Hi teachers!

One of the special parts of my job is hearing from all of you—what your challenges are, what brings you joy in the classroom, and what you need. After many school visits and phone calls with teachers across the country, it became clear that you needed more audio. That’s why this year, we expanded our audio offerings.

Now at Scope Online, you will find audio for articles, stories, poems, slideshows, and vocabulary.

I hope that you have been utilizing our audio in your classroom. It is such a nimble and nifty tool. You can use it as a scaffold for struggling readers and ELLs, to build fluency and listening-comprehension skills, and to increase engagement.

In the meantime, I am excited for you and your students to dig into this issue. (One of my favorites? Art Director Albert Amigo’s beautiful design for our play, “This Is What Courage Looks Like,” about a teen hero of the civil rights movement. Check it out on page 16.)

Enjoy!
Kristin

P.S. Are you going to NCTE in Atlanta this month? Stop by booth #512 and say hi. I’d love to see you!

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### YOUR NOVEMBER ISSUE AT A GLANCE

<table>
<thead>
<tr>
<th>ARTICLE</th>
<th>SUMMARY</th>
<th>PRIMARY SKILL(S)</th>
</tr>
</thead>
</table>
| **Grammar, pp. 2-3**  
“Grammar’s Amazing Mole” | Students practice using *good* and *well* while learning about the amazing star-nosed mole. | • Conventions of standard English |
| **Narrative Nonfiction, pp. 4-9**  
“The Hunt for Lost Pirate Gold” | In 1717, a vicious storm sank the infamous *Whydah*—a pirate ship loaded with stolen treasure. More than 250 years later, Barry Clifford set off on a quest to find it. | • **Featured Skill:** Drawing conclusions  
• Word choice  
• Author's craft  
• Supporting details  
• Analyzing the development of an idea |
| **Paired Texts, pp. 10-13**  
“Swimming for Her Life” and “Dreams” | This the powerful story of 18-year-old Yusra Mardini, whose journey from war-torn Syria to the Olympic Games in Rio last summer is a tribute to the power of the human spirit. We’ve paired the story with the poem “Dreams” by Langston Hughes. | • **Featured Skill:** Synthesizing  
• Author's craft  
• Central ideas and details  
• Interpreting text  
• Key ideas |
| **Debate, pp. 14-15**  
“Can Fame and Fortune Make You Happy?” | Being a celebrity may seem like a dream come true, but does fame really make people happy? Students read arguments on both sides of the debate and take a stand. | • Supporting an argument  
• Central ideas and details |
| **Drama, pp. 16-22**  
*This Is What Courage Looks Like* | This exciting play tells the story of Claudette Colvin, a brave African-American teenager who refused to give up her seat on a Montgomery bus—months before Rosa Parks famously did the same. | • **Featured Skill:** Text evidence  
• Figurative language  
• Character  
• Inference |
| **Fiction, pp. 23-31**  
“The Ghost Boy” | On a train trip with his dad, Luke encounters a very strange museum exhibit. We’ve paired this supernatural, thought-provoking tale with an informational text about the building of the Transcontinental Railroad. | • **Featured Skill:** Author's craft  
• Text evidence  
• Figurative language  
• Vocabulary in context  
• Analyzing a reference |
| **You Write It, p. 32**  
“His App Could Save Lives” | Students turn our interview with 16-year-old Nikhil Gopal, who invented an app that helps diagnose and treat malaria, into an article. | • Summarizing  
• Central ideas and details |
YOUR NOVEMBER ISSUE AT A GLANCE

- **“His App Could Save Lives”**
  - You Write It, p. 32
- **“The Ghost Boy”**
  - Fiction, pp. 23-31
- **Looks Like This Is What Courage Make You Happy?”**
- **“Can Fame and Fortune”**
  - Paired Texts, pp. 10-13
- **“Swimming for Her Life”**
- **“Pirate Gold”**
  - The Hunt for Lost Narrative Nonfiction, pp. 46-49
- **“Grammar’ s Amazing Mole”**

**ARTICLE SUMMARY PRIMARY SKILL(S)**

- **treat malaria, into an article.**
  - Students turn our interview with 16-year-old Nikhil Gopal, who invented an app that helps diagnose and treat malaria.
- **thought-provoking tale with an informational text about the building of the Transcontinental Railroad.**
  - On a train trip with his dad, Luke encounters a very interesting man who tells him the story of the Transcontinental Railroad.
- **Parks famously did the same.**
  - This the powerful story of 18-year-old Yusra Mardini, a Syrian refugee who saved fellow refugees while swimming across the Mediterranean Sea.
- **Being a celebrity may seem like a dream come true, but**
  - This exciting play tells the story of Claudette Colvin, a woman who dared to stand up for her rights.
- **Games in Rio last summer is a tribute to the power of**
  - This is the powerful story of 18-year-old Yusra Mardini, a Syrian refugee who saved fellow refugees while swimming across the Mediterranean Sea.

**COMMON CORE ELA ANCHOR STANDARDS**

- **L.3**
- **R.1, R.2, R.4, R.5, R.7, R.9, W.2, SL.1, L.4, L.5, L.6**
- **R.1, R.2, R.4, R.5, R.6, R.7, R.9, W.1, W.2, W.9, SL.1, L.4, L.5, L.6**
- **R.1, R.2, R.6, R.8., W.1, W.4, W.5, W.7, SL.1, L.4, L.6**
- **R.1, R.2, R.4, R.5, R.7, R.9, W.2, SL.1, L.4, L.5, L.6**
- **R.1, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.4, L.5, L.6**
- **R.1, W.2**

*To find grade-level-specific Common Core standards as well as the Texas State Standards, go to Scope Online.*
In 1717, a vicious storm sank the infamous Whydah—a pirate ship loaded with stolen treasure. More than 250 years later, Barry Clifford set off on a quest to find it.

**Learning Objective:** to support conclusions about the life of an 18th-century pirate with text evidence

**Key Skills:** word choice, author’s craft, supporting details, analyzing the development of an idea, mood, inference

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### Step-by-Step Lesson Plan

**Close Reading, Critical Thinking, Skill Building**

1. **Preparing to Read**
   - **Preparation vocabulary.**
     - (3 minutes, activity sheet online)
     - Project our Words to Know Vocabulary Slideshow and complete the activity as a class. Highlighted words: adhere, cataclysmic, herculean, laden, maritime, pilfering, plundered, salvage

2. **Reading and Discussing**
   - **Read the article.**
     - (35 minutes, activity sheet online)
     - Read “The Hunt for Lost Pirate Gold” as a class, starting with the “As You Read” box on page 5. Then discuss the following questions.

   **Close-Reading Questions**
   - On page 5, Lauren Tarshis writes, “He and his men had been prowling the waters of the Caribbean Sea and the Atlantic Ocean, preying on ships . . .” What do the words prowling and preying help you understand about Sam Bellamy and his crew?

     (word choice, author’s craft)

     These lines help you understand that Bellamy and his crew were dangerous. The words prowling and preying are usually used to describe fearsome animals like lions and tigers. Tarshis is comparing what Bellamy and his crew did to other ships to what animal predators do to their helpless prey.

   - Find at least two details in the introduction that help you understand the terror of the Whydah’s sinking. (supporting details)

     Details include 30-foot waves crashed on the ship; 70-mile-per-hour winds shredded sails and toppled men; the ship splintered; men tumbled into the sea; 144 men died.

   - On page 7, Tarshis writes that finding sunken treasure is “complicated.” How does she develop this idea? (analyzing the development of an idea)

     Tarshis develops the idea by explaining that you need government permission to even start looking for treasure, and that there are strict rules about what you can do with a wreck when you find it. She then explains what made looking for the Whydah particularly
complicated for Barry Clifford and his crew, including that Clifford did not have an exact location for the ship, that the cold weather and rough waters hindered the team’s search, and that the crew began running out of money.

What is the mood of the first two paragraphs of “A Surprising Discovery”? How does the mood change in the third paragraph? (mood) The mood of the first two paragraphs is frustrated and disappointed; Tarshis writes that all the crew found was “junk” and that the crew’s “spirits had plummeted.” In the third paragraph, the mood becomes suspenseful and exciting as Tarshis describes a diver coming out of the water and yelling, “There’s three cannons down there!”

On page 9, Tarshis writes that after finding the Whydah, Clifford wished his Uncle Bill were there with him. Why would Clifford wish this? (inference) Clifford likely wished his Uncle Bill was there when he found the Whydah because it was his uncle who inspired him to look for the treasure in the first place. Clifford would’ve wanted his Uncle Bill to know that he was right to think that the treasure was still out there.

3 Reading the Pairing
(15 minutes, activity sheets online)
Have students work in groups to read “Who Gets the Treasure?” While still in their groups, they should then discuss the following questions, which refer to both texts.

Critical-Thinking Questions
(5 minutes, activity sheet online)
Should people who find sunken treasure have the right to decide what to do with it? Explain. Answers will vary. Students might say yes, because the process of finding treasure is long, expensive, and difficult, and anyone who succeeds deserves to have control over what they find. Others might say that finding something does not make it yours to keep, and that because treasure from a shipwreck gives us valuable historical information, those who find it should be required to preserve, study, and share it.

Why is it important to preserve historical artifacts? Why is it important that the public have access to these artifacts? Students may say that historical artifacts provide us with tangible links to our ancestors and our history, and they give us details about people and events from our past, like Sam Bellamy and the sinking of the Whydah. Students may say that since this kind of historical information concerns all of us, we should all be able to access it.

Reread the quote from maritime lawyer Jim Goold in “Who Gets the Treasure?” What argument is Goold making about shipwrecks? Is it a strong argument? Why or why not? Goold is saying that in the same way you wouldn’t take the belongings of plane crash victims, you shouldn’t take the belongings of shipwreck victims. Some students may say this is a fair comparison; others may say that recovering the belongings of people who died hundreds of years ago is quite different than taking the belongings of people who died recently.

4 Skill Building
Drawing Conclusions
(15 minutes, activity sheets online)
Distribute the activity sheet Drawing Conclusions: The Life of a Pirate, which will prepare students to respond to the prompt on page 9.

BEYOND THE TEXT
SAM BELLAMY DEBATE
Sam Bellamy called himself the “Robin Hood of the Sea.” Does he deserve that title? Have students debate this question. For more, go to Scope Online.
Differentiation

For Struggling Readers
In a well-organized paragraph, describe what it was like to be a pirate in the time of Sam Bellamy. Include three details from “The Hunt for Lost Pirate Gold.”

For Advanced Readers
Using information in “The Hunt for Lost Pirate Gold” and two other sources of your choosing, create a presentation about the life of a pirate from Sam Bellamy’s time. Your presentation may be in the form of a speech with visual aids, a video, a PowerPoint, or a podcast.

Complexity Factors
See how these texts will challenge your students.

Purpose: The article describes Barry Clifford’s search for a sunken pirate ship, provides historical information about what happened to the pirate ship and its crew, and explains the lives of pirates in general. The informational text explores the question of who owns the rights to sunken treasure.

Structure: The article weaves together two narratives as well as informational passages. The informational text summarizes the rules regarding sunken treasure.

Language Conventionality and Clarity:
• Vocabulary: challenging academic and domain-specific words (adhere, cataclysmic, democratic, looted, maritime)
• Figurative Language: similes, rhetorical questions, analogies

Knowledge Demands: Knowledge of the structure and parts of a ship, as well as map-reading skills, will be helpful. Some understanding of the legal system will also be useful.

Lexile: 1020L

Literature Connections
Classic stories featuring pirates:
• Peter Pan by J. M. Barrie
• Robinson Crusoe by Daniel Defoe
• Treasure Island by Robert Louis Stevenson

ONLINE RESOURCES

Audio: Hear the texts read aloud.

Activities to Print or Project:
• Close-Reading and Critical-Thinking Questions*
• Vocabulary Slideshow*
• Drawing Conclusions: The Life of a Pirate*
• Read, Think, Explain: Identifying Nonfiction Elements (two levels)
• Quiz (two levels)
• Contest Entry Form
• Core Skills: Central Ideas and Details (two levels) Text Structures Text Features Summarizing (two levels)

*Supports the lesson plan

Scope.scholastic.com
This Is What Courage Looks Like
The amazing true story of a 15-year-old girl who dared to stand up to injustice

Preview: This exciting play tells the story of Claudette Colvin, a brave African-American teenager who refused to give up her seat on a Montgomery bus—months before Rosa Parks famously did the same.

Learning Objective: to identify text evidence to support a statement

Key Skills: figurative language, character, inference, character motivation, compare and contrast

Step-by-Step Lesson Plan
Text Marking, Close Reading, Critical Thinking, Skill Building

1 Preparing to Read
Preview vocabulary. (5 minutes)
Distribute or project the Vocabulary Words and Definitions and preview with students. Highlighted words: boycott, federal, integrated, plaintiffs, segregation, Supreme Court, testimony, unconstitutional. Encourage students to circle other unfamiliar words in the text and write them on their vocabulary sheets. Assign the activity as homework.

Watch the video. (10 minutes)
Distribute or project the Video Discussion Questions and preview. Then watch our Time Machine video to help build context about the setting of the play. Discuss the Video Discussion Questions as a class.

Preview Text Features. (10 minutes)
• Direct students to the Character box. Point out that the Historians in the play are a bit like narrators. Discuss what a historian does. (A historian studies and records history.)

2 Reading the Play
(30 minutes, activity sheets online)
• Assign parts and read the play aloud as a class.
• Have students discuss the following in groups.

Close-Reading Questions
In Scene 1, Eddie says, “At the movies, we have to sit in the balcony, a million miles from the screen.” Eddie is using hyperbole. What idea is he expressing? (figurative language) Eddie means that the seats for black people are very far from the movie screen, especially when compared with the seats reserved for white viewers.
Based on Claudette's lines in Scene 1, what can you tell about her personality? (character) Claudette gives a presentation that her teacher calls "excellent." She also says that she plans to become a lawyer. You can tell that Claudette is a serious student who values her education and has ambitions for her career. You can also tell that she has thought a lot about Jim Crow laws and what she can do to change them.

In Scene 2, Claudette tells her classmates that she wants to "bring the Constitution to Montgomery." What does she mean? (figurative language) Claudette means that laws and policies in Montgomery violate the Constitution, and she wants to change that.

In Scene 2, Claudette twice says, "I paid my fare." What point is she trying to make? (inference) Claudette is making the point that because she paid her bus fare, she is just as entitled to a seat on the bus as any white passenger.

In Scene 5, when Gray asks Claudette to be a plaintiff in a lawsuit, why does she "inhale sharply"? (inference) Claudette's previous experience in a courtroom brought her a lot of suffering. She was shunned by her classmates and convicted of crimes she didn't commit, which cost Claudette her dream of becoming a lawyer. The act of inhaling sharply tells the reader that Claudette feels suddenly nervous; the idea of going back to court fills her with apprehension.

In Scene 6, Knabe says to Claudette, “Be honest. Didn't Reverend King give you the idea that there was something wrong with the buses?” Why does he ask her this question? (character motivation, inference) Knabe is suggesting that black people in Montgomery were satisfied with the bus system before Dr. King began saying that there was a problem with it. Knabe hopes to convince the judges that bus desegregation is not what most people want.

The play's final line states that Claudette “had helped bring the Constitution to Montgomery, just as she said she would.” How was her experience similar to her original plan? How was it different? (compare and contrast) Claudette's experience was similar to her original plan in that she went to court and helped to change an unfair policy. It was different in that she was a plaintiff in the case, not a lawyer.

Critical-Thinking Questions

In Scene 1, Miss Nesbitt says, “. . . history can be careless about who it remembers.” How does this statement relate to the play as a whole? Miss Nesbitt is talking about why Harriet Tubman became famous and others like her did not. Miss Nesbitt’s statement applies to Claudette. Most people today have heard of Rosa Parks, but few know about Claudette.

What are some ways that Claudette Colvin's story could be more widely known? Answers will vary. Students may say more books could be written about her, or a movie could be made about her life.

3 Skill Building:
Text Evidence

(15 minutes, activity sheet online)
Break students into groups to complete activity Claudette Colvin: A Dauntless Teen Hero From History. This text-evidence activity will prepare students to respond to the writing prompt on page 22.

WRITE A PERSUASIVE LETTER

Streets are often named for important historical figures. Have students work in groups to write a letter to your city council arguing that a street should be named for Claudette Colvin. (You could do this activity with other important figures you are studying as well.)
Differentiation

For Struggling Readers
Consider the title of the play. What makes Claudette Colvin courageous?

For Advanced Readers
Dr. Martin Luther King Jr. once said, “Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.” What did he mean? How does this idea apply to Claudette Colvin?

Complexity Factors
See how these texts will challenge your students.

Levels of Meaning/Purpose: The play explores events in the 1950s that changed the U.S. It conveys the message that many people, not just those who became famous, shaped history.

Structure: The play is mainly chronological. Historians provide narration in past-tense lines.

Language Conveniency and Clarity:
- Vocabulary: high-level domain-specific words (segregated, unconstitutional, plaintiffs)
- Figurative Language: hyperbole

Knowledge Demands: Some prior knowledge of segregation will be helpful.

Lexile: 1070L (photo captions)

Literature Connections
Other key civil rights movement texts:
- Freedom Walkers by Russell Freedman (nonfiction)
- “I Have a Dream” by Dr. Martin Luther King Jr. (speech)
- The Watsons Go to Birmingham by Christopher Paul Curtis (novel)
Swimming for Her Life
An Olympic story of strength, sacrifice, and courage

Preview: This is the incredible story of 18-year-old Yusra Mardini, whose journey from war-torn Syria to the Olympic Games in Rio last summer is a tribute to the power of the human spirit.

Learning Objective: to apply ideas expressed in a poem to a nonfiction text about a Syrian refugee

Key Skills: author’s craft, central ideas and details, interpreting text, tone, text features, figurative language, key ideas

Step-by-Step Lesson Plan
Close Reading, Critical Thinking, Skill Building

1 Preparing to Read
Preview vocabulary.
(3 minutes, activity sheet online)
Project or distribute the Vocabulary Words and Definitions. Highlighted words: culmination, deter, discrimination, humanitarian, magnitude, refugee, refugee camp, smugglers.

Watch a slideshow.
(5 minutes, activity sheet online)
Project or distribute the Slideshow Discussion Questions for students to preview. Then show our photo slideshow. This collection of images will build context for the article by taking students into the world of refugees. Discuss the questions as a class.

2 Reading and Discussing
“Swimming for Her Life”
(45 minutes, activity sheet online)
Read “Swimming for Her Life” as a class. As students read, they should write down information they find especially surprising about Yusra’s life, or about the lives of refugees in general. Invite students to share their thoughts with the class. Then discuss the following close-reading questions.

Close-Reading Questions

How does Kristin Lewis draw the reader in at the beginning of the article? (author’s craft) In the first paragraph, Lewis describes a young woman, Yusra Mardini, competing in a swim race at the 2016 Olympic Games in Brazil. Then Lewis reveals that Yusra is a refugee, and that Yusra was “fleeing for her life” while her competitors were training. By including this surprising last sentence, Lewis entices the reader to keep reading: The reader will want to find out what happened to Yusra and how she made it to the Olympics.

A central idea of the section “Maybe I’m Going To Die” is that life as a refugee can be difficult. Find two details in this section that support this idea.
Two supporting details are (1) refugees sometimes face discrimination and (2) refugees may have difficulty finding work and housing.

On page 11, Lewis writes, “And all the while, they must cope with the magnitude of what they have lost.” What does she mean? Lewis means that for refugees, in addition to practical hardships such as finding housing and employment, there are emotional hardships. Refugees are not only struggling to establish new lives, they are also grieving for the lives they left behind—for their homes, schools, family members, friends, familiar foods and places, and so on. Refugees don’t know if they will ever get to go home again; the sense of loss must be overwhelming.

Describe the author’s tone at the end of the section “Dangerous Journey.” Which words and phrases help create this tone? Words to describe the tone include admiring, earnest, and impressed. Words and phrases that create the tone include “So Yusra and Sarah did the unthinkable,” “But courageous is exactly what the sisters were,” “And so the sisters pressed on,” and “Yusra and Sarah had saved 18 souls.”

What do the photos help you understand about life as a refugee? The photos help readers understand that life as a refugee is difficult. The photo on page 11 shows the violence that refugees face in Syria. The photo on page 12, of the Zaatari refugee camp, shows a bleak scene of row after row of makeshift houses in a dry and barren landscape.

ESSENTIAL QUESTIONS

What is a refugee? What responsibility does the world have to refugees? What does it mean to triumph?

Critical-Thinking Questions

Lewis writes that for Yusra, being at the Olympics was a chance to “shine a light on the plight of the world’s refugees.” How does Yusra’s story do this? Yusra’s story of fleeing Syria draws attention to the dangers that refugees face in their home countries and how hard it can be to escape to safety. Yusra’s story also reminds people that every refugee is a human being with dreams and goals.

What message does Yusra’s story send about the importance of dreams? Yusra’s story sends the message that having dreams can give you courage and strength, and that no matter how dire your situation is, you should never give up on your dreams.

4 Skill Focus: Synthesizing (15 minutes, activity sheet online)

Distribute the activity Yusra’s Dreams for students to complete independently. It will prepare them to respond to the writing prompt on page 13.
Differentiation

For Struggling Readers
The first line of the poem “Dreams” calls on the reader to “hold fast to dreams.” What does this mean? How did Yusra “hold fast” to her dreams? Answer both questions in a well-organized paragraph.

For Advanced Readers
Explain what Langston Hughes is saying about dreams in his poem. Apply his message to the story of Yusra Mardini and one other person or character of your choice. Support your ideas with text evidence in a well-organized essay.

Complexity Factors
See how these texts will challenge your students.

Levels of Meaning/Purpose: Through the story of a young Olympic athlete who escaped from war-torn Syria, “Swimming for Her Life” describes the challenges of life as a refugee. The article is accompanied by a poem about the importance of dreams.

Structure: The article weaves together narrative and informational passages.

Language Conventionality and Clarity:
• Vocabulary: high-level domain-specific words (humanitarian, plight, refugee, smugglers)
• Figurative Language: metaphors

Knowledge Demands: Map-reading skills and some knowledge of geography will aid comprehension.

Lexile: 890L

Literature Connections
Other texts about children and war:
• The Arrival by Shaun Tan
• A Long Walk to Water by Linda Sue Park
• The Red Pencil by Andrea Davis Pinkney

ONLINE RESOURCES

AUDIO: Hear the article, poem, and vocabulary words read aloud.

PHOTO SLIDESHOW

ACTIVITIES TO PRINT OR PROJECT:
• Synthesizing: Yusra’s Dreams
• Analyzing Poetry*
• Close-Reading and Critical-Thinking Questions*
• Vocabulary*
• Quiz (two levels)
• Slideshow Discussion Questions*
• Core Skill: Text Evidence (two levels)
• Core Skill: Tone (two levels)
• Contest Entry Form

*Supports the lesson plan

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The Ghost Boy
A father-son trip takes a supernatural turn

Preview: On a train trip with his dad, Luke encounters a very strange museum exhibit. We’ve paired this thought-provoking tale of the supernatural with an informational text about the Transcontinental Railroad.

Learning Objective: to explore how an author draws on historical events to shape a fictional plot

Key Skills: text evidence, figurative language, vocabulary in context, reference, mood, sensory details, character

Step-by-Step Lesson Plan
Close Reading, Critical Thinking, Skill Building

1. Preparing to Read
(5 minutes)
- Give students a few minutes to look over the story and the Close-Reading Questions in the margins.
- Read aloud the “As You Read” box on page 24.

2. Reading and Discussing
“The Ghost Boy”
(35 minutes)
- Read the story once through as a class.
DIFFERENTIATION: Students who need extra support should listen to the audio before class.
- Divide students into groups to read the story again, pausing to discuss the close-reading questions. Have students write their answers in the margins.

Answers to Close-Reading Questions

1. Text Evidence (p. 25) Luke thinks that Meadows looks like “all the other forlorn places they’ve stopped at.” He makes a sarcastic comment about how the train stopping is big excitement in Meadows. He regards the train as a “rolling torture chamber.”

2. Figurative Language (p. 25) The author means that Luke can’t see anything in either direction. This description emphasizes that Meadows is a small town with little to offer travelers. The description also underscores Luke’s misery.

3. Vocabulary in Context (p. 25) You can guess that a spur line is a short section of railroad, or a short branch line that comes off from the main railroad.

4. Reference (p. 27) The reference to the people in Pompeii is helpful because, while it might be tough to imagine a body encased in a stone slab, many people have seen photos of the Vesuvius victims covered in ash.

5. Mood (p. 27) The mood is a little creepy but still fun. The displays don’t seem to be exactly what the descriptions claim they are, but they’re weird nonetheless.
6. Sensory Details (p. 27) Answers may include: “It’s like having aluminum foil crammed into your mouth,” “He sees a mountain, feels its ice-cold breath,” and “He has a swimmy feeling of unreality.”

7. Figurative Language (p. 27) Answers will vary. Students might say that desolation would have a sharp, sour, or bitter taste.

8. Figurative Language (p. 29) The author means that Mr. Klack’s face has a strange, unnatural look.

9. Character (p. 29) At the museum, Luke seems convinced that the ghost was real, but perhaps now he has convinced himself that he imagined the whole thing—maybe because the idea of the ghost being real is too strange or frightening.

10. Character (p. 29) Luke is afraid of the ghost and wants nothing to do with it. He’s angry because his father is forcing him to interact with it. He may also be angry because, once again, his dad is putting his own need for a story to write ahead of Luke’s wishes. His dad is forcing the ghost on him in the same way he forced the trip on him.

11. Character (p. 29) The ghost boy has been imprisoned at the museum for years. Before that, he was an exhibit in the circus. But even though he is a ghost, he still has human emotions. He wants to be free.

Critical-Thinking Question
(5 minutes, activity sheet online)
After he takes the ghost boy from the museum, Luke’s dad justifies his action by saying, “You can’t own a ghost.” Is this a valid justification? Answers will vary. Some students might say that taking something without permission is wrong, while others might say that the ghost boy was essentially a prisoner in the museum, and Luke’s dad helped him escape. Other students may say that although the ghost boy deserved to be liberated from the museum, Luke’s dad’s motives were wrong. He wasn’t trying to set the ghost boy free; he was only trying to help himself get over his writer’s block.

ESSENTIAL QUESTIONS
How did railroads shape American history?
What is exploitation?
What is the power of storytelling?

3 Reading and Discussing
“This Railroad Changed America”
(20 minutes)
- Print or project the Vocabulary Words and Definitions from Scope Online and preview the words as a class. (You may assign the activity for homework.) Highlighted words: contend, disperses, encroach, sabotaged, transcontinental, unifying, vision.
- Read “This Railroad Changed America” as a class.
- Print or project the Close-Reading Questions from Scope Online for students to discuss in groups.

4 Skill Building
Featured Skill: Author’s Craft
(15 minutes, activity sheet online)
Distribute the activity sheet Author’s Craft: Drawing on Historical Events. Have students work in groups to complete it. The activity will prepare students to respond to the writing prompt on page 31.
Differentiation

For Struggling Readers
In a well-organized paragraph, discuss one way the author of the short story draws on a real historical event that is described in the informational text.

For Advanced Readers
Consider how the railroad is perceived by Luke in the story and by the “you” in the informational text. What makes the two points of view so different? Answer the question in a brief essay, using details from both texts to support your answer.

Complexity Factors
See how these texts will challenge your students.

Levels of Meaning/Purpose: As it raises questions about morals and priorities, the story also makes reference to the construction of the Transcontinental Railroad in the American West. The informational text explains and describes the railroad.

Structure: The story is mainly chronological and is written in the third person and in the present tense. The informational text presents chunks of information linked by a common theme.

Language Conventionality and Clarity:
• Vocabulary: higher academic and domain-specific vocabulary (berth, bleak, transcontinental, transfixed)
• Figurative Language: metaphor, rhetorical questions, personification

Knowledge Demands: the story refers to the eruption of Mt. Vesuvius and train travel.

Lexile: 790L (story); 920L (informational text)

Literature Connections
Other texts with a ghost character:
• A Christmas Carol by Charles Dickens
• The Graveyard Book by Neil Gaiman
• Harry Potter and the Chamber of Secrets by J. K. Rowling

ONLINE RESOURCES

AUDIO: Story, informational text, and vocabulary words

ACTIVITIES TO PRINT OR PROJECT:
• Close-Reading and Critical-Thinking Questions*
• Author’s Craft: Drawing on Historical Events*
• Vocabulary*
• Literary Elements (two levels)
• Quiz (two levels)
• DIY Vocabulary
• Contest Entry Form
• Core Skill: Making Inferences
• Core Skill: Mood (two levels)

*Supports the lesson plan

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Looking for The Lazy Editor?

This issue’s Lazy Editor can be found at Scope Online. All the great activity sheets are there as well. Enjoy! scope.scholastic.com

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