



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

NOVEMBER 2015

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

Building Knowledge With *Scope*

Hello dear teachers!

Here at *Scope*, we're a pretty curious bunch. So we feel blessed that we get to spend our days reading books, scouring libraries, and combing through archives to research and write our articles. It seems like we discover something new and fascinating every day. (Many of our conversations begin with "I just read the MOST AMAZING thing!")

While working on this issue, we learned about table manners in the 16th century (page 30). We discovered an unsung hero of 20th-century medicine (page 4). And we fell in love with a heroic teenager from the American Revolution (page 9). Our dream is that when your students open an issue of *Scope*, they will feel the same excitement, passion, and curiosity that we felt while putting the issue together.

Building knowledge is at the core of our mission. We want your students to have those joyful "aha!" moments when they make a connection between something they read about in *Scope* and what they are learning in science or social studies. After all, the more your students know, the more engaged and successful they will be.

How are we doing? I am eager to know!

Happy teaching!



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E-mail me
anytime!

EDITOR'S PICK!

Don't miss this issue's fantastic **Time Machine video**, which will transport your students back to the time of the American Revolution. It will immerse them in the sights and sounds of the era and build context for this issue's thrilling play, *Girl. Fighter. Hero.*



Find us online at scope.scholastic.com

YOUR NOVEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Lights Up”	Students practice using <i>site</i> and <i>sight</i> while reading about the dazzling Northern Lights.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-8 “The Man Who Saved a Thousand Babies”	Your students will be captivated by the story of Vivien Thomas, a remarkable man who helped to develop a lifesaving surgery despite never having attended medical school and facing extreme prejudice in the segregated 1940s.	<ul style="list-style-type: none"> • Featured Skill: Key ideas and details • Mood • Author’s craft • Figurative language • Text evidence • Compare and contrast
Drama, pp. 9-15 <i>Girl. Fighter. Hero.</i> and “Should Women Do This?”	Our thrilling play is based on the true story of Sybil Ludington, who in 1777 went on a Paul Revere–like ride to raise the militia. We’ve paired the play with a thought-provoking informational text about the role of women in the military today.	<ul style="list-style-type: none"> • Featured Skill: Character • Author’s craft • Key ideas • Interpreting text
Paired Texts, pp. 16-22 “Attack of the Man-Eaters” and “Meet the Lion Whisperer”	Two fascinating nonfiction texts explore our relationship with lions. The first tells the terrifying story of the infamous man-eating lions of Tsavo. The second explores the work of Kevin Richardson, who is working to protect lions in South Africa.	<ul style="list-style-type: none"> • Featured Skill: Drawing a conclusion • Inference • Mood • Tone • Text features • Interpreting text
Fiction, pp. 23-27 “Game Over”	In this poignant story, a boy goes to incredible (and amusing) lengths to fit in. We’ve paired it with a short text about why it’s important to accept yourself for who you are.	<ul style="list-style-type: none"> • Featured Skill: Synthesizing • Character • Inference • Descriptive writing • Context clues • Author’s craft
Debate, pp. 28-29 “Is Boredom Really That Bad?”	Kids are busier than ever these days with school, sports, and homework. Do they need to make time in their schedules to do nothing? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> • Supporting an argument • Central ideas and details
The Lazy Editor, pp. 30-31 “Whoops! People in Rome Think You’re Rude”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about table manners around the world.	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 32 “How I’m Saving My State”	Students turn our interview with 16-year-old Steven McDowell, who invented a fence that stores rainwater, into an article.	<ul style="list-style-type: none"> • Summarizing • Central ideas and details

ONLINE RESOURCES (scope.scholastic.com)		COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>site</i> and <i>sight</i> 		L.3
<ul style="list-style-type: none"> • Audio: Hear the article read aloud • PW Key Ideas and Details • PW Close-Reading & Critical-Thinking Questions • PW Read, Think, Explain (two levels) • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Text Structures • PW Core Skill: Summarizing (two levels) 		R.1, R.2, R.4, R.5, W.1, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Video: Time Machine • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions • PW Organize Your Thoughts • PW Vocabulary: Definitions & Practice • PW Literary Elements • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Central Ideas and Details • PW Core Skill: Making Inferences • PW Core Skill: Tone • PW The Poem “Paul Revere’s Ride” 		R.1, R.2, R.3, R.4, R.7, W.1, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Audio: Hear the articles read aloud • PW Drawing Conclusions • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Mood • PW Core Skill: Text Evidence (two levels) • PW Core Skill: Text Features 		R.1, R.4, R.5, R.9, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Audio: Hear the story read aloud • PW Synthesizing • PW Close-Reading & Critical-Thinking Questions • PW DIY Vocabulary • PW Literary Elements • IW PW Quiz (two levels) • PW Contest Entry Form • PW Russian-English translation 		R.1, R.3, R.4, R.9, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • PW Essay Kit • PW Vocabulary: Definitions and Practice • PW Quiz 		R.1, R.2, R.3, R.6, R.8, W.1, W.4, W.5, W.8, SL.1, L.1, L.2, L.3
<ul style="list-style-type: none"> • PW Using Consistent Verb Tense • PW Spelling -ly, -ely, and -lly words • PW <i>Your</i> vs. <i>You’re</i> 		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.2

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

The Man Who Saved a Thousand Babies

The amazing story of a man who overcame prejudice
to become a pioneer of modern medicine

Preview: Your students will be captivated by the story of Vivien Thomas, a remarkable man who helped develop a lifesaving surgery despite never having attended medical school and facing extreme prejudice in the segregated 1940s.

Learning Objective: to write a persuasive essay arguing that Vivien Thomas should be on a new stamp

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

- Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read.
Highlighted words: *brash, delicate, menial, pediatric cardiologist, reluctance, rigorous*
- Tell students to note, as they read, any other unfamiliar words. They will add these words to their vocabulary lists.
- Assign the practice activity for homework.
- Encourage students to use their new vocabulary as they discuss and write about the article.

2 Reading the Article

(30 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 4.
- Read the article once as a class.

- Break students into groups to read the article a second time and discuss the following questions.

Close-Reading Questions

(10 minutes, activity sheet online)

- ▶ **The article begins with a dramatic description of a dying baby. Why might Lauren Tarshis have started her story this way?** (mood, author's craft) *Tarshis probably started her story this way to draw the reader in. The heartrending description of the baby shows the seriousness of blue baby syndrome and makes the reader want to keep reading to find out what happens.*
- ▶ **Vivien Thomas was not able to attend medical school. Many medical schools did not accept black students, and Thomas could not afford the schools that did. How did he overcome this challenge?** (text evidence) *Thomas took a job in Alfred Blalock's lab and worked hard to learn everything he could. Tarshis writes that Thomas often went home with stacks of textbooks that he pored over late into the night (p. 7). He also proved himself to Blalock, who soon came to*

rely on him so much that he pressed Thomas to move to Maryland so they could continue working together.

▶ **Tarshis writes that in the 1940s, heart surgery was seen as the “Mount Everest” of medicine. Explain the metaphor she is using. What does it help the reader understand about Thomas, Blalock, and Taussig?** (figurative language) *Mount Everest is an incredibly difficult and dangerous mountain to climb—anyone who successfully scales Everest joins a small and elite group of the world’s best climbers. The comparison Tarshis makes between heart surgery and Everest helps the reader understand that Thomas, Blalock, and Taussig were undertaking something incredibly difficult and full of risk, and that they were among the best and perhaps bravest in their field.*

▶ **How was Thomas’s life in the lab different from his life outside of it? How was it the same?** (compare and contrast) *Out in the world, Thomas was treated unfairly and with great prejudice because he was African-American. In the segregated South, African Americans couldn’t swim in public pools, sit in the front of buses, or even go into most libraries (p. 6). Inside the lab, Thomas was Blalock’s partner and a respected member of the team. Yet because he was black, Thomas was not able to earn a medical degree from the very university where he helped develop the procedure to help blue babies. He did not receive the same level of recognition from the world that Blalock did (p. 8), and he earned, for years, only a menial wage (p. 7).*

▶ **At the end of the article, Tarshis writes that a portrait of Thomas now hangs across from Blalock’s at Johns Hopkins. Why might she have included this detail?** (author’s craft) *This detail shows that after years of being overlooked, Thomas has finally been recognized for his contributions. Placing his portrait across from Blalock’s shows them as equals.*

• Bring the class back together to discuss the following critical-thinking questions.

Critical-Thinking Questions (5 minutes, activity sheet online)

▶ **An unsung hero is someone who is not recognized for his or her achievements. How was Thomas an unsung hero?** *Thomas was a hero because he helped pioneer a lifesaving heart surgery and went on to train many heart surgeons who saved many more lives. He also opened the door for other African Americans to enter medicine, including his own nephew. Thomas was “unsung” because he was not recognized for his accomplishments for many decades. Unlike Blalock, Thomas never became rich or famous (p. 8).*

ESSENTIAL QUESTIONS

Why are some historical figures remembered better than others?
.....

How does prejudice affect society?
.....

How do people overcome challenges?

▶ **Think about the kind of prejudice and racism that Thomas faced during his**

lifetime. How does this kind of discrimination affect society? *Answers will vary. Students may say that segregation prevented many African Americans from getting an education. Thomas, for example, was barred from attending most medical schools, including Johns Hopkins. Such discrimination is not only immoral, but also discourages people from realizing their potential.*

3 Skill Focus: **Key Ideas and Details** (15 minutes, activity sheet online)

- Have students work in groups to mark the text. They should place a star next to passages that show how Thomas overcame obstacles and underline passages that show how he contributed to society.
- Distribute the **Key Ideas and Details** activity sheet for students to complete as homework. This activity will prepare them to respond to the writing prompt on page 8.

Differentiation

For Struggling Readers

The U.S. Post Office is looking for a historical figure to put on its new stamp—someone who contributed something important to society. In a well-organized paragraph, explain why the U.S. Post Office should choose Vivien Thomas.

For Advanced Readers

A legacy is how a person is remembered. What is Vivien Thomas's legacy?

Complexity Factors

See how this text will challenge your students.

Purpose: The text relates the true story of how Vivien Thomas, who never attended medical school, became a pioneer in heart surgery and saved countless lives. It also provides information about racial segregation in U.S. history.

Structure: The text is mainly chronological but begins with a brief flash-forward to the story's pivotal moment. Some key information appears in text boxes and image captions.

Language Conventionalilty and Clarity:

- **Vocabulary:** challenging academic and domain-specific words (e.g., *rigorous*, *brash*, *menial*)
- **Figurative language:** metaphors

Knowledge Demands: The text mentions an honorary doctorate without explanation.

Lexile: 980L

Literature Connections

Connect to other texts about unsung heroes.

- *Claudette Colvin* by Phillip Hoose
- *Code Talker* by Joseph Bruchac
- Robert Gould Shaw and the Massachusetts 54th Regiment Memorial in Boston

ONLINE RESOURCES

AUDIO: Hear the article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

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

*Supports the lesson plan

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Attack of the Man-Eaters

Two riveting—and thought-provoking—texts about lions

Preview: Students explore our changing relationship with wild animals through two riveting nonfiction texts. The first is about the infamous man-eating lions of Tsavo and the second is about the work of Kevin Richardson, who runs a lion sanctuary in South Africa.

Learning Objective: to draw a conclusion about the plight of lions based on two nonfiction texts

Key Skills: inference, mood, tone, text features, interpreting text, drawing a conclusion



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary.

(5 minutes, activity online)

- Project or distribute our **Vocabulary Definitions** and review the words as a class. Highlighted words: *captivity, eluded, hunkered, jubilant, prides, rogues, sedated, transfixed*
- Encourage students to use these vocabulary words in their writing and in class discussions about the article.
- Assign the practice activity for homework.

2 Reading and Discussing

“Attack of the Man-Eaters”

(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.

Close-Reading Questions

Which details on pages 17 and 18 help you understand that the behavior of the two

man-eating lions was unusual? (inference) *Some of Colonel Patterson's men believed the lions were evil spirits because they could not believe the lions were animals. You can infer from this that the men had never seen lions behaving the way the man-eaters were behaving. Also, Patterson was at first skeptical of the report that lions were attacking his men—this behavior seemed highly unlikely. Finally, the lions were not tempted by the bait that Patterson put out for them; presumably, a lion behaving normally would have gone for the bait.*

What is the mood of the section “Fear and Sleeplessness”? How does the author create this mood? (mood) *The mood is suspenseful and frightening. Phrases like “snapping of a twig,” “the rustle of a large animal,” and “eyes glistening in the darkness” pull readers into the scene and make them feel as if they too are anxiously waiting on the platform. With phrases like “steadying his shaking arms,” the author shows readers how scared Patterson was and what grave danger he was in.*

► In the section “Modern Answers,” what attitude about the lions of Tsavo does author Lauren Tarshis express? Does she show sympathy for the lions? **Explain.** (tone) *Tarshis writes that the lions were hungry, were “suffering from a variety of problems,” and perhaps “weren’t so savage after all.” She describes the lions in an admiring way, calling their faces “majestic.” She concludes with the statement that “the events of 1898 were tragic not only for the lions’ victims, but also for the lions.” She seems to see what happened to the lions as a tragedy.*

ESSENTIAL QUESTIONS

Is anything wild anymore?
.....

Are humans responsible for wild animals?
.....

What is the value of wildlife?

3 Reading and Discussing “Meet the Lion Whisperer”

(30 minutes, activity sheet online)

Break students into groups to read the article. Then, as a class, discuss the following questions, which refer to both texts.

Close-Reading Questions

► Susan Orlean describes watching the lions Gabby and Bobcat walk through Dinokeng as “a beautiful illusion.” What does she mean? (interpreting text) *She means Gabby and Bobcat looked like they were on their own in the wild—an appealing idea—but that this was an illusion. They weren’t on their own in the wild at all. They were in a fenced-in area. Plus, Richardson had driven them to the spot where they now wandered, which he had chosen to avoid wild lions. Because Gabby and Bobcat grew up in captivity, they will never be able to live in the wild.*

► Compare the images on pages 16 and 20. What ideas or feelings about lions does each photo bring up? (text features) *The photo on page 16 suggests that lions are dangerous and frightening; the lion looks ferocious. The lions on page 20, on the other hand, look calm and sweet; they are clearly not a threat to Richardson, who is petting one of them. This photo suggests that lions are not a threat to us, but rather are deserving of our care and affection.*

Critical-Thinking Questions

► **Encroachment** is gradual intrusion into an area that belongs to someone or something else. How does the idea of human encroachment on wildlife appear in both articles? In “Attack of the

Man-Eaters,” Patterson and his men are encroaching on wildlife in Africa by building a railroad through the continent’s deserts and forests. “Meet the Lion Whisperer” explains that human encroachment in Africa has now destroyed a vast amount of the open land that lions need to survive in the wild. The article also shows that humans impact wildlife by taking lions out of their natural habitat and raising them in captivity for petting farms or canned hunts.

► Tarshis writes that people all over the country wrote to Patterson congratulating him after he killed the first lion. If something similar were to happen today, with someone killing a pair of man-eating lions, do you think people would react the same way they reacted in Patterson’s time? *Answers will vary. Students may say no, people would not react the same way, because people feel more responsibility and sympathy for wild animals than people did in Patterson’s time. Other students may say that people would indeed react the same way, because by killing the lions, Patterson likely saved the lives of many humans.*

4 Skill Focus: Drawing Conclusions

(20 minutes, activity sheets online)

Print and distribute the **Drawing Conclusions** activity sheet and have students complete it in groups. It will prepare them to respond to the writing prompt.

WATCH KEVIN RICHARDSON IN ACTION

The footage of Kevin Richardson with his lions is truly amazing. We posted a link to one of his videos at Scope Online so you can watch with your students.

Differentiation

For Struggling Readers

Choose either Colonel Patterson or Kevin Richardson. In a well-organized paragraph, explain whether he is a hero. Use text evidence.

For Advanced Readers

In “Attack of the Man-Eaters,” Lauren Tarshis writes that “the events of 1898 were tragic not only for the lions’ victims, but also for the lions.” What does she mean? What is tragic about the plight of lions today, and what can be done to help them? Support your ideas with details from both articles and an additional source.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: “Attack of the Man-Eaters” tells the story of the famous man-eating lions of Tsavo. “Meet the Lion Whisperer” describes one man’s quest to help lions. Both texts portray lions as both dangerous and vulnerable.

Structure: “Attack of the Man-Eaters” is mainly chronological. “Meet the Lion Whisperer” has several shifts in time.

Language Conventionality and Clarity:

- **Vocabulary:** higher academic and domain-specific vocabulary (e.g., *crude*, *jubilant*, *captivity*)
- **Figurative language:** similes and metaphors

Knowledge Demands: Prior knowledge of wildlife conservation (what’s involved, why it matters) will aid comprehension.

Lexile: “Man-Eaters”: 960L; “Lion Whisperer”: 1010L

Literature Connections

Other texts that explore the relationship between humans and wild animals:

- *Hoot* by Carl Hiaasen
- *One White Dolphin* by Gill Lewis
- *The Race to Save the Lord God Bird* by Phillip Hoose

ONLINE RESOURCES

AUDIO: Hear the articles read aloud.

ACTIVITIES TO PRINT OR PROJECT:

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

*Supports the lesson plan

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Girl. Fighter. Hero.

A thrilling story from the American Revolution

Preview: Your students will love performing our gripping play about Sybil Ludington, who in 1777 went on a Paul Revere–like ride to raise the militia. We’ve paired the play with an informational text about the role of women in the military today.

Learning Objectives: to learn about a teen’s heroic mission during the Revolutionary War; to explain how Sybil Ludington and recent female graduates from the Army’s Ranger School have proved their capability

Key Skills: author’s craft, interpreting text, character, key ideas



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Watch the video

(15 minutes, activity sheet online)

Project the **Video Discussion Questions** for students to preview. Then show our **Time Machine video**, which will immerse your students in the sights and sounds of colonial America. Discuss the questions as a class.

Preview vocabulary.

(5 minutes, activity sheet online)

Distribute or project our **Vocabulary Definitions** for students to refer to as they read. Highlighted words: *brandishing, capable, feat, incursion, muster, obscure, regiment, solemnly*. Assign the practice activity as homework.

2 Reading the Play

(30 minutes, activity sheets online)

- Read aloud the “As You Read” box on page 10.

POETRY TIP!

The play pairs perfectly with “Paul Revere’s Ride” by Henry Wadsworth Longfellow. Go to Scope Online for the poem and ideas for using it in your classroom.

- Assign parts and read the play as a class. (You may also designate students to be caption readers.)
- Discuss the following questions in groups.

Close-Reading Questions

(6 minutes, activity sheet online)

In the prologue, 1777 is described as “a dangerous and violent time.” How is this statement supported

in Scene 1? (author’s craft) *This statement is supported by the mood of Scene 1, which is tense and fearful. A mysterious figure appears on a “damp, moonless night,” creating an ominous feeling. When Sybil hears a knock, her need for caution is apparent from the way she “cracks” the door open. Her family is “tense with fear.” Crosby is slow to reveal his identity, and when he does, he reminds the family that the dangers of the war are real. The characters’ behavior shows that they are living in “a dangerous and violent” time.*

▶ In Scene 1, Sybil says, “One cannot be brave if one is fearless, Mr. Crosby.” What does she mean? (interpreting text) *Mr. Crosby implied that Sybil was brave because she wasn’t afraid of anything. Sybil is making the point that bravery means overcoming fear, not being fearless. She’s letting Crosby know that she is afraid, but that it won’t stop her from protecting her family.*

▶ Why does the Colonel agree to let Sybil raise the militia? (character) *He seems to agree for two reasons. First, the militia must be raised, and there isn’t anyone else who can do it. Second, he has faith in Sybil. When the messenger says, “You have sent her to her doom,” the Colonel responds, “You do not know my Sybil,” implying that he is confident in her abilities.*

▶ Which events in the play show that Sybil is both mentally and physically tough? (character) *Sybil shows her mental toughness in Scene 2, when Prosser shows up; she’s in danger but quickly thinks of a plan to keep her family safe. In Scene 4, she shows physical toughness when she keeps going even after hurting her ankle. And in Scene 5, her courage helps her escape from the bandits.*

Critical-Thinking Question

(1 minute, activity sheet online)

▶ In Scene 1, Sybil says to her mother, “You know I am as capable as any boy.” Do Sybil’s actions support this statement? *Students will likely say yes, because she succeeds in her mission. Plus, Washington says that her ride was “a feat worthy of my best men.”*

3 Reading the Article

Preview vocabulary.

(2 minutes, activity sheets online)

- Project or distribute the **Vocabulary Definitions**. Highlighted words: *active-duty military, brackish, eligible, enlist, prestigious, treacherous*
- Read “Should Women Do This?” as a class.
- Discuss the following questions.

ESSENTIAL QUESTIONS

What role should women have in the military?
.....

What does it mean to be underestimated?

Close-Reading Questions

(2 minutes, activity sheet online)

▶ What does the first paragraph help the reader understand about Ranger training? (key ideas) *The first paragraph describes soldiers trudging through a swamp in the dark. It’s hot, grueling, and “treacherous.” The paragraph shows how challenging Ranger training is.*

▶ According to the article, some people think women in the military can be a distraction to male soldiers. What information does the author include that could be used to rebut—or argue against—that idea? (author’s craft) *The author quotes a male Ranger, Second Lieutenant Michael Janowski, saying that Griest and Haver were not a distraction during training and that, in fact, he wouldn’t have made it through without Haver’s help on a difficult mountain climb (p. 15).*

Critical-Thinking Question

(1 minute, activity sheet online)

▶ Should Griest and Haver get to join the Ranger Regiment? Explain. *Answers will vary. Encourage students to support their arguments with details from the text as well as their own ideas.*

4 Skills Focus: Persuasive Writing

Hand out our activity sheet **Organize Your Thoughts** to help students prepare to respond to the prompt.

WRITE TO THE SECRETARY OF DEFENSE

The U.S. Secretary of Defense will decide if certain jobs in the military should be open to women. Have your class help him decide. Students can write letters expressing their opinions and mail them to:

Ashton B. Carter, Secretary of Defense
1000 Defense Pentagon
Washington, DC 20301-1000

Differentiation

For Struggling Readers

In a well-organized paragraph, compare and contrast how Sybil Ludington proved herself with how Kristen Griest and Shaye Haver have proved themselves.

For Advanced Readers

In the form of a short story, video, or play, write a scene in which characters past and present debate the role of women in the military. Characters may include Sybil Ludington, Ashton Carter, Kristen Griest, Shaye Haver, etc.

Complexity Factors

See how these texts will challenge your students.

Purpose: The play is based on the true story of teen Patriot Sybil Ludington's important role in the American Revolution. The informational text explores the debate over the role of women in the military.

Structure: The play is chronological. The nonfiction text includes compare-contrast and cause-effect structures.

Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words (e.g., *regiment*, *incursion*, *prestigious*, *enlist*)
- **Figurative Language:** simile, metaphor, other figures of speech, archaic constructions

Knowledge Demands: The play refers to aspects of the American Revolution (colonists, King George) without explanation. The article mentions the U.S. Secretary of Defense.

Lexile: 1260L ("Should Women Do This?")

Literature Connections

Stories about the role of women in wartime:

- *The Hunger Games* by Suzanne Collins
- *Rosie the Riveter* by Penny Colman
- *Soldier's Secret* by Sheila Solomon Klass

ONLINE RESOURCES

VIDEO: Time Machine:
Revolutionary War America

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Organize Your Thoughts*
- Video Discussion Questions*
- The poem "Paul Revere's Ride"
- Literary Elements
- Quiz (two levels)
- Core Skill: Making Inferences
- Core Skill: Central Ideas and Details
- Core Skill: Tone
- Contest Entry Form

*Supports the lesson plan

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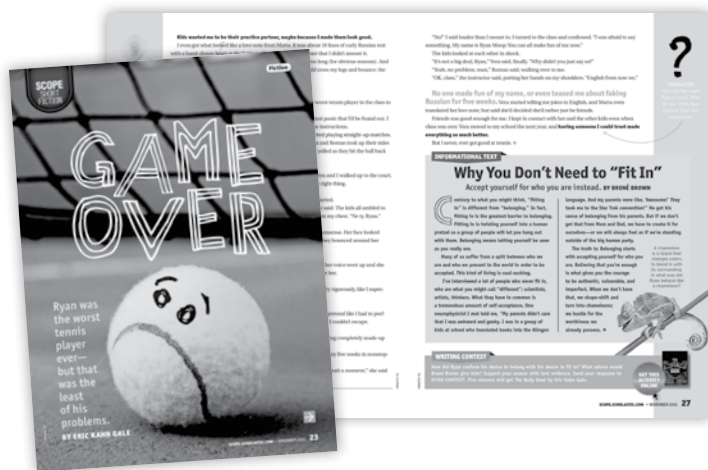
Game Over

A humorous story about the importance of keeping it real

Preview: In this poignant story, a boy goes to incredible (and amusing) lengths to fit in. We've paired it with a short article about why it's important to accept yourself for who you are.

Learning Objective: to synthesize information from fiction and nonfiction texts

Key Skills: character, inference, descriptive writing, context clues, author's craft, synthesizing



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview the story and questions. (5 minutes)

Give students a few minutes to look over the story and skim the **close-reading questions** in the margins.

Set a purpose for reading. (5 minutes)

Read aloud the “As You Read” box on page 24. As a class, talk about what it means to be an outsider. Invite students to give examples of outsiders from movies, TV shows, and novels. They may mention Harry Potter, who doesn’t fit in with his family, or Tris from *Divergent*, who struggles to fit into her faction. Then ask, “What does it mean to belong? Where do you feel like you belong?” Students may mention home, clubs, sports teams, etc.

2 Reading the Story

Read, discuss, mark the text. (25 minutes)

- Read “Game Over” as a class. (Note: You may wish to share the translation of the Russian lines, which we’ve posted at Scope Online.)

- Break students into groups to read the story again, this time pausing to discuss the close-reading questions in the margins. Have students write their answers in the margins of their magazines. (Optional: Have each group come up with a close-reading question of its own to pose to the class.)

Answers to Close-Reading Questions

- ▶ **Character** (p. 24) *The line reveals that Ryan is easily discouraged; he sees no way to improve his situation.*
- ▶ **Inference** (p. 24) *Ryan has mentioned that he was being teased and that “trusted friends were scarce.” You can infer that he wants to change his social life.*
- ▶ **Descriptive Writing** (p. 24) *The word sprouted implies growth. It conveys a feeling of newness and highlights Ryan’s hope for a fresh start.*
- ▶ **Context Clues** (p. 25) *From the teacher’s “thoughtful expression,” the word russki, and the fact that she’s asking a question, you can infer that the instructor is asking the students if they speak Russian.*

► **Author's Craft** (p. 25) *The author uses a sentence fragment here to convey how suddenly Ryan realizes that his classmates all have Russian last names.*

► **Character** (p. 25) *Ryan feels excluded at school. He wants to fit in with the other students in tennis class. He's afraid that if he admits he doesn't know Russian, he'll be treated as an outsider.*

► **Character** (p. 25) *Ryan's fears aren't reasonable; the other kids in his tennis class were friendly from the start. Still, his fears are understandable, considering what he's going through at school.*

► **Character** (p. 26) *The kids might want to be Ryan's practice partner because they like him.*

► **Context Clues** (p. 26) *Because Nadia pretends to swing a tennis racket, you can infer that pantomime means to express an idea through gestures—movements of the face and body.*

► **Inference** (p. 26) *Ryan is flushed with embarrassment and anxiety.*

► **Character** (p. 27) *Vera earned Ryan's trust by accepting him; she didn't tease him about his name or make a big deal about how he deceived her. Ryan likely learned that opening up and being himself can be a great relief and can result in meaningful friendships.*

3 Informational Text

Read and discuss.

(25 minutes)

- Read "Why You Don't Need to 'Fit In'" aloud as students follow along in their magazines.
- As a class, discuss the critical-thinking questions.

Critical-Thinking Questions

(5 minutes, activity sheet online)

► **Brené Brown says that "fitting in is the greatest barrier to belonging." Is that true in Ryan's case?**
Answers may vary. Students will likely say yes, because if Ryan had been honest and not tried to fit in by

pretending that he could speak Russian, he would have learned sooner that he could trust the kids in his tennis class.

► **What important idea does the quote from the neurophysicist add to the article?** *The scientist remembers being "awkward and geeky" but also being part of a group of kids and going to a Star Trek convention. These details show that if you're open about your interests, you can find others who share them.*

► **Reread this sentence from the article: "Believing that you're enough is what gives you the courage to be authentic, vulnerable, and imperfect." Why do these qualities require courage? Would Ryan agree**

with the statement? *Being authentic (being exactly what you seem to be; not fake), vulnerable (willing to risk being hurt), and imperfect (not covering up your imperfections) can be scary because you risk being ridiculed by others. So it takes courage to be yourself. Ryan would likely agree with the statement. Once he finally has the courage to admit his lie—and to be himself—he gains enduring friendships and a sense of happiness and fulfillment.*

4 Skill Building

Featured Skill: Synthesizing

(15 minutes, activity sheet online)

Distribute the activity sheet **Synthesizing** for students to complete in groups. It will prepare students to respond to the writing prompt on page 27.

EXTENSION: USING CONTEXT CLUES

Have students use context clues to try to translate the Russian sentences in the story. Then use the translations we've provided at Scope Online to see how well they did.

ESSENTIAL QUESTIONS

Why does it take courage
to be yourself?
.....

Why is it OK to be imperfect?
.....

Why is friendship
important?

Differentiation

For Struggling Readers

A chameleon is a lizard whose appearance changes to blend in with its surroundings. In what way is Ryan like a chameleon?

For Advanced Readers

Presidential adviser Bernard Baruch once said, “Be who you are and say what you feel, because those who mind don’t matter and those who matter don’t mind.”

Explain what this quote means and how it applies to Ryan.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: “Game Over” is a sweet and funny story about fitting in. On a deeper level, the story, along with the informational text that follows, examines the difference between “fitting in” and “belonging.”

Structure: The story is chronological. The informational text includes compare-and-contrast structures.

Language Conventionality and Clarity:

- **Vocabulary:** some higher academic vocabulary (e.g., *contorted*, *pantomimed*, *vigorously*, *neurophysicist*)
- **Figurative language:** hyperbole (“the worst tennis player on Earth”), numerous metaphors (“twisting yourself into a human pretzel so a group of people will let you hang out with them”)

Knowledge Demands: The informational text refers to *Star Trek* and to the Klingon language without explanation.

Lexile: 920L (informational text)

Literature Connections

Other texts about fitting in and belonging:

- “Heartbeat” by David Yoo (short story)
- “I’m Nobody! Who Are You?” by Emily Dickinson (poem)
- *Wonder* by R.J. Palacio

ONLINE RESOURCES

AUDIO: Hear the story read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Synthesizing*
- Russian-English Translation
- Literary Elements
- Quiz (two levels)
- DIY Vocabulary
- Contest Entry Form

*Supports the lesson plan

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Let's Hang Out

Our staff loves to visit classrooms!

We want to meet you and your students, watch you in action, and help you make the most of *Scope*! So what do you say—can we hang out?

There are two ways we can do it:

IN PERSON: If you live close to New York City (roughly within the Tri-State area) or in central California, we would love to see you in person.

VIA SKYPE: Another fine option is to pull us up on your classroom laptop. You can stick us in a corner to observe as you teach, then chat with us after.

If you're interested in a visit, please contact editor Kristin Lewis at kelewis@scholastic.com.



Scope editors Kristin Lewis and Adee Braun (at right) on a visit with the amazing teachers at Wantagh Middle School in New York.

We look forward to meeting you!

How to Use *Scope*'s Audio Articles

Did you know that each month we provide audio versions of Scope articles?

It's true! We recommend you play the audio as students follow along in their magazines, or have students close their magazines and use the audio for a listening-comprehension activity.

Audio articles are great for building fluency. They are also wonderful tools for struggling readers or to use with any article your students find challenging.

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That's editor Tash Kouri reading a *Scope* story in our sound booth.

