Our Year of Courage

Back in September, we announced that 2017-2018 would be the Year of Courage. As I’ve worked on Scope these past months, I’ve found myself thinking a lot about sources of courage. When I was in middle school, nothing helped me find my pluck more than reading about Anne Shirley following her dreams in Anne of Green Gables or watching Princess Leia lead the rebellion in Star Wars. Today, stories remain a major source of courage for me, though many of the stories I turn to these days are those of real people rather than fictional characters.

This question of where we find courage can be explored through many stories in this issue. In “Escape From Slavery,” your students will meet Underground Railroad hero Harriet Tubman (p. 4). In our paired text feature, your students will meet Connor Archer, a young man who speaks candidly about his experiences with autism (p. 19). And in “Bearing Up,” students will meet a 13-year-old boy who faces his deepest fear (p. 22).

I can’t wait to hear about the conversations you have with your class around the theme of courage. Drop me a line and tell me all about it!

Happy teaching,
Kristin

Kristin Lewis
Editorial Director
Twitter: @KELewis

Our Faves

I can’t get over this issue’s beautiful work of fiction. I think everyone can connect to Mike’s struggle to find what lies on the other side of fear.”
—Lauren Salisbury,
Associate Editor

The debate has made me more conscious of the dangers of texting while walking . . . though I, um, still text and walk sometimes.”
—Adee Braun,
Senior Editor

How could I not love this issue’s Lazy Editor, “Why Is This Pig at the Airport?” I mean, look at that photo!!”
—Jennifer Dignan,
Senior Editor

scope.scholastic.com
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**MAURICE E. ROBINSON, 1895-1982, FOUNDER**

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* To find grade-level-specific Common Core standards as well as Texas State Standards, go to Scope Online.
About the Story
Lexile: 940L
For qualitative complexity factors, go to Scope Online.

Learning Objective:
to evaluate evidence presented in an article

Key Skills:
key ideas and details, interpreting text, character, inference, text features, supporting a conclusion, close reading, critical thinking, vocabulary

Essential Questions:
• Why is it important to learn about slavery?
• How do people fight oppression?
• What is Harriet Tubman's legacy?

Standards:
This article and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.8, W.1, SL.1, L.4, L.5, L.6
For more standards information—including TEKS—go to Scope Online.

Your Teaching Support Package
Find your full suite of materials at scope.scholastic.com.

Video: Beyond the Story: The Underground Railroad
Audio:
• The article
• Vocabulary

Differentiated article:
• Lower-Lexile version (printable)

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:
• Vocabulary
• Close Reading and Critical Thinking
• Video Discussion Questions
• Harriet Tubman's Legacy
• Core Skills Workout: Central Ideas & Details*, Summarizing*, Text Structures, Text Features, Text Evidence*, Tone*
• Quiz*
• Nonfiction Elements*
• Contest Entry Form
*Available on two levels
Step-by-Step Lesson Plan
Close Reading, Critical Thinking, Skill Building

1 Preparing to Read
Watch the video.
(15 minutes, activity sheet online)
• Project or distribute the Video Discussion Questions for students to preview.
• Watch the video Beyond the Story: The Underground Railroad.
• Discuss the first set of questions as a class. (You will discuss the second set of questions after reading the article.)

   Preview vocabulary.
(8 minutes, activity sheet online)
Project or distribute the Vocabulary Words and Definitions. Review the words as a class.
Highlighted words: abolitionist, bondage, bounty, evade, fugitive, liberate, lucrative, plantation

2 Reading and Discussing
Read and discuss the article.
(45 minutes, activity sheet online)
• Have a volunteer read aloud the As You Read box on page 5. Then read the article as a class.
• Have students work in groups to discuss the following close-reading questions.

Close-Reading Questions
What made trying to escape from slavery so dangerous? (key ideas and details) One reason attempting escape was dangerous was that it involved traveling many miles through all sorts of weather, crossing difficult and dangerous terrain, and possibly encountering wild animals. Perhaps the biggest risk, though, was being caught: Slave catchers, motivated by cash rewards, hunted runaway slaves. Once a runaway slave was returned to his or her “owner,” the slave would be punished harshly—whipped or even killed, as author Lauren Tarshis explains on page 6.

Consider the quotation at the end of page 7 in which Tubman refers to her decision to run away. Put this quotation in your own words. (interpreting text) Tubman meant something like: “I had the right to freedom from slavery, and I would either get that freedom or die trying.” Perhaps she was also suggesting that death would be better than continuing to live in enslavement.

According to the article, what kind of person was Harriet Tubman? Support your answer with text evidence. (character) Answers may include: brave (Tubman risked her life escaping enslavement and helping others do the same; she also served in the Civil War), smart (on page 8 it says that she “had a powerful memory and a gift for following the stars”), principled (she worked to help women get the right to vote), and tough (page 9 gives an example of her threatening a member of her group who wanted to turn back).

Why might the Underground Railroad have been given that name? Explain. (inference) The network was like a railroad in that it moved people from one place to another. Underground can mean “in secret operation.”

How can the map on page 8 help readers understand the article? (text feature) The map can help readers understand how the United States was like, in terms of where slavery was legal and where it was not, around the time the escape described in the article took place. Readers can also use the map to picture just how far Tubman and others had to travel to get from slave states to free states. In addition, the map helps readers understand how the U.S. was divided in the years leading up to the Civil War, which is referenced in the article.

• Bring the class back together to discuss the second set of Video Discussion Questions, which draw on both the article and the video.
• Have students discuss the following critical-thinking questions in their groups.
• Afterward, have each group share and discuss their responses with the rest of the class.

**Critical-Thinking Questions**

To dehumanize someone is to take away his or her human qualities—to make that person feel or appear less than human. In what ways was slavery dehumanizing? *Answers will vary.* As Tarshis explains on page 6, those who were enslaved had no control over their own lives. They could not choose where to live or what to do for work. Their children could be taken away from them. Slaves were considered property under the law. The very notion of a human being having an “owner” is dehumanizing.

Tarshis explains that those who helped on the Underground Railroad were taking a great risk. Why do you think people were willing to take such a risk? *It is likely that people were willing to take the great risk of participating in the Underground Railroad because they were appalled by slavery. Sometimes people are willing to put their own safety aside for the sake of helping others or supporting a cause that they fiercely believe in.*

On page 9, Tarshis notes that in addition to being courageous, successful, and clever, Tubman could be harsh. Do you think leaders sometimes need to be harsh? *Explain.* *Answers will vary.* Students might say that while leaders sometimes need to make unpopular choices, they don’t need to be downright harsh—that in most cases, domineering or severe behavior will not build trust or loyalty among the people you are trying to lead. Other students may disagree and say that in some circumstances—for example, when someone’s life is at risk—leaders need to be harsh if that is the only way to accomplish what they feel they must accomplish.

### Skill Building

#### Featured Skill:

**Supporting a Conclusion**

(15 minutes, activity sheet online)

Break students into pairs to complete the activity sheet *Harriet Tubman’s Legacy.* This activity will prepare students to respond to the writing prompt on page 9. For alternate culminating tasks, see the box below.

---

### Differentiate and Customize

#### For Struggling Readers

In a well-organized paragraph, explain how Harriet Tubman was a courageous leader. Use at least one detail from the article and one detail from the video to support your ideas.

#### For Advanced Readers

Why should Harriet Tubman be studied and remembered? Answer this question in a well-organized essay. Use information from the article, the video, and one additional source to support your ideas.

#### For Historians

Research another person who worked on the Underground Railroad. Write a work of narrative nonfiction about that person. (Use the *Scope* article “Escape from Slavery” about Harriet Tubman as a model.)

#### For Artists

Create a work of visual art—a painting, drawing, collage, sculpture, etc.—about the legacy of Harriet Tubman. Write a brief artist’s statement explaining the ideas behind your artwork.
The Lost King
A thought-provoking play based on a short story by Leo Tolstoy

About the Story

For qualitative complexity factors, go to Scope Online.

Learning Objective:
to apply an idea from an informational text to a work of fiction

Key Skills:
character, setting, inference, interpreting text, evaluating arguments, character’s motivation, character development, applying ideas

Essential Questions:
• What are the qualities of a great leader?
• How do we know right from wrong?
• What is mindfulness?

Standards:
The texts and lesson support these Common Core anchor standards:
R.1, R.3, R.5, R.6, W.2, SL.1, SL.2, L.4, L.6
For more standards information—including TEKS—go to Scope Online.

Your Teaching Support Package
Find your full suite of materials at scope.scholastic.com.

Audio:
• Informational text
• Vocabulary Slideshow

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:
• Close Reading and Critical Thinking
• Applying Ideas: Being Mindful
• Quiz*
• Literary Elements: Theme
  Anticipation Guide, Character Thinking Tool
• Contest Entry Form
*Available on two levels
Preparing to Read

Do-Now Activity
(5 minutes)
Write this question on the board: “What questions could you ask yourself to decide whether something is the right or wrong thing to do?” Have students jot down their ideas, then invite them to write their questions on the board. Students may write: Who would it help? Who would it hurt? How would it make me feel to do it? Would it help me achieve my goals?

Preview vocabulary.
(7 minutes, activity sheet online)
Project our Vocabulary Slideshow and review as a class. Highlighted words: enlightened, inevitable, intently, judgment, marvel, resplendent, stagnant, suppresses.

Reading and Discussing the Play
(20 minutes, activity sheets online)
• Read the “As You Read” box on page 15.
• Assign parts and read the play as a class.
• Discuss the following questions as a class.

Close-Reading Questions

In the prologue, how does the setting reflect the king’s emotions? (character, setting) The king is feeling grief and guilt; he blames himself for the lives lost in the war. The setting, like the king’s emotional state, is bleak and grim; one of the stage directors describes “a low fog,” “broken earth,” and “a cold breeze.”

In Scene 1, why are the guests “feasting merrily” even though the king is unhappy? (inference) The guests are celebrating because they’ve won the war. They may not even notice how conflicted the king is. You can infer that they feel good because they have confidence in the king’s judgment, even if the king doesn’t have confidence in himself.

In Scene 2, why does the queen suppress a smirk? (interpreting text) The queen likely thinks the idea of consulting a magician is silly. But she suppresses, or hides, her feelings because, as the queen, she must remain dignified.

In Scene 2, the king asks, “Who are the right people to listen to?” How are the answers he receives from the general, the doctor, and the priest similar? (evaluating arguments) The three characters are all essentially saying “I’m the best person to listen to.” They’re considering the question only from their personal points of view.

In Scene 3, why does the king help the hermit dig the garden? (character’s motivation) The king is motivated by a desire to do what is right and good. He observes that the hermit is elderly and tired.

The king disguises himself when he visits the hermit. Do you think the hermit recognizes the king anyway? (inference) Answers will vary. Students may say yes because the hermit is wise and doesn’t seem surprised when the king’s identity is revealed in Scene 4.

Explain how the king has changed from Scene 1 to Scene 6. Which details in the text reveal this change? (character development) The king changes from being depressed and guilt-ridden to being confident and happy. In Scene 1, he smiles weakly and pushes food around his plate. He says that he is tormented by the deaths of those he sent to war and that he is full of doubt, no longer sure what the right decisions are. His actions and words show him to be full of doubt and regret. In Scene 6, he slurps...
his soup and says that he is “filled with peace.” The enthusiastic way he eats and what he says reveal that he is no longer tortured by regret and doubt but is confident and at ease.

**Critical-Thinking Questions**

Why do you think the hermit doesn’t answer the king’s questions right away? The hermit may want the king to discover the answers on his own. Perhaps the hermit feels this will have a more powerful effect on the king.

The hermit says that the most important moment is the present moment. Do you agree? Explain. Answers may vary. Some students might say yes; it’s pointless to regret the past or worry about the future. Others might say no; we learn by reflecting on the past, and planning for the future can help us reach our goals. Even so, there’s value in focusing on the present moment; if we don’t, we might miss a chance to do some good in the world or fail to appreciate what is right in front of us.

**Reading the Informational Text**

(15 minutes, activity sheet online)

• Break students into groups to read “Being in the Moment” on page 18.

As a class, discuss the following questions, which draw on both the play and the informational text.

**Critical-Thinking Questions**

Look back at the list of questions created at the beginning of the class. Have your ideas changed? If so, how? Answers may vary. Students should give thoughtful answers based on the texts.

How could practicing mindfulness benefit the king? Practicing mindfulness could help the king stay present in the moment. It could lead him to be more aware of what is going on around him and of his own thoughts and feelings. Practicing mindfulness could also help the king be a better leader because it could improve his ability to concentrate and solve problems.

**Skill Building:**

Applying Ideas

(15 minutes, activity sheet online)

Break students into small groups to complete the activity sheet Applying Ideas: Being Mindful. This activity will prepare students to respond to the writing prompt on page 18. For alternate culminating tasks, see the box below.

**Differentiate and Customize**

**For Struggling Readers**

In a well-organized paragraph, explain what the king learns from the hermit and how the king’s outlook changes as a result.

**For Advanced Readers**

How can being mindful benefit leaders? Answer this question in a well-organized essay. Use evidence from the play and the informational text as well as one additional source.

**For Big Thinkers**

The philosopher Aristotle said, “Educating the mind without educating the heart is no education at all.” Would the hermit agree? Explain your answer. Use text evidence.

**For Storytellers**

Rewrite the play from the wounded man’s point of view. Your story may be in the form of a play, a diary entry, or a short video.
Paired Texts, pages 19-21

FEATURED SKILL: synthesizing

My Life With Autism
Two texts delve into what it’s like to have autism.

About the Story
Lexile: 940L (combined)
For qualitative complexity factors, go to Scope Online.

Learning Objectives:
to synthesize information from a personal essay and an interview, and write an essay

Key Skills:
supporting details, text structure, inference, author’s purpose, interpreting text, compare and contrast, critical thinking, synthesizing

Essential Questions:
• Why is it important to understand autism?
• How can understanding lead to acceptance?
• How can we support our peers with autism?

Standards:
The articles and lesson support these Common Core anchor standards:
R.1, R.2, R.4, R.5, R.6, R.9, W.2, SL.1, SL.2, L.4, L.6
For more standards information—including TEKS—go to Scope Online.

Your Teaching Support Package
Find your full suite of materials at scope.scholastic.com.

Audio:
• The article and interview
• Vocabulary

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:
• Vocabulary
• Synthesizing: Why Understanding Autism Matters
• Close Reading and Critical Thinking
• Quiz*
• Contest Entry Form
*Available on two levels
Preparing to Read

Preview vocabulary.
(5 minutes, activity sheet online)
Project or distribute the Vocabulary Words and Definitions, and review as a class. Highlighted words: developmental, ensure, fulfilling, integrated, physical therapists, sarcasm, spectrum, speech therapists.

Reading and Discussing “My Life With Autism”

(30 minutes, activity sheet online)
• Break students into groups to read the article.
• Give them a few minutes to discuss what they found interesting or surprising and to share their thoughts with the class.
• Discuss the following questions as a class.

Close-Reading Questions
Connor writes that his parents “were determined to help” him. How does he support this statement? (supporting details)
Connor supports this statement by giving examples of what his parents did to help him. He explains that they sent him to a preschool that specialized in working with autistic children; that they sent him to a regular kindergarten so he could interact with kids of all different abilities; that they helped him socialize by inviting his classmates over; and that they sent him to physical and speech therapists.

Consider the name of the project that Connor founded: Courageous Steps. Based on what you know about Connor, what might this name mean? (inference) The name Courageous Steps relates to Connor’s personal experience with autism. He took the “courageous step” of telling his classmates he has autism even though he was nervous about doing so. The name may also relate to the idea of taking steps to get support for coping with autism from specialists, family members, peers, and educators.

Consider the last line of the personal essay in which Connor says he is exactly the way he is supposed to be. What do you think Connor means? (interpreting text) Connor probably means that he is proud of who he is and what he has accomplished. Being autistic is part of who he is, and he is not ashamed of it or apologetic about it.

“My Brother Has Autism”

(20 minutes, activity sheets online)
Read the article as a class. Then discuss the following questions, some of which draw on both texts.

Close-Reading Questions
What is the main purpose of “My Brother Has Autism”? (author’s purpose) The main purpose of the article is to give readers advice on how to interact in a kind and respectful way with someone who has autism.

A misconception is a wrong or mistaken idea. What misconception does Grace Dupont suggest that some people have about people with autism? (inference) Grace suggests that some people have the misconception that those with autism are suffering in some way and that there is a reason to pity them. In fact, Grace
suggests, there is no reason not to assume that someone with autism is happy and leading a fulfilling life. Students could also answer that some people mistakenly believe that those with autism are able to stop themselves from behaving in ways that could be considered disruptive.

What is the difference between “My Life With Autism” and “‘My Brother Has Autism’”? Consider the purpose and format of each text and the type of information each text contains. (compare and contrast) “My Life With Autism” is a personal essay written in first person. It tells the story of one young man’s experience with autism—in other words, it is a narrative. The second article is a combination of informational text (the introduction) and an interview written in the format of question-and-answer. The interview focuses on how people can support those with autism.

Critical-Thinking Questions
Connor writes that kids can be mean when they don’t understand someone. Do you agree? Explain your answer. Answers will vary. Some students may say yes—people are often uncomfortable around those who behave in a way that seems strange or unusual and that discomfort can lead to cruelty. Understanding the reason for someone’s unusual behavior can make it easier to be accepting. (Of course, it’s totally unfair to be cruel to anyone just because he or she is different.)

How can our understanding of autism be increased? Answers will vary. Students may say that reading about people’s experience with autism is one way. Another way is including those who have autism and getting to know them. Finally, doctors and scientists can continue to research what autism is and share their learnings with the public.

3 Skill Building
Featured Skill: Synthesizing
(15 minutes, activity sheet online)
Distribute Why Understanding Autism Matters for students to complete in groups or independently. This activity will prepare students to respond to the writing prompt on page 21. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers
In a well-organized paragraph, explain one challenge Connor faced and how he dealt with it.

For Advanced Readers
“Sometimes it is the people no one can imagine anything of who do the things no one can imagine,” said Alan Turing. (Turing created the first computer used to break codes during World War II and had autism.) What did he mean? How does this idea apply to Connor? Answer both questions in a well-organized essay.

For Budding Scientists
Find a doctor who specializes in autism. Interview that doctor about what autism is and what kind of research is currently being done on autism. Present your findings in an essay or short presentation.

For History Lovers
Choose one figure from history who had (or likely had) autism (such as Temple Grandin). Research that person’s life. Then write an essay or create a video about that person.
Bearing Up
A boy comes face-to-face with his worst nightmare.

About the Story
Lexile: 930L (combined)
For qualitative complexity factors, go to Scope Online.

Learning Objective:
to support the analysis of a fictional text with information from a nonfiction text

Key Skills:
inference, mood, figurative language, text structure, theme, key ideas, interpreting text, integrating ideas

Essential Questions:
• What do dreams mean?
• How can we deal with fear?
• What is it like to have a parent with a risky job?

Standards:
This article and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, L.4, L.5, L.6
For more standards information—including TEKS—go to Scope Online.

Your Teaching Support Package
Find your full suite of materials at scope.scholastic.com.

Audio:
• Story
• Informational text
• Vocabulary words

Activities to print or project:
• DIY Vocabulary (for fiction)
• Vocabulary (for informational text)
• Close Reading and Critical Thinking
• Integrating Ideas: Mike's Bear Dream
• Core Skills Workout: Inference, Mood*
• Quiz*
• Literary Elements: Theme Anticipation Guide, Character Thinking Tool
• Contest Entry Form
*Available on two levels
Preparing to Read
Complete the Theme Anticipation Guide. (5 minutes, activity sheet online)
As a class, complete the Anticipation Guide to activate prior knowledge and build curiosity. Then ask students to explain their responses.

Reading and Discussing “Bearing Up”
(35 minutes, activity sheet online)
DIFFERENTIATION: Students who need more support should first listen to the audio version.
• Read the story once through as a class.
• Break students into groups to read the story again and discuss the close-reading questions. Have students write answers in the margins or on the Close-Reading Questions handout.

Answers to Close-Reading Questions
1. Inference (p. 23) In all of the dreams, Mike is being chased by some sort of monster. In fact, Mike describes all of these dreams as “the bear dream” because they are so similar.
2. Mood (p. 23) The mood of Mike’s dream is frightening, dangerous, threatening, etc.
3. Figurative Language (p. 23) The similes help you picture the bear as an imposing darkness closing in on Mike. They also help you understand how overcome by horror Mike felt.
4. Text Structure (p. 25) Based on what Mrs. Skinner is saying, the bear in Mike’s dream might represent a fear he is unwilling to think about or deal with.
5. Figurative Language (p. 25) By “the forest,” Mike means parts of his mind, or certain feelings or thoughts. He means that Mrs. Skinner would get him talking about difficult or painful things that he would rather not think about.
6. Text Structure (p. 25) Jonah is suggesting that the bear is trying to get Mike to confront something important that Mike keeps avoiding. This is similar to Mrs. Skinner’s theory that a monster in a nightmare represents some aspect of yourself or some fear that you are avoiding but know, deep down, that you need to deal with.
7. Inference (p. 27) Mike and his mom are worried and anxious. We know this because they are in the kitchen doing nothing but drinking coffee, “trying not to look out the window” (as people do when they are waiting/hoping for someone to appear), and not hungry for dinner.
8. Theme (p. 27) Mike finally faced the bear—which symbolizes Mike’s fear of something happening to his father—and realized that he could deal with that fear. (Answers will vary.)
9. Inference (p. 27) Mike stops having the dream because the night he saw (or imagined he saw) the bear behind his house, he finally confronted his fears about his dad’s safety. Having come face-to-face with that fear, Mike no longer needed his brain to keep bringing it up in dreams.

Reading and Discussing “Why Do You Dream?”
(15 minutes, activity sheet online)
• Preview the Vocabulary Words and Definitions. Highlighted words: confronting, generate, intimately, speculate, supernatural
• Read “Why Do You Dream?” as a class.
• Discuss the questions that follow.

Close-Reading Questions
(5 minutes, activity sheet online)
How has our understanding of dreams changed since ancient times? (key ideas) In ancient times, many believed that dreams were supernatural—that they came from gods and...
demons. Today, we know that dreams are a result of the brain’s activity while we sleep.

According to the article, do dreams have meaning? Explain. (key ideas) According to the article, dreams do not have meaning in terms of “if you dream of X, it means Y,” but our dreams do reflect the thoughts, emotions, and experiences of our waking lives.

Consider the quote by Stephen LaBerge at the end of the article. Explain what it means. (interpreting text) The quote means that our dreams are very personal because they are created by our minds and reflect the people, places, and activities in our lives as well as our deepest thoughts and feelings. Our dreams might reflect things about us that we aren't consciously aware of; therefore providing hints about what we might do or how we might act in the future.

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

Do you think Mike really saw a bear in his backyard? Explain. Answers will vary. Those who say yes may point out that there really were bears in the area that liked to eat blackberries, and Mike was standing near blackberry bushes when the bear appeared. Plus, the details that Mike notices—the sounds and smells—are very specific and make the encounter seem real. On the other hand, no one else sees the bear, and the bear disappears the minute Mike finds out that his father is OK. It seems quite possible that under the extreme stress of his father being missing, Mike imagined seeing the bear.

Why might people have once believed that dreams were messages from gods and demons? Answers will vary. Students might say that people wanted an explanation for where dreams come from, and before our modern understanding of the brain, gods and demons seemed a likely source—in the same way that gods and demons seemed a likely source of natural phenomena, illnesses, luck, etc. Besides, we still don’t understand exactly why we dream, and ideas about “interpreting” dreams or dreams predicting the future linger in our modern world.

Skill Building
Featured Skill: Integrating Ideas
(15 minutes, activity sheet online)

To prepare students for the prompt on page 29, have them complete the activity Mike’s Bear Dream. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

“Why Do You Dream?” says that most researchers agree that our dreams reflect our worries and joys. What worries or joys might Mike’s dream of the bear have reflected? Support your answer with text evidence.

For Advanced Readers

How does the author of “Bearing Up” develop the bear in Mike’s dream as a symbol of Mike’s fear? Does “Why Do You Dream?” support the idea that a dream could represent a real-life fear? Support your answer with text evidence.

For Creative Writers

Imagine that when Jonah says that the bear in Mike’s dream is trying to tell Mike something, Mike opens up about his worries instead of changing the subject. Write a scene in which Mike tells Jonah what’s been on his mind. The scene can be in the form of a story or a play.

For Dreamers

Describe a dream that you have had. Then propose an explanation for what events, experiences, or emotions from your life the dream reflects.