

SCHOLASTIC ACTION

Teacher's Guide

September 2016

Welcome to *Action*!

It's been a busy summer here at *Action* headquarters, planning for 2016-17! We're thrilled to put the September issue in your hands.

We had one goal as we refreshed the magazine: to give you **more**. More rich and complex nonfiction articles, dramatic plays, gripping tales of survival, and thoughtful debates. All, of course, made accessible for your struggling readers.

You'll also find several new features in the magazine (in addition to all the wonderful sections you've come to rely on):

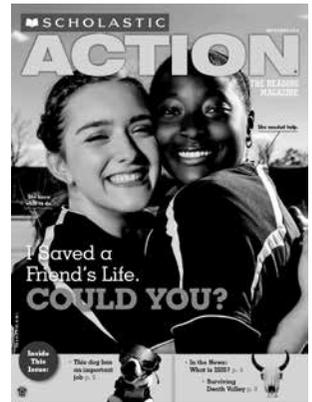
- **In the News**, to give your students insight into world events and allow them access to important stories they need to understand
- **Paragraph Power**, a short text and summarizing activity to build writing skills
- **Enhanced Paired Texts**, two articles of equal length, centered on a common theme
- **Short Fiction**, which we'll present from time to time. Like the Readers Theater Play, fiction can be read out loud to boost fluency and build confidence.
- **Pause and Think**, one of our favorite new elements! These are quick comprehension checks built right into the text of each article.

Working closely with our education editor, Rebecca Leon, and senior editor Christy Damio, we've also enriched and extended this Teacher's Guide. You will find in these pages expanded lesson plans with **close-reading**, **critical-thinking**, and **skill-building** steps, as well as **essential questions**, **literature connections**, **tips for ELLs**, and much more.

We can't wait for you and your students to get started. And we look forward to hearing your feedback and suggestions on *Action*—your most powerful tool for struggling readers. Please don't hesitate to be in touch: actionmag@scholastic.com.

Warmest wishes,
The Action Team

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The Truth About ISIS

What students need to know about this much-discussed news topic

About the Article

Learning Objective Students will read a news article about a terrorist group and then answer scaffolded questions to summarize the article.

Complexity Factors

LEVELS

Lexile Level: **710L**

Guided Reading Level: **V**

DRA Level: **50**

PURPOSE: The text provides information about the origins, aims, and actions of ISIS.

STRUCTURE: The article includes cause-and-effect structures.

LANGUAGE: Some challenging academic and domain-specific words; similes.

KNOWLEDGE DEMANDS: The text mentions a number of foreign locations (e.g., Iraq and Nigeria).

Key Skills

Summarizing, text features, vocabulary, close reading, figurative language

Standards Correlations

This article and lesson support the following **Common Core anchor standards:** R.1, R.2, R.4, R.5, W.2, SL.1, L.4, L.5., L.6

For more standards information, check our website.



Step-by-Step Lesson Plan

1. Preparing to Read

- Have students preview the text features.

1. Point out the subtitle (the text below the title). Ask: What does this text tell you about ISIS? (*It calls ISIS a “group of killers.”*)

2. Preview the vocabulary words in the box on page 4: *terrorist, inspired, reject, refugees, conflicts*

2. Reading and Discussing

- Read the article aloud to the class. At the end of each section, stop to discuss the Pause and Think question. After reading the whole article, discuss the following close-reading question:

Imam Suhaib Webb says that ISIS is “like a poison.” What does he mean? (interpreting text, figurative language) *ISIS has harmed people’s lifestyles, their health and safety, and their ideas about Islam.*

3. Skill Building

- Have students complete the summarizing activity on page 8. Visit Action Online for an expanded **Writing a Summary activity**.

Lost in Death Valley

How three women survived for days in one of the hottest places on Earth

About the Article

Learning Objective Students will read a compelling narrative nonfiction article and identify text evidence to support conclusions that can be drawn from the story.

Complexity Factors

LEVELS

Lexile Level: **540L**

Guided Reading Level: **T**

DRA Level: **50**

PURPOSE: This dramatic story describes how three women survived a life-threatening situation in one of the hottest places on Earth.

STRUCTURE: The story is mainly a chronological narrative but includes some informational passages.

LANGUAGE: Some challenging academic and domain-specific words; onomatopoeia, metaphors, and other figures of speech.

KNOWLEDGE DEMANDS: Map-reading skills will be helpful.

Key Skills

Text evidence, text features, vocabulary, inference, figurative language, interpreting text, synthesizing, evaluating an argument

Standards Correlations

This article and lesson support the following **Common Core anchor standards:** R.1, R.3, R.4, R.5, R.8, R.9, SL.1, SL.2, L.4, L.5, L.6

For more standards information, check our website.

Death Valley is one of the hottest places on Earth. The heat sucks the air from your lungs and burns the bottoms of your feet. Every year, at least one person dies there.

This is the desert where 37-year-old Gina Goepz, her mother, Donna, and their friend Jenny Leung, 19, got lost. They had no cell phone service and very little water. They were in serious danger.

PAUSE AND THINK: Why were Gina, Donna, and Jenny in danger?

Extreme Heat

July 22, 2010, began as a fun day. Jenny was a student from Hong Kong. She was spending the summer with Donna, who lived in Berkeley, Nevada.

The desert stretches for thousands of miles.

Summer temperatures reach 125 degrees. Nearly 1 million people visit the park each year. Most come during the cool winter months. Gina, Donna, and Jenny knew that visiting in July meant extreme heat. But it would be a short trip, mostly in an air-conditioned car. Donna packed food and water for the day. She brought maps, phone chargers, a first-aid kit, and more. Little did she know they would soon be in a fight for their lives.

PAUSE AND THINK: How did Donna prepare for the trip?

What Went Wrong?

The women visited Scotty's Castle. They left at about 2 p.m. They decided to drive to their popular Death Valley attraction called Racetrack.

Along the way, they took a wrong turn. They were supposed to be heading out of the park. Instead, they ended up heading into the mountains. They became very lost. Their maps and phones were no help.

It seemed to be out of gas.

By now, their loved ones were worried. Donna's eldest daughter, Sky, 21, was expecting a call from her mom. When Donna didn't call, Sky knew something was wrong.

PAUSE AND THINK: What was the first thing that went wrong on the trip?

Bad News

The women spent the night in the car. Around 6 a.m., Gina set out on foot to look for help. Donna and Jenny searched for food. They found pine needles and some cactus. They ate the pine needles. The cactus was too difficult to eat. Two hours later, Gina returned with bad news: She had seen car tracks but no people. By now, the women had only a few sips of water.

The search began.

Meanwhile, Gina, Donna, and Jenny kept driving. In the distance, they saw a group of trees—a splash of green in a sea of brown.

Their lives depended on reaching those trees. The women knew that if there were trees, there also had to be water.

left. The heat was becoming intense. Gina begged her mom to try starting the car again. It seemed pointless. But still, Donna gave it a try. 'Boom!'

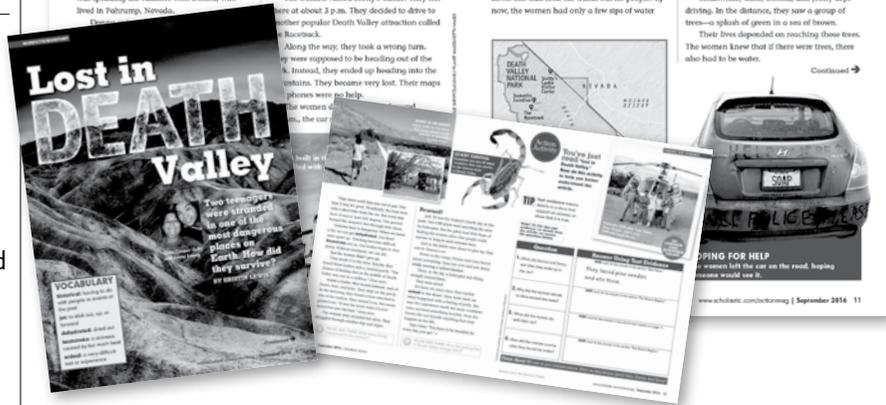
PAUSE AND THINK: What did Gina look for? What did she find?

The Search Begins

Sky viewed her mom's credit card statement online. She saw that Donna had bought a T-shirt at Scotty's Castle the day before. This told Sky that her mom was in Death Valley. She contacted the California Highway Patrol (CHP). The search began.

Meanwhile, Gina, Donna, and Jenny kept driving. In the distance, they saw a group of trees—a splash of green in a sea of brown.

Their lives depended on reaching those trees. The women knew that if there were trees, there also had to be water.



Your Teaching Support Package

Here's your full suite of materials, all of which you'll find at scholastic.com/actionmag:

Differentiated Articles

- Article on three reading levels

Video

- Behind-the-Scenes: Students join author Kristin Lewis on a trip to Death Valley.
- Closed-captioning

Audio

- Text-to-speech

Activities to Print or Project

- Assessment (two levels)
- Text Evidence (two levels)
- Vocabulary Quiz

Curriculum Connections

See how this story can fit into the units you teach.

Essential Questions

What is wilderness? Why do wild places attract us?
How do people cope with emergencies?

Literature Connection

Novel: *Island of the Blue Dolphins*,
by Scott O'Dell

Step-by-Step Lesson Plan

1. Preparing to Read

Watch the Video

(10 minutes)

- Visit Action Online to view a **Behind-the-Scenes video**, in which author Kristin Lewis offers more information about Death Valley. The footage of the stark and beautiful landscape will help students understand why many tourists visit Death Valley every year, and why some people die there.

Preview Text Features

(15 minutes)

- Have students open their magazines to page 9. Guide them to preview the text features by asking the following questions:

1. What do the headline and subhead tell you about the story? (*They tell you that the story is about three women who got lost in a very dangerous place.*)
2. On page 9, there is a photo of two women, named Gina and Jenny. What can you infer, or guess, about their role in the story? (*The photo is next to the subhead that mentions two teenagers; you can infer that Gina and Jenny are those teenagers.*)
3. Read the section headings in order, from "Extreme Heat" to "Rescued!" What more do these headings tell you about the events of the story? (*It looks like the women got lost somewhere very hot, then things got worse, and then searchers found and rescued them.*)
4. Why is there a picture of a scorpion on page 12? (*The caption explains that scorpions can live in Death*

Valley, which means that the heat isn't the only danger visitors might face.)

5. Look at the map and caption on page 11. Where is Death Valley located? (*California and Nevada*)

Preview Vocabulary

(10 minutes, activity sheet online)

- Draw students' attention to the vocabulary box on page 9.
- Play the **Vocabulary Slide Show** at Action Online so students can familiarize themselves with new vocabulary before reading the story.
- Pause after each word to discuss its meaning.
- Highlighted words: *historical, jut, dehydrated, heatstroke, ordeal*

2. Reading and Unpacking the Text

Make a Plan for Reading (5 minutes)

- Before students start to read, walk them through a reading plan:
 1. **Set a purpose for reading** by explaining to students that after reading "Lost in Death Valley," they will be able to draw conclusions from it and support those conclusions with text evidence—which is details in the text.
 2. Point out the **Pause and Think** boxes starting on page 10. Ask students to check their understanding of what they've read by answering these questions as they finish each section. (As they do, make sure they use text evidence in their answers.)

Turn the page for more! 

3. Tell them that as they finish each section, they should look at the photos and captions on the page and ask themselves how these elements relate to what they've just read.

4. Point out the activity on page 13. Ask: What does the text in the top right-hand corner tell you about what you'll do in this activity? Tell students they will complete the activity after reading.

- Guide students to read the article. Once they have a good understanding of it and can answer the Pause and Think questions, challenge them to go further by discussing the close-reading and critical-thinking questions.

Close-Reading Questions

(30 minutes)

- **The section “Extreme Heat” says that most tourists visit Death Valley in the cooler winter months. Why did Donna, Jenny, and Gina choose to visit the area during the summer?**

(inference) *The story says that Jenny was staying with Donna for the summer, so you can guess that Donna would not have had the chance to take Jenny to Death Valley at a different time of year.*

- **In the section “The Search Begins,” author Kristin Lewis describes the trees as “a splash of green in a sea of brown.” What does this description tell you about the trees and about the rest of the area?** (figurative language) *A splash is small, and a sea is large. Lewis is saying that the trees were a small spot of green (representing water, life, hope)*

in a large area of brown (representing dryness, danger, hopelessness). The trees were a tiny glimmer of hope.

- **At the end of the story, Gina says, “You have to be thankful for every day you get.” What does she mean?** (interpreting text) *Gina means that life can be threatened, or can end, without warning. You can tell that her experience in Death Valley reminded her that life is precious.*

Critical-Thinking Question

(10 minutes)

- **Based on information in the story and the video, is it a bad idea to visit Death Valley? Why or why not?** (evaluating an argument) *Answers may vary. Some students might say that it's a bad idea to visit Death Valley because it's clearly dangerous, while others might say that it's not a bad idea because a million people visit safely each year, and the landscape can teach visitors about nature.*

3. Skill Building

- Turn to the text evidence activity on page 13.
- Have students work in small groups to answer the questions and locate text evidence to support their answers. Regroup as a class to discuss students' answers and evidence.
- Visit Action Online for our **Where's the Evidence activity** (in more- and less-scaffolded versions), which approaches the skill in a different way. Have students complete the activity independently.

For English Language Learners

Tips for making this article more accessible to your students who are new to English

Using Visual Support for Vocabulary

The **Vocabulary Slide Show**, available at Action Online, will be especially helpful for your English language learners. Use it to preview vocabulary before they start to read. As you go through it, have students repeat each word chorally; then, as they become comfortable with the word, call on students to repeat it individually. Students can also copy the words into a vocabulary notebook, where they can write their own clues or make sketches to help them remember the words. As you read the article together, keep the Vocabulary Slide Show open to refer back to the words and images as they come up in the text.

I Saved My Friend's Life

A quick-thinking teen puts her CPR training to use

About the Article

Learning Objective Students will read a story about a real teen hero and make inferences based on the text and on their own knowledge.

Complexity Factors

LEVELS

Lexile Level: **500L**

Guided Reading Level: **T**

DRA Level: **50**

PURPOSE: This touching rescue story provides information about CPR: when, why, and how to do it.

STRUCTURE: The story is mainly chronological. It includes cause/effect and compare/contrast structures.

LANGUAGE: Some higher-level academic and domain-specific words.

KNOWLEDGE DEMANDS:

Some knowledge of the effects of brain damage will enhance comprehension.

Key Skills

Inference, text features, vocabulary, close reading, key detail, cause and effect, supporting an opinion

Standards Correlations

This article and lesson support the following **Common Core anchor standards:** R.1, R.3, R.4, R.5, R.7, W.1, SL.1, SL.2, L.4, L.6

For more standards information, check our website.

The collage features a newspaper clipping with the title "I Saved My Friend's Life" and author "BY JENNIFER SHOTZ". Below the title is a photo of two girls, Taylor Sibbe and Paris White, smiling. A caption reads: "Paris White suffered sudden cardiac arrest at softball practice." Another caption says: "Taylor Sibbe performed CPR." In the foreground, there is a CPR training manual with a photo of Taylor Sibbe and a checklist for CPR steps.

Your Teaching Support Package

Here's your full suite of materials, all of which you'll find at scholastic.com/actionmag:

Differentiated Articles

- Articles on three reading levels

Audio

- Text-to-speech

Activities to Print or Project

- Assessment (on two levels)
- Making Inferences (on two levels)
- Vocabulary Quiz

Curriculum Connections

See how this story can fit into the units you teach.

Essential Questions

How does helping others benefit us?
What makes someone a hero?

Literature Connections

Graphic Biography: *Clara Barton: Angel of the Battlefield*, written by Allison Lassieur and illustrated by Brian Bascle

Step-by-Step Lesson Plan

1. Preparing to Read Explore Text Features

(10 minutes)

- Prompt students to turn to the article in their magazines and guide them to preview text features with these questions:
 1. Look at the photo of the two girls on pages 14 and 15. Based on the title and this picture, what do you think the story will be about? (*The story is about a girl who saved the life of another girl.*)
 2. How can you tell which girl was in danger and which one rescued her? (*The two photo captions identify the girls and their roles in the story.*)
 3. Look at the box at the bottom of page 16. What does it explain? Why do you think it's included with the article? (*The box explains how to do CPR. It's included because Taylor saved her friend Paris by doing CPR; it also gives information you could use if you were in a similar situation.*)

Preview Vocabulary

(10 minutes)

- Direct students' attention to the vocabulary box on page 14.
- Play the **Vocabulary Slide Show** at Action Online so students can familiarize themselves with new vocabulary before reading the story.
- Pause after each word to discuss its meaning.
- Highlighted words: *overcome, cardiac, chest compressions, paramedics, confident*

2. Reading and Unpacking the Text

Make a Plan for Reading

(10 minutes)

- Before students start to read, walk them through a reading plan:
 1. **Set a purpose for reading** by telling students that after reading, they will make inferences about Taylor's thoughts and feelings.
 2. Explain that making an inference means using clues from the story to figure out something that isn't directly stated. As an example, ask students what inference they could make after reading the sentence "Daniel took a sip of his milk, then wrinkled his nose and put the glass down." (*You could infer that the milk was sour.*)
 3. Direct students' attention to the words "Continued on page 16" with an arrow at the bottom of page 14. Point out that the text begins before the big photo and continues after it. Encourage students to trace the text with their finger, column by column, before reading.
 4. Ask: Do you think you should read the "Hands-Only CPR" box before or after the story? (*Students will likely say after, because the box is placed at the end of the story.*)
 5. Point out the activity on page 17. Tell students they will complete it after reading the article.
- Have students read the story independently. (You can also play the **Text-to-Speech audio** at Action Online and have students follow along in their magazines.)

- Discuss the close-reading and critical-thinking questions as a class.

Close-Reading Questions

(15 minutes)

- **How did Taylor know that Paris was having a serious health problem?** (key details) *Taylor recognized the signs of a health crisis. Taylor explains that she knew it was an emergency when Paris's eyes rolled back and she started shaking.*
- **Was Paris the first person Taylor ever saved with CPR?** (inference) *Since Taylor completed her CPR course only the day before she saved Paris, you can infer that Paris was the first person Taylor saved.*
- **When a person goes into cardiac arrest, what causes the person's brain to be damaged? How can brain damage be prevented?** (cause and effect) *Brain damage resulting from cardiac arrest is caused by a loss of oxygen to the brain. It can be prevented by doing chest compressions, which keep oxygen-giving blood flowing to the brain.*

Critical-Thinking Question

(10 minutes)

- **Should all U.S. eighth-graders be required to take a CPR course? Why or why not?** (supporting an opinion) *Answers may vary. Some students might say that learning CPR shouldn't be a requirement, because CPR training would take time away*

from more traditional subjects. Other students will likely say that CPR training should be required because saving lives is at least as important as learning math or history.

3. Skill Building Making Inferences

- Separate students into small groups. Have them work together to complete the activity "What Would Taylor Say?" on page 17. The activity requires them to infer how Taylor would respond to questions from a newspaper reporter.
- Go further: Visit Action Online to find an additional **Making Inferences activity**. Have students complete this activity while still working in small groups. The activity will reinforce students' understanding of the story and the skill.

For English Language Learners

Tips for making this article more accessible to your students who are new to English

Reading Partners

Pair each ELL student with a native-speaking partner to read this story together. They can take turns reading sections aloud, and the native speaker can help the ELL student with pronunciation and unfamiliar words. Encourage them to pause at the end of each section to discuss what they found interesting or surprising. This can boost fluency and confidence for both partners!

When Killer Mice Attack

A nonfiction text about a big problem and a small solution!



About the Article

Learning Objective Students will read and summarize a short nonfiction story.

Complexity Factors

PURPOSE: The text explains how Guam responded to an invasive species problem.

STRUCTURE: The text is chronological.

LANGUAGE: Some challenging academic and domain-specific

vocabulary (e.g., *predators*), as well as a metaphor.

KNOWLEDGE DEMANDS: The text mentions power lines and tourists.

Key Skills

Text features, main idea and details, text marking, summarizing, informational writing

Standards Correlations

This article and lesson support the following **Common Core anchor standards:** R.1, R.2, R.7, SL.1, W.2, W.7

For more standards information, check our website.

Step-by-Step Lesson Plan

1. Preparing to Read

- **Set a purpose for reading** by previewing the activity on page 19. Let students know that after they read the article, they will need to write a paragraph summing up what they've read.

- **Make a plan for reading:** The main text of the article is set in columns. A photo and caption set within the text may cause confusion. Have students trace the text with their fingers in the order in which they should read it.

2. Reading and Text Marking

- Read the article aloud as students follow along. Pause to identify the problem (*too many snakes*) and the steps taken to solve it (*Tylenol was put into mice, mice were dropped from helicopters, snakes ate the mice*). Have students underline important information as they read.

3. Writing

- Break students into pairs to discuss and complete the activity on page 19.
- Regroup as a class, and ask for volunteers to read their paragraphs aloud (or to allow you to read their work aloud).

4. Skill Building

- Go further: Visit Action Online to find a follow-up **Writing a Paragraph activity** that can be used with many of the other features in this issue of *Action*. Encourage students to read another article and use the activity to summarize what they read.

Escape From Slavery

A compelling play highlights the heroic work of Harriet Tubman

About the Play

Learning Objective Students will build fluency as they learn about the Underground Railroad and the bravery of Harriet Tubman.

Complexity Factors

LEVELS

Lexile Level: **n/a**

Guided Reading Level: **T**

DRA Level: **50**

PURPOSE: As students read this inspiring piece of historical fiction, they will learn about slavery in America.

STRUCTURE: The play is chronological but ends with a past-tense epilogue.

LANGUAGE: Some challenging vocabulary

KNOWLEDGE DEMANDS: Some prior knowledge of slavery in America will be helpful.

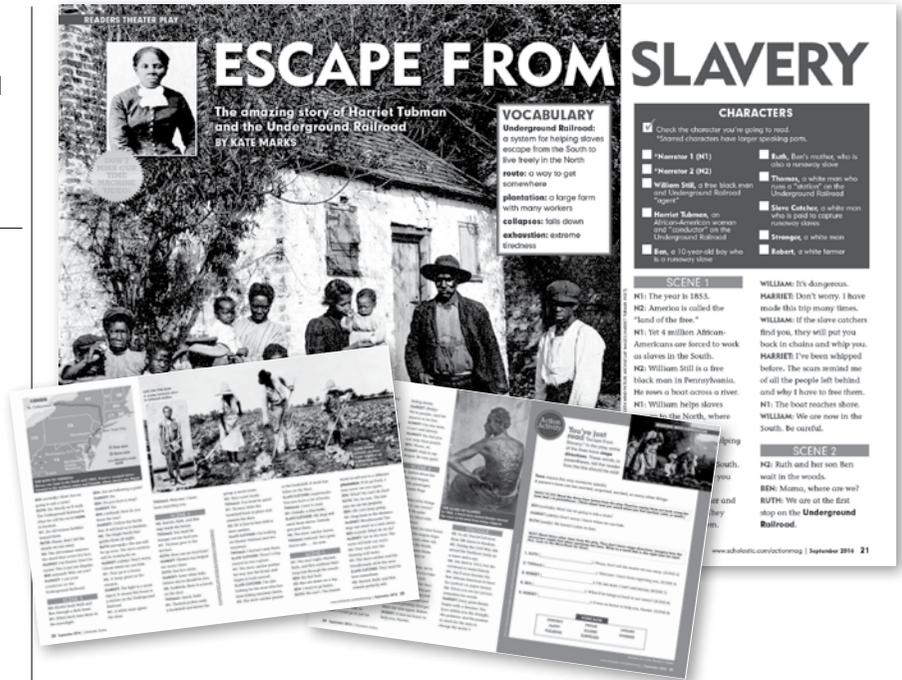
Key Skills

Fluency, text features, vocabulary, character traits, literary device, key details

Standards Correlations

This play and lesson support the following **Common Core anchor standards:** R.1, R.3, R.4, SL.1, SL.2, L.6

For more standards information, check our website.



Your Teaching Support Package

Here's your full suite of materials, all of which you'll find at scholastic.com/actionmag:

Video

- Action Time Machine: The 1840s
- Harriet Tubman
- Closed-captioning

Activities to Print or Project

- Assessment (on two levels)
- Character Traits (on two levels)
- Vocabulary Quiz

Curriculum Connections

See how this play can fit into the units you teach.

Essential Questions

- Why do people take great risks to be free?
- How can one person's actions help many people?

Literature Connection

Short Story: "The People Could Fly,"
by Virginia Hamilton

Step-by-Step Lesson Plan

1. Preparing to Read

Watch a Video

(10 minutes)

- Show students the video Action Time Machine: The 1840s. It will familiarize them with the time period just before the play takes place.
- Prompt them to think about these questions as they watch: **1.** What would have been difficult about living in the 1840s? **2.** What might you have enjoyed about it? **3.** What was the Underground Railroad?

Preview Text Features

(15 minutes)

- Guide students to examine text features with these questions:
 - 1.** Look at the large photo on pages 20 and 21. What emotions do you see on the faces and in the body language of the people in the picture? What does the picture suggest about their living conditions? (*Many of the people look serious. Some of the children look playful. The mother in the middle looks lovingly at her baby. The woman on the left has her arms around her children protectively. Most are wearing dirty clothes, suggesting they have been working in the fields. They are standing in front of a simple shack.*)
 - 2.** Look at the inset of Harriet Tubman. What do you think she's like? (*She looks tough and determined.*)
 - 3.** In the play, a mother and son are escaping from slavery. Why do you think the picture of the young runaway is included on page 22? (*It helps readers imagine what Ben might have looked like; the boy in the picture's tattered clothes show how little he had.*)

4. Look at the map on page 22 and read the caption. What do the different colors of the states show? Why did freed or escaped slaves travel north? Why did they go to Canada? (*Green shows free states, and brown shows slave states. They traveled north to reach free states; they traveled to Canada because slavery was illegal there.*)

5. The photo on page 24 might be difficult to look at. How does it make you feel? Why do you think it's included? (*Students will likely say the photo makes them feel terrible or angry for the man who has been whipped; it is included to show the cruel conditions of slavery.*)

Preview Vocabulary

(10 minutes, activity online)

- Direct students to the vocabulary box on page 21.
- Play the **Vocabulary Slide Show** at Action Online so students can familiarize themselves with new vocabulary before reading the play.
- Make sure students understand that the Underground Railroad was neither a railroad nor underground, but that the term refers to the secret routes and hiding places slaves used as they escaped to the North.
- Highlighted words: *Underground Railroad, route, plantation, collapses, exhaustion*

Assign Parts and Set a Purpose for Reading

(5 minutes)

- Look at the characters box together on page 21. Point out that Harriet Tubman and William Still were real people. The other characters are fictional,

but their words, actions, and situations are based on things that actually happened.

- Assign students roles based on what they're comfortable reading. If you have a small group or students are not at ease with large roles, read the Narrator 1 and Narrator 2 lines yourself.
- Give students time to find their lines and read through them on their own. Help them with any words or lines they find difficult.
- **Set a purpose for reading** by encouraging students to read with expression. Ask: How would your character feel as he or she says each line? How can you show that feeling in your voice?

2. Reading and Unpacking the Text

- Read the play aloud as a class. Stop at the end of each scene and ask students to summarize what happened.
- After reading, discuss the following close-reading and critical-thinking questions.

Close-Reading Questions

(30 minutes)

- **In Scene 1, what do you learn about what Harriet was like? Support your answer with details from the play.** (character) *Harriet was brave and selfless. Even though she had her freedom in the North, she returned to the South to help others become free. She risked being caught, whipped, and returned to slavery.*
- **Suspense is a feeling of fear or nervousness from not knowing what will happen. How**

does Scene 4 create suspense? (literary device)

Scene 4 creates suspense because you don't know whether the slave catcher will discover Harriet, Ruth, and Ben hiding in the secret room. It becomes more suspenseful when the slave catcher stops in front of the bookshelf that hides the secret room.

- **How does Scene 5 show you the cruel treatment slaves faced?** (key details) *In Scene 5, Ruth explains to Ben that their master has the right to sell him to another plantation because slaves are seen as property. Children can be taken from their parents. As they escape, they are chased by slave catchers with bloodhounds.*

Critical-Thinking Question

(10 minutes)

- **Based on what you learned about Harriet Tubman in this play, why do you think she has been chosen to be pictured on the \$20 bill?** (character) *Answers may include that she is an American hero for helping people become free; she showed strong traits like courage and the desire to help others, which everyone can learn from; she reminds us of our history and the people who made our country better.*

3. Skill Building

- Guide students to complete the activity on page 25, which will help them build fluency by focusing on reading with expression.
- Have students further examine Harriet Tubman's character by working together on our **Character Traits activity**, available at Action Online.

For English Language Learners

Tips for making this play more accessible to your students who are new to English

Prior Knowledge

Some knowledge of American history is necessary to understand this play. This history might not be familiar to students who have come here from other countries. Here are essential dates and facts:

1619: Europeans first started settling in America, and slavery began here.

First decades of the 1800s: Slavery became illegal in Northern states. Millions remained enslaved in the South.

1865: Slavery was outlawed in the U.S. at the end of the Civil War—a war between the Northern states and the Southern states. Slavery was a major reason the states went to war.

Hamburger History/Tacos Take Over

The fascinating origins of two of America's most popular fast foods

About the Articles

Learning Objective Students will find details in two separate texts to compare and contrast the history of the hamburger and the taco in the United States.

Complexity Factors

LEVELS

Lexile Level: **660L**

Guided Reading Level: **T**

DRA Level: **50**

PURPOSE: The texts relate the similar but different histories of two popular foods.

STRUCTURE: "Hamburger History" is nonlinear and uses cause/effect and compare/contrast structures.

"Tacos Take Over" is chronological.

LANGUAGE: Some challenging academic and domain-specific words; rhetorical questions and other figures of speech.

KNOWLEDGE DEMANDS: Some knowledge of U.S. immigration will be helpful.

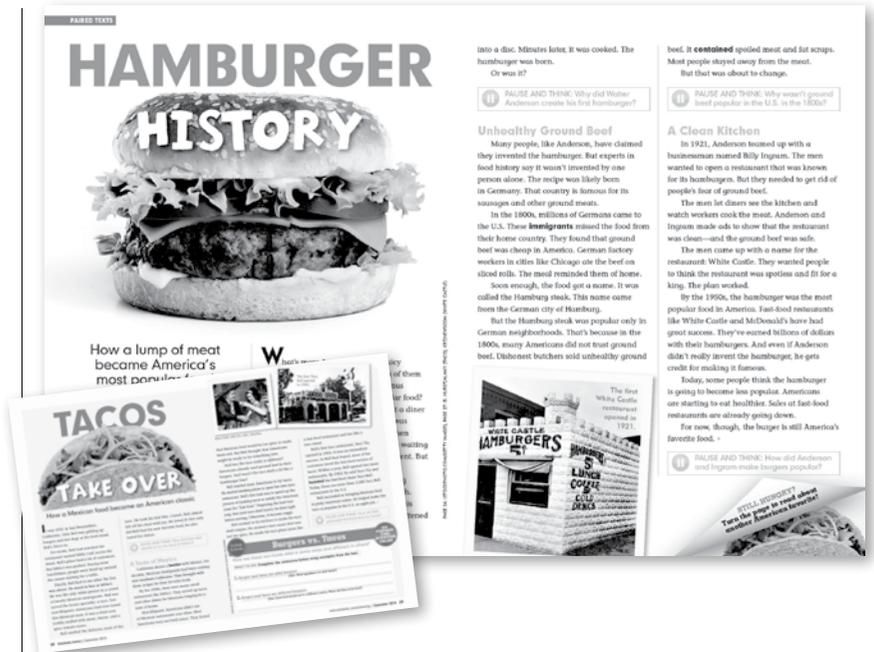
Key Skills

Compare and contrast, text features, vocabulary, close reading, main idea and supporting details, cause and effect, informational writing

Standards Correlations

This article and lesson support the following **Common Core anchor standards:** R.1, R.2, R.4, R.9, W.2, SL.1, L.6

For more standards information, check our website.



Your Teaching Support Package

Here's your full suite of materials, all of which you'll find at scholastic.com/actionmag:

Differentiated Articles

- Articles on three reading levels

Audio

- Text-to-speech

Activities to Print or Project

- Assessment (on two levels)
- Compare and Contrast
- Vocabulary Quiz

Curriculum Connections

See how this story can fit into the units you teach.

Essential Questions

How have immigrants contributed to our daily lives?
What gives people ideas for inventing new things?

Literature Connection

Poem: "Good Hotdogs,"
by Sandra Cisneros

Step-by-Step Lesson Plan

1. Preparing to Read

Explore Text Features

(15 minutes)

• Have students open their magazines to page 26. Guide them to preview the text features by asking these questions:

1. Look at the pictures on page 26 and page 28. What do they have in common? (*They both show a popular food.*) Look at the details of the pictures. How are these foods alike and different?
2. Read the headline and subhead on page 26. Do the same on page 28. What will the first article tell you about? (*How hamburgers became popular in the U.S.*) What will the second article tell you about? (*How tacos became popular in the U.S.*)
3. Look at the photo and read the caption on page 27. Are you familiar with White Castle? What does the caption tell you about when the chain started? (*The first White Castle opened in 1921.*)
4. Read the section headers on page 27. Which two words in them have almost the opposite meaning? (*unhealthy* and *clean*) What might this tell you about how hamburgers changed?
5. Look at the pictures on page 29. What restaurant will this article probably be about? (*Taco Bell*) What do you think Glen Bell had to do with it?

Preview Vocabulary

(15 minutes, activity sheet online)

- Direct students to the vocabulary box on page 26.

• Play the **Vocabulary Slide Show** at Action Online so students can familiarize themselves with new vocabulary before reading the story.

- Highlighted words: *spatula, immigrants, contained, border, founded*

2. Reading and Unpacking the Text

Make a Plan for Reading (5 minutes)

• Before students start to read, walk them through a reading plan:

1. **Set the purpose for reading** by telling students that they will compare and contrast the histories of hamburgers and tacos.
2. Point out that they already previewed text features and vocabulary.
3. If students need help following the order of the text, have them trace "Hamburger History" from beginning to end with a finger.
4. Point out the Pause and Think boxes. Tell them that each of these has a question about the section they just read. They should stop and read each one to answer with a partner or as a class.
5. Have them look at the picture and words in the bottom right corner of page 27. Ask: What are the image and text telling you to do?
6. Repeat steps 3 and 4 with "Tacos Take Over."
7. Point out the activity at the bottom of page 29. Remind students that after they have read both articles, they will be able to complete the activity

by finding similarities and differences between hamburgers and tacos.

- Guide students to read the articles. Once students have a good understanding of them and can answer the Pause and Think questions, challenge them to go further by discussing the close-reading and critical-thinking questions.

Close-Reading Questions

(15 minutes)

- **Reread the section “Unhealthy Ground Beef.” Who first ate hamburgers in the United States? Why did they like them? What does this tell you about how people sometimes choose their food?** (inference) *German immigrants in the 1800s were the first to eat hamburgers. Burgers reminded them of food they ate at home. This suggests that people often like to eat food that is familiar to them.*
- **Reread the section “A Clean Kitchen.” How did people’s attitudes about hamburgers change between 1921 and the 1950s? What can you conclude about how White Castle influenced Americans?** (inference) *Between those years, hamburgers went from being unpopular to becoming the most popular food in America. You can conclude that White Castle’s clean, safe image convinced Americans that hamburgers were a great food.*
- **Reread the section “A Taste of Mexico.” What problem did Glen Bell face in trying to get non-Hispanic Americans to eat tacos? How did he**

solve the problem? (problem and solution) *In the 1950s, many Americans thought Mexican food would be too spicy or would make them sick. Bell made a sauce that was not too spicy. He made his restaurant seem like an American fast-food place.*

Critical-Thinking Question

(10 minutes)

- **What is similar about the German immigrants in “Hamburger History” and the Mexican immigrants in “Tacos Take Over”?** **How did Americans end up feeling about the foods of both groups?** (compare and contrast) *German and Mexican immigrants both enjoyed eating traditional foods from their home countries. Americans ended up loving the foods of both groups, making hamburgers and tacos very popular in the United States.*

3. Skill Building

- Guide students to complete the activity at the bottom of page 29.
- Go to Action Online to find an additional **Compare and Contrast activity**. Have students work in small groups or pairs to complete it.
- **Writing prompt:** As an optional extension, have students use the information they gathered in the Compare and Contrast activity to write a paragraph answering this question: In what ways are the stories behind hamburgers and tacos alike and different?

For English Language Learners

Tips for making these articles more accessible to your students who are new to English

Examining Idioms

Before reading, help students find these idioms in the articles, and discuss their meanings with them.

fit for a king (page 27): top quality; so good a king could come to eat there

what the fuss was about (page 28): To make a fuss about something means to give it a lot of attention and treat it as if it’s special.

the house specialty (page 28): a restaurant’s special dish; in some expressions, a restaurant is referred to as a *house*

longing for a taste of home (page 28): wanting something that reminds them of their native country, i.e., food

as popular in the U.S. as apple pie (page 29): Apple pie stands for food or other items that are very American.

When things are compared to apple pie, it means they seem American.

How to Teach an Action Debate

Bring our debates to life in your classroom.

About the Article Students will take a side in a debate. They will find text evidence to support their opinion and use it to attempt to persuade others in writing.

Key Skills

Speaking and listening, identifying main idea and supporting details, citing text evidence, opinion writing

Standards Correlations

This article and lesson support the following **Common Core anchor standards**: R.1, R.2, R.6, R.8, W.1, SL.1

For more standards information, check our website.

The image shows a sample page from a magazine. The main title is "Is It Wrong to Talk About the Election?". Below the title is a sub-headline: "The presidential election is on November 8. So why are some people refusing to talk about it?". There is a cartoon illustration of three people sitting at a table, engaged in a debate. To the right of the illustration is a column of text with several paragraphs. Below the text is a response chart with two columns: "YES" and "NO". Each column has two numbered rows for writing. The chart is titled "Is It Wrong to Talk About the Election?" and includes a small graphic of a speech bubble.

Step-by-Step Lesson Plan

Use this with any *Action* debate.

1. Preparing to Read

- Have students preview the text features by asking:
 1. What is the topic of the debate? Prompt students to use the debate title and the heading on the chart as clues.
 2. What are two opinions people might have about this topic?

2. Reading and Unpacking the Text

- Depending on the reading level of your students, read the debate as a class or divide the class into groups.
- Have students read the debate a second time. Prompt them to highlight evidence supporting each side as they come across it. Using two different colors of highlighters would be useful.

3. Skill Building

- As a class or in groups, have students discuss:
 1. Which opinion has the best evidence to support it?
 2. Is one side stronger than the other? Why?
 3. What is your opinion? What evidence helped you form your opinion?
- **For more advanced readers:** Do you think the author has an opinion on this issue? What is your evidence?

4. Writing

- Have students complete the chart in the magazine.
- Go further: Visit Action Online for an **Argument Writing activity**, available on two levels. Guide students to express their opinions on the debate topic by completing this activity. Encourage them to refer to the chart they filled out in the magazine.

The Rose That Grew From Concrete

A poem about survival and triumph

About the Poem

Learning Objective Students will use ideas in a poem to identify its theme.

Complexity Factors

LEVELS OF MEANING: The poem contains an extended metaphor; the rose that grew from concrete represents a person flourishing under difficult circumstances.

STRUCTURE: The poem consists of one eight-line stanza. It has a rough ABCB DEFE rhyme scheme.

LANGUAGE: The vocabulary is conversational; however, the poem includes a good deal of figurative language.

KNOWLEDGE DEMANDS: Prior experience with symbolism in poetry will be helpful.

Key Skills

Theme, text features, close reading, author's craft

Standards Correlations

This article and lesson support the following **Common Core anchor standards:** R.1, R.2, R.4, R.5, SL.1, SL.2, L.5

For more standards information, check our website.



Step-by-Step Lesson Plan

1. Preparing to Read

- Have students preview the text features by asking:
 1. What words does the image bring to mind? (*Students may say things like unusual, surprising, survivor, or special.*)
 2. Look at the title. Why might someone write about a rose that grew from concrete? (*A rose that grew from concrete would be rare.*)
 3. Read the information about Tupac Shakur at the top of the page. Add that Shakur grew up surrounded by violence and poverty but still became a celebrated music artist.

2. Reading and Discussing

- Read the poem aloud (or play the audio version at Action Online).
- Next, lead a **close reading**: Read the poem aloud again, pausing after each line to discuss it. Ask:
 1. In the first line, the poet asks readers if they've heard about the rose. What does this tell you about how the poet sees the rose? (*The poet feels that the rose is newsworthy, interesting, important.*)
 2. The second line says that the rose learned to walk. Does the poet mean this literally? (*No, the rose didn't actually walk. It grew.*)
 3. In the fifth line, what does "keeping its dreams" mean? What would be the opposite of keeping your dreams? (*It continued to grow, against the odds. Giving up on your dreams is the opposite.*)
 4. What does the poet mean by "Long live the rose"? (*He is praising the rose for doing something against the odds.*)

3. Skill Building

- As a class, answer the questions in the Theme box. To deepen students' understanding of the poem, have them complete the **Author's Craft activity** at Action Online.

Answers are available in the print edition of your Teacher's Guide

ACTION September 2016 at a Glance

Major Features	Language Arts Skills Development	Online Resources (all articles available on three levels)
<p>Nonfiction, pp. 9-13 "Lost in Death Valley" BY KRISTIN LEWIS</p> <p>CCR Anchor Standards: R.1, R.3, R.4, R.5, R.8, R.9, SL.1, SL.2, L.4, L.5, L.6</p>	<p>Featured Skill: Text evidence Key Skills: Text evidence, text features, vocabulary, inference, figurative language, interpreting text, synthesizing, evaluating an argument</p>	<p>Video: Behind-the-Scenes (CC) Audio: Text-to-speech Activities:</p> <ul style="list-style-type: none"> • Assessment (two levels) • Text Evidence (two levels) • Vocabulary Quiz
<p>True Teen Story, pp. 14-17 "I Saved My Friend's Life" BY JENNIFER SHOTZ</p> <p>CCR Anchor Standards: R.1, R.3, R.4, R.5, R.7, W.1, SL.1, SL.2, L.4, L.6</p>	<p>Featured Skill: Inference Key Skills: Text features, vocabulary, close reading, key detail, cause and effect, supporting an opinion</p>	<p>Audio: Text-to-speech Activities:</p> <ul style="list-style-type: none"> • Assessment (two levels) • Making Inferences (two levels) • Vocabulary Quiz
<p>Readers Theater Play, pp. 20-25 Escape From Slavery BY KATE MARKS</p> <p>CCR Anchor Standards: R.1, R.3, R.4, SL.1, SL.2, L.6</p>	<p>Featured Skill: Fluency Key Skills: Fluency, text features, vocabulary, character traits, literary device, key details</p>	<p>Video: Action Time Machine: The 1840s; Harriet Tubman (CC) Activities:</p> <ul style="list-style-type: none"> • Assessment (two levels) • Character Traits (two levels) • Vocabulary Quiz
<p>Paired Texts, pp. 26-29 "Hamburger History" "Tacos Take Over" BY LAUREN TARSHIS</p> <p>CCR Anchor Standards: R.1, R.2, R.4, R.9, W.2, SL.1, L.6</p>	<p>Featured Skill: Compare and contrast Key Skills: Compare and contrast, text features, vocabulary, close reading, main idea and supporting details, cause and effect, informational writing</p>	<p>Audio: Text-to-speech Activities:</p> <ul style="list-style-type: none"> • Assessment (two levels) • Compare and Contrast • Vocabulary Quiz