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“Grammar’s Superhero Animals”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

DR. FRILLNECK

As its name **implies/infers**, the frilled lizard is famous for the frills, or skin flaps, around its head. To scare off predators, the lizard will rise up on its hind legs, open its mouth, and extend its frills in a terrifying display. Combine that with the hissing sound the lizard makes and you’ve got one frightening little beast.

Of course, that’s not all this lizard can do. Frilled lizards, or frillnecks, are masterful hunters, lying in wait in trees to ambush their prey. Insects like ants and termites are their favorite meals, and they can gorge on thousands at a time. They also eat spiders, other lizards, and small mammals. As you have surely **implied/inferred**, Dr. Frillneck would make an unforgettable supervillain.

TARDIGRADE-WOMAN

Just because the tardigrade is about the size of a grain of salt, don’t **imply/infer** that this critter is easily defeated. Tardigrades (also known as water bears or moss piglets) are basically the toughest creatures on the planet. They can go decades without food. They can survive in subzero temperatures and in boiling hot water. They can even survive in space.

Does all this **imply/infer** that they came from another planet? Alas, scientists don’t think so. Still, we’re thinking Tardigrade-Woman would be an awesome superhero.

CAPTAIN SEA CUCUMBER

The sea cucumber is easily underestimated. It moves slowly, isn’t very strong, and kind of looks like a science experiment gone wrong.

But **implying/infering** that the sea cucumber is helpless would be a mistake. Sea cucumbers can change their bodies from mushy to hard. And they can squeeze through tiny spaces by turning into goo.

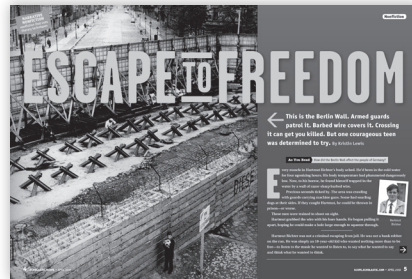
Some types of sea cucumbers can—wait for it—eject their lungs out of their behinds. Why would they do that? Their lungs are covered in a sticky substance that is toxic to predators. Are you listening, Marvel? Captain Sea Cucumber could be the next big thing.

ANSWERS TO ACTIVITY SHEET

IMPLY VS. INFER

1. implying
2. inferred
3. infer
4. Implying
5. implies
6. inferred
7. inferred
8. inferred
9. Answers will vary.

“Escape to Freedom”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Articles will vary, but should include the following features:

- Headline/Title
- Subheading
- Byline
- Lead
- Body Paragraphs
- Conclusion

Content should include:

- Background about Germany following World War II
- Key details about the Cold War
- Description of the Berlin Wall and its purpose
- Important dates related to the Berlin Wall
- How the Berlin Wall affected Germans
- Why it's important to remember the Berlin Wall on its 30th anniversary
- Helpful text features such as photos, maps, or timelines

ANSWERS TO ACTIVITY SHEETS

KEY IDEAS: PREPARING TO WRITE

Answers will vary; students notes should be similar to the following.

Dates

- 1922: Soviet Union formed
- 1949: East Germany formed
- 1960: 1,000 people fleeing East Germany for West
- Germany every day (millions fled from 1949-1961)
- August 13, 1961: Berlin Wall construction begins
- 1972: Travel agreement eased travel restrictions between

East and West Germany

- 1980's: Wall extended nearly 100 miles, surrounding West Berlin completely
- November 9, 1989: Border opened, Berlin Wall toppled
- 1991: Soviet Union collapsed

Physical Description of the Wall

- The capital city of Berlin was located within East Germany, but half of the city belonged to West Germany and the other half to East Germany. The Berlin Wall ran along the border between the two halves
- mainly barbed-wire fences at first
- expanded to include enormous concrete barriers, 300 watchtowers, armed guards and dogs
- eventually extended over 100 miles to completely surround West Berlin

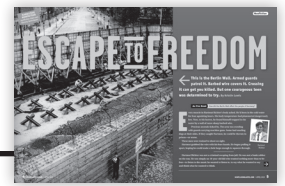
Background

- Germany was in ruins after World War II—cities had been destroyed and people were struggling to survive. After invading almost every country in Europe and carrying out the Holocaust, Germany was deeply shamed (6). Kristin Lewis writes, “After World War II, the victors wanted to make sure that Germany could not rise up again. They decided that Germany would be divided into zones. France, the U.S., Great Britain, and the Soviet Union were each given one zone to control and help rebuild. The capital city of Berlin was also divided into four zones. In 1949, the areas controlled by the U.S., France, and Great Britain were combined to form West Germany. The area controlled by the Soviet Union became East Germany. That is how roughly half of Berlin came to be part of West Germany and the other half, East Germany” (7).

Purpose

- The Berlin Wall was built because by 1960, 1,000 people

section continues >>



“Escape to Freedom” cont’d

were fleeing East Germany for West Germany every day. East German leaders were determined to put a stop to this so they built a wall as a barrier to West Berlin (7).

Symbolism

- The Berlin Wall was a symbol of the Cold War—a 40-year struggle between the United States and the Soviet Union. This was not a war fought with armies but with fear and threats. The two powers were hostile toward and competitive with each other as they vied for power and control around the world. It was an uncertain and frightening time because the two countries had developed the deadliest atomic weapons the world had ever seen (6-9).

Effects

- There was no freedom inside the Berlin Wall. Lewis writes that in East Germany, “many felt they were living in a prison” (7). Sources of news, books, music, expression, travel, etc. were extremely limited. The brutal Stasi police force even tapped people’s phone calls and read their personal mail (7).

Importance

- Learning about the past offers information that we can use now or in the future to help us make better decisions and avoid repeating mistakes we’ve already made. If we don’t learn about history, we will miss opportunities for humanity to grow and improve over time. The dangers of power, control, and developing nuclear weapons, and the oppression of people like those in East Germany are parts of history we can learn and grow from.

“ESCAPE TO FREEDOM”

CLOSE-READING QUESTION

1. Lewis likely chose to not reveal exactly what Hartmut was doing to draw readers into the story. By describing what seems to be a dramatic escape attempt without explaining what Hartmut is escaping from, Lewis creates suspense and makes readers want to find out what will happen.
2. The main purpose of this section is to show how different life was in West Germany compared with East Germany and to help readers understand why someone like Hartmut would risk his life to leave his country.
3. The Cold War wasn’t a war with battles and guns and

soldiers. Instead it was fought through fear and threats.

4. The short paragraphs heighten the drama and suspense. With only one or two thoughts in each paragraph, the story stretches, leaving readers on edge as they come to the end of each paragraph. The way Lewis breaks up the text in this section also helps readers imagine themselves in Hartmut’s place, experiencing moment by moment what Hartmut was experiencing.
5. The sidebar helps you understand that the Cold War was an uncertain and frightening time. From the fact that children had to practice bomb drills at school, you can infer that many people were terrified of the thought of war breaking out between America and the Soviet Union.

“ESCAPE TO FREEDOM”

CRITICAL-THINKING QUESTIONS

1. Hartmut means that events in the past can offer information that we can use now or in the future to help us make good decisions. For instance, learning about a past mistake can help us recognize when we are about to make a similar mistake again—and avoid doing so. By the same token, learning about a past success can help us understand what we can do now to be successful. It’s important to learn about history because otherwise we will miss opportunities for humanity to grow and improve over time.
2. Hartmut shows resilience in many ways. After making it through a dangerous and challenging journey as he escapes East Berlin, he finds the courage and strength to risk his life and his freedom again when he goes back and helps others escape. Hartmut is caught doing this and is imprisoned—and then shows resilience once again, after he is set free, by choosing to continue helping others by sharing his story and counseling others.

READ, THINK, EXPLAIN:

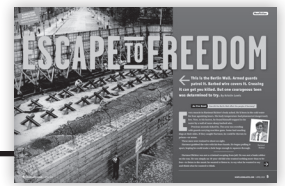
IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The photograph shows a large concrete wall surrounded by intimidating metal traps and barbed wire. The wall looks dangerous and the photo of it creates an alarming and frightening mood. The headline and subheading add to the frightening mood by providing more terrifying

section continues >>



“Escape to Freedom” cont’d

details about the wall in the photo.

2. The map helps you understand that the Soviet Union was very large and powerful by showing how many countries the Soviets had under their control.
3. You can infer from the photo of the protest that many people in Germany did not want the Berlin Wall to be constructed. The photo shows a very large protest with a lot of people in attendance. From this, you can infer that many people were against the idea of the wall.
4. I predict this article will be about an oppressed country and someone’s daring escape from that country. (Answers will vary.)
5. **A.** The author compares life in West Germany with life in East Germany.
B. I know the author uses a compare-and-contrast structure in this section because she begins the second paragraph with the line, “Life in East and West Germany could not have been more different.” She then goes on to describe life in West Germany before describing how life was different in East Germany.
6. The author’s tone in these paragraphs is sympathetic as she writes about what happened after the Berlin Wall first went up in 1961. I know the author is using a sympathetic tone from the details she includes about how people’s lives were changed in negative ways by the wall. For example, she explains that families and friends were “suddenly separated,” and that if you happened to have a job on one side of the wall, but live on the other, then, “too bad” (8). The author also shows her sympathy for Berliners when she writes, “How strange it must have been for Hartmut, who was 13 at the time and visiting relatives in Berlin, to wake up that morning and see the capital city literally cut in two” (7).
7. The mood of the section is suspenseful. The author creates a suspenseful mood throughout the section in several ways. First she includes descriptive details about Hartmut’s escape that create tension and make the reader anxious. For example, she writes that Hartmut made his way to the canal “under the cover of darkness” and that “many guards and their dogs were out that night.” These details about the setting help to create suspense. The author also creates suspense in the section by including many short paragraphs. With only one or two thoughts in each paragraph, the story stretches, leaving readers on

edge as they come to the end of each paragraph. The way Lewis breaks up the text in this section also helps readers imagine themselves in Hartmut’s place, experiencing moment by moment what Hartmut was experiencing.

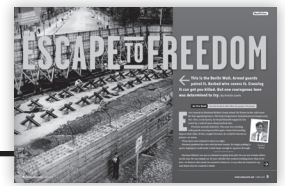
8. Life in East Germany was challenging. (Answers will vary slightly.)
9. Eighteen-year-old Hartmut Richter was one of thousands of Germans who escaped East Germany over the Berlin Wall. When Hartmut was growing up in Germany in the country was divided into two parts: East Germany and West Germany. The U.S., Great Britain, and France controlled West Germany and the Soviet Union controlled East Germany, where Hartmut lived. Life in East Germany was challenging because the Soviet Union placed many restrictions on East Germans that took away many of their freedoms. Because of this, many East Germans began fleeing to West Germany through Berlin. In response, in 1961, the Soviet Union began constructing a wall that would physically separate West Berlin and East Berlin. When Hartmut was 18 he decided to try to escape to West Germany. On an August night in 1966, Hartmut swam across a canal that flowed from East Berlin into West Berlin. After his escape, Hartmut spent some time working and traveling, but eventually he returned to West Germany to help others escape. After helping 33 others find freedom, he was caught and imprisoned for five years. Today, he works to expose the crimes of the East German regime and he counsels victims of the Stasi.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. The photograph shows a large concrete wall surrounded by intimidating metal traps and barbed wire. The wall looks dangerous and the photo of it creates an alarming and frightening mood. The headline and subheading add to the frightening mood by providing more terrifying details about the wall in the photo.
2. The map helps you understand that the Soviet Union was very large and powerful by showing how many countries the Soviets had under their control.
3. The larger photo shows Berlin in ruins after the war. There are toppled buildings and cars and the streets are mostly deserted. The smaller photo shows soldiers

section continues >>



“Escape to Freedom” cont’d

standing on a street in Germany. From these photos, you can infer that life in Germany after the war was likely difficult, sad, and scary. From the destruction seen in the larger photo, it is clear that many people must have lost their homes and businesses, which would have made life extremely challenging for many. Also, the presence of soldiers from another country in your city would likely have been unnerving and possibly scary for some.

4. I predict this article will be about an oppressed country and someone’s daring escape from that country. (Answers will vary.)

5. B

6. A. sympathetic

B. I know the author is using a sympathetic tone from the details she includes about how people’s lives were changed in negative ways by the wall. For example, she explains that families and friends were “suddenly separated,” and that if you happened to have a job on one side of the wall, but live on the other, then, “too bad” (8). The author also shows her sympathy for Berliners when she writes, “How strange it must have been for Hartmut, who was 13 at the time and visiting relatives in Berlin, to wake up that morning and see the capital city literally cut in two” (7).

7. A. suspenseful

B. The author creates a suspenseful mood throughout the section “A Dangerous Swim” in several ways. First she includes descriptive details about Hartmut’s escape that create tension and make the reader anxious. For example, she writes that Hartmut made his way to the canal “under the cover of darkness” and that “many guards and their dogs were out that night.” These details about the setting help to create suspense. The author also creates suspense in the section by including many short paragraphs. With only one or two thoughts in each paragraph, the story stretches, leaving readers on edge as they come to the end of each paragraph. The way Lewis breaks up the text in this section also helps readers imagine themselves in Hartmut’s place, experiencing moment by moment what Hartmut was experiencing.

8. A. Students should cross out Detail #2.

B. Detail #2 expresses that life in East Germany was different than life in West Germany. This does not provide any details that show how life in East Germany was

challenging.

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

“ESCAPE TO FREEDOM” VOCABULARY

1. B

2. A

3. B

4. A

5. A

6. B

7. Finalists on the TV show *The Voice* vie for the grand prize of a record deal.

8. In the wizarding world of Harry Potter, the cloak of invisibility allows the wearer to move about completely undetected.

9. Crocodiles are ruthless predators, aggressive toward anything that crosses their path.

“ESCAPE TO FREEDOM” QUIZ

*Higher Level (HL)

1. B, C (key ideas and details; R.2)

2. C (interpreting text; R.4)

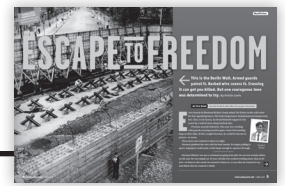
3. A, C (text structure; R.5)

4. B (key ideas and details, author’s craft; R.2)

5. D (vocabulary; R.4)

6. C (key ideas; R.2)

7. Throughout her article “Escape to Freedom,” author Kristin Lewis creates a frightening and suspenseful mood in several ways. First, in the large photo on the first two pages, she uses a photograph of a large concrete wall surrounded by intimidating metal traps and barbed wire. The wall looks dangerous and the photo creates a frightening mood. The headline and subheading add to the mood by providing more terrifying details about the wall in the photo. In the introduction that follows, Lewis draws readers into the story by *not* revealing exactly what Hartmut Richter was doing. By describing what seems to be a dramatic escape attempt without explaining what Hartmut is escaping from, Lewis creates suspense and makes readers want to find out what is going on. Also, her use of sensory details here, such as “snarling dogs,” “precious seconds ticked by,” and “razor-sharp barbed wire,” add to the fear and suspense. Later in the section “A Dangerous Swim,” she continues to create this mood



“Escape to Freedom” cont’d

in several ways. First she includes more descriptive details about Hartmut’s escape that create tension and make the reader feel anxious. For example, she writes that Hartmut made his way to the canal “under the cover of darkness” and that “many guards and their dogs were out that night.” These details about the setting help to create suspense. She also creates suspense by including many short paragraphs. With only one or two thoughts in each paragraph, the story stretches, leaving readers on edge as they come to the end of each paragraph. The way Lewis breaks up the text in this section also helps readers imagine themselves in Hartmut’s place, experiencing moment by moment what Hartmut was experiencing. (craft and structure, writing explanatory text; R.4,R.6, W.2)

8. As evidenced in Kristin Lewis’s article “Escape to Freedom,” to the people of Germany, the Berlin Wall represented the division of their country and the oppression East Germans were experiencing because of the Cold War struggle. Lewis explains that while people in West Germany were rebuilding and beginning to thrive in the years following World War II, in Soviet Union-controlled East Germany, “many felt they were living in a prison” (7). Sources of news, books, music, expression, travel, etc. were extremely limited. The brutal Stasi police force even tapped people’s phone calls and read their personal mail to ensure they were not speaking out against the country’s government (7). After millions fled to West Germany, East German leaders built the Berlin Wall to prevent its citizens from leaving. Suddenly, everything—families, train lines, sewers—was separated by the Berlin Wall. Lewis writes that because there was no freedom inside of it, as many as 5,000 people escaped over or under it, and 200 died trying (8). This structure represented the division and the stripping of freedoms that existed in Germany at the time. (key ideas and details, explanatory writing; R.2, W.2)

5. D (vocabulary; R.4)

6. C (key ideas; R.2)

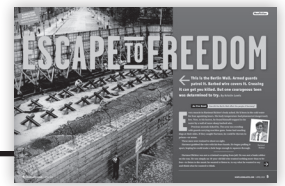
7. In her article “Escape to Freedom,” one way author Kristin Lewis creates a frightening and suspenseful mood is through the words and images she uses on the first two pages of the article. She uses a photograph of a large concrete wall surrounded by intimidating metal traps and barbed wire. The wall looks dangerous, and the photo of it creates a frightening mood. The headline and subheading add to the mood by providing more terrifying details about the wall in the photo. In the introduction that follows, Lewis chooses not to reveal exactly what Hartmut Richter was doing—which draws readers into the story. By describing what seems to be a dramatic escape attempt without explaining what Hartmut is escaping from, Lewis creates suspense and makes readers want to find out what will happen to him. Also, her use of sensory details, such as “snarling dogs,” “precious seconds ticked by,” and “razor-sharp barbed wire,” add to the fear and suspense readers already feel. (craft and structure, writing explanatory text; R.4,-R.6, W.2)

8. As evidenced in Kristin Lewis’s article “Escape to Freedom,” to the people of Germany, the Berlin Wall represented the division of their country and the oppression East Germans were experiencing because of the Cold War struggle. Lewis explains that while people in West Germany were rebuilding and beginning to thrive in the years following World War II, in Soviet Union-controlled East Germany, “many felt they were living in a prison” (7). Sources of news, books, music, expression, travel, etc. were extremely limited. The brutal Stasi police force even tapped people’s phone calls and read their personal mail to ensure they were not speaking out against the country’s government (7). After millions fled for West Germany from Berlin, one of the main places for escape, East German leaders built the Berlin Wall to prevent its citizens from leaving. Suddenly, everything—families, train lines, sewers—was separated by the Berlin Wall. Lewis writes that because there was no freedom inside of it, as many as 5,000 people escaped over or under it, and 200 died trying (8). This structure represented the division and the stripping of freedoms that existed in Germany at the time. (key ideas and details, explanatory writing; R.2, W.2)

“ESCAPE TO FREEDOM” QUIZ

*Lower Level (LL)

1. B, C (key ideas and details; R.2)
2. C (interpreting text; R.4)
3. A, C (text structure; R.5)
4. B (key ideas and details, author’s craft; R.2)



“Escape to Freedom” cont’d

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mainly about Hartmut Richter, an 18-year-old boy from Germany.
2. After World War II, Germany was divided into four different zones after World War II. France, the U.S., Great Britain, and the Soviet Union were each given one zone to control and help rebuild. The capital city of Berlin was also divided into four zones. Eventually, the areas controlled by France, the U.S., and Great Britain combined to form West Germany. The areas controlled by the Soviet Union became East Germany. Hartmut grew up in East Germany. By the 1960s, the Cold War began between the U.S. and the Soviet Union.
3. The main problem faced by Hartmut was that the Soviets constructed the Berlin Wall to divide East and West Germany and to prevent people from escaping from East Germany, which is where Hartmut lived. Life in East Germany was far more difficult and restricted than it was in West Germany.
4. To escape from East Germany, Hartmut comes up with a plan to swim across a canal that flows from East Berlin into West Berlin.
5. Hartmut successfully escapes and makes it to West Germany. After spending some time traveling and working, Hartmut decides to go back to East Germany to help others escape. Eventually he is captured and spends five years in prison. Today, he works to expose the crimes of the East German regime and he counsels victims of the Stasi.
6. Answers will vary.

Sample Summary:

Eighteen-year-old Hartmut Richter was one of thousands of Germans who escaped East Germany over the Berlin Wall. When Hartmut was growing up in Germany in the country was divided into two parts: East Germany and West Germany. The U.S., Great Britain, and France controlled West Germany and the Soviet Union controlled East Germany, where Hartmut lived. Life in East Germany was challenging because the Soviet Union placed many restrictions on East Germans that took away many of their freedoms. Because of this, many East Germans began fleeing to West Germany through Berlin. In response, in 1961, the Soviet Union began constructing a wall that would physically separate West Berlin and East Berlin.

When Hartmut was 18 he decided to try to escape to West Germany. On an August night in 1966, Hartmut swam across a canal that flowed from East Berlin into West Berlin. After his escape, Hartmut spent some time working and traveling, but eventually he returned to West Germany to help others escape. After helping 33 others find freedom, he was caught and imprisoned for five years. Today, he works to expose the crimes of the East German regime and he counsels victims of the Stasi.

CORE SKILLS WORKOUT: SUMMARIZING

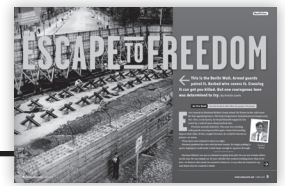
*Lower Level (LL)

Eighteen-year-old Hartmut Richter was one of thousands of Germans who escaped East Germany over the Berlin Wall. When Hartmut was growing up in Germany in the country was divided into two parts: East Germany and West Germany. The U.S., Great Britain, and France controlled West Germany and the Soviet Union controlled East Germany, where Hartmut lived. Life in East Germany was challenging because the Soviet Union placed many restrictions on East Germans that took away many of their freedoms. Because of this, many East Germans began fleeing to West Germany through Berlin. In response, in 1961, the Soviet Union began constructing a wall that would physically separate West Berlin and East Berlin. When Hartmut was 18 he decided to try to escape to West Germany. On an August night in 1966, Hartmut swam across a canal that flowed from East Berlin into West Berlin. After his escape, Hartmut spent some time working and traveling, but eventually he returned to West Germany to help others escape. After helping 33 others find freedom, he was caught and imprisoned for five years. Today, he works to expose the crimes of the East German regime and he counsels victims of the Stasi.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. D
2. C; I chose C because the statement expresses that life in East Germany was different than life in West Germany. This does not provide any details that show how life in East Germany was challenging.
3. Hartmut’s escape was incredibly risky and difficult. (Answers will vary.)



“Escape to Freedom” cont’d

4. Answers will vary but may include:

“He began sneaking people across the border in the trunk of his car. He brought 33 people to freedom before the Stasi caught him and sent him to prison.” (p. 10); “Today he works to expose the crimes of the East German regime. He talks about his experiences often. And he counsels victims of the Stasi.” (p. 10) (Students may also list details of Hartmut’s escape to support the statement that Hartmut was brave and determined.)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. B, C, E
2. Hartmut’s escape was incredibly risky and difficult. (Answers will vary.)

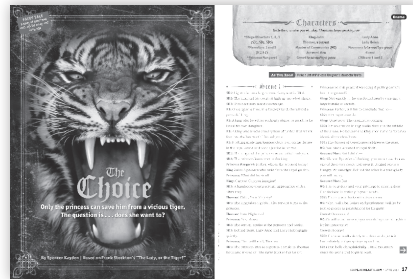
CORE SKILLS WORKOUT: TEXT FEATURES

1. The photograph shows a large concrete wall surrounded by intimidating metal traps and barbed wire. The wall looks dangerous and the photo of it creates an alarming and frightening mood. The headline and subheading add to the frightening mood by providing more terrifying details about the wall in the photo.
2. The map helps you understand that the Soviet Union was very large and powerful by showing how many countries the Soviets had under their control.
3. The larger photo shows Berlin in ruins after the war. There are toppled buildings and cars and the streets are mostly deserted. The smaller photo shows soldiers standing on a street in Germany. From these photos, you can infer that life in Germany after the war was likely difficult, sad, and scary. From the destruction seen in the larger photo, it is clear that many people must have lost their homes and businesses, which would have made life extremely challenging for many. Also, the presence of soldiers from another country in your city would likely have been unnerving and possibly scary for some.
4. The subheadings of the first few sections such as, “A Bleak Time,” “The Cold War,” and “No Freedom” have a somber and fearful tone. The tone shifts to dramatic with the subheading, “A Dangerous Swim.” The tone then shifts to hopeful at the end of the article with the subheading, “A New Life.”

VIDEO DISCUSSION QUESTIONS

1. Answers will vary. Here is a sample response:
The Cold War was a period of tension between the United States and a country called the Soviet Union. The Cold War happened because the U.S. and the Soviet Union had different ways of life, and the Soviet Union wanted to spread its influence and power. The U.S. did not want this to happen, so the two countries ended up in a struggle for power.
2. The image shows a city street that has been destroyed completely. From this photo, you can tell that life in Germany after the war was likely very challenging.
3. The section about the security measures at the Berlin Wall helps you understand how difficult and scary it must have been for the thousands of East Germans who attempted to cross the wall, including Hartmut Richter.
4. The idea that human beings have the power to not only endure but overcome applies to Hartmut Richter because he was able to both endure and overcome incredible challenges in his life. After making it through a dangerous and difficult journey as he escapes East Berlin, Hartmut is able to find the courage and strength to risk his life and his freedom again when he goes back and helps others escape. Even when Hartmut is caught doing this and is imprisoned, he still chooses to continue helping others by sharing his story and counseling others. These details show that Hartmut was able to not only survive the many difficulties he was faced with, but also to overcome them.

The Choice



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary. Sample response:

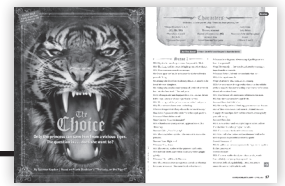
In Spencer Kayden's play *The Choice*, strong text evidence points to the conclusion that the tiger is behind the door on the right—in other words, that Princess Margaret chooses death for her one true love.

Throughout the play, Kayden makes clear to readers that Princess Margaret has a dark side—one that Thomas himself has witnessed on more than one occasion. For example, when Thomas and Princess Margaret are discussing the roses in the garden, Thomas says, "Sweet and prickly, just like you" (18). Clearly, Thomas has seen a side of the princess that is bad-tempered. Also, moments later, when Princess Margaret gives Thomas her mother's bee brooch and says that her mother had the disposition of a bee—that "she could sting and she could be sweet as honey"—Thomas responds, "You are not unlike her" (18). The fact that in one conversation, Thomas twice refers to the fact that the princess is not entirely sweet supports the idea that the princess has the capacity to send Thomas to the chamber containing the tiger rather than live with the idea of him being married to another woman.

Another clear example of Princess Margaret's dark side is when she talks to the guard beneath the arena in Scene 4. When she arrives, she seems concerned only about saving Thomas; she pleads with the guard to reveal the tiger's location as she chokes back a sob—but then she drops a piece of meat from beneath her cloak. Why she has this meat is not stated, but you can surmise that she brought it to feed the tiger so that it won't be hungry enough to eat Thomas when he opens the door behind which it is kept. Though the princess is terribly upset by the thought of the tiger eating

Thomas, this meat is evidence that she plans to send him to the door behind which the tiger waits. Furthermore, when the guard refuses to disobey the king's orders by showing Princess Margaret which door holds the lady, the princess yells at the guard sharply: "Do you think for a moment I care what happens to you? Let me see her!" When the guard lets it slip that the maiden is Isabella, the princess's "eyes flash with anger" and she grabs the guard by his collar and threatens to keep him in a dungeon for the rest of his "miserable life" (20). This is yet another display of Princess Margaret's dark side, a side where jealousy is the most powerful emotion and could lead her to making the cruel decision of sending Thomas to the tiger.

That Princess Margaret is likely to send Thomas to the tiger is again made clear in Scene 5. Lady Anne says, "Surely you will guide him to the lady" to which the princess responds, "Don't you see? Either way, I lose him forever" (20). She goes on to tell Lady Anne about how she imagines Thomas' delight when he opens the door to find Lady Isabella. The fact that the princess even has to consider which fate she should choose for Thomas shows how cruel she is. Her inner conflict suggests that she is willing to send Thomas to his death if it means saving herself from a lifetime of jealousy.

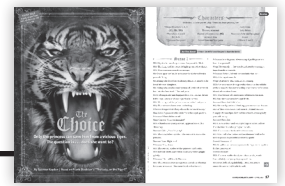


The Choice cont'd

ANSWERS TO ACTIVITY SHEETS

DRAWING CONCLUSIONS: EVIDENCE CHART

| Claim | Text Evidence that Supports the Claim | Commentary |
|---|--|--|
| The lady was behind the door on the right. | <p>Princess: Father, is it fair to conclude that he—(17)</p> <p>Princess: Should we be denied our love because Thomas happened to be born a servant and I happened to be born a princess? (18)</p> <p>Princess: I've spent every waking hour imagining Thomas opening a door. I see his face contort in horror as he sees the cruel fangs of the tiger. (20)</p> | <p>Princess Margaret is aware of how unjust her father's system of justice is. It seems unlikely that she would sentence her true love to death if he had not committed a crime.</p> <p>Princess Margaret seems to value love above all else—social status, the risk of disobeying her father, etc. If she allows a tiger to kill Thomas, that would be the end of their love. If he lives, perhaps they can still find a way to be together.</p> <p>That Princess Margaret has spent every waking hour haunted by the thought of Thomas being devoured by the tiger shows that she wouldn't be capable of choosing this fate for him.</p> |
| The tiger was behind the door on the right. | <p>Thomas: Sweet and prickly, just like you. (18)</p> <p>Princess: This brooch belonged to my mother. It was said her disposition was like that of a bee—she could sting and she could be sweet as honey.</p> <p>Thomas: You are not unlike her. (18)</p> <p>Princess: Show me the tiger that might eat my Thomas.</p> <p>Princess: I beg you. Just for a moment.</p> <p>SD3: The princess chokes back a sob, accidentally dropping a piece of meat hidden beneath her cloak. (19)</p> <p>Princess (<i>sharply</i>): Do you think for a moment I care what happens to you? Let me see her!</p> <p>SD2: The princess's eyes flash with anger. (20)</p> <p>Princess: Isabella?</p> <p>SD3: The princess grabs the guard by the lapel.</p> <p>Princess: Show me which door Isabella is behind, or I will guarantee you live in the dungeon for the rest of your miserable life. (20)</p> <p>Lady Anne: Surely you will guide him to the lady.</p> <p>Princess: Don't you see? Either way, I lose him forever. (20)</p> <p>Princess: But just as often, I imagine his delight when he opens the door and sees beautiful, kind, wise, clever, perfect Isabella.</p> <p>SD3: The princess's face grows dark.</p> <p>Princess: And then Thomas and Isabella walk away, hand in hand, the crowd cheering, bells ringing, drowning out my one despairing shriek. (21)</p> | <p>Twice Thomas refers to the fact that the princess is not all sweet, that she has a "prickly" side, and is similar to her mother who could "sting."</p> <p>Though Princess Margaret is terribly upset by the thought of the tiger eating Thomas, she must be planning to send him to that door, because she brought the tiger food so that it will not be hungry enough to eat Thomas when he does open that door.</p> <p>Princess Margaret has a dark side—one that Thomas witnessed and that is made evident in her interaction with the guard beneath the arena.</p> <p>The fact that the princess even has to consider which fate she should choose for Thomas shows that she is capable of being cruel. She doesn't seem to have a problem with killing Thomas if it means she saves herself from a lifetime of jealousy.</p> |



The Choice cont'd

THE CHOICE

CLOSE-READING QUESTIONS

1. Princess Margaret has doubts about the fairness of the system; however, she doesn't press the issue with her father. This may be because she doesn't feel strongly enough about it or because she doubts that doing so would make a difference.
2. The king means that Thomas's "love" for the princess might really be greed. The king believes that Thomas hopes to gain wealth and status by winning the princess's affection.
3. Answers may vary. Some may say that the princess knows the tiger hasn't eaten in days, and she thinks that if she feeds the tiger, it won't be hungry enough to eat Thomas.
4. The author likely presents the information in this way for humorous effect as well as to show that Isabella is a great person. It introduces the idea that Thomas might be pleased to marry Isabella.
5. Answers may vary. Most students will probably say that Thomas trusts the princess not to feed him to a tiger (though he does take a second look at her before he opens the door). Others might say that he loves her so much, he will accept whatever she decides.

"SO WHAT HAPPENED?!" CLOSE-READING QUESTIONS

1. Readers expect a resolution at the end of a story. Some readers might feel that Stockton tricked them by writing a story that doesn't have a clear ending.
2. Stockton may have meant that neither of Princess Margaret's options lends itself to a truly satisfying ending. Or maybe he just meant that he couldn't decide on the ending.

THE CHOICE AND "SO WHAT HAPPENED?!"

CRITICAL-THINKING QUESTIONS

1. Answers may vary. Most students will likely say that chance can't be an effective judge because it can't consider the facts.
2. Princess Margaret is an unusual character. While it might be easy for a reader to imagine his or her own actions in a similar situation, the princess is deeply ambivalent about Thomas's fate.
3. Fairy tales have clear, straightforward endings—

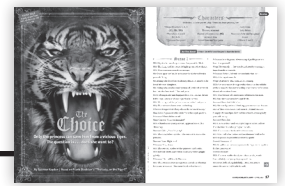
usually "happily ever after." This play does not have a straightforward ending, and no matter what happens, the princess will not be happy. Plus, most fairy tales are stories of good versus evil. The characters in this story are not so clear-cut.

THE CHOICE QUIZ

*Higher Level (HL)

1. C (key ideas and details; R.2)
2. D (vocabulary; R.4)
3. C (text evidence; R.1)
4. C (summarizing; R.2)
5. B (text structure; R.5)
6. A, C (theme; R.2)
7. In Spencer Kayden's play *The Choice*, it is clear that the public is pleased and entertained by the king's cruel system of justice. At the peasant's trial in Scene 1, every seat in the arena is filled, and there is no indication that the king requires his subjects to attend these brutal events. Furthermore, while SD1 does say that the king's system of justice "struck fear into the hearts of all his subjects" (17), his subjects' behavior in the arena shows that they nevertheless enjoy gathering to watch the spectacle of a trial, treating it like a modern-day sporting event or game show. For example, in Scene 1, when the Master of Ceremonies speaks about the fate of the peasant accused of stealing carrots—a small crime that we can infer the peasant has been unjustly accused of—the crowd's animated responses of "Oooooooh!" and "Hooray!" (17) show that they easily accept the king's unjust system and have little sympathy for the accused man; they are more interested in watching the drama that may unfold before them. More evidence of the public's delight in the king's trials appears in Scene 6 at Thomas's trial. The arena is once again packed—SD2 describes it as "overflowing with people"—and the crowd is "abuzz with excitement" (21). (key ideas and details, writing explanatory texts; R.1, R.2, W.2)
8. In the movie *Harry Potter and the Order of the Phoenix*, Sirius Black says, "We've all got both light and dark inside us. What matters is the part we choose to act on." He means that none of us are completely good or completely evil, but rather, that we all have conflicting emotions and tendencies at work inside of us, and it's

section continues >>



The Choice cont'd

make that matter. This idea applies to Princess Margaret in Spencer Kayden's play *The Choice*, who is deeply uncertain about the choice that lies before her: to send her true love to a lady he will marry, or to send him to a vicious tiger that will devour him. Princess Margaret is clearly a person torn by contradictory feelings—the light and the darkness inside of her—namely, those of love and jealousy.

That Princess Margaret is a mixture of light and darkness is made clear from the start of the play. Referring to her mother in Scene 3, Princess Margaret tells Thomas, "It was said her disposition was like that of a bee—she could sting and she could be sweet as honey." The princess means that her mother was sometimes inclined to act on her gentler, more positive emotions, making her sweet like honey, and at other times she was inclined to act on her crueler emotions, making her "sting," or cause pain to others. Thomas responds, "You are not unlike her." Similarly, when Princess Margaret tells Thomas a rose named after someone who was killed because of jealousy, Thomas notes that the roses are "sweet and prickly, just like you." These comments suggest that Thomas has seen his fair share of the mixture of light and darkness that is Princess Margaret's personality.

In Scene 4, the mixture of love and hate inside of Princess Margaret is shown through her interactions with the guard. When she arrives, she seems concerned only about saving Thomas from the tiger who might eat him; she pleads with the guard to reveal the tiger's location as she chokes back a sob, and she drops a piece of meat that she likely brought for tiger so that it wouldn't be hungry if it encountered Thomas. When the guard refuses to show the princess the tiger, she sweetly tries to convince the guard to let her see the lady. When the guard still refuses to disobey the king's orders, she yells at the guard sharply: "Do you think for a moment I care what happens to you? Let me see her!" Then, when the guard lets it slip that the maiden is Isabella, the princess's "eyes flash with anger" and she grabs the guard by his collar and threatens to keep him in a dungeon for the rest of his "miserable life." In the span of one short conversation, Princess Margaret's feelings of love for Thomas are replaced by feelings of jealousy and

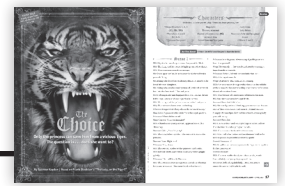
fear that she will lose Thomas to Lady Isabella.

Then, in Scene 5, Princess Margaret confides in Lady Anne and Lady Helen about her dilemma, saying, "Don't you see? Either way, I lose him forever." The mixture of light and darkness, love and hate, that is inside of her is made most clear in her next statements. It's as if she has two minds when she says, "I've spent every waking hour imagining Thomas opening a door. I see his face contort in horror as he sees the cruel fangs of the tiger" and then, "But just as often, I imagine his delight when he opens the door and sees beautiful, kind, wise, clever, perfect, Isabella." At the end of the story—which does not reveal Princess Margaret's decision—readers are left wondering which side of Princess Margaret determines Thomas' fate—her light or her darkness? (interpreting text, supporting a conclusion, writing explanatory texts; R.4, R.1, W.2)

THE CHOICE QUIZ

*Lower Level (LL)

1. C (key ideas and details; R.2)
2. D (vocabulary; R.4)
3. C (text evidence; R.1)
4. C (summarizing; R.2)
5. B (text structure; R.5)
6. A, C (theme; R.2)
7. In *The Choice*, the playwright shows that the public is pleased and entertained by the king's cruel system of justice by describing how the public packs the arena to witness trials and how excited and enthusiastic the public is during these trials. At the peasant's trial in Scene 1, every seat in the arena is filled, and there is no indication that the king requires his subjects to attend these brutal events. Furthermore, while SD1 does say that the king's system of justice "struck fear into the hearts of all his subjects" (17), his subjects' behavior in the arena shows that they nevertheless enjoy gathering to watch the spectacle of a trial, treating it like a modern-day sporting event or game show. For example, in Scene 1 when the Master of Ceremonies speaks about the fate of the peasant accused of stealing carrots—a small crime that we can infer the peasant has been unjustly accused of—the crowd's animated responses of "Oooooooh!" and "Hooray!" (17) show that they



The Choice cont'd

easily accept the king's unjust system and have little sympathy for the accused man; they are more interested in watching the drama that may unfold before them. More evidence of the public's delight in the king's trials appears in Scene 6 at Thomas' trial. The arena is once again packed—SD2 describes it as “overflowing with people”—and the crowd is “abuzz with excitement” (21). (key ideas and details, writing explanatory texts; R.1, R.2, W.2)

8. When Princess Margaret says that her mother had the disposition of a bee—that “she could sting and she could be sweet as honey”—she means that her mother had both a dark and light side to her personality, that sometimes she was inclined to acting on her gentler, more positive emotions, making her sweet like honey, and at other times was inclined to act on her crueler emotions, making her “sting,” or cause pain to others. Throughout the play, it is obvious that Princess Margaret has a similar disposition to that of her mother. One clear example is in her interactions with the guard beneath the arena in Scene 4. When she arrives, she seems concerned only about saving Thomas from the tiger who might eat him; she pleads with the guard to reveal the tiger's location as she chokes back a sob, and she drops a piece of meat that she likely brought for tiger so that it wouldn't be hungry if it encountered Thomas. When the guard refuses to show the princess the tiger, she sweetly tries to convince the guard to let her see the lady. When the guard still refuses to disobey the king's orders, she yells at the guard sharply: “Do you think for a moment I care what happens to you? Let me see her!” Then, when the guard lets it slip that the maiden is Isabella, the princess's “eyes flash with anger” and she grabs the guard by his collar and threatens to keep him in a dungeon for the rest of his “miserable life.” In the span of one short conversation, Princess Margaret shows her ability to be sweet and her ability to sting. (interpreting text, supporting a conclusion, writing explanatory texts; R.4, R.1, W.2)

2. “What an audacious idea,” said Kaitlyn. “I think it might just work!”
3. The school newspaper made sure to be impartial in its coverage of the candidates for student council president.
4. brooch
5. contorted
6. doleful
7. gilded
8. Glints

LITERARY ELEMENTS: CHARACTER THINKING TOOL

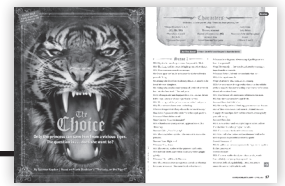
Answers will vary.

1. In Scene 1, Princess Margaret questions her father about the accused man in the arena, asking, “So this peasant was caught pulling carrots from the ground?” When her father tells her that the man was found nearby carrying a bundle of carrots, the princess replies, “Father, is it fair to conclude that he—”, before she is cut off by a trumpet. This line of questioning shows that the princess sees injustice in her father's justice system. But then her father says, “Chance is an impartial judge, don't you think?”, to which she replies, “Yes, Father.” This response suggests that although doesn't agree with the system, she accepts it, perhaps because she must.
2. Scene 2 reveals that Princess Margaret loves Thomas and that she is a strong-willed and passionate person. When she asks, “Should we be denied our love because Thomas happened to be born a servant and I happened to be born a princess?”, it is clear that she doesn't view Thomas as a “lowly” person because he is a servant, as others of her status do; she loves him regardless. When Lady Anne points out how the King would answer the question, the princess sternly tells her ladies that “the king must never find out.” This reveals that the princess's love for Thomas is more important to her than obeying her father, and also that she is not afraid to break the rules.
3. A. Princess Margaret means that her mother had both a dark and light side to her personality, that sometimes she was inclined to acting on her gentler, more positive emotions—making her sweet like honey—and at other times was inclined to act on her stronger, more negative emotions—making her “sting,” or cause pain to others.

THE CHOICE

VOCABULARY PRACTICE

1. The man downstairs has an unpleasant disposition, always angry or yelling at people.



The Choice cont'd

B. Thomas responds to the princess's comment about her mother's disposition by saying, "You are not unlike her." Similarly, when Princess Margaret tells Thomas about a type of rose named after someone who was killed out of jealousy, Thomas notes that the roses are "sweet and prickly, just like you." These comments suggest that Thomas has seen both kind and ill-tempered sides of the princess's personality.

One might also say that the act of giving Thomas the brooch could be viewed as sweet or prickly. On one hand, the brooch was a thoughtful gift, a valuable piece of jewelry that belonged to her mother. On the other hand, this gesture could be viewed as possessive: the princess pinning Thomas to show he belongs to her and no one else. Plus, on a symbolic level, the brooch itself is both beautiful and prickly—it is, after all, a pin.

4. **A.** In Scene 4, Princess Margaret is shown to be both "sweet" and "prickly" in her interactions with the guard. When she arrives, she is only concerned about Thomas and the tiger who might eat him, pleading with the guard as she chokes back a sob. She drops a piece of meat that she likely brought to feed the tiger so that it wouldn't be hungry if it encountered Thomas. Then she sweetly tries to convince the guard to let her see the lady. When the guard refuses to disobey the king's orders, the princess suddenly yells at the guard sharply: "Do you think for a moment I care what happens to you? Let me see her!" When the guard mentions that the maiden is Isabella, the princess's "eyes flash with anger," she grabs the guard by his collar, and threatens to keep him in a dungeon for the rest of his "miserable life."

B. Students should identify love and jealousy as the princess's opposing emotions and provide an explanation of which emotion they think is more powerful in their own opinion.

5. Answers will vary, but Thomas' confident entrance into the arena, his firm and rapid steps toward the door on the right, and his pause and backwards look at the princess before opening the door, do seem to suggest that Thomas expects the princess to guide him to the lady.
6. Answers will vary.

“Drowning in Plastic”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Essays, slideshows, podcasts, and videos will vary, but should contain ideas similar to the following details from the text in addition to students' own ideas:

Why plastic is a problem:

- Plastic is harming the environment.
- Most of our plastic waste ends up in landfills or in the ocean.
- Plastic leaks harmful chemicals into the soil.
- Plastic harms hundreds of different species, killing those who get tangled in it and those who eat it.

What we can do about it:

- Governments can pass laws against particularly harmful plastics, such as single-use, disposable items.
- Individuals can reduce the amount of plastic waste they create by cutting back on the amount they use daily.
- Businesses can cut back on the amount of plastic used in their product packaging.
- People can use technology to innovate new solutions to the problem of plastic in our oceans.

ANSWERS TO ACTIVITY SHEETS

SYNTHESIS

1. Plastic trash is a problem because it is harming the environment. Because humans are using so much plastic, we are creating a lot of plastic trash, and as author Mackenzie Carro explains in her article “The Problem of Plastic,” instead of getting recycled, most of this plastic waste ends up in landfills or in the ocean. Plastic

in landfills can leak harmful chemicals into the soil as it breaks down (13). In the ocean, plastic is an even bigger problem. There, plastic is harming hundreds of different species (13). Some animals are dying as a result of eating plastic—their stomachs fill with plastic, then they starve because they have no room in their stomachs for food (13). Other animals are getting tangled in or suffocated by plastic trash (13).

2. Answers will vary for the graphic organizer, but solutions from “Can We Save Our Planet From Plastic?” should be similar to those below. (Students may also come up with their own ideas for solutions that were not mentioned in the article.)
 - Cities, states, and countries can pass laws banning certain plastic products that are particularly harmful to the environment, such as single-use, disposable items like plastic straws and plastic bags.
 - As individuals, we can all reduce the amount of plastic waste they create by cutting back on the amount of plastic products we use in our daily lives. For example, you can use a reusable water bottle instead of buying plastic ones.
 - Businesses can make changes in their products and packaging to cut back on the amount of plastic they use to make and sell their products. For example, some companies are beginning to work with Loop, a service that will package and deliver products to customers in reusable, non-plastic containers.
 - People can use technology to innovate new solutions to the problem of plastic in our oceans. For example, Anna Du created a robotic device that can help clean up microplastics in the ocean.



“Drowning in Plastic” cont’d

“THE PROBLEM OF PLASTIC”

CLOSE-READING QUESTIONS

1. The author likely provides these examples to show the degree to which plastic is part of our everyday lives. The author probably also wants to show that plastic is used in items that vary in importance and value (cars versus chip bags).
2. Plastic trash is causing an environmental crisis. Plastic in landfills can leak harmful chemicals into the soil as it breaks down. In the ocean, plastic is an even bigger problem. There, plastic is harming hundreds of different species. Some animals are dying as a result of eating plastic—their stomachs fill with plastic, then they starve because they have no room in their stomachs for food. Other animals are getting tangled in or suffocated by plastic trash.
3. The difference is that the plastic bag is used once, briefly, whereas a smartphone is used for several years. Another difference is that the plastic bag isn’t as necessary. The apples could be carried in a reusable bag.
4. The purpose is to explain how our use of disposable plastic products affects our environment.

“CAN WE SAVE OUR PLANET FROM PLASTIC?”

CLOSE-READING QUESTIONS

1. The fact that some companies are now trying to package their products in reusable containers suggests that America’s “throwaway culture” may be changing. Loop aims to reverse throwaway culture by encouraging the use of reusable containers rather than plastic containers that are thrown away after one use.
2. The tone could be described as hopeful, earnest, encouraging, and optimistic. Words and phrases that create the tone include “we can too,” “just a few of the ways we can all help,” “the key to progress will be persistence,” and “change will come.”

“THE PROBLEM OF PLASTIC” AND “CAN WE SAVE OUR PLANET FROM PLASTIC?” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Many students may say no, because plastic is used in many important items, such as smartphones, cars, and refrigerators. A better solution would be to focus on eliminating our reliance on single-

use, disposable plastic items, such as plastic straws, bottles, and bags.

2. By reading both articles, readers get not only an understanding of the causes and effects of the plastic crisis, but also a picture of how the problem is being addressed and practical ideas for what they can do to help.
3. Answers will vary. Students might suggest that they will try to use fewer single-use plastic products.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. D (vocabulary; R.4)
2. B (supporting a claim; R.1)
3. B (key ideas; R.2)
4. C (text evidence; R.1)
5. C (central ideas; R.2)
6. A, C (synthesis, key ideas and details; R.9, R.2)
7. When author Mackenzie Carro writes that “the key to progress will be persistence,” she means that if we want to move forward in solving the world’s plastic crisis, we must be committed, purposeful, and relentless in our actions. The reason that persistence will be so critical is made evident in her article “The Problem of Plastic,” in which she explains that we now live in a throwaway culture—a society in which it is considered normal to use an excessive number of disposable items and an extraordinary amount of plastic packaging (13). Because people expect to have the convenience of plastic and disposable items, it will take a long time and hard work to bring about change—because a key part of what needs to change is our mindsets and habits. (key ideas and details, synthesis, writing explanatory texts; R.1, R.9, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. D (vocabulary; R.4)
2. B (supporting a claim; R.1)
3. B (key ideas; R.2)
4. C (text evidence; R.1)
5. C (author’s purpose; R.6)
6. A, C (synthesis, key ideas and details; R.9, R.2)
7. According to author Mackenzie Carro in her article “The



“Drowning in Plastic” cont’d

Problem of Plastic,” throwaway culture is a society that excessively uses disposable items and finds this behavior normal, even expected. Carro explains that it’s the plastic stuff we use once and throw away that is causing an environmental catastrophe around the world. To fight throwaway culture, we need to, as Carro puts it, “change our habits and reduce the amount of plastic we throw away” (13). Some simple things that kids and adults can do include switching to a reusable water bottle instead of buying plastic ones, packing lunch in reusable containers, and giving up plastic utensils (15). It would also be easy to give up certain one-time use items that some governments are starting to ban, such as plastic bags and straws. Another way to fight throwaway culture is to give our business to companies like Loop, which offers products in reusable containers made out of glass or metal and provides refilling services. Supporting these types of businesses might cause other companies to follow their lead. The more of us that can make these small changes in our everyday lives, the stronger our fight against throwaway culture will be. (key ideas and details, synthesis, writing explanatory texts; R.1, R.9, W.2)

VOCABULARY PRACTICE

1. A
2. A
3. B
4. A
5. A
6. B
7. B
8. accumulated
9. renowned
10. infrared

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. A
B. C
C. B
2. C; I chose C because it shows that people are using more plastic today than they had been in the past.
3. A, C, and D; Evidence B does not support the statement

because it simply states that plastic trash is a “terrible problem,” and does not provide any evidence that shows how or why plastic trash is a problem.

4. C; Choice A does not include quotes or a source for the information provided. Choice B does not provide a sentence explaining why the information is relevant.
5. A; Choice B does not provide a source for the information provided or a sentence explaining why the information is relevant. Choice C uses a direct quote.
6. Answers will vary. Here is a sample response:
Plastic trash is causing an environmental crisis. In her article, “The Problem of Plastic,” author Mackenzie Carro explains that plastic in landfills can leak harmful chemicals into the soil as it breaks down (13). In other words, plastic trash can be a danger to our soil and groundwater. In the ocean, plastic is an even bigger problem. There, Carro explains, plastic is harming hundreds of different species (13). Some animals are dying as a result of eating plastic—their stomachs fill with plastic, then they starve because they have no room in their stomachs for food (13). Other animals are getting tangled in or suffocated by plastic trash (13). The fact that plastic trash is harming so many different marine creatures shows the devastating effects plastic waste can have on the environment.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. B, D
2. C; I chose C because it shows that people are using more plastic today than they had been in the past.
3. Answers may include: “Switching to a reusable water bottle instead of buying plastic ones, packing lunch in reusable containers, and giving up plastic utensils are just a few of the ways we can all help.” (p. 15); “In 2016, Bella Rossborough, then 12, helped pass a law that banned plastic bags in stores in her hometown of Kennebunk, Maine.” (p. 15); “In 2017, Shelby O’Neil, then 16, reached out to Alaska Airlines and convinced the company to stop using plastic straws.” (p. 15) (Students may also provide a detail pertaining to Anna Du’s invention.)
4. Plastic pollution in the ocean is a serious problem. (Answers will vary)



“Drowning in Plastic” cont’d

CORE SKILLS WORKOUT: TEXT STRUCTURES

1. In the introduction of “The Problem of Plastic,” the author describes what happens to a plastic soda bottle after it is purchased and thrown away.
2. **A.** sequence of events
B. I know the author is using a sequence-of-events structure because she uses words and phrases that indicate the passage of time, such as “Then, in the 1930s,” “During World War II,” and “And today.”
C. At the start of the section, the author compares our lives with and without plastic.
3. **A.** cause and effect
B. I know the author is using a cause-and-effect structure in this section because at the start of the section, the author explains how much plastic we use today and that much of this plastic ends up in the ocean because very little of it gets recycled. Then, the author goes on to explain how the presence of plastic trash in the ocean affects marine creatures.
4. Answers will vary slightly. Here is a sample response:
Solution: Countries, states, and cities can pass laws banning certain plastic products such as bags and straws.
Solution: People can cut down on their own use of disposable plastic products in their everyday lives.
Solution: Businesses can introduce new policies that will help them cut down on the amount of plastic they use for their products.

CORE SKILLS WORKOUT: TONE

1. D
2. B
3. C
4. A
5. Carro creates an encouraging tone through her use of positive, supportive words and phrases, such as “we can too,” “indeed,” “just a few of the ways we can all help,” “the key to progress will be persistence,” and “change will come.” These words and phrases, along with a list of several successful campaigns led by kids, give readers a hopeful outlook about solving a challenging problem.

“Voilà!”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Writing Prompt, page 27

Answers will vary. Here is a sample response:

At the beginning of the story, Simone explains that Ma Tante says “Voilà” to alert Simone to “tiny, everyday miracles in progress” (23). And at the end of the story, in the doctor’s waiting room, Ma Tante does this—she says “Voilà” and winks at Simone (26). Simone winks back, showing that she sees the magic that Ma Tante is alerting her to. And what is this magic? It is a moment of connection and shared laughter among all of the different people there: Simone, Ma Tante, Louis, Madame Bertrand, Waverly, and Mr. P. These people—some of them teenagers, some of them elderly, some of them English-speaking, some of them Creole-speaking, some of them from one part of town, some of them from another—all find themselves cackling heartily together, as Simone puts it, after Mr. P gets out of his wheelchair, strides confidently across the room, and “grumbles” that he had told Waverly that he didn’t *need* a wheelchair (26). The moment is an everyday miracle because it is both unexpected (Simone reveals on page 24 that lately, she and her sister have been dropping Ma Tante off and coming back later to avoid the drudgery of sitting in the waiting room all day) and because it illuminates the beautiful truth that people who might seem very different can all come together and share an emotional experience.

Another everyday miracle that Simone finds in the waiting room is an opportunity to serve as a translator for some of the other Creole- and French-speaking members of her community. This opportunity comes up when Waverly—a girl from school who Simone doesn’t particularly like (on page 25, Simone describes Waverly as having a “Me first!”

vibe”)—suggests Simone do so, and Simone thinks “*That would be cool*” (26). Simone probably wasn’t expecting to find an opportunity to do something rewarding in the waiting room, and particularly not through Waverly—but she does, and that is what makes it magical.

ANSWERS TO ACTIVITY SHEETS

THEME: EVERYDAY MIRACLES

Answers will vary.

1. When Simone refers to “everyday miracles” and the magic that is all around us, I think she is talking about small but special moments and events that happen all the time that we might take for granted or not notice at all, but that can fill us with wonder, awe, or gratitude if we pay attention to them. These everyday miracles and magic could include unexpected moments of beauty and wonder—moments like the dust-filled sunbeam appearing during breakfast when Simone was little, or like seeing shapes in the clouds or noticing a flower that just bloomed. I think instances of kindness, moments of connection between people, displays of talent (whether that’s someone playing basketball, cooking breakfast, or a dog doing tricks), surprising coincidences, and even something as simple as bread rising in the oven could be seen as magic.
2. At the beginning of the story, Simone explains that Ma Tante says “Voilà” to alert Simone to “tiny, everyday miracles in progress” (23). And at the end of the story, in the doctor’s waiting room, Ma Tante does this: She says “Voilà” and winks at Simone (26).
3. Simone winks back, showing that she sees the magic that Ma Tante is alerting her to.

section continues >>



“Voilà!” cont’d

4. The magic that Simone finds in the waiting room is a moment of connection and shared laughter among all of the different people there: Simone, Ma Tante, Louis, Madame Bertrand, Waverly, and Mr. P. These people—some of them teenagers, some of them elderly, some of them English-speaking, some of them Creole-speaking, some of them from one part of town, some of them from another—all find themselves cackling heartily, as Simone puts it, after Mr. P gets out of his wheelchair, strides confidently across the room, and “grumbles” that he had told Waverly that he didn’t need a wheelchair (26). The moment is an everyday miracle because it is both unexpected (Simone reveals on page 24 that lately, she and her sister have been dropping Ma Tante off and coming back later to avoid the drudgery of sitting in the waiting room all day) and because it illuminates the beautiful truth that people who might seem very different can all come together and share an emotional experience.

Another everyday miracle that Simone finds in the waiting room is an opportunity to serve as a translator for some of the other Creole- and French-speaking members of her community. This opportunity comes up when Waverly—a girl from school who Simone doesn’t particularly like (on page 25, Simone describes Waverly as having a “Me first!” vibe)—suggests Simone do so and Simone thinks “That would be cool” (26). Simone probably wasn’t expecting to find an opportunity to do something rewarding in the waiting room, and particularly not through Waverly—but she does, and that is what makes it magical.

VOCABULARY PRACTICE “THE STORY BEHIND VOILÀ!”

Answers for questions to 1-5 will vary. The following are sample responses:

1. The writer hoped her story would convey a message of hope and inspiration.
2. The ice had a large crack that stretched nearly 8 feet long.
3. It sounded like the language I use when I’m talking to a friend.
4. The air-conditioning was broken and we were stuck sitting in traffic for over an hour.

5. The Gleesons were an affluent family, so they could afford to go on expensive vacations.

6. B

7. B

8. A

9. Answers will vary.

“VOILÀ!” CLOSE-READING QUESTIONS

1. Ma Tante is saying that wonderful, special, surprising things happen every day all around us, but whether you notice them depends on your attitude—your heart has to be open to seeing them. (Answers will vary.)
2. Simone assumes that Louis and Waverly will look down on her or pity her for living in the East Ward, but this doesn’t seem to be true. Also, Waverly incorrectly assumes that Mr. P. needs a wheelchair.
3. Simone disapproves of the doctor. This is clear from her unkind nickname for him, “Dr. Bighead”; how she sarcastically refers to him as “the good doctor” while explaining that he tries to sneak in while patients have been waiting for hours; how she mentions that her cousins have encouraged Ma Tante to find another doctor; and how she says, “From where I sit, all he does is prescribe her more pills,” implying that she doesn’t think the doctor makes much effort or does much good for Ma Tante.
4. The author may have chosen to include the Creole and French words to help readers imagine what it is like to be in the waiting room with Simone and Ma Tante. Including those words also helps the reader understand the experience of the characters in the story who do not speak these languages—and understand the language barrier that Ma Tante faces. Plus, speaking in Creole and French is an important part of Ma Tante’s and Simone’s identities. (Answers will vary.)
5. The idea that most people don’t recognize the gems in front of them is similar to Ma Tante’s comment in the opening section that the magic that fills our lives is invisible to most people.
6. Waverly seems impressed with herself for delivering Mr. P. to the doctor’s office: She “proudly” tells him she has gotten him there in one piece, and her “There you go” is a bit condescending, stressing her role in his arrival. What’s more, Waverly is very surprised when she



“Voilà!” cont’d

is told she will have to wait. Waverly also rams Mr. P’s wheelchair into a row of chairs and doesn’t notice how this affects him or Ma Tante. At the end of the story, it’s revealed that Waverly ignored Mr. P. when he said he didn’t need to be in a wheelchair.

7. In the opening section of the story, Simone explains that Ma Tante says “Voilà” to alert Simone to “the tiny, everyday miracles in progress.” So the first section explains why Ma Tante is saying “Voilà” here, letting the reader know that an everyday miracle is in progress. The winking between Ma Tante and Simone connects to Simone’s note that identifying magic was her and Ma Tante’s “secret.”

“VOILÀ!” AND “THE STORY BEHIND VOILÀ!” CRITICAL-THINKING QUESTIONS

1. Rigaud drew on some of her own experiences—waiting in a doctor’s office with an older relative, her relationship with her family, as well as some of her experiences as a Haitian American—and put them into a fictional context, inventing characters and details that were not part of her own life.
2. Answers will vary, but students might offer that it would be irritating because, in short, those people do not understand you—that there is much more to who you are and where you come from than one natural disaster or other event, much more than the limited information they have just learned about the place you come from. People treating you this way might make you feel like they are reducing you to something less than the complex human being you are or that they are making incorrect assumptions about you.
3. Answers will vary.

“VOILÀ!” QUIZ

*Higher Level (HL)

1. A, D (text structure; R.5)
2. A (character; R.3)
3. C, D (text evidence, inference; R.1)
4. D (figurative language; R.4)
5. B (inference; R.1)
6. D (synthesis; R.9)
7. Ma Tante and Simone have a close, loving relationship. At the beginning of the story, Simone explains that when

she was little, Ma Tante used to feed her breakfast when Simone’s parents and sister were not home (23). From this you can infer that Ma Tante played an important role in Simone’s upbringing. What’s more, Simone describes Ma Tante as “ever vigilant” of Simone’s feelings, showing that Ma Tante cares deeply about Simone (23). The closeness between the two is also evident from the fact that they share a “secret” of looking for and alerting one another to the presence of everyday miracles (23).

The affection between Simone and Ma Tante is also demonstrated through the way they gently tease one another in the doctor’s waiting room. On page 24, Simone teasingly tells Ma Tante, “Everybody misses you when you’re not around,” and later in the story, Ma Tante teases Simone about Louis, a boy from Simone’s school who shows up in the waiting room, saying to a friend in Creole—so that Simone can understand but Louis cannot—“It’s cute how they steal glances at each other, *non?*” (26).

Simone’s love, admiration, and fondness for Ma Tante are also clear from the way Simone talks about her great aunt. For example, Simone calls Ma Tante “the hilarious, observant woman I enjoy being around” and describes Ma Tante as a “gem” (24). (character, text evidence, supporting analysis; R.3, R.1, W.1)

8. When Debbie Rigaud says that “Voilà!” is her way of acknowledging the “quietly suffering people” she witnessed at the doctor’s office when she was a child, she means that through “Voilà!” she is telling the story and calling attention to people she thinks are treated unfairly but don’t get much attention: seniors and the poor. In the interview, Rigaud says that when she was young, she used to go to the doctor’s office with an elderly relative and they would sit in a packed waiting room for hours on end. “I had the strong sense that this type of thing didn’t happen in more affluent communities,” Rigaud tells *Scope*. The experience that Rigaud describes mirrors the experience of Simone and Ma Tante in “Voilà!” Simone accompanies her elderly aunt to the doctor’s office where they are made to wait for hours in a crowded waiting room. Simone says that the doctor doesn’t even show up at his office until hours after their appointment (26). Like the doctor’s office Rigaud waited in as a child, the doctor’s office where Simone and her great aunt are



“Voilà!” cont’d

waiting is in a less-affluent neighborhood. This is clear from Simone’s reaction when two of her classmates show up at the doctor’s office to do volunteer work: Simone is embarrassed and thinks that Louis, one of her classmates, feels sorry for her because of where she lives.

But Rigaud goes further than simply depicting the unfair situation she describes in the interview; she also shows the dignity of the people in the waiting room by bringing them to life. In doing so, she helps readers empathize with the kind of “quietly suffering” people she refers to in the interview. (synthesis, interpreting text, supporting analysis; R.9, R.4, W.1)

“VOILÀ!” QUIZ

*Lower Level (LL)

1. A, D (text structure; R.5)
2. A (character; R.3)
3. C, D (text evidence, inference; R.1)
4. D (figurative language; R.4)
5. B (inference; R.1)
6. D (synthesis; R.9)
7. Ma Tante and Simone have a close, loving relationship. One detail that shows their closeness is that they share a “secret” of looking for and alerting one another to the presence of everyday miracles (23). Only two people with a close bond between them would share a special activity like this. The affection between Simone and Ma Tante is also demonstrated through the way they gently tease one another in the doctor’s waiting room. On page 24, Simone teasingly tells Ma Tante, “Everybody misses you when you’re not around,” and later in the story, Ma Tante teases Simone about Louis, a boy from Simone’s school who shows up in the waiting room, saying to a friend in Creole—so that Simone can understand but Louis cannot—“It’s cute how they steal glances at each other, *non?*” (26). In addition, Simone’s love, admiration, and fondness for Ma Tante are clear from the way Simone talks about her great aunt. For example, Simone calls Ma Tante “the hilarious, observant woman I enjoy being around” and describes Ma Tante as a “gem” (24). (character, text evidence, supporting analysis; R.3, R.1, W.1)
8. In “Voilà!,” Ma Tante and the other people in the doctor’s waiting room are treated unfairly because they are forced to wait for hours and hours to be seen by the doctor.

Making people wait this way is extremely disrespectful of their time. Simone notes that usually, the doctor doesn’t even show up at the office until halfway through her and Ma Tante’s wait—meaning the doctor is not there even at times when people have appointments scheduled. One woman in the waiting room makes it clear that she has been waiting for a long time when she mutters, “*Judge Judy’s on . . . Been here since Good Morning America.*” In other words, she’s been waiting so long that several TV programs have played. Another way the patients in the story are treated unfairly is that the doctor’s office isn’t in very good condition: Simone describes the building it’s in as “rotting” (24). (text evidence, supporting analysis; R.4, W.1)

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. Simone means that Ma Tante is observant and attentive to her emotions. In saying this, you can tell Simone values their relationship and the way that Ma Tante has always taken careful notice of her feelings.
2. Simone is feeling irritated by Tina and Tara because she doesn’t like being misunderstood and pitied by them. Like many people, Tina and Tara think they understand Simone and anyone of Haitian descent because they know about the earthquake that happened there. This line shows that Simone is annoyed by Tina and Tara’s incorrect assumptions about her, to the point that she is having to force herself to be nice to them.
3. To sulk is to be disappointed or annoyed about something and to let your grumpy mood show by being silent and bad-tempered. Simone is sulking because she is annoyed that they have to wait so long for Ma Tante’s doctor. This is clear when she “harrumphs” to herself on the way to her seat after Tara tells her to sit and wait. Her noisy throat-clearing is a grumpy expression of her annoyance. Then she sits and broods for a while about the doctor who she clearly disapproves of—she unkindly nicknames him “Dr. Bighead.” She sarcastically refers to him as “the good doctor” while explaining that he tries to sneak in while patients have been waiting for hours; and that “all he does is prescribe her more pills,” implying that she doesn’t think the doctor makes much effort or does much good for Ma Tante. She is also

section continues >>



“Voilà!” cont’d

sulking over the fact that her sister Anne has dropped her and Ma Tante off for the day, leaving her there for five hours while Anne goes to, in Simone’s words, “some study session. *Yeah right.*” Her sarcasm in this line shows her disbelief and annoyance.

4. Simone feels embarrassed about being from the East Ward. She explains that she can’t go to the West Ward at night and says, “I hate that he feels sorry for me.” From this information you can infer that the part of the city where she lives is not as prosperous as the West Ward, where people like Louis and her friends from school live. She is clearly worried that Louis will look down on her because of where she lives. Later, she says, “The office never looked terribly low budget to me before. But now, seeing Waverly here—her velvet red ballet flats stepping on peeling linoleum floors—it’s hard not to view things through her eyes. I suddenly feel exposed, as if Waverly had walked in on me getting my hair braided.” These lines show how vulnerable and embarrassed Simone feels after she is forced to compare her life to Waverly’s, causing her to see her home as a poor and slummy place.
5. Simone seems to see a special light in Louis. She admires how he escorts Madame Bertrand, looking “gentlemanly with his elbow extended for her to hold.” She is “mesmerized” by his size and notices how he seems touched by the greetings exchanged between Ma Tante and Madame Bertrand, saying, “his round face lights up like a stadium scoreboard at a homegame.” She observes how delicate he is and how he respectfully takes off his hat. She does not see Waverly in the same sort of light, saying that there is a “shift in the air brought on by Waverly’s mere presence,” and that “her ‘Me first!’ attitude can be off-putting.”
6. After Waverly suggests that Simone could be a Haitian translator for CARE-A-VAN, Simone thinks, “You know what? That would be cool,” as if she is a bit surprised that this good idea came from Waverly. She tells Waverly, “That would be cool,” and then thinks, “Funny that her persistence feels more bearable when it benefits me.” In this moment, it seems Simone is able to let go of her disdain for Waverly, allowing room for something wonderful and surprising to happen.

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. You can infer from these lines that Simone is feeling embarrassed and awkward. When Louis comes over and talks to her she says, “Why did Anne have to dump me here today?” This line shows that Simone is upset and embarrassed that Louis has seen her at the doctor’s office with her aunt. Then Simone says that she’s about to “busy herself with a fake text” when he continues talking to her. This line shows that Simone is looking for a way out of the conversation because she is feeling uncomfortable.
3. Answers may include:
 - “Perhaps it’s the piercing voice or the shift in the air brought on by Waverly’s mere presence,” (p. 25)
 - “It’s just that her ‘Me first!’ vibe can be off-putting.” (p. 25)
 - “Good thing she doesn’t notice me.” (p. 25)
 - “I nod. ‘I think they have new-patient forms for the man you came in with,’ I say, counting on the fact that Waverly hates to miss a step. It works. Her lips form an O, and she pads over to grab a clipboard.” (p. 26)
 - “Funny that her persistence feels more bearable when it benefits me.” (p. 26)
4. You can infer from these lines that Simone and Ma Tante are very close and that they have a very loving and playful relationship. From the fact that Simone refers to Ma Tante as a “precious gem” and a “beautiful queen,” you can tell that Simone admires Ma Tante and cares for her deeply. You can also infer that Simone and Ma Tante are close and have a unique understanding of each other from the fact that Simone says that Ma Tante knew what Simone was thinking.

“The Most Electric Place on Earth”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

As Jennifer Dignan and Tod Olson explain in the article “The Most Electric Place on Earth,” over time, we’ve gone from seeing lightning as something magical and ominous to a more scientific understanding of lighting. Dignan and Olson write that “Nearly all ancient cultures believed that lightning was controlled by the gods” (30). They explain that in many ancient cultures, people attributed lightning to a higher power and viewed it as a weapon gods used when they were displeased with humans (31). Now, advances in science and technology have allowed us to see that lightning is not the tool of an angry god but “a sudden flow of electricity, either between two clouds or between clouds and the ground” (31). The authors explain that while our understanding of lightning is still evolving, we now know enough to take steps toward keeping people safe from lightning: Researchers use instruments on the ground, in the air, and in space to create forecasts that warn people about when and where lightning will strike (31). As the authors point out, “Lightning has fascinated—and terrified—humans for millennia” (30). And indeed, lightning still does fascinate and terrify us—but perhaps a little less so than it once did, thanks to our better understanding of it.

ANSWERS TO ACTIVITY SHEETS

“THE MOST ELECTRIC PLACE ON EARTH” QUIZ

*Higher Level (HL)

1. C (central ideas; R.2)
2. D (key ideas and details; R.2)
3. B, C (text structure, author’s craft; R.4)
4. A (key ideas and details; R.1)
5. Answers may vary. Here is a sample response:
The authors show that the lightning over Lake Maracaibo is spectacular by describing the lightning with vivid and descriptive details. On pages 30, the authors first describe “a blinding flash of light” that streaks across the sky. The authors then describes the sky over Lake Maracaibo as seeming like it was going to explode (30). They also explain that the lightning over Lake Maracaibo is so bright that people can read at night, and that the lightning can strike “twice a second for nine hours straight” (30). All of these vivid details help create a picture of the lightning for the reader and show how spectacular this lightning is. (key ideas and details, author’s craft, writing explanatory text; R.2, R.4, W.2)

“THE MOST ELECTRIC PLACE ON EARTH” QUIZ

*Lower Level (LL)

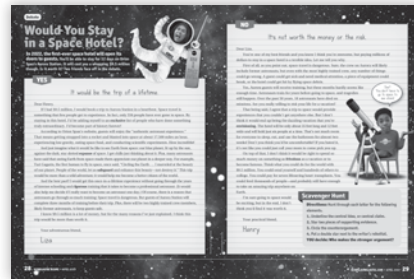
1. C (central ideas; R.2)
2. D (key ideas and details; R.2)
3. B,C (inference; R.1)
4. A (key ideas and details; R.1)
5. The authors show that the lightning over Lake Maracaibo is spectacular by describing the lightning with vivid and descriptive details. On pages 30, the authors first describe “a blinding flash of light” that streaks across



“The Most Electric Place on Earth” cont’d

the sky. The authors then describes the sky over Lake Maracaibo as seeming like it was going to explode (30). They also explain that the lightning over Lake Maracaibo is so bright that people can read at night, and that the lightning can strike “twice a second for nine hours straight” (30). All of these vivid details help create a picture of the lightning for the reader and show how spectacular this lightning is. (key ideas and details, author’s craft, writing explanatory text; R.2, R.4, W.1)

“Would You Stay in a Space Hotel?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

| | Liza | Henry |
|--|--|--|
| line(s) that express the central idea, or central claim | “If I had \$9.5 million, I would book a trip to Aurora Station in a heartbeat.” | “. . . paying millions of dollars to stay in a space hotel is a terrible idea.” |
| two pieces of evidence that support the central idea, or central claim | <p>“According to Orion Span’s website, guests will enjoy the ‘authentic astronaut experience.’ That means getting strapped into a rocket and blasted into space at about 17,500 miles an hour, experiencing low gravity, eating space food, and conducting scientific experiments.”</p> <p>“Plus, many astronauts have said that seeing Earth from space made them appreciate our planet in a deeper way.”</p> | <p>“Astronauts train for years before going to space, and tragedies still happen. Over the past 50 years, 18 astronauts have died on missions.”</p> <p>“Think what you could do for the world with \$9.5 million. You could send yourself and hundreds of others to college. You could pay for seven lifesaving heart transplants. You could feed thousands of people—and probably still have enough to take an amazing trip anywhere on Earth.”</p> |
| line(s) that express the counterargument | “Of course, there is a reason that astronauts go through so much training: Space travel is dangerous.” | “That being said, I agree that a trip to space would provide experiences that you couldn’t get anywhere else.” |
| line(s) that contain the rebuttal | “But guests of Aurora Station will complete three months of training before their trip. Plus, there will be two highly trained crew members, likely former astronauts, to keep guests safe.” | “But I don’t think it would end up being the dazzling vacation that you’re envisioning.” |



“Would You Stay in a Space Hotel?” cont’d

ANSWERS TO ACTIVITY SHEETS

“WOULD YOU STAY IN A SPACE HOTEL?” VOCABULARY

1. B
2. A
3. B
4. A
5. B
6. A

Answers to questions 7 and 8 will vary. The following are sample responses:

7. I feel like doing something completely frivolous on Saturday, like making a hat out of a deck of cards.
8. Gregory looked out at the expanse of pine trees that seemed to stretch for miles in every direction.
9. Answers will vary.