Cupcake Is Trying to Hurt You,” what is one reason we might be

eating so much candy? *Students may say that we eat a lot of candy because humans are born with a sweet tooth. Students may also say that studies suggest that sugar is addictive.*

- **How can information in these articles help you lead a healthier life?**

Answers will vary. Students may say that by understanding which foods have a lot of sugar, they will be able to make more informed choices about what they eat, and that by knowing what sugar does to the body, they will be motivated to eat less of it.

ESSENTIAL QUESTIONS

How and why have our diets changed over time?

.....

What obstacles prevent us from being healthy?

5 Watch and Discuss a Video

“Beyond the Story”

(15 minutes, activity sheet online)

Project the **Video Discussion Questions** for students to preview. Then show our “Beyond the Story” video, in which we explore how to be a smart shopper.

- Break students into groups to answer the questions.
- Distribute our **Synthesis** activity sheet for students to complete independently. It will prepare them to respond to the writing prompt on page 28.

DIG DEEPER WITH PRIMARY DOCUMENTS

During our research, we found vintage advertisements about the “health benefits” of high-sugar foods. We posted them at Scope Online so you can share them with your students.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain how ideas about sweets have changed since the time of Oliver Chase. Include information from both articles.

For Advanced Readers

Write an article for your school newspaper or website about the role of sugar in our lives. Explain why many Americans have high-sugar diets and what your readers can do to be healthier. Use details from both texts to support your ideas.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: “How Candy Conquered America” documents the history of candy in the United States. “This Cupcake Is Trying to Hurt You” describes the causes and effects of our high-sugar diets.

Structure: Both texts include narrative and informational passages. “This Cupcake . . .” contains shifts in point of view.

Language ConventionalitY and Clarity:

- **Vocabulary:** higher academic and domain-specific vocabulary (e.g., *accumulate*, *palatable*, *remedies*)
- **Figurative language:** rhetorical questions (“Why not use his new invention to create lozenges that were *just* candy?”) and metaphors

Knowledge Demands: The texts refer to misleading ads, hand-cranked vs. steam-powered machines, and various diseases.

Lexile: “How Candy...”: 1080L; “This Cupcake...”: 1060L

Literature Connections

Other texts that explore the role of candy in our lives

- *The Candymakers* by Wendy Maas
- “Cotton Candy” by Edward Hirsch (poem)
- *Sugar Changed the World* by Marc Aronson and Marina Budhos

ONLINE RESOURCES

AUDIO: Hear the articles read aloud

VIDEO: “Beyond the Story”

ACTIVITIES TO PRINT OR PROJECT:

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

*Supports the lesson plan

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TEST READINESS TIP

Use our quizzes to encourage participation, discussion, and lively debate—while preparing for assessments!

We love this idea from Teacher Advisor Mary Blow.

1. Have students work through the selected-response questions for homework.
2. In class the next day, break them into groups to discuss their answers. If they disagree, they must debate the question, providing verbal reasoning to convince the group members why their answer is correct. Each group member must agree on the same answer.
3. When they are done debating, each group member signs the unified answer sheet, indicating that they approve of the answers.
4. All students named on the document get the same grade, forcing the students to be more active participants in the discussions.

You can find quizzes for every major *Scope* story, play, and article at *Scope Online*. (Each quiz comes in two levels, for easy differentiation.)

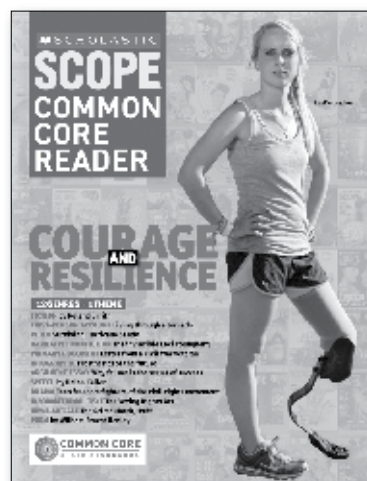
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