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"Grammar Celebrates Chinese New Year"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

TRAVEL RUSH

Chinese New Year is also known as Spring Festival and Lunar New Year. The holiday lasts for about 15 days and is celebrated in many Asian countries and by more than a billion people around the world.

Chinese New Year, which this year begins February 5, honors the coming of spring and is a time when loved ones come together for food, fireworks, and other festivities. Each year, enormous numbers/amounts of people travel to their hometowns or take a trip. In fact, this annual travel rush is among the largest movements of people on Earth.

BLOODTHIRSTY MONSTER

The origins of Chinese New Year go back thousands of years. According to legend, a monster named Nian (NEE-yahn) would attack villages at the start of each year. No number/amount of fighting or pleading could stop the bloodthirsty creature. Then one year, the villagers discovered that loud noises and the color red frightened the beast, so they used those things to chase it away.

Since then, people celebrate the victory over Nian at the beginning of each new year. This is why you'll see a large number/amount of red in decorations and clothing, as well as loud fireworks and firecrackers, in Chinese New Year festivities.

GOOD FORTUNE

Chinese New Year celebrations involve many symbolic traditions. For example, a major number/amount of housecleaning is done to sweep away any bad luck from the past year.

The food has meaning too. Long noodles stand for long

life. A whole fish symbolizes family unity. Dumplings represent prosperity. Legend has it that the more dumplings you eat, the more money you will make in the coming year. (Warning: Feasting on large numbers/amounts of dumplings may cause a stomachache!)

ANSWERS TO ACTIVITY SHEET

NUMBER VS. AMOUNT

1. number
2. number
3. amount
4. number
5. amount
6. number
7. number
8. amount
9. amount
10. number
11. Answers will vary.

“The Children’s Blizzard”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Sample response:

As Lauren Tarshis explains in her article “The Children’s Blizzard,” the blizzard of 1888 was a powerful storm that was made even more dangerous because of the time and place in which it took place.

As Tarshis explains on page 6, the blizzard was extremely powerful because it developed from a combination of three different weather systems, including one especially dangerous low-pressure system. When these systems collided, they created a very violent storm. Even if people in the prairie had known the storm was coming, it would have been dangerous—but people did not know the storm was coming, because as Tarshis explains, the science of weather forecasting was at that time “in its infancy,” meaning it was new and not yet reliable (6). Tarshis explains that weather forecasters could not accurately predict the path or strength of storms, and that although they tried, they were often wrong (6). As a result, people were completely unprepared for the storm when it hit. If the settlers had been warned about the storm, parents would likely never have sent their children to school that day. This would have protected many kids, like Walter, from the danger of having to go outside during the storm.

The kinds of houses settlers lived in also contributed to the danger of the storm. Most settlers lived in “soddies,” houses made out of dirt and grass (8). Tarshis writes that a hard rain could turn the floor in one of these homes to mud (8). Considering this, it is likely that these houses would not have held up very well in a very strong blizzard either.

The type of transportation used to get children to and from school also made the storm more difficult and dangerous

for them. Adults in Groton used horse-drawn sleds to bring the children home from school (7). This kind of transportation would not be ideal during an extremely powerful blizzard; unlike in a car or bus, passengers would be unprotected from the cold, wind, and snow. Plus, sleds also do not move very fast, leaving both drivers and passengers exposed to the storm for long periods of time.

Lastly, the lack of modern technology like cell phones made the storm more dangerous than it would be today. For one thing, people had a limited ability to communicate with each other. For example, the children who got stuck at school could not simply text their parents and let them know where they were. There would also not have been any GPS technology to help those who got lost during the storm. All of these details make clear that the time and place in which the blizzard of 1888 took place increased the danger of an already powerful and dangerous storm.

ANSWERS TO ACTIVITY SHEETS

ANALYZING SETTING

1. The blizzard was particularly powerful because it developed from a combination of three different weather systems, including one especially dangerous low-pressure system. When these systems collided, they created a very violent storm.
2. The author explains that the science of weather forecasting at the time of the storm was “in its infancy,” which means it was just beginning. She explains that weather forecasters could not accurately predict the path or strength of storms, and that although they tried, they were often wrong. That the science of weather



“The Children’s Blizzard” cont’d

prediction was not reliable at the time of the blizzard meant that people living on the prairie did not have advanced warning of the storm. This contributed to the blizzard’s danger because it meant that people were left completely unprepared when the storm hit. If the settlers had been warned about the storm, parents would likely never have sent their children to school. This would have prevented many kids, like Walter, from being outside and unprotected during the storm.

3. Most settlers lived in “soddies,” which were houses made out of dirt and grass. Tarshis writes that a hard rain could turn the floor in one of these homes to mud (8). Considering this, it is likely that these houses would not have held up very well in a very strong blizzard either. The fact that most settlers lived in these somewhat unstable homes would have made the blizzard even more dangerous.
4. The adults in Groton used horse-drawn sleds to bring the children home from school. This kind of transportation would not be ideal during an extremely powerful blizzard. Unlike in a car or bus, passengers would be outside and unprotected from the cold, wind, and snow in a horse-drawn sled. Plus, sleds also do not move very fast, which would mean that it left the drivers and passengers exposed to the storm for long periods of time.
5. The lack of modern technology like cell phones made the storm more dangerous because people could not communicate with each other. For example, the children who got stuck at school could not simply text their parents and let them know where they were. There would also not have been any GPS technology to help those who got lost during the storm.

“THE CHILDREN’S BLIZZARD” CLOSE-READING QUESTION

1. The author is using foreshadowing. This line suggests that the surprisingly warm weather on the prairie was actually a sign that something dangerous was coming. The author likely uses foreshadowing to draw the reader into the story and make the reader want to keep reading to find out what happens.
2. The blizzard was particularly powerful because it developed from a combination of three different weather systems, including one especially dangerous low-pressure

system. Together, these three systems created a very violent storm.

3. This information is important because it explains why the people on the prairie in 1888 did not have any advanced warning of the blizzard. If they had been warned about the storm, parents would likely never have sent their children to school.
4. You can infer that Walter likely jumped out of the sled to get his perfume bottle because the bottle was important to him. On page 6, Tarshis writes that the bottle was Walter’s “prized possession” and that nobody else had such a treasure. Walter likely did not realize how fast the sleds would disappear from view and that he was putting himself in grave danger.
5. Tarshis uses a simile to compare the way the snow and ice were moving during the blizzard to the way swarming bees attack. This comparison helps you understand how intense the storm was, as well as how painful it must have been for Walter to be outside and unprotected during such a bad storm.
6. The purpose of this section is to help readers understand what life was like on the prairie at the time of the blizzard.
7. The sidebar “Tough Life” adds more information about what being a homesteader in the late 1800s was like. The sidebar was likely included to help readers better understand the lives of those described in the article—why they came to the prairie, what they ate, what their homes and schools were like, etc.
8. From this detail, you can infer that Will was brave and that he loved his brother a lot. He did not stop searching for Walter, even when that meant putting his own life at risk.

“THE CHILDREN’S BLIZZARD” CRITICAL-THINKING QUESTION

1. Answers will vary. Students may say that learning about the blizzard and other natural disasters can remind us of the power and strength of nature. Stories of past disasters can also help us understand what life was like for people in the past. Stories of children, like Walter, who survived a disaster can remind us of the resilience and strength of the human spirit. Stories of survival can also strengthen our faith in human goodness by showing



“The Children’s Blizzard” cont’d

us people like Minnie Freeman and Will Allen who risked their lives to save others.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image on pages 4 and 5 shows an abandoned wagon in the middle of a snow storm. It appears as if everything else in the scene has been blocked out by the intense snow. The image creates an eerie and somewhat spooky mood. The headline and subheading explain that the story is about a young boy’s “fight to stay alive” during a “monstrous” blizzard that hit the American prairie in 1888. These details make the mood of the scene even more unsettling and frightening by alerting the reader to the fact that there was someone—a little boy—outside during such a storm.
2. The sidebar “Tough Life” explains why settlers came to the Northern Plains, what they ate, and what their homes and schools were like. From this information, you can infer that the life of a settler on the Northern Plains in the late 1800s involved a lot of hard work.
3. The photo shows a small building in the middle of what looks like a large plain. A small group of children and their teacher, Minnie Freeman, stand in front of the building. The caption explains that Minnie was 19 and that she led 13 students to safety during the storm. From these features you can infer that school on the prairie in the late 1800s was much different than it is today. From the size of the building and the class, you can see that schools were much smaller and in more remote locations. From Minnie’s age, you can tell that teachers started at much younger ages.
4. I predict this article will be about a terrible blizzard that put children in danger. (Answers will vary.)
5. The mood at the start of the section “An Explosion” is calm and quiet as the author describes Walter sitting at his desk at school doing math problems during what starts out as a normal school day (6). Tarshis creates a calm, everyday scene by describing mundane classroom sounds like Walter’s teacher’s “skirt swishing and boots clicking” (6). Then the mood shifts and becomes suspenseful and tense with the sentence, “Walter was

just finishing his problems when a roaring sound rumbled through the school” (6). Tarshis then explains that the walls began to shake, the door started rattling, children began to cry (6). The mood continues to grow more and more suspenseful and intense as Tarshish describes Walter getting left behind in the storm and eventually collapsing in the snow (7).

6. **A.** The author gives a chronological account of the search for Walter.
B. I know the author uses a chronological structure in this section because the author uses words and phrases that indicate the passage of time such as, “Now,” “and then,” and “for the next few hours.”
7. The author uses an admiring tone when describing how Will rescued Walter from the blizzard. I know the author uses an admiring tone because she includes details about the dangers Will faced and how Will’s strength and determination enabled him to overcome these dangers and return his brother to safety. For example, the author writes that when Will saw his father’s sled leaving, instead of running after it, he “remained focused on his search” (9). The author seems to be in awe of Will when she describes how he was able to carry Walter through the storm. She writes, “It was as though the storm’s fury had entered Will’s veins, giving him the strength to walk against the wind, to rise up when he fell, to hold his little brother tight in his arms” (9). These details show that the author was impressed by Will’s bravery and dedication.
8. The people of Groton came together to help each other stay safe during the storm. (Answers will vary slightly.)
9. Eight-year-old Walter Allen was one of thousands of children who endured a dangerous blizzard that hit America’s Northern Plains on January 12, 1888. At the time of the storm, the science of weather forecasting was just beginning. It was not yet possible to accurately predict the weather, including the path and strength of a storm. This made the storm even more dangerous for those living on the prairie because it meant that they were given no advance warning of the blizzard and had no way of knowing that it was coming.

On the morning of the storm, Walter, along with thousands of other children across the prairie, was in school. When the storm hit, several horse-drawn sleds



“The Children’s Blizzard” cont’d

were sent to retrieve Walter and his classmates, but instead of taking the sled home, Walter went back into his schoolhouse to retrieve his prized perfume bottle that he had left behind. Unable to make it home on his own in the ferocious storm, Walter eventually collapsed in the snow. Fortunately, Walter was eventually rescued by his brave older brother Will, who found Walter’s nearly frozen body in the snow and carried him safely home.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. The image on pages 4 and 5 shows an abandoned wagon in the middle of a snow storm. It appears as if everything else in the scene has been blocked out by the intense snow. The image creates an eerie and somewhat spooky mood. The headline and subheading explain that the story is about a young boy’s “fight to stay alive” during a “monstrous” blizzard that hit the American prairie in 1888. These details make the mood of the scene even more unsettling and frightening by alerting the reader to the fact that there was someone—a little boy—outside during such a storm.
2. The sidebar “Tough Life” explains why settlers came to the Northern Plains, what they ate, and what their homes and schools were like. From this information, you can infer that the life of a settler on the Northern Plains in the late 1800s involved a lot of hard work.
3. The photo shows a small building in the middle of what looks like a large plain. A small group of children and their teacher, Minnie Freeman, stand in front of the building. The caption explains that Minnie was 19 and that she led 13 students to safety during the storm. From these features you can infer that school on the prairie in the late 1800s was much different than it is today. From the size of the building and the class, you can see that schools were much smaller and in more remote locations. From Minnie’s age, you can tell that teachers started at much younger ages.
4. I predict this article will be about a terrible blizzard that put children in danger. (Answers will vary.)
5. C
6. A
7. A. admiring

B. I know the author uses an admiring tone because she includes details about the dangers Will faced and how Will’s strength and determination enabled him to overcome these dangers and return his brother to safety. For example, the author writes that when Will saw his father’s sled leaving, instead of running after it, he “remained focused on his search” (9). The author seems to be in awe of Will when she describes how he was able to carry Walter through the storm. She writes, “It was as though the storm’s fury had entered Will’s veins, giving him the strength to walk against the wind, to rise up when he fell, to hold his little brother tight in his arms” (9). These details show that the author was impressed by Will’s bravery and dedication.

8. A. Students should cross out Detail #3.

B. Detail #3 explains that both Will and Walter ended up lost in the storm. This detail does not show how Will was determined.

9. Students should cross out A, C, and F.

“THE CHILDREN’S BLIZZARD” VOCABULARY

1. As the Mars Rover touched down, the NASA control room filled with jubilation.
2. Small airplanes and boats ferry people back and forth between the many islands of the Caribbean
3. The princess’s tiara was encrusted with diamonds.
4. After the earthquake, volunteers immediately mobilized, preparing to provide hot meals and help with repairs.
5. bearings
6. brewing
7. jubilation
8. ferry

“THE CHILDREN’S BLIZZARD” QUIZ

*Higher Level (HL)

1. B (vocabulary; R.4)
2. A (interpreting text; R.4)
3. C (text structure; R.5)
4. A, C (figurative language; R.4)
5. C (author’s purpose ; R.6)
6. D (summarizing; R.2)
7. Author Lauren Tarshis characterizes Walter’s older brother Will as caring and brave. On page 9, Tarshis explains that Walter refused to stay behind when his father and



“The Children’s Blizzard” cont’d

several other men decided to go out into the storm to search for Walter (9). When Will’s father had to return home, Tarshis explains, Will persisted in the search, even though it meant risking his own life (9). Tarshis also explains that Will could not see or hear anything in the storm as he crawled through the snow in search of Walter (9). Together, these details create a picture of Will as a caring and brave person who would stop at nothing to save his younger brother. (character, author’s craft, writing explanatory text; R.3, R.4, W.2)

8. The mood of introduction of the article shifts from upbeat and cheerful to suspenseful and foreboding. Author Lauren Tarshis begins the section by describing Walter Allen’s morning. She writes that Walter “scampers” out of bed, “wolfs down” his oatmeal, and kisses his mother before heading out to school (5), making Walter sound full of energy and excited about the day. Another way Tarshis creates an upbeat and cheerful mood is by including the details that the weather was “bright and warm” with a sky that one child described as looking “like a fairy tale,” and explaining that school children were relieved to be outside after weeks of cold weather (5). The mood shifts when Tarshis writes, “But not everyone was smiling at the surprisingly warm weather and glowing sky” (5). This sentence creates a sense of suspense and foreboding, which Tarshis continues to build by including two rhetorical questions about the unseasonable warm weather: “Wasn’t there something spooky about the color of the sky? Wasn’t it odd that the temperature had jumped 40 degrees overnight?” (6). Tarshis ends the section with “‘There’s something in the air,’ he told her with a worried glance toward the heavens,” continuing to build the idea that the warm weather was actually a sign of something dangerous. (mood, writing explanatory text; R.4, W.2)

7. Based on the article, Walter’s older brother Will was caring and brave. On page 9, author Lauren Tarshis explains that Walter refused to stay behind when his father and several other men decided to go out into the storm to search for Walter. When Will’s father had to return home, Tarshis explains, Will persisted in the search, even though it meant risking his own life (9). Tarshis also explains that Will could not see or hear anything in the storm as he crawled through the snow in search of Walter (9). Together, these details create a picture of Will as a caring and brave person who would stop at nothing to save his younger brother. (character, author’s craft, writing explanatory text; R.3, R.4, W.2)
8. The introduction starts out with an upbeat and cheerful mood as author Lauren Tarshis describes Walter Allen’s morning, the nice weather outside, and the joy children felt about this weather. Tarshis writes that Walter “scampers” out of bed, “wolfs down” his oatmeal, and kisses his mother before heading out to school (5), making Walter sound full of energy and excited about the day. Another way Tarshis creates an upbeat and cheerful mood is by including the details that the weather was “bright and warm” with a sky that one child described as looking “like a fairy tale” and explaining that school children were relieved to be outside after weeks of cold weather (5). (mood, text structure, writing explanatory text; R.4, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. Walter Allen, an 8-year-old boy who lived in Groton, a town on the Northern Plains, in 1888.
2. The article describes an unusually powerful and violent blizzard that hit the Northern Plains on January 12, 1888 and surprised the settlers living there at the time.
3. The blizzard was caused by the collision of three powerful weather systems over the Plains.
4. Walter Allen, 8, was in school when the blizzard hit. Walter, his teacher, and classmates left the building and piled into several horse-drawn sleds that were sent to rescue them. Walter jumped out of the sled and went back to his desk to fetch his prized perfume bottle that he had left behind. When he came out, the sleds were gone. Pummeled by the snow and winds, and unable to see or

“THE CHILDREN’S BLIZZARD” QUIZ

*Lower Level (LL)

1. B (vocabulary; R.4)
2. A (interpreting text; R.4)
3. C (text structure; R.5)
4. A, C (figurative language; R.4)
5. C (author’s purpose ; R.6)
6. D (summarizing; R.2)



“The Children’s Blizzard” cont’d

walk, Walter fell in the snow and began to freeze to death. Students may say that many other children on the Plains were also stranded at school when the storm hit.

5. Walter was fortunately rescued by his older brother who had ventured out into the storm with his father and other men from the town to retrieve Walter.

6. Answers will vary.

Sample Summary:

Eight-year-old Walter Allen was one of thousands of children who endured a dangerous blizzard that hit America’s Northern Plains on January 12, 1888. At the time of the storm, the science of weather forecasting was just beginning. It was not yet possible to accurately predict the weather, including the path and strength of a storm. This made the storm even more dangerous for those living on the prairie because it meant that they were given no advance warning of the blizzard and had no way of knowing that it was coming.

On the morning of the storm, Walter, along with thousands of other children across the prairie, was in school. When the storm hit, several horse-drawn sleds were sent to retrieve Walter and his classmates, but instead of taking the sled home, Walter went back into his schoolhouse to retrieve his prized perfume bottle that he had left behind. Unable to make it home on his own in the ferocious storm, Walter eventually collapsed in the snow. Fortunately, Walter was eventually rescued by his brave older brother Will, who found Walter’s nearly frozen body in the snow and carried him safely home.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Eight-year-old Walter Allen was one of thousands of children who endured a dangerous blizzard that hit America’s Northern Plains on January 12, 1888. At the time of the storm, the science of weather forecasting was just beginning. It was not yet possible to accurately predict the weather, including the path and strength of a storm. This made the storm even more dangerous for those living on the prairie because it meant that they were given no advance warning of the blizzard and had no way of knowing that it was coming.

On the morning of the storm, Walter, along with thousands of other children across the prairie, was in

school. When the storm hit, several horse-drawn sleds were sent to retrieve Walter and his classmates, but instead of taking the sled home, Walter went back into his schoolhouse to retrieve his prized perfume bottle that he had left behind. Unable to make it home on his own in the ferocious storm, Walter eventually collapsed in the snow. Fortunately, Walter was eventually rescued by his brave older brother Will, who found Walter’s nearly frozen body in the snow and carried him safely home.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. D
2. D; I chose D because the detail describes Walter’s home, which was much nicer than the homes of most on the prairie, and does not reflect the difficulties faced by most settlers on the Northern Plains.
3. Will was brave and determined. (Answers will vary.)
4. Answers will vary but may include:
“The meeting of these three systems would soon create a monstrous blizzard, an icy hurricane of unimaginable violence.” (p. 6); “It was dark—‘like day had turned to night,’ one farmer later wrote in his journal—and from out of nowhere, sheets of snow and ice had begun to pound the school.” (p. 6); “He stood up, took two steps, and again the wind swatted him down. Up and down, up and down.” (p. 7); “Meanwhile, snow and ice swarmed around his body like attacking bees. Snow blew up his nose, into his eyes, down his shirt. Ice encrusted his face; his eyes were soon sealed shut by his frozen tears.” (p. 7); “It arrived suddenly, a gigantic wave of wind, ice, and snow that crashed over the prairie with virtually no warning.” (p. 8); “But the winds soon ripped the hinges off the door and tore the roof away.” (p. 9); “He could not see or hear, and the wind made it difficult to breathe.” (p. 9)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, C, D
2. The Children’s Blizzard of 1888 was extremely powerful and dangerous. (Answers will vary slightly.)

CORE SKILLS WORKOUT: TEXT FEATURES

1. The image on pages 4 and 5 shows an abandoned wagon



“The Children’s Blizzard” cont’d

in the middle of a snow storm. It appears as if everything else in the scene has been blocked out by the intense snow. The image creates an eerie and somewhat spooky mood. The headline and subheading explain that the story is about a young boy’s “fight to stay alive” during a “monstrous” blizzard that hit the American prairie in 1888. These details make mood of the scene even more unsettling and frightening by alerting the reader to the fact that there was someone—a little boy—outside during such a storm.

2. The map helps you understand how vast of an area the Northern Plains were. The map also helps you understand where the Northern Plains were located by showing you the states that the area encompassed.
3. The sidebar “Tough Life” adds more information about what being a homesteader in the late 1800s was like. This information helps readers better understand the lives of those described in the article—why they came to the prairie, what they ate, what their homes and schools were like, etc.
4. The subheadings of the first several sections of the article such as, “An Arctic Blast” and “An Explosion,” have an intense, dramatic tone. The tone shifts to hopeful and determined with the section headers “Miraculous Escapes” and “Rescue Mission.”

The Girl Who Dared



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 20

Proposals will vary. An excellent response will summarize the achievements of Barbara Posey and the Youth Council and describe a monument that fittingly pays tribute to those achievements.

ANSWERS TO ACTIVITY SHEETS

KEY IDEAS: PLAN YOUR PROPOSAL

Proposals will vary. Students will likely propose that a monument should be made for reasons similar to the following:

- Barbara Posey, 15, and the Oklahoma City Youth Council, whose members were as young as 7, educated others about injustice and successfully fought to bring an end to segregation in Oklahoma City restaurants. They showed that kids have the power to make a difference in the world.
- Barbara and the Youth Council showed great determination and dedication. They tried negotiating with members of their community for more than a year before striking, and for six years held sit-down strikes across Oklahoma City until every restaurant was integrated.
- In a world filled with violence against African Americans, Barbara and the Youth Council were revolutionaries who believed that using violence would do nothing to change the views of others or help succeed in their fight for equality and justice. They showed that nonviolence is a powerful and effective way to bring about change.
- The Youth Council's sit-down strikes inspired sit-down strikes in other cities. Thousands of students, black and white, joined the movement.

- Barbara and the Youth Council were part of the movement that led President Lyndon B. Johnson to sign the Civil Rights Act, making segregation in public places illegal.
- Though segregation is now illegal in the U.S., racial prejudice and discrimination still exist. A monument would help citizens learn about and reflect on the history of injustice in the U.S. and be inspired to stand up to it today.
- Barbara and the Youth Council helped make America more like the place the Constitution declares it to be: a country where all people have the same freedoms and opportunities.

THE GIRL WHO DARED

CLOSE-READING QUESTIONS

1. Scene 1 ends on a cliffhanger; the kids are about to do something, but you aren't told what. Even if you can guess what they're planning, you're left to wonder what will happen next.
2. After visiting places where segregation is not the norm, the injustice of Jim Crow stands out even more sharply to them. They are also able to imagine what life would be like without segregation.
3. You can conclude that Barbara is comfortable in the role of leader. She decides that the group's approach isn't working and that it's time to take the next step. She rallies the group to take action and reminds them why it's necessary.
4. People are shocked by the sight of black people sitting at a whites-only lunch counter.
5. These changes in the lighting and the sound effect of birds chirping indicate to the audience that a night has passed and it is now the next morning.

"MY AMERICA" CLOSE-READING QUESTIONS

1. Cancer can infect a healthy body and spread, sometimes



The Girl Who Dared cont'd

unnoticed, leaving devastation in its path. Segregation and discrimination can do similar harm to a democratic society.

2. Barbara means that young people are committed to making America into the country that the Constitution declares it to be: a country where all people have the same freedoms and opportunities.

THE GIRL WHO DARED AND "MY AMERICA" **CRITICAL-THINKING QUESTIONS**

1. The Youth Council believes that a nonviolent approach will be most effective in changing society. They believe that using violence would be counterproductive and do nothing to change the views of others or help them be successful in their mission to work for equality and justice.
2. An excerpt was probably used because there wasn't space for the entire speech. The editors probably chose lines that best conveyed Barbara's message about young people's power to combat discrimination.
3. Answers will vary. Ideas might include speaking out against racism, participating in protests, learning about and interacting with people of different backgrounds, supporting organizations that work for equality, and writing to members of Congress about discriminatory laws and practices.

THE GIRL WHO DARED QUIZ

***Higher Level (HL)**

1. C (summarizing; R.2)
2. D (vocabulary, inference; R.4, R.1)
3. B (vocabulary, R.4)
4. B (inference; R.1)
5. C (author's purpose; R.6)
6. A, C (synthesis; R.9)
7. Jim Crow laws affected the lives of people in Oklahoma City and throughout the South by allowing and even requiring the unfair treatment of African Americans. The caption on page 17 defines Jim Crow as "laws and practices in Southern states that were designed to prevent African Americans from participating fully in society." African Americans' full participation in society was prevented by banning them from public places like parks, restaurants, and swimming pools; banning

them from public transportation; and even stopping many from voting. As shown in the photos page 17, signs were posted to keep black and white citizens apart at drinking fountains and laundromats. It wasn't just that black citizens and white citizens were kept apart, though; black citizens and white citizens were treated unequally. In Scene 3, Marilyn provides an example of this unequal treatment when she says, "All my schoolbooks are tattered and hand-me-downs from the white school." Then Portwood mentions that at the shoe store, he is not allowed to try on any shoes. In restaurants in Oklahoma City and across the South, as the play demonstrates, African Americans were not allowed to go through the front door nor sit at the lunch counter, which was reserved for whites only. These are all examples of how Jim Crow laws, by keeping black people and white people apart, enforced a system of treating black people as inferior to white people. (key ideas and details, writing explanatory texts; R.1, R.2, W2)

8. When Dr. Martin Luther King Jr. said "One has a moral responsibility to disobey unjust laws," he meant that if laws are unfair, it is not only acceptable for us to disobey those laws, it is our duty to do so. This idea applies to Barbara Posey because she faced racist Jim Crow laws and did just what Dr. King said she must: She disobeyed them. During the civil rights movement, she and other members of the Oklahoma City Youth Council fought Jim Crow laws by staging sit-down strikes at segregated restaurants. In doing so, they broke laws banning them from sitting at a "whites only" lunch counter. In the play *The Girl Who Dared*, Barbara and the other Council members refuse to leave the counter even when threatened by the manager and angry customers. Barbara says, "These places won't serve us because of our skin color. But the Constitution says we have equal rights . . . I feel a personal responsibility to take action. If we do nothing, it feels like we're condoning prejudice" (19). The feeling of personal and moral responsibility to fight Jim Crow that Barbara expresses here echoes Dr. King's idea that is our responsibility to disobey unjust laws. (supporting a claim, key ideas and details; R.1, R.2, W.1)



The Girl Who Dared cont'd

THE GIRL WHO DARED QUIZ

*Lower Level (LL)

1. C (summarizing; R.2)
2. D (vocabulary; R.4)
3. B (vocabulary, R.4)
4. B (inference; R.1)
5. C (author's purpose; R.6)
6. A, C (synthesis; R.9)
7. Jim Crow laws affected the lives of people in Oklahoma City and throughout the South by allowing and even requiring the unfair treatment of African Americans. The caption on page 17 defines Jim Crow as "laws and practices in Southern states that were designed to prevent African Americans from participating fully in society." African Americans' full participation in society was prevented by banning them from public places like parks, restaurants, and swimming pools; banning them from public transportation; and even stopping many from voting. As shown in the photos page 17, signs were posted to keep black and white citizens apart at drinking fountains and laundromats. It wasn't just that black citizens and white citizens were kept apart, though; black citizens and white citizens were treated unequally. In Scene 3, Marilyn provides an example of this unequal treatment when she says, "All my schoolbooks are tattered and hand-me-downs from the white school." Then Portwood mentions that at the shoe store, he is not allowed to try on any shoes. In restaurants in Oklahoma City and across the South, as the play demonstrates, African Americans were not allowed to go through the front door nor sit at the lunch counter, which was reserved for whites only. These are all examples of how Jim Crow laws, by keeping black people and white people apart, enforced a system of treating black people as inferior to white people. (key ideas and details, writing explanatory texts; R.1, R.2, W2)
8. Barbara Posey's story, as told in Spencer Kayden's play *The Girl Who Dared*, supports the idea the idea that it is our duty as Americans to fight unjust laws by showing how Barbara's resistance to Jim Crow laws helped bring about their end. Barbara worked hard with other members of the Oklahoma City Youth Council to change these racist laws and practices. In the play, Barbara is talking about the people who work at the segregated

lunch counter at Katz Drug Store when she says, "These places won't serve us because of our skin color. But the Constitution says we have equal rights . . . I feel a personal responsibility to take action. If we do nothing, it feels like we're condoning prejudice" (19). She is saying that she feels it is her duty to fight the unfair Jim Crow laws that call for segregation because the U.S. Constitution says that such laws should not exist. (supporting a claim, key ideas and details; R.1, R.2, W.1)

THE GIRL WHO DARED VOCABULARY

On February 1, 1960, four college students entered a Woolworth department store in Greensboro, North Carolina. As a form of **protest**, the young black men sat down at Woolworth's "whites only" lunch counter and ordered coffee. At the time, this sort of **discrimination**—refusing to serve people because of the color of their skin—was common and legal. The young men had been inspired by other activists' nonviolent actions in the fight for **civil rights**. They decided to hold a sit-down **strike** to protest Woolworth's practice of **segregation**.

The store's staff refused to serve the young men. The manager asked them to leave, but the students were determined to take a stand against **injustice**. They stayed seated at the counter until the store closed and then returned the next day—and the next, and again for many days after that. As time passed, hundreds of other protesters joined them. Meanwhile, new sit-down strikes were started at various stores, restaurants, and other public places across the South. As a result, Woolworth and other restaurants began to **integrate** their stores later that year.

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. The detail that Barbara "takes a deep breath" before opening the door suggests that she is feeling nervous; she seems to be trying to calm and compose herself, or to make herself feel strong and confident, before doing something important or perhaps frightening.
2. When Barbara is at the diner in Missouri, she apprehensively orders a meal, saying, "Um . . . a hamburger and a lemonade, please." Her apprehension shows that she is not used to fair treatment at

section continues >>



The Girl Who Dared cont'd

restaurants; she has experienced segregation as the norm until now. But after visiting places where segregation is not the norm, the injustice of Jim Crow stands out even more sharply to her. At Arlington Cemetery, she questions whose freedom the buried soldiers were fighting for—everyone's, or just white people's—and whether or not black people are really free in Oklahoma City. She says, "As long as Jim Crow is around, we'll be treated like half citizens . . . Maybe it's time we fought for *our* freedom." Her reactions to the experiences she has on the trip show that she is not only imagining what life would be like without segregation, but that she is fed up with Jim Crow and is ready to fight for change.

3. The quote means that the only way to end the hate that exists in the world is through the power of love. Responding to hate with more hate, anger, or violence only causes the total amount of hate to increase; love can transform injustice to justice, enemy to friend. You can tell that Barbara agrees with King's statement from the fact that she practices nonviolent civil disobedience to peacefully and powerfully demonstrate that all people are created equal and deserve to be treated with respect and dignity.
4. Answers will vary. Responses might include that young people have just as much power to change the world as adults do; that when something is unfair, it is our responsibility to stand up to it; that nonviolence is a powerful tactic; or that fighting for justice isn't easy—it's a struggle and a process that takes bravery and dedication.

VIDEO DISCUSSION QUESTIONS: **SCOPE TIME MACHINE—THE 1950S**

1. The mood of the first half of the video is joyful and optimistic. Upbeat music plays as the narration explains that World War II is over, Americans have money to spend, and that for many, "life is just getting better and better." Images show people celebrating, teenagers dancing, families watching TV together, and kids playing.
2. The mood changes from joyful and optimistic to somber. The music is slow and melancholy as the narrator explains that "something deeply shameful is happening: segregation." The narrator describes the injustice of segregation laws in the South and lists the many ways in

which black Americans were treated unfairly. The images in this section show hateful and shocking "whites only" signs.

3. Answers will vary. Students may say that the "American Dream" is the idea that in America, everyone can achieve prosperity, wealth, and happiness if they work hard. Students will likely say that no, this dream was not available to all Americans, because many black Americans faced discrimination, racism, and segregation in the 1950s and were often not able to participate in society in the same ways that white Americans were. Because of this, many black Americans likely would not have had the same opportunities that white people had at the time.
4. The segment of the video about segregation helps you better understand the unjust and cruel treatment that African Americans endured in the 1950s. The additional information about segregation gives you a better idea of what life was like for Barbara Posey and why she chose to do the very important work that she did with her fellow Oklahoma City Youth Council members.
5. Answers will vary. Most students will say yes, Barbara Posey and the Youth Council do follow Martin Luther King Jr.'s advice. Posey and the members of the council show strength and bravery when they decide to stage the sit-down strike at Katz Drug Store knowing that by doing so, they might be putting themselves in danger. The Youth Council members are following Dr. King's advice to protest peacefully when they do not let anyone at the drug store provoke them during the sit-in. Even in the face of cruel and dehumanizing treatment, they remain stoic and do not respond with violence.

“The Fish That’s Eating the World”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 13

Posters and videos will vary, but should educate the public about what to do with a pet fish they can no longer care for (give it away to someone who will care for it) and explain how releasing a pet fish into the wild can cause serious harm to the environment (pushing out native species and disrupting ecosystems).

ANSWERS TO ACTIVITY SHEETS

CAUSE AND EFFECT: FISH INVADERS

1. According to both articles, when a pet fish can no longer be cared for, it is extremely important that pet owners don't release the fish into the wild. The article "Invasion of the Giant Goldfish" suggests giving unwanted fish away, perhaps to a local aquarium or pet store.
2. Answers will vary but should be similar to: an ecological disaster, serious harm to the environment, an ecosystem falling out of balance, etc.

Answers will vary for the graphic organizer, but should be similar to:

Cause	Effect
Lionfish are very beautiful.	Because of this, American pet stores began importing and selling lionfish decades ago.
Lionfish are not suited for life in tanks because they quickly outgrow them and eat their tank-mates.	As a result, people sometimes dump their unwanted pet lionfish into the Atlantic Ocean.
Lionfish eat enormous quantities of fish.	Consequently, other fish may die out because they don't have enough to eat, and there will not be enough of certain fish for fisherman to catch.



“The Fish That’s Eating the World” cont’d

In the wild, goldfish swim along the bottoms of rivers and lakes	They disturb plants and stir up sediment, harming native fish.
Lionfish harm coral reefs by eating the fish that eat algae; too much algae is harmful to coral reefs	So millions of types of fish and plants are in danger of losing their food and shelter, and coastlines are in danger of losing their protection from storms.
Both lionfish and goldfish breed quickly.	Therefore, it is difficult to keep their populations under control.

“THE FISH THAT’S EATING THE WORLD” CLOSE-READING QUESTIONS

1. The introduction uses the second-person point of view, casting the reader as the lionfish. The author describes the lionfish in dramatic language, comparing it to a king and detailing its power as a hunter. The author also writes that the lionfish has caused a disaster in the seas but does not provide any details. This cliffhanger, combined with the dramatic language, draws you into the story.
2. The lionfish is an invasive species in the Atlantic Ocean, and it’s causing an ecological disaster. It eats fish that corals and other sea creatures depend on for survival. Coral reefs are important for ocean health, and aquatic life depends on them for food and shelter. The lionfish also hurts local businesses by eating the fish that fishermen catch for human consumption.
3. The author likely included information about other invasive species to help the reader understand more broadly why invasive species are a problem and how they affect various ecosystems. The author may also have wanted to help readers understand that lionfish are not the only invasive species.

“INVASION OF THE GIANT GOLDFISH” CLOSE-READING QUESTIONS

1. The author compares goldfish in the wild to a horror movie to make the point that invasive goldfish cause horrific damage to the bodies of water they invade. She

may also be using the comparison to draw in the reader with a bit of humor because the idea of a goldfish in a horror movie is so unlikely.

2. Both lionfish and goldfish are invasive species that were introduced by humans releasing unwanted pets into the wild. Both species are doing tremendous damage to the ecosystems into which they have been introduced—the Atlantic Ocean for lionfish and lakes and rivers for goldfish. The ways in which the fish are causing harm differ: Lionfish are throwing the ecosystem out of balance by eating up all of the native fish, while goldfish are harming native fish by stirring sediment and disturbing plants. They also eat eggs of native fish. Both species owe their success in part to how quickly they reproduce.

“THE FISH THAT’S EATING THE WORLD” AND “INVASION OF THE GIANT GOLDFISH” CRITICAL-THINKING QUESTIONS

1. This quote relates to the problem of lionfish because lionfish probably began invading the Atlantic after they were dumped into the water by pet owners. Like goldfish owners who released their goldfish, people who released their lionfish likely did not realize the serious effects the fish could have on the environment.
2. Answers will vary. Some students may point out that these species are affecting the fishing industry. Other students may guess that the impact of these two species will continue to expand because as one part of an ecosystem is affected, so are all of the other parts. And ultimately, humans are part of the same ecosystem—Earth—that the oceans are. Still others may argue for the intrinsic value of the oceans and the creatures that live in them.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. B (author’s craft; R.6)
2. C (figurative language; R.4)
3. A (text structure; R.5)
4. A, D (key ideas and details; R.2)
5. D (text structure; R.5)
6. B, D (synthesis, key ideas and details; R.7, R.2)



“The Fish That’s Eating the World” cont’d

7. When an animal is introduced to an environment to which it is not native, it can disrupt the ecosystem and cause harm to native plants and animals. Lionfish, which are not native to the Atlantic Ocean but are now thriving there, provide an example of how this can happen. As Mackenzie Carro explains in “The Fish That’s Eating the World,” invasive lionfish are eating up the fish that native fish depend on for food. Plus, lionfish are eating the fish that eat algae. As a result, there is too much algae, and too much algae is harmful to coral reefs (11). Damage to coral reefs is a serious problem because as the caption on page 12 explains, up to 25 percent of all marine life depends on them for food and shelter. Another example of the problems caused by introducing a species to an environment to which it is not native is provided in “Invasion of the Giant Goldfish.” As author Maggie Pierce explains, goldfish were first bred in China to be kept in garden ponds. When goldfish are introduced to other bodies of water, they become much bigger and harm native fish by eating the eggs of the native fish and by swimming along the bottoms of rivers and lakes, disturbing plants and stirring up the sediment (13). (key ideas and details, writing explanatory texts; R.1, W.2)
8. Humans can both cause and help solve the problem of invasive species. Mackenzie Carro’s “The Fish That’s Eating the World” includes numerous examples of invasive species that were introduced to non-native environments by humans. These include lionfish, which were brought from Asia to the United States decades ago and then released into the wild by pet owners who no longer wanted to care for their pets; wild hogs, whose ancestors were brought to the U.S. in the 1500s; and mongooses, which were imported to Hawaii in the 1880s to control rat infestations (11-12). “Invasion of the Giant Goldfish,” by Maggie Pierce, focuses on yet another invasive species that became a problem thanks to humans: goldfish. Goldfish were, as the article explains, brought to the U.S. from China in the 1800s and like lionfish, became a problem when pet owners released them into the wild (13). Humans can at least lessen—if not solve—the horrible problems they have caused. For example, Carro writes that to keep the number of invasive lionfish in the Atlantic Ocean under

control, people can pass regulations banning their importation, to prevent any more from being released (12). People can also report any lionfish that they see to the Reef Environmental Education Fund, which will send divers out to humanely kill the fish (12). Other strategies for controlling the lionfish population include holding competitions to hunt and catch them for food (12). Pierce mentions that to help keep invasive goldfish populations under control, humans can avoid releasing any more pet goldfish into the wild (13). (key ideas and details, writing explanatory texts; R.1, W.2)

PAIRED-TEXT QUIZ

***Lower Level (LL)**

1. B (author’s craft; R.6)
2. C (figurative language; R.4)
3. A (text structure; R.5)
4. A, D (key ideas and details; R.2)
5. D (text structure; R.5)
6. B, D (synthesis, key ideas and details; R.7, R.2)
7. An invasive species is a plant or animal that is living in an ecosystem where it does not belong. In other words, it is a species that is not native to the place it is living. One example of the harm an invasive species can do is the example of lionfish living in the Atlantic Ocean. As Mackenzie Carro explains in “The Fish That’s Eating the World,” invasive lionfish are eating up the fish that native fish depend on for food. Plus, lionfish are eating the fish that eat algae. As a result, there is too much algae, and too much algae is harmful to coral reefs (11). Another example of the problems an invasive species can cause is provided in “Invasion of the Giant Goldfish.” As author Maggie Pierce explains, goldfish were first bred in China to be kept in garden ponds. When goldfish are introduced to other bodies of water, they become much bigger and harm native fish by eating the eggs of the native fish and by swimming along the bottoms of rivers and lakes, disturbing plants and stirring up the sediment (13). (key ideas and details, writing explanatory texts; R.1, W.2)
8. Humans can cause a species to become invasive by transporting members of that species from their native environment to somewhere new and then letting them loose. This is how lionfish became invasive in the Atlantic Ocean. As Mackenzie Carro explains in “The Fish That’s



“The Fish That’s Eating the World” cont’d

Eating the World,” lionfish were brought from Asia to the United States decades ago to be sold as pets, and some of them were then released into the wild by pet owners who no longer wanted to care for their pets (11). Carro also gives the example of wild hogs, an invasive species in the U.S. whose ancestors were brought here in the 1500s, and mongooses, an invasive species that were imported to Hawaii in the 1880s to control rat infestations (12). “Invasion of the Giant Goldfish,” by Maggie Pierce, describes another instance in which a species—goldfish—became invasive after being transported and then released by humans (13). (key ideas and details, writing explanatory texts; R.1, W.2)

VOCABULARY PRACTICE

1. sediment
2. humane
3. spawned
4. aquatic, sediment
5. true; All living things belong to an ecosystem.
6. false; Palm trees do not grow naturally in Antarctica, a place completely frozen and covered with snow.
7. false; An invasive species might harm or destroy a farmer’s crops.
8. B
9. A
10. B
11. B
12. A

CORE SKILLS WORKOUT: TEXT STRUCTURES

1. In the introduction of “The Fish That’s Eating the World,” the author describes lionfish: How they move, how they eat, and how they hunt their prey. She also describes their size.
2. **A.** cause and effect
B. I know the author is using a cause and effect structure in these sections of the article because in the first section, “Striking and Beautiful,” the author explains what caused the lionfish invasion. In other words, she explains how lionfish ended up in the Atlantic Ocean. In the next section, “Total Disaster,” the author explains how this presence of lionfish in the Atlantic Ocean has effected the ecosystems there.

3. **Solution:** People can be vigilant about reporting lionfish sightings to special organizations like REEF, so the fish can be removed from the water immediately.

Solution: People can start eating lionfish to try to keep their numbers down.

CORE SKILLS WORKOUT: TONE

1. B
2. C
3. B
4. C
5. A
6. After spending most of the article explaining how the lionfish is wreaking havoc on the environment, this section feels like a bit of good news. In fact, Carro writes, “The good news is that many people across the U.S. are working to solve the lionfish problem.” She goes on to list actions that people can take to help keep the lionfish population under control.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. **A.** B
B. C
C. A
2. C; I chose C because it shows how humans are responsible for the lionfish invasion of the Atlantic Ocean.
3. B and D; Evidence E does not support the statement because it explains only that people are working to solve the lionfish problem. The evidence does not provide any detail that shows how lionfish are harming ecosystems.
4. A; Choice B does not include a sentence explaining why the information is relevant. Choice C does not use quotes or provide a source for the information. It also does not include a sentence explaining why the information is relevant.
5. C; Choice A does not provide a source for the information. Choice B uses a direct quote.
6. Answers will vary. Here is a sample response:
People should not release pet fish into the wild because non-native species can harm the new ecosystems that they are released into. For example, in her article “The Fish That’s Eating the World,” author Mackenzie Carro



“The Fish That’s Eating the World” cont’d

explains that pet lionfish released into the Atlantic Ocean decades ago are multiplying and damaging the delicately balanced ecosystems of coral reefs (11). According to Carro, lionfish are harming coral reefs by gobbling up too many of the fish that eat algae, which leads to an overgrowth of algae that is harmful to coral. This example shows how fish that are not native to a particular habitat can upset the balance of that environment if they are not meant to be there.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. B,D
2. A; I chose A because it identifies two reasons why lionfish don’t make good pets: their size and diet.
3. People are working to solve the lionfish problem in different ways. (Answers will vary)

“The Perfects”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Writing Prompt, page 27

Answers will vary. Here is a sample response:

Max from Sarah McCarry’s short story “The Perfects” and Marie Nash from Jessica Press’s article “My Life As a Military Kid” face similar challenges as kids in military families.

For instance, both Max and Marie have had to move many times. For Max, moving all the time has made it difficult for him to make friends. This is clear right at the beginning of “The Perfects,” when readers learn that Max “was used to moving to a new house in a new town in a new state without seeing it first, and moving again a year later. He was used to not making friends because it was easier to be alone than it was to say goodbye” (22). Later in the story, when Max discovers that a classmate, Jenny, lives down the street from his new house, he struggles to remember her name because “He wasn’t used to paying attention to the kids around him at school. There usually wasn’t any point” (24). These lines emphasize how moving all the time has negatively affected Max’s ability to make friends. Like Max, Marie has also faced the challenge of moving many times. She has lived in Virginia, Japan, Hawaii, and Florida, and is at her seventh school (26). The article does not say whether or not moving so often makes it hard for Marie to make friends the way it does for Max, though Marie does say that kids who don’t have a parent in the military don’t always understand how hard it is to travel so much (27).

Both Marie and Max also have to spend long periods away from their dads and must deal with their dads missing out on family activities. Max’s struggle with his dad being away is apparent when Max’s mom talks about fixing up a new house as a family and Max thinks about how “they hadn’t

done anything as a family for so long he didn’t know if they would remember how. . . . He was used to living without Dad for months at a time when Dad was deployed overseas” (22). Max also notes that the Perfects—an imaginary family that has everything Max’s family lacks—eat dinner together as a family (24); that Max thinks this implies that Max wishes his own family could eat together. As for Marie, the author notes her dad’s deployments are usually six to nine months—and Marie, like Max, finds it hard to be separated from her dad for so long. In fact, she says that saying goodbye to her dad when she knows he’s going to be gone for a while is the hardest part of being a military kid (27).

It seems that both Max and Marie also worry about their dads’ safety. Max seems full of worries about his dad’s safety while his dad is deployed. For example, at the very beginning of the story, Max is reading news about a war on his phone. You can infer that this is news from where his dad is stationed, and that Max is reading it because he is worried about his dad. On page 22, in a scene that takes place several months before the story’s opening scene, Max is unable to sleep because he’s been reading news from where his dad is stationed—an article with the headline “Multiple Casualties in Roadside Terrorist Attack.” More evidence that Max is worried about his dad appears on page 24, when Max notes that the Perfects “never scanned the news for stories about war” and “weren’t scared”—implying that Max and his family *constantly* scanned the news for stories about war and *were* scared. Though the article does not say specifically state that Marie worries about her dad, the article does note that the experience of missing and worrying about a loved one is common for kids like Marie who have a parent in the military (26), and that if you’re a military kid, “You may not know exactly where your parent is—often this information is kept secret—and you may worry about their safety” (27).



“The Perfects” cont’d

One thing that is different between Max and Marie is that Marie says that it can be frustrating when kids who don’t have parents in the military don’t understand what her experience is like. She says that they don’t understand why she has to move so often or see her constant travel as “cool” without realizing how hard it can be (27). In “The Perfects,” Max doesn’t mention that it’s hard for him to find other kids to relate to—although this could be because Max, having decided that it’s easier to not make friends than to make friends and then leave them, never even gets as far as trying to find other kids who understand his situation.

ANSWERS TO ACTIVITY SHEETS

COMPARE AND CONTRAST: MILITARY KIDS

Answers will vary.

Challenge 1: He worries about his dad’s safety.

Text evidence with commentary:

- At the very beginning of the story, Max is reading news about a war on his phone. You can infer that this is news from where his dad is stationed, and that Max is reading it because he is worried about his dad.
- On page 22, in a scene that takes place several months before the story’s opening scene, Max comes down to the kitchen in the middle of the night to get a drink of water. He can’t sleep because he’s been reading news from where his dad was stationed with the headline “Multiple Casualties in Roadside Terrorist Attack.” Max is clearly very worried about his dad’s safety.
- A third reference to paying attention to news from where his dad is stationed appears on page 24, when Max is describing the Perfects—an imaginary family that has everything Max’s family lacks. The Perfects “never scanned the news for stories about war” and “The Perfects weren’t scared”—implying that Max and his family *constantly* scanned the news for stories about war and *were* scared.

Does Marie face a similar challenge?

The article does not say specifically state that Marie worries about her dad, although it does note that the experience of missing and worrying about a loved one is common for kids like Marie who have a parent in the military (26) and that if you’re a military kid, “You may not know exactly where your parent is—often this information is kept secret—and you

may worry about their safety (27).”

Challenge 2: He has had to move many times. This has made it hard for Max to make friends.

Text evidence with commentary:

- Max “was used to moving to a new house in a new town in a new state without seeing it first, and moving again a year later. He was used to not making friends because it was easier to be alone than it was to say goodbye” (22). This description shows that moving all the time has clearly been a struggle for Max.
- Moving every year is something else that the Perfects don’t do—which means that it is something Max’s family has done (24).
- When Max discovers that a classmate, Jenny, lives down the street from his new house, he struggles to remember her name because “He wasn’t used to paying attention to the kids around him at school. There usually wasn’t any point” (24). These lines emphasize how moving all the time has negatively affected Max’s ability to make friends.

Does Marie face a similar challenge?

Marie has also faced the challenge of moving many times. She has lived in Virginia, Japan, Hawaii, and Florida, and is at her seventh school (26). She says that kids who don’t have a parent in the military don’t always understand how hard it is to travel so much (27). The article does not say whether or not moving so often makes it hard for Marie to make friends the way it does for Max.

Challenge 3: He has to spend long periods away from his dad and deal with having his dad miss out on family activities.

Text evidence with commentary:

- When Max’s mom talks about moving into a new house and fixing it up as a family, Max doesn’t say what he is thinking, which is “that that they hadn’t done anything as a family for so long he didn’t know if they would remember how. . . . He was used to living without Dad for months at a time when Dad was deployed overseas” (22).
- Max notes that the imaginary Perfects eat dinner together as a family (24). That Max thinks this about the Perfects implies that Max wishes his own family could eat together.

Does Marie face a similar challenge?

Marie also has to spend long periods away from her dad—his deployments, the author notes, are usually six to nine months—and, like Max, she finds this hard. In fact, she



“The Perfects” cont’d

says that saying goodbye to her dad when she knows he’s going to be gone for a while is the hardest part of being a military kid (27).

Are there any challenges Marie faces as a military kid that Max does not face, or that are at least not mentioned in the story? Explain.

Marie says that it can be frustrating when kids who don’t have parents in the military don’t understand what her experience is like—that they don’t understand why she has to move so often or see her constant travel as “cool” without realizing how hard it can be (27). In “The Perfects,” Max doesn’t mention that it’s hard for him to find other kids to relate to—although this could be because Max never even gets as far as trying to find other kids who understand his situation.

“THE PERFECTS”

CLOSE-READING QUESTIONS

1. An object (or a person) that has character is unique in some way that makes it stand out.
2. This scene takes place several weeks or months before the opening scene, when Mom discovered the house in which the family is living in the opening scene.
3. The stormy weather contributes to the depressed and foreboding mood of this section. The rain seems like a bad omen—a sign that living in the house is not going to be a good experience.
4. This paragraph really describes Max’s family: What the Perfects are not, Max’s family is. What the Perfects never do, Max’s family does all the time. What the Perfects do, Max’s family does not do.
5. On page 24, the Perfects are described as not being “so obsessed with dinosaurs that they had checked out of reality completely.” This line helps you understand that Lindy may think and talk about dinosaurs to avoid facing difficult things in her life—like this moment of flooding the bathroom.
6. Students might offer that Mom is embracing life as it truly is—and that is a relief to her, or that she has realized that life doesn’t have to be perfect for it to be great. Max is also referring to the fact that for once, Mom is not pretending to be happy; she is happy.

“THE PERFECTS”

CRITICAL-THINKING QUESTIONS

1. Answers will vary, but students may say that she does make a good choice because it’s best to be honest with the people you love in order to build trust. Being honest will allow Max’s mom and the kids to talk to Dad about their struggles. Others may say she doesn’t make a good choice because being honest with Dad will cause Dad to worry about them.
2. For the first time, Max will be staying in the same house and at the same school for good. This means he will no longer have a reason to avoid making friends or engaging with his peers. Plus, Max’s dad is coming home to stay, which means their relationship may be a bit different—for example, Max’s dad may play a bigger role in making decisions about Max’s day-to-day life. Although these are positive changes, they will likely come with challenges. For example, making friends means dealing with the difficult moments of friendship as well as the good moments. If Max’s relationship with his Dad shifts, this might take some getting used to as well.

“MY LIFE AS A MILITARY KID”

CLOSE-READING QUESTION

1. Challenges include having to move often and start over making friends, settling in, etc.; not feeling understood by classmates; spending long periods away from your deployed parent; and worrying about your parent’s safety. Rewards include exposure to a variety of cultures, a feeling of pride in your parent, and the joy of reuniting with a parent who has been away.

“MY LIFE AS A MILITARY KID”

CRITICAL-THINKING QUESTION

1. Ideas might include: If a military kid is new to your school, you could make an effort to befriend them by including them in conversations, asking them to join you at lunch or in afterschool activities, etc.; you could ask them questions about their life; you could invite them and their family to join you on holidays; you could stay in touch with them after they move away.



“The Perfects” cont’d

“THE PERFECTS” QUIZ

*Higher Level (HL)

1. B (summarizing; R.2)
2. A (key details; R.2)
3. C, D (text evidence; R.1)
4. D (figurative language; R.4)
5. C (vocabulary; R.4)
6. C (synthesis; R.9)
7. In Sarah McCarry’s story “The Perfects,” McCarry develops the idea that Max is worried about his dad’s safety through descriptions of Max constantly reading news about the fighting where his dad is deployed. For example, in the opening lines of the story, Max is reading news full of war headlines on his phone. You can infer that this is news from where his dad is stationed, and that Max is reading it because he is scared that something bad might have happened to his dad. Another example is on page 22, when Max comes down to the kitchen in the middle of the night to get a drink of water because he is unable to sleep after reading news from where his dad was stationed—an article with the headline “Multiple Casualties in Roadside Terrorist Attack.” Then on page 24, Max is describing the Perfects—an imaginary family that has everything Max’s family lacks—and another reference to paying attention to news appears. The Perfects, says the narrator, “never scanned the news for stories about war” and “weren’t scared”—implying that Max and his family do scan the news constantly and are scared. These many references to following the news make clear the intense level of stress, worry, and fear that Max’s father’s deployment causes Max. (inference, key ideas and details, writing explanatory text; R.1, R.2, W.1)
8. Max from Sarah McCarry’s work of fiction “The Perfects” and Marie Nash from Jessica Press’s article “My Life As a Military Kid” face similar challenges as a result of having a parent in the military. For instance, both have to move from place to place constantly. Max “was used to moving to a new house in a new town in a new state without seeing it first, and moving again a year later. He was used to not making friends because it was easier to be alone than it was to say goodbye” (22). This description shows that having to move so often has been a challenge for Max. When Max discovers that his classmate Jenny lives down the street from his new house, he struggles to

remember her name because “He wasn’t used to paying attention to the kids around him at school. There usually wasn’t any point” (24). These lines emphasize how moving all the time has negatively affected Max’s ability to make friends. Marie has also faced the challenge of moving many times. She has lived in Virginia, Japan, Hawaii, and Florida, and is at her seventh school (26). She says that kids who don’t have a parent in the military don’t always understand how hard it is to travel so much (27). This comment shows that Marie, like Max, can find it difficult to relate to others.

Another challenge both Max and Marie face is spending long periods away from their deployed parent and dealing with that parent missing many of their family activities. When Max’s mom talks about moving into a new house and fixing it up as a family, Max doesn’t say what he is thinking, which is “that they hadn’t done anything as a family for so long he didn’t know if they would remember how. . . . He was used to living without Dad for months at a time when Dad was deployed overseas” (22). Marie also has to spend long periods away from her dad—his deployments, the author notes, are usually six to nine months—and, like Max, she finds this hard. In fact, she says that saying goodbye to her dad when she knows he’s going to be gone for a while is the hardest part of being a military kid (27). (key ideas and details, writing explanatory text; R.2, W.1)

“THE PERFECTS” QUIZ

*Lower Level (LL)

1. B (summarizing; R.2)
2. A (key details; R.2)
3. C, D (text evidence; R.1)
4. D (figurative language; R.4)
5. C (vocabulary; R.4)
6. C (synthesis; R.9)
7. In Sarah McCarry’s story “The Perfects,” one detail McCarry provides to help the reader understand that Max worries about his dad is when, in the opening lines of the story, Max is reading news full of war headlines on his phone. You can infer that this is news from where his dad is stationed, and that Max is reading it because he is scared that something bad might have happened to his dad. Another detail McCarry provides in on page 24, when



“The Perfects” cont’d

Max is describing the Perfects—an imaginary family that has everything Max’s family lacks. The Perfects, says the narrator, “never scanned the news for stories about war” and “weren’t scared”—implying that Max and his family do scan the news constantly and are scared. These two details about following the news make clear the intense level of stress, worry, and fear that Max’s father’s deployment causes Max. (inference, key ideas and details, writing explanatory text; R.1, R.2, W.1)

8. Max from Sarah McCarry’s work of fiction “The Perfects” and Marie Nash from Jessica Press’s article “My Life As a Military Kid” both face the challenge of having to move frequently as a result of having a parent in the military. Max “was used to moving to a new house in a new town in a new state without seeing it first, and moving again a year later. He was used to not making friends because it was easier to be alone than it was to say goodbye” (22). This description shows that having to move all the time has clearly been a challenge for Max. When Max discovers that his classmate Jenny lives down the street from his new house, he struggles to remember her name because “He wasn’t used to paying attention to the kids around him at school. There usually wasn’t any point” (24). These lines emphasize how moving all the time has negatively affected Max’s ability to make friends. Marie has also faced the challenge of moving many times. She has lived in Virginia, Japan, Hawaii, and Florida, and is at her seventh school (26). She says that kids who don’t have a parent in the military don’t always understand how hard it is to travel so much (27). This comment shows that Marie, like Max, can find it difficult to relate to others. (key ideas and details, writing explanatory text; R.2, W.1)

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. The first two sections of the story reveal that having a parent in the military causes Max a great deal of stress. For example, in the opening paragraph, Max is looking at the news on his phone, reading about the war his father is involved in. A lot of kids don’t follow the news, let alone violent and frightening stories about suicide bombings, IEDs, and insurgents where their parents are. That Max does shows how worried he must constantly be about his dad’s safety. Readers also learn that Max faces

the challenge of living without his dad for months at a time and always moving from place to place. Because of this, it seems Max finds it difficult to feel like he has a home or form friendships. Having his dad away from home may also mean that Max has to take on more “grown-up” responsibilities, like looking after his little sister and dealing with household problems like a plumbing emergency.

2. Max and his mom’s interaction in the kitchen at night reveals that they both are racked with worry about Dad, but that they don’t like to talk about it. The narrator explains that Max’s mom looks exhausted and that Max was sure she’d been crying, but when he enters, she slams her laptop shut and speaks to him in a “voice full of forced cheer” while Max says that he is “just thirsty” (22). The reality is that they both can’t sleep because they’ve read the same news story about a terrorist attack where Dad is stationed and are imagining the worst. Their behavior reveals that they hide their stress and fear and try to continue on as if everything is OK. The last line of the scene—“The blue light of the screen turned her face into a ghost’s”—gives readers the feeling that while Max’s dad is deployed, the family members are ghostlike—not totally there, like a part of their spirit is missing.
3. The Perfects are an imaginary family that Max and his mom and sister have made up. The joke is that the one undamaged wall in Max’s family’s house belongs to the Perfects, while the rest of the dilapidated house belongs to Max’s family. The Perfects are, as their name suggests, an ideal family. Basically, they have everything that Max’s family lacks and suffer none of the anxieties or problems that Max’s family deals with.
4. On page 24, the Perfects are described as not being “so obsessed with dinosaurs that they had checked out of reality completely.” This is a reference to Lindy, who is very focused on dinosaurs, suggesting that Lindy thinks and talks about dinosaurs—as she does in the car during the drive to the family’s new home in Washington and during the flooding emergency in the bathroom—to avoid facing difficult things in her life.
5. Answers may vary, but students will likely say that Max seems like a good brother. He assures a very upset Lindy that it’s not her fault that the sink is flooding the



“The Perfects” cont’d

house. Then when he snaps at her, the look on her face makes him feel bad and he gives her a hug before going to get help.

6. Answers will vary.

VOCABULARY PRACTICE

“MY LIFE AS A MILITARY KID”

Answers will vary for questions 1-5.

1. People waved American flags and cheered for those who are serving in our military forces.
2. The troops prepared themselves to deploy at dawn by packing up their belongings and discussing their next mission.
3. They stood by the cones and explained the activities to each group of students that rotated through.
4. He didn’t have as much in common with them as he did with the kids back home.
5. I saw soldiers standing at attention and a parking lot full of military vehicles.
6. A
7. B
8. A
9. Answers will vary.

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. You can infer from these lines that Mom is worried and scared, but that she is trying to hide these feelings from Max. You can tell she is worried from the fact that she had been crying and “looked exhausted.” You can tell that she is trying to hide her anxiousness from Max because Max describes her voices as being “full of forced cheer” and “fake.” You can also tell she is hiding her true feelings because she tells Max that she was looking at pictures of the house, but she was really reading a news story.
3. Answers may include:
 - “‘It’s OK,’ Max said, his mind racing. ‘It’s not your fault. But we have to make this water stop.’” (p. 24)
 - “‘Lindy, I’m trying to think,’ Max snapped. The look on his sister’s face only made him feel worse. ‘Maybe the neighbors can help,’ Max said, giving her a quick hug.” (p. 24)
4. You can infer from these lines that Jenny is honest and

forthright because she bluntly tells Max his house is a “dump.” However, you can infer that Jenny’s comment does not come from a place of malice or cruelty from what she says next. She goes on to tell Max that “it’s nothing you can’t fix” and even offers her dad’s help. Then, she asks for mop, which shows she is willing to help Max clean up the mess. From the fact that Jenny is offering to help a family she barely knows, you can infer that Jenny is kind and generous.

5. Answers may include:

- “Mom laughed so hard she had to lean against the wall. ‘I can’t believe this house!’ she yelled. ‘It’s a nightmare! Who’s your friend, Max?’” (p. 25)
- “‘You know what? Don’t bother going up there,’ Mom said. ‘I want to show your poor father this sink. Let’s call him from here.’” (p. 25)
- “And this time, the smile on her face was the realest one he’d ever seen.” (p. 25)

CORE SKILLS: MOOD

*Higher Level (HL)

1. Answers will vary but should be similar to foreboding, dreary, miserable, discouraging, tense, etc.
2. In this passage, Max, his mom, and his sister are moving to a new house. For some people, this might be an exciting experience, but for Max, it is a struggle. Because his dad is in the military, he has had to move over and over and over again, making it difficult to make friends and feel at home anywhere. Plus, when Max and his mom and sister arrive at the house, they realize it is in worse condition than they expected.
3. The weather in this passage is dark and stormy. This contributes to the depressed and foreboding mood because the rain seems like a bad omen—a sign that living in the place they are driving to is not going to be a good experience. Being in the confined environment of the car also contributes to a feeling of being trapped.
4. Possible answers:
 - “‘It rains a lot in Washington,’ Mom said. She didn’t sound excited anymore.”
 - “‘I’m sure it’s nothing.’” But Mom didn’t look like it was nothing.”
 - “‘That’s an understatement,’ Max said under his breath.”



“The Perfects” cont’d

- “Is that a hole in the roof?” Max asked quietly.”
 - “Lindy spent all of Colorado, Utah, Nevada, and Oregon reciting dinosaur facts.”
5. Possible answers:
- “It looked like something out of a horror movie.”
 - “Mom clutched the wheel as water came down in sheets around them.”
 - “By the time they pulled up to the new house, the storm was so bad that Max thought the car might float away.”
6. Possible answers:
- “A flash of lightning split the sky open”
 - “thunder boomed”
 - “rain-blurred car windows”
 - “It was only four in the afternoon, but the sky was almost black.”
 - “water came down in sheets around them”
 - “And in that second of illumination, Max realized that the garage that was supposed to become Dad’s workshop was missing a wall.”
7. Answers will vary.

4. • “It looked like something out of a horror movie.”
5. Possible answers:
- “A flash of lightning split the sky open”
 - “thunder boomed”
 - “It was only four in the afternoon, but the sky was almost black.”
 - “water came down in sheets around them”
 - “And in that second of illumination, Max realized that the garage that was supposed to become Dad’s workshop was missing a wall.”
6. Answers will vary.

CORE SKILLS: MOOD

*Lower Level (LL)

1. In this passage, Max is moving to a new house in a new state. For some people, this might be an exciting. But for Max, it is a struggle. Because his dad is in the military, he has had to move over and over and over again. Plus, when Max and his mom and sister arrive at the house, they discover that it is in worse shape than they expected. This is a depressing situation.
2. The weather in this passage is dark and stormy. This setting adds to the depressed and foreboding mood because the rain seems like a bad omen—a sign that living in the place they are driving to is not going to be a good experience.
3. Possible answers:
 - “I’m sure it’s nothing.” But Mom didn’t look like it was nothing.”
 - “That’s an understatement,” Max said under his breath.”
 - “Is that a hole in the roof?” Max asked quietly.”
 - “Lindy spent all of Colorado, Utah, Nevada, and Oregon reciting dinosaur facts.”

“How This Inspired That”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 31:

As Mackenzie Carro explains in her article “How This Inspired That,” the redesign of running tracks in the U.S., the ingenuity of track coach Bill Bowerman, and improvements to manufacturing in the early 1900s were all factors that contributed to the success of the sneaker industry. Because running tracks that had once been made of cinder and ash were replaced with tracks made of rubber, running shoes of the day, which were equipped with metal spikes, were no longer useful (30). So Bill Bowerman used great creativity and determination—along with some inspiration from a waffle maker—to invent a new kind of running shoe. The success of Bowerman’s new sneaker, coupled with improvements in manufacturing that made sneakers much more affordable for average Americans (31), caused the sneaker industry to take off—and it has never looked back.

ANSWERS TO ACTIVITY SHEETS

“HOW THIS INSPIRED THAT” QUIZ

*Higher Level (HL)

1. D (interpreting text; R.4)
2. D (text structure; R.5)
3. A (inference; R.1)
4. B, D (author’s craft; R.4)
5. Answers may vary. Here is a sample response:
Bill Bowerman demonstrated great ingenuity in his quest to design a new running shoe for rubber tracks. As Mackenzie Carro explains in her article “How This Inspired That,” Bill Bowerman wanted to create a new sole for track shoes in the 1970s that would help runners run fast on new rubber tracks without destroying them (30). Bowerman showed ingenuity in solving this problem when he drew inspiration for a new type of sole from something completely unrelated to footwear: waffles (30). The fact that Bowerman came up with an idea for a new sneaker sole by studying the pattern on a waffle shows that he was creative and was able to think outside of the box—in other words, that Bowerman demonstrated ingenuity when devising his Waffle Trainer sneaker. (key ideas and details, forming and supporting an argument; R.2, W.1)

“HOW THIS INSPIRED THAT” QUIZ

*Lower Level (LL)

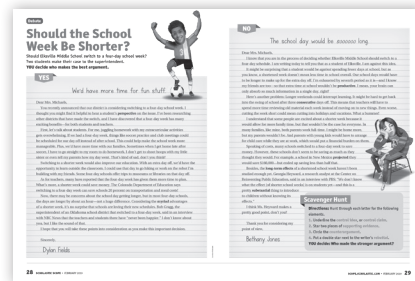
1. D (interpreting text; R.4)
2. D (text structure; R.5)
3. A (inference; R.1)
4. B, D (author’s craft; R.4)
5. Bill Bowerman demonstrated great ingenuity in his



“How This Inspired That” cont’d

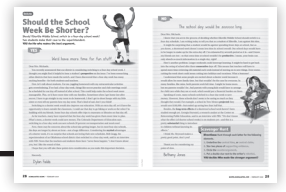
quest to design a new running shoe for rubber tracks. As Mackenzie Carro explains in her article “How This Inspired That,” Bill Bowerman wanted to create a new sole for track shoes in the 1970s that would help runners run fast on new rubber tracks without destroying them (30). Bowerman showed ingenuity in solving this problem when he drew inspiration for a new type of sole from something completely unrelated to footwear: waffles (30). The fact that Bowerman came up with an idea for a new sneaker sole by studying the pattern on a waffle shows that he was creative and was able to think outside of the box—in other words, that Bowerman demonstrated ingenuity when devising his Waffle Trainer sneaker. (key ideas and details, forming and supporting an argument; R.2, W.1)

“Should the School Week Be Shorter?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	Dylan	Bethany
line(s) that express the central idea, or central claim	“... a four-day week has many exciting benefits—for both students and teachers.”	“I know that you are in the process of deciding whether Elksville Middle School should switch to a four-day schedule. I am writing today to tell you that as a student of Elksville, I am against this idea.”
two pieces of evidence that support the central idea, or central claim	<p>“With an extra day off, we’d have the opportunity to learn outside the classroom. I could use that day to go hiking or work on the robot I’m building with my friends.”</p> <p>“The Colorado Department of Education says switching to a four-day week can save schools 20 percent on transportation and meal costs!”</p>	<p>“I’m exhausted by seventh period as it is—and I know my friends are too—so that extra time at school wouldn’t be productive. I mean, your brain can only absorb so much information in a single day, right?”</p> <p>“For example, a school in New Mexico projected they would save \$160,000—but ended up saving less than half that.”</p>
line(s) that express the counterargument	“Now, there may be concerns about the school day getting longer . . .”	“I understand that some people are excited about a shorter week because it would allow for more family time . . .”
line(s) that contain the rebuttal	“... but in most four-day schools, the days are longer by about an hour—not a huge difference.”	“... but that wouldn’t be the case for everyone. In many families, like mine, both parents work full-time. I might be home more, but my parents wouldn’t be. And parents with young kids would have to arrange for child care while they are at work, which would put a financial burden on them.”



“Should the School Week Be Shorter?” cont’d

ANSWERS TO ACTIVITY SHEETS

“SHOULD THE SCHOOL WEEK BE SHORTER?”

VOCABULARY

1. C; “Myriad” means “a lot,” and the book is about someone who makes a lot of mistakes.
2. A; “Substantial” means “large” and the book is about someone who makes a large mistake.
3. B; This book is about someone who gets a new outlook, which is another way of saying a new perspective.
4. She means she is able to get the most work done in the mornings.
5. Monday, Tuesday, Wednesday, Thursday (for example)
6. B
7. A
8. B
9. A