

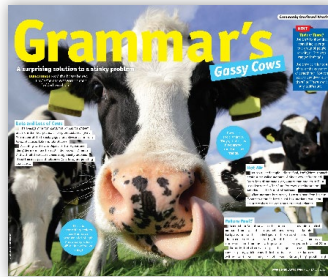
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## “Grammar’s Gassy Cows”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### LOTS AND LOTS OF COWS

The average American consumes 57 pounds of beef and more than 600 pounds of dairy products each year. Where does all that steak, yogurt, and cheese come from? Cows, of course. Lots and lots of cows.

According to the U.S. Department of Agriculture, **their/there** are more than 90 million cows in America. And with all these cows comes a big, smelly problem. **Their/There** burps and flatulence (aka farts) are polluting the planet.

#### HOT AIR

As cows—and people—digest food, **their/there** stomachs create a gas called methane. A single cow emits around 80 gallons of methane a day—more than enough to fill a large trash can! With 90 million cows roaming around America . . . that’s a lot of methane.

When methane is released, it absorbs heat from the sun. Experts say that in large quantities, methane can warm the atmosphere and contribute to climate change.

#### FUTURE FUEL?

Scientists in Argentina wanted to find out if it is possible to collect methane from cows and use it as fuel. They developed inflatable backpacks for cows that collect gas from the cows’ stomachs. The experiment was a success; they found that in one day, enough gas can be collected from one cow to power a small refrigerator for about 24 hours.

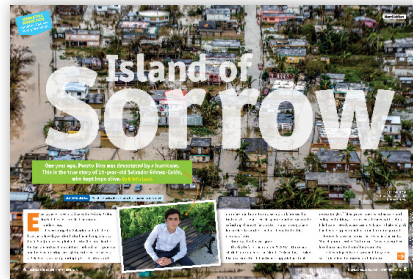
Currently, **their/there** are no plans for large-scale use of cow-fart packs, which means **their/there** is little chance that cow gas will be powering your family car anytime soon. But anything’s possible, right?

### ANSWERS TO ACTIVITY SHEET

#### THERE VS. THEIR

1. there
2. their
3. their
4. their
5. there
6. there
7. their
8. Answers will vary.
9. Answers will vary.

## “Island of Sorrow”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 9

Answers will vary. Sample response:

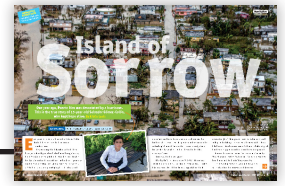
The story of 15-year-old Salvador Gómez-Colón, as told by Kristin Lewis in her article “Island of Sorrow,” shows that one person can make a difference, even in the face of overwhelming obstacles.

In September of 2017, Salvador’s home, the island of Puerto Rico, was completely devastated by Hurricane Maria. Lewis writes that “to Salvador, it looked like an atomic bomb had been dropped” (5). Lewis describes how the storm’s violent winds tore off roofs, shattered windows, and collapsed entire buildings. She explains that telephone poles were snapped, knocking out electricity on the entire island and leaving people without phone service, internet, ATMs, gas pumps, water pumps, sewage treatment, refrigerators, or fully functioning hospitals. Life as Salvador knew it had been destroyed as mudslides, seawater, and winds destroyed homes, cars, roads, parks, trees, and schools (5-7). And as Lewis explains, dozens of people died during the storm and thousands more died in the months to come (7).

Any place would face enormous challenges in its recovery from a hurricane, but Puerto Rico faces additional challenges in its attempt to rebuild after Hurricane Maria. For one thing, the island has high levels of unemployment and poverty (7), making the expensive process of repairing and replacing what was damaged and destroyed particularly difficult. In addition, the island’s infrastructure is ancient and in disrepair (7), which makes restoring the power grid and sewage system extremely difficult. Plus, FEMA, the U.S. government’s main relief organization, has been accused of providing inadequate support to Puerto Rico in Hurricane Maria’s aftermath (9).

In the face of these overwhelming obstacles, Salvador felt despair and hopelessness as he heard stories of people across the island who had lost everything and were in a state of crisis, but he decided not to be defeated by these feelings and to instead do something to make a difference. Salvador thought about the needs of people in devastated areas and decided that supplying them with solar lamps and hand-operated washing machines could make a big difference in their lives (8). He created a crowdfunding webpage to get solar lights and hand-operated washing machines into the hands of people who needed them. Salvador continued to work hard, even when he was back in school, to coordinate the logistics of what he called the C+Feel=Hope initiative (8-9).

The way Salvador chose to respond to these obstacles allowed him to make a huge difference in the lives of many Puerto Ricans. He delivered 4,100 solar lamps and 1,100 washing machines to 15 towns around the island (9). His initiative enabled people to have the comfort of light at nighttime and the ability to wash their contaminated clothing to prevent disease (8-9). These items restored hope and dignity to people living in areas that were receiving little government aid and living in a state of uncertainty (8-9), proving that one person can make a difference, no matter the obstacles they face.



## “Island of Sorrow” cont’d

### ANSWERS TO ACTIVITY SHEETS

#### KEY IDEAS AND DETAILS: MAKING A DIFFERENCE

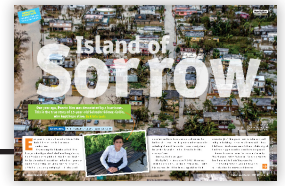
Answers will vary slightly.

- The storm’s violent winds tore off roofs, shattered windows, and collapsed entire buildings (5-7).
  - Telephone poles were snapped, knocking out electricity on the entire island. This left people without phone service, internet, ATMs, gas pumps, water pumps, sewage treatment, refrigerators, or fully functioning hospitals (5-7).
  - Mudslides, seawater, and winds destroyed homes, cars, roads, parks, trees, and schools (5-7).
  - Dozens of people died during the storm and thousands more died in the months to come (7).
- Puerto Rico has high levels of unemployment and poverty (7), making the expensive process of repairing and replacing what was damaged and destroyed particularly difficult.
  - The island’s infrastructure is ancient and in disrepair (7), which makes restoring the power grid and sewage system extremely difficult.
  - FEMA, the U.S. government’s main relief organization, has been accused of providing inadequate support to Puerto Rico (9).
- Salvador felt despair and hopelessness as he heard stories of people across the island who had lost everything and were in a state of crisis, but he decided not to be defeated by these feelings and to instead do something to make a difference (8).
  - Salvador thought about the needs of people in devastated areas and decided that supplying them with solar lamps and hand-operated washing machines could make a big difference in their lives (8).
  - Salvador created a crowdfunding webpage to get solar lights and hand-operated washing machines into the hands of people who needed them (9).
  - Salvador continued to work hard, even when he was back in school, to coordinate the logistics of his C+Feel=Hope initiative (9).
- Salvador delivered 4,100 solar lamps and 1,100 washing machines to 15 towns around the island (9).

- People were able to have light at nighttime and wash contaminated clothing to prevent disease (8-9).
- These items restored hope and dignity to people living in areas that were receiving little government aid and living in a state of uncertainty (8-9).

#### “ISLAND OF SORROW” CLOSE-READING QUESTION

- Lewis describes Puerto Rico in a mostly positive way, mentioning its “beautiful churches and bright turquoise and pink houses” (4-5) and writing that the island “has long been famous for its beauty and vibrancy,” with “sandy beaches, sweeping mountains, and lush rainforests” (6). In the city of San Juan, she writes, you can eat “mouthwatering” food and watch people dance in the streets to live music (6). She makes the island seem like a beautiful and fun place to be.
- Students may answer that Lewis’s portrayal of Puerto Rico before Maria makes the storm’s destruction seem extra devastating—that knowing what was destroyed makes you feel the loss more deeply.
- Cleaning up and rebuilding after a hurricane cost a lot in materials and labor. The fact that so many people are impoverished and that the economy was failing means that neither individuals nor the government had the money needed for recovery. The condition of the infrastructure likely made it more susceptible to damage.
- The hurricane created dangerous conditions: Hospitals and pharmacies could not operate; food could not be refrigerated; and faucets, toilets, and sewers stopped working. On page 9, Lewis explains that restoring power to Puerto Rico has been challenging and slow; you can infer that many of the dangerous conditions that existed immediately after the storm persisted for months, leading to many deaths.
- Students may say that Salvador is caring and empathetic; he said that “It was scary thinking about what other people were going through,” and he decided to do something to help (8). Students might also describe Salvador as determined, optimistic, generous, and resourceful for figuring out a way to help those in need, donating his time and energy to the project, believing that he could make a difference, and following through.



## “Island of Sorrow” cont’d

### “ISLAND OF SORROW”

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary. Perhaps she sensed that the mission was going to be more difficult than Salvador anticipated, and she was trying to warn him. Or perhaps she was telling him not to get people’s hopes up and then disappoint them.
2. Answers will vary. Students might say that it is human nature to have hope—perhaps because we need it to keep going when times are hard. Students might also connect hope to religious belief. Possible answers about what keeps hope going include: any small sign of improvement, support and encouragement from others, and religious faith.

### READ, THINK, EXPLAIN:

#### IDENTIFYING NONFICTION ELEMENTS

##### \*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image of an entire neighborhood flooded with murky water and the headline “Island of Sorrow” create a mood of shock, horror, and sadness.
2. The photographs show beautiful beaches and colorfully painted buildings. The author included the photographs to showcase the beauty and vibrancy of Puerto Rico before Hurricane Maria came ashore. The difference between these photos and those showing the destruction after the storm emphasize how much damage the hurricane caused.
3. The photo helps you understand the type of difficulties the people of Puerto Rico experienced after Hurricane Maria. The photo shows people wading through thigh-deep water after the storm. They are walking amidst fallen power lines and houses that are completely torn apart. This helps you understand how much people lost during the storm, and how much work would have to be done after the storm.
4. I predict this article will be about an island that was devastated by a hurricane and how someone helped people recover after the storm. (Answers will vary.)
5. The mood of the introduction is desperate and downcast. The author creates this mood by describing the destruction that Salvador witnessed after Hurricane Maria tore through his hometown of San Juan, Puerto Rico. She writes that after the storm Salvador saw only,

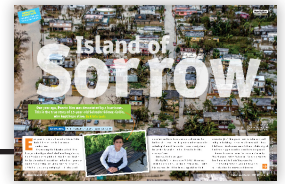
“destruction and hopelessness” (4). The author then goes on to describe how beautiful and vibrant San Juan was before the storm. These bright and colorful descriptions of the city are followed by descriptions of the mess of “tangled power lines,” “wrecked cars,” and “debris-filled water” that now filled the city (5). These descriptions of Puerto Rico before and after the storm intensify the feeling of loss and desperation in the reader. The author then describes a feeling of “creeping hopelessness” that overcomes Salvador as he watches the sun set the day after the storm and imagines families around the island suffering in the dark (5-6). Asking the reader to imagine the suffering Puerto-Rican families makes the reader feel the same hopelessness that Salvador must have been feeling in this moment and intensifies the desperate and downcast mood of the section.

6. **A.** The author describes Puerto Rico and what kind of a place it is.  
**B.** I know the author uses a description structure in the first two paragraphs of “A Unique Place” because she includes details that help readers picture Puerto Rico and understand what kind of place it is. For example, she explains that Puerto Rico is about 1,000 miles southeast of Florida, famous for its beauty and vibrancy, and is a territory of the U.S. (6). She also uses descriptive words to describe the island, such as “sandy beaches, sweeping mountains, and lush rainforests” (6).
7. The author uses an admiring tone when talking about Salvador in this section. I know the authors use an admiring tone because after describing the challenges that Puerto Rico still faces, she writes, “But Salvador does not dwell on Puerto Rico’s problems. Too much work needs to be done” (9). This shows that the author admires Salvador’s strength, work ethic, and positive mindset.
8. Salvador is determined and resilient. (Answers will vary.)
9. Sample summary:

On September 20, 2017, 15-year-old Salvador and his family were living in San Juan, Puerto Rico, when Hurricane Maria slammed into the island. The storm’s powerful winds and devastating floods wiped out entire villages, closed roads, and left most of the island without power.

The damage caused by Hurricane Maria was particularly devastating for Puerto Rico because much of Puerto Rico’s





## “Island of Sorrow” cont’d

infrastructure was already falling apart before the storm. The island had also already been facing high levels of unemployment and poverty.

Salvador, who made it through the hurricane with his home intact and family safe, was determined to help. He decided to focus on two major problems people on the island were facing: no power and no way to wash clothes. He set up a crowdfunding website to raise money to buy solar-powered lamps and hand-powered washing machines. Salvador ended up raising more than \$140,000 and delivering 4,100 solar lamps and 1,100 washing machines to 15 towns around the island. Though Puerto Rico still faces many challenges, Salvador remains hopeful and focused on the future.

### READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

#### \*Higher Level (LL)

Answers will vary but should be similar to the following:

1. The image of an entire neighborhood flooded with murky water and the headline “Island of Sorrow” create a mood of shock, horror, and sadness.
2. The photographs show beautiful beaches and colorfully painted buildings. The author included the photographs to showcase the beauty and vibrancy of Puerto Rico before Hurricane Maria came ashore. The difference between these photos and those showing the destruction after the storm emphasize how much damage the hurricane caused.
3. The photo helps you understand the type of difficulties the people of Puerto Rico experienced after Hurricane Maria. The photo shows people wading through thigh-deep water after the storm. They are walking amidst fallen power lines and houses that are completely torn apart. This helps you understand how much people lost during the storm, and how much work would have to be done after the storm.
4. I predict this article will be about an island that was devastated by a hurricane and how someone helped people recover after the storm. (Answers will vary.)
5. joyful to sad
6. **A. C**  
**B.** Salvador raised money and organized a program to bring people solar lamps and hand-operated washing machines.

7. **A.** admiring  
**B.** I know the authors use an admiring tone because after describing the challenges that Puerto Rico still faces, she writes, “But Salvador does not dwell on Puerto Rico’s problems. Too much work needs to be done” (9). This shows that the author admires Salvador’s strength, work ethic, and positive mindset.
8. **A.** Students should cross out Detail #2.  
**B.** Detail #2 explains that millions of people stayed in Puerto Rico during the hurricane, which does not support the idea that Hurricane Maria was extremely powerful and destructive.
9. Students should cross out C, D, and F.

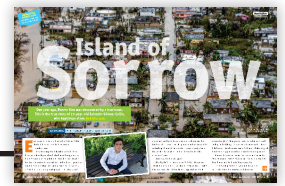
### “ISLAND OF SORROW” VOCABULARY

1. A
2. A
3. B
4. B
5. Speaking in front of a large group of people can be a daunting experience.
6. During the final episode of *America’s Got Talent*, the TV network was deluged with phone calls from viewers voting for their favorite acts.
7. Our cat, Mr. Pickles, careened around the house, playing with a ball of aluminum foil.

### “ISLAND OF SORROW” QUIZ

#### \*Higher Level (HL)

1. A and B (text structure; R.5)
2. D (vocabulary in context; R.4)
3. D (text structure, key ideas and details; R.5, R.2)
4. D (key ideas and details; R.2)
5. B (text features, central ideas; R.5, R.2)
6. C and D (key ideas and details; R.2)
7. Salvador decided to distribute solar lamps and hand-operated washing machines to people in devastated areas because he believed that those two items would, as Kristin Lewis writes, “restore some measure of hope and dignity” to people (8). Hurricane Maria knocked out the power in Puerto Rico, and in many places, the power had not been restored weeks and even months later (8-9). The lamps and washing machines that Salvador decided to give out do not need electricity to operate and therefore



## “Island of Sorrow” cont’d

can help meet the basic needs of light at night and clean clothes. The ability to keep clothes clean, Salvador knew, was important because without it, people would begin to get sick (8). (key ideas and details, writing explanatory text; R.1, W.2)

8. Over the course of “Island of Sorrow,” Kristin Lewis develops the ideas that Salvador Gómez-Colón went from feeling hopeless to feeling hopeful, that Salvador has brought hope to the people of Puerto Rico, and that hope is what keeps the people of Puerto Rico going as they face the challenge of recovering from Hurricane Maria. In the article’s introduction, Lewis describes Salvador on the evening after Maria devastated Puerto Rico. As Salvador watched the sun set, Lewis writes, “A feeling of hopelessness crept over him” (6). In the days after the storm, Lewis writes, “. . . that same creeping hopelessness returned to him . . . until one night, Salvador had had enough. He would not surrender to despair” (8). Lewis goes on to explain how Salvador decided to help people by giving them solar lamps and hand-operated washing machines. She states that items were “life changing for communities that were receiving little government aid and were beginning to lose hope” (9). In other words, the lamps and washing machines that Salvador distributed gave hope to people who were starting to feel hopeless. At the end of the article, Lewis returns again to the idea of hope, writing: “‘It’s the hope,’ [Salvador] says, thinking about what is helping him and others face the island’s challenges and uncertain future. ‘Hope that things will get better, hope that helping each other will get us through. Hope that we will persevere’” (9). Here, Lewis is showing that Salvador has gone from feeling hopeless to hopeful, and she is showing the important role that hope plays in Puerto Rico’s recovery. (key ideas and details, text structure, writing explanatory text; R.3, R.5, W.2)

7. The lamps and washing machines that Salvador gave out were helpful to people in areas devastated by Hurricane Maria because they could be run without electricity, and in some areas of Puerto Rico, electricity was not restored for weeks or even months after the hurricane (8-9). The lamps were solar-powered and the washing machines were hand-operated (8). These two items helped people with basic needs: light at night and a way to keep clothes clean. The ability to keep clothes clean was important because without it, people would begin to get sick (8). What’s more, Salvador thought, giving people the lamps and washing machines could “restore some measure of hope and dignity” to them (8). (key ideas and details, writing explanatory text; R.1, W.2)
8. In “Island of Sorrow,” author Kristin Lewis develops the idea that Salvador has gone from feeling hopeless to feeling hopeful. In the article’s introduction, Lewis describes Salvador on the evening after Maria hit Puerto Rico, when he overcome by hopelessness. As Salvador watched the sun set, Lewis writes, “A feeling of hopelessness crept over him” (6). In the days after the storm, Lewis writes, “. . . that same creeping hopelessness returned to him . . . until one night, Salvador had had enough. He would not surrender to despair” (8). Here, Lewis is describing a turning point for Salvador, when he began to overcome his hopelessness by taking action. Lewis goes on to explain how Salvador decided to help people by giving out solar lamps and hand-operated washing machines. At the end of the article, Lewis shows that Salvador is full of hope. She writes that Salvador, thinking about what is helping him and others face Puerto Rico’s challenges and uncertain future, said, “It’s the hope. Hope that things will get better, hope that helping each other will get us through. Hope that we will persevere”(9). (key ideas and details, text structure, writing explanatory text; R.3, R.5, W.2)

### “ISLAND OF SORROW” QUIZ

\*Lower Level (LL)

1. A and B (text structure; R.5)
2. D (vocabulary in context; R.4)
3. D (text structure, key ideas and details; R.5, R.2)
4. D (key ideas and details; R.2)
5. B (text features, central ideas; R.5, R.2)
6. C and D (key ideas and details; R.2)

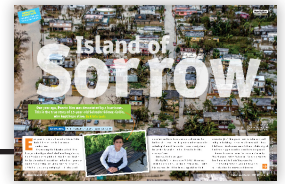
### CORE SKILLS WORKOUT: SUMMARIZING

\*Higher Level (HL)

1. The article is mainly about Salvador Gómez-Colón, a 15-year-old boy who lives in San Juan, Puerto Rico.
2. The significant event described is Hurricane Maria, which slammed into Puerto Rico on September 20, 2017. The storm was worse than anything the island had seen in

section continues >>





## “Island of Sorrow” cont’d

80 years. The storm’s powerful 150-mile-per-hour winds tore off roofs, shattered windows, and snapped trees and telephone poles. Rushing water flooded cities and villages and created mudslides that buried cars and destroyed homes. During the storm and its aftermath, thousands of Puerto Ricans died, became homeless, or fled the island.

3. During Hurricane Maria, Salvador and his family were trapped in a small room for hours as the storm battered the island. After the storm, the family was able to move back in to their apartment. Other families in Puerto Rico lost everything.
4. When Salvador learned about people around the island who were suffering without homes or power, he set up a crowdfunding webpage and raised more than \$140,000. He used the money to buy solar lamps and hand-operated washing machines for people who didn’t have power.
5. Answers will vary. Students may explain that Hurricane Maria was particularly devastating for Puerto Rico because much of the island’s infrastructure, including its power grid, was already in disrepair before the storm. Puerto Rico was also already facing high levels of unemployment and poverty.

### Sample Summary:

On September 20, 2017, 15-year-old Salvador and his family were living in San Juan, Puerto Rico, when Hurricane Maria slammed into the island. The storm’s powerful winds and devastating floods wiped out entire villages, closed roads, and left most of the island without power. The damage caused by Hurricane Maria was particularly devastating for Puerto Rico because much of Puerto Rico’s infrastructure was already falling apart before the storm. The island had also already been facing high levels of unemployment and poverty.

Salvador, who made it through the hurricane with his home intact and family safe, was determined to help. He decided to focus on two major problems people on the island were facing: no power and no way to wash clothes. He set up a crowdfunding website to raise money to buy solar-powered lamps and hand-powered washing machines. Salvador ended up raising more than \$140,000 and delivering 4,100 solar lamps and 1,100 washing machines to 15 towns around the island. Though Puerto Rico still faces many challenges, Salvador remains hopeful and focused on the future.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

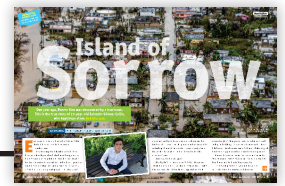
On September 20, 2017, 15-year-old Salvador and his family were living in San Juan, Puerto Rico, when Hurricane Maria slammed into the island. The storm’s powerful winds and devastating floods wiped out entire villages, closed roads, and left most of the island without power. The damage caused by Hurricane Maria was particularly devastating for Puerto Rico because much of Puerto Rico’s infrastructure was already falling apart before the storm. The island had also already been facing high levels of unemployment and poverty.

Salvador, who made it through the hurricane with his home intact and family safe, was determined to help. He decided to focus on two major problems people on the island were facing: no power and no way to wash clothes. He set up a crowdfunding website to raise money to buy solar-powered lamps and hand-powered washing machines. Salvador ended up raising more than \$140,000 and delivering 4,100 solar lamps and 1,100 washing machines to 15 towns around the island. Though Puerto Rico still faces many challenges, Salvador remains hopeful and focused on the future.

### CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

#### \*Higher Level (HL)

1. A
2. B; I chose B because the detail explains how Salvador’s family prepared for Hurricane Maria, but it does not provide any information that shows how powerful and destructive the storm ended up being.
3. Puerto Rico faced unique challenges when dealing with the damage caused by Hurricane Maria. (Answers will vary.)
4. Answers will vary but should be similar to the following: “He imagined families in the pitch-black night stumbling around the broken shells of their homes. What if they fell and hurt themselves?” (p. 6); “I thought, at least I am safe here, but just imagine people who live in wooden homes or have zinc [a light metal] roofs—which would be the first to blow off. It was scary thinking about what other people were going through.” (p. 8); “But the logistics of buying and shipping lamps and washing



## “Island of Sorrow” cont’d

machines proved to be a huge challenge. . . Yet Salvador refused to give up.”(p. 8)

### CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

#### \*Lower Level (LL)

1. B, C, E
2. Salvador is determined. (Answers will vary slightly.)

### CORE SKILLS WORKOUT: TEXT FEATURES

1. The image shows a neighborhood flooded with brown, muddy water. Many of the homes in the photo are damaged and surrounded by downed trees and power lines. The image helps the reader understand the extent of the damage that Hurricane Maria caused in Puerto Rico by showing how vast of an area the floodwaters covered, how deep the water was, and the kinds of damage the storm caused.
2. The photo helps you understand the type of difficulties the people of Puerto Rico experienced after Hurricane Maria. The photo shows people wading through thigh-deep water after the storm. They are walking amidst fallen power lines and houses that are completely torn apart. This helps you understand how much people lost during the storm, and how much work would have to be done after the storm.
3. The author may have chosen to include this information because it provides more information about the recovery effort in Puerto Rico, why so many people lost all that they did after the storm, and why it has been particularly challenging for Puerto Rico to get back on its feet after the hurricane.
4. The subheadings of the first several sections of the article such as, “The Hurricane’s Wrath” and “State of Crisis,” have a fearful, desperate tone. The tone shifts to hopeful and determined with the section headers “A Bold Idea” and “It’s the Hope.”

### CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

#### \*Higher Level (HL)

1. A. C  
B. A  
C. B
2. B; I chose B because it shows that a large amount of

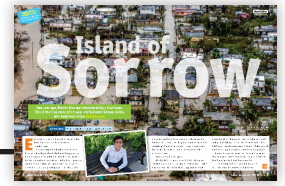
people visit Puerto Rico each year, which means that it is a popular destination for tourists.

3. A, C, E ; Evidence B does not support the statement because it explains how Salvador was feeling as he listened to reports about the storm before it hit Puerto Rico. This detail does not show how devastating the storm was for Puerto Rico.
4. A; Choice B does not use quotation marks or cite a source for the information. Choice C uses paraphrase.
5. C; Choice B does not provide a source for the information being paraphrased and Choice A uses a direct quote and does not include a sentence explaining why the information is relevant.
6. Answers will vary. Here is a sample response:  
Losing power was catastrophic for Puerto Rico because many basic systems we rely on for survival, including the water systems, were not able to function. For example, according to Kristin Lewis in her article “Island of Sorrow,” without power, clean water couldn’t be pumped into homes and the sewer system couldn’t function properly (7-8). Additionally, without power, gas pumps didn’t work so cars and trucks couldn’t be refueled (7). Losing power was also catastrophic for Puerto Ricans who had health problems. On page 7, Lewis writes, “Many patients died because the machines keeping them alive turned off.” Without electricity, hospitals and pharmacies were barely functioning (8). In other words, without electricity to provide for their basic needs, many Puerto Ricans were left suffering for a long time.

### CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

#### \*Lower Level (LL)

1. A, C
2. B; I chose B because it shows that a large amount of people visit Puerto Rico each year, which means that it is a popular destination for tourists.
3. Answers will vary, but may include: “He heard stories of destroyed villages and of families losing all their belongings.” (p. 8); “Large chunks of mud careened down from the mountains, burying cars and smashing homes.” (p. 7); “The deluge swelled rivers and canals, sending water gushing into neighborhoods and bursting a dam.” (p. 7); “After the storm, there was virtually no power on the island.” (p. 7)



## “Island of Sorrow” cont’d

4. Puerto Rico faced unique challenges when dealing with the damage caused by Hurricane Maria. (Answers will vary.)

### CORE SKILLS WORKOUT: TONE

#### \*Higher Level (HL)

- Answers will vary. One possible selection:  
“A feeling of hopelessness crept over him. He imagined families in the pitch-black night stumbling around the broken shells of their homes. What if they fell and hurt themselves? With hospitals barely functioning—if at all—and no way to call for help, what would happen to people?  
‘To me, that sun setting was hope leaving,’ Salvador says.  
But what could he do?” (p. 6)
- critical; Lewis sounds like she thinks FEMA could have done a better job supporting Puerto Rico after the storm. By pointing out how long it took to get tarps to people and the negative results of that delay, and by comparing the slow response in Puerto Rico to the swift response in Houston, Lewis sounds like she agrees with those who think FEMA’s response was inadequate.
- Answers will vary. Responses may include: admiring and impressed.  
Support: Lewis describes Salvador’s significant accomplishments and calls the work Salvador did in bringing people the lamps and washing machines “life changing.” She sounds like she greatly admires what Salvador did and is impressed by his efforts.  
Possible selection: “Yet Salvador refused to give up. Even when his school reopened a few weeks after the hurricane, he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service.” (pp. 8-9).

### CORE SKILLS WORKOUT: TONE

#### \*Lower Level (LL)

- n/a
- critical; Lewis gives information that makes her sound like she thinks FEMA could have done a better job supporting Puerto Rico after the storm. For example, she points out how long it took to get tarps to people and the negative

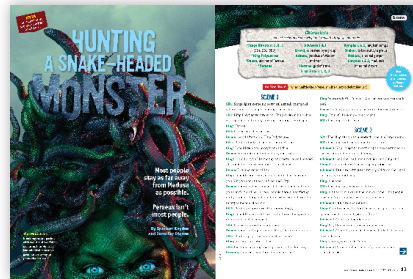
results of that delay and compares the slow response in Puerto Rico to the swift response in Houston.

- admiring;  
Support: Lewis describes Salvador’s significant accomplishments and calls the work Salvador did in bringing people the lamps and washing machines “life changing.” She sounds like she greatly admires what Salvador did and is impressed by his efforts.

### VIDEO DISCUSSION QUESTIONS

- I can infer that Salvador’s experience during Hurricane Maria was frightening and stressful. The gym is very small and from the description that Salvador provides of all of the people who were waiting in it with him, you can infer that it must have been rather cramped. The narration also explains that all of the people in the room had to wait there “for hours” (1:37). Waiting in a small and crowded room for hours while a dangerous storm rages outside would likely be a very stressful and anxious situation. Salvador also explains that flood waters were threatening to enter the gym and that eventually the winds got so strong that the doors were barred to prevent them from flying off (1:57-2:12). From these details you can infer that the storm was very powerful and dangerous and that waiting it out in the gym must have been frightening.
- The segment of the video in which Rubén and Salvador talk about distributing lamps after the storm is hopeful and positive. Uplifting music plays as the narration explains that Ruben and Salvador were able to distribute solar lamps to over 200 homes in the neighborhood (4:13). The visuals also add to the hopeful mood by showing Rubén and Salvador hugging and smiling.
- When Salvador says that he wanted the people of Puerto Rico to know that they would “metaphorically” see the light at the end of the tunnel, he means that he wanted people to know that even though times were difficult, they would make it through their suffering and be OK in the end. When Salvador says he wanted people to “literally” see the light at the end of the tunnel, he means that he wanted to give lights to people in Puerto Rico who had lost power and that he wanted them to remain positive and know that one day that their power would be restored.

## Hunting a Snake-Headed Monster



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 17

Answers will vary. Sample response:

If Greek myths celebrated character traits that the ancient Greeks admired, then it is clear that the story of Perseus, as told in the play *Hunting a Snake-Headed Monster* by Spencer Kayden and Jennifer Dignan, celebrates the character traits of bravery, perseverance, and cleverness.

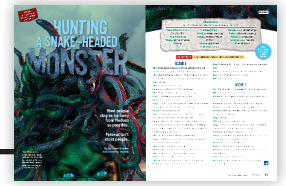
That this story celebrates bravery is clear from the challenge that Perseus accepts at the beginning of the play. When King Polydectes asks Perseus to fetch Medusa's head, Perseus bravely agrees, even though his mother, Danae, warns him, "Medusa has sharp brass claws. Deadly serpents writhe on her head. Anyone who looks at her turns to stone" (14). Perseus continues to show bravery when he finds Medusa's cave and sees for himself the many people who came before him and failed—and were turned to stone. Although Perseus "shivers at their frozen expressions of horror," he continues on into the cave to face Medusa and her two monstrous gorgon sisters (16).

Another character trait the story of Perseus celebrates is perseverance. This is made clear by the fact that Perseus does not simply go to Medusa and defeat her, but first completes a long and arduous journey. He searches for Medusa for 80 days, becoming dirty, bloody, and exhausted. At the end of the 80 days, he still has no idea where to find Medusa—but he does not give up. At that point Perseus is visited by Athena and Hermes, who give him some tools and advice to help him in his quest, but send him off again without telling him where to find Medusa. Perseus then journeys to "a cliff at the edge of the sea" to speak to the Gray Sisters, who send him on to the nymphs. After speaking to the nymphs, Perseus finally knows

where to find Medusa—in a cave "at the end of the world" (16)—and he sets off once again. There are many points at which Perseus might have been discouraged and given up his long and trying quest, but instead he shows tremendous perseverance and continues on.

Lastly, the story of Perseus celebrates cleverness. Perseus is able to defeat the monstrous characters he encounters—the Gray Sisters, Medusa and her sisters, and King Polydectes—not with physical strength alone, but also by outsmarting them. Perseus tricks the Gray Sisters into telling him how to find Medusa by sneaking up on them and stealing their single eye as they are passing it among themselves. He threatens to throw the eye into the sea if they do not give him the information he seeks. Perseus's clever plan is a success: The Sisters send him on to the nymphs. When Perseus finally reaches Medusa's cave, he asks himself, "How can I cut off Medusa's head if I can't even look at her?" (16). Then he quickly figures it out: He realizes he can defeat Medusa by using the shield that Athena gave him as a mirror to see behind him. This strategy works; Perseus chops off Medusa's head without needing to look directly at her, shoves the head in a sack, and returns to the king. In one more act of cleverness, Perseus pulls Medusa's head out of the sack in front of the king and his advisors, turning them all to stone. This frees Perseus's mother, who is being held captive as a slave in the king's palace, and frees the kingdom from its cruel leader (17).





## Hunting a Snake-Headed Monster cont'd

### ANSWERS TO ACTIVITY SHEETS

#### CHARACTER: ANALYZING PERSEUS

Answers will vary. The following are sample answers only.

**Trait 1:** bravery (or courage, fearlessness, etc.)

**Support:**

When King Polydectes asks Perseus to fetch Medusa's head, Perseus agrees, even though his mother, Danae, warns him, "Medusa has sharp brass claws. Deadly serpents writhe on her head. Anyone who looks at her turns to stone" (14). That Perseus accepts such a dangerous challenge shows that he is brave. Perseus continues to show bravery when he finally finds Medusa's cave and sees for himself the many people who came before him and failed—and were turned to stone. Although Perseus "shivers at their frozen expressions of horror," he continues on into the cave to face Medusa and her two monstrous gorgon sisters (16).

**Trait 2:** perseverance (or determination, persistence, etc.)

**Support:**

Before Perseus ever confronts Medusa, he goes on a long and tiring journey. He searches for Medusa for 80 days, becoming dirty, bloody, and exhausted. At the end of the 80 days, he still has no idea where to find Medusa—but he does not give up. At that point Perseus is visited by Athena and Hermes, who give him some tools and advice to help him in his quest, but who also send him off again without telling him where to find Medusa. Perseus then journeys to "a cliff at the edge of the sea" to speak to the Gray Sisters, who send him on to the nymphs. After speaking to the nymphs, Perseus finally knows where to find Medusa—in a cave "at the end of the world" (16)—and he sets off once again. There are many points at which Perseus might have been discouraged and given up his long and trying quest, but instead he shows tremendous perseverance and continues on.

**Trait 3:** cleverness (or intelligence, quick-wittedness, etc.)

**Support:**

Perseus tricks the Gray Sisters into telling him how to find Medusa by sneaking up on them and stealing their single eye as they are passing it among themselves. He threatens to throw the eye into the

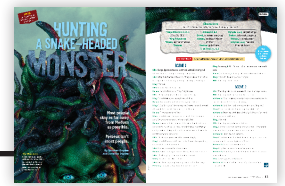
sea if they do not give him the information he seeks. Perseus's clever plan is a success: The Sisters send him on to the nymphs. When Perseus finally reaches Medusa's cave, he asks himself, "How can I cut off Medusa's head if I can't even look at her?" (16). Then he quickly and cleverly figures it out: He realizes he can defeat Medusa by using the shield that Athena gave him as a mirror to see behind him. This strategy works; Perseus chops off Medusa's head without needing to look directly at her, shoves the head in a sack, and returns to the king. In one more act of cleverness, Perseus pulls Medusa's head out of the sack in front of the king and his advisors, turning them all to stone. This frees Perseus's mother, who is being held captive as a slave in the king's palace, and frees the kingdom from its cruel leader (17).

*Students might also say that the story celebrates strength, self-confidence, or obedience to the gods.*

#### HUNTING A SNAKE-HEADED MONSTER CLOSE-READING QUESTIONS

1. The king asks Perseus for Medusa's head because he thinks Perseus will die trying to get the head. Perseus agrees out of a sense of pride; he wants to prove that he's neither lazy nor afraid.
2. Perseus feels exhausted and discouraged. He "trudges" across the stage and "collapses" under a tree. He says he's searched for Medusa for 80 days with no luck. He describes himself as "in agony" and wonders if he's going to die.
3. Students will likely say that the king is selfish and cruel; they might describe him as a bully or a jerk. He's only interested in getting what he wants and seems to have no concern for the needs of his people. He pressures Danae to marry him even though she has repeatedly told him she doesn't want to, threatens her when she refuses him again, and later forces her to become a servant in his palace. Polydectes also sends Perseus on a quest that Polydectes believes will kill him.
4. When Athena and Hermes offer their help, Perseus throws his shoulders back and says he was "merely having a rest"; he wants them to think he's doing fine without help. When he accepts the shield from Athena, he says, "If you insist," suggesting that he doesn't really

section continues >>



## ***Hunting a Snake-Headed Monster cont'd***

need it—though it is clear that he does. And when he asks how to find Medusa, he makes it seem like an afterthought rather than what it is: information he is desperate to have.

5. His actions reveal that he is bold and clever: He watches the Gray Sisters and comes up with a way to trick them into giving him the information he needs.
6. Danae is calling King Polydectes a monster and noting that Perseus used the head of another monster—Medusa—to kill Polydectes.

### **HUNTING A SNAKE-HEADED MONSTER CRITICAL-THINKING QUESTIONS**

1. Answers may vary. Some students might say yes, because Perseus had to defend his honor and his mission was ultimately successful. Others might say no, because Perseus was motivated by pride rather than by responsibility or generosity.
2. Athena and Hermes want Perseus to survive. As Athena says, he's strong and brave and will be a great hero one day—and also, he's the son of Zeus, the king of the gods. Perseus probably couldn't have succeeded without the gods' help; he seems to be in serious trouble when they appear, and he clearly needs their guidance and tools to find and defeat Medusa.
3. Answers may vary. Some students might say yes; the king was a bad person and a terrible leader and therefore he deserved what he got. Other students might say no; Polydectes did not actually commit murder or force Perseus to accept the quest for Medusa's head.
4. Answers will vary. Students might say that having your name remembered is a good goal as long as you are striving to have your name remembered for something good that you contributed to the world—that the desire for this type of immortality could motivate you to work hard and accomplish something important. On the other hand, some may say the desire to be remembered comes from pridefulness and is not admirable. What is important is what you do, not whether others know you do it.

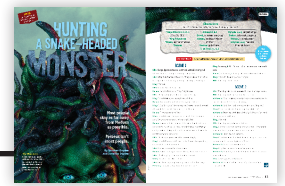
### **HUNTING A SNAKE-HEADED MONSTER QUIZ**

#### **\*Higher Level (HL)**

1. C (summarizing; R.2)
2. C (inference; R.1)

3. A (key ideas and details; R. 2)
4. D (inference; R.1)
5. B and D (text evidence, inference; R.1)
6. C (vocabulary; R.4)
7. In Scene 1, King Polydectes asks Perseus, "Are the gods on your side too?" The answer to the king's question is yes: The gods are on Perseus's side. Perseus goes on a dangerous quest to capture the head of the gorgon Medusa, who turns anyone who looks at her face to stone. Before Persues even finds Medusa, he nearly dies from the exhaustion of searching for her. In Scene 4, the goddess Athena and the god Hermes intervene. They give Perseus a shield and a sickle that he will need to kill Medusa, and they point him in the right direction to find her. The gods help Perseus because, Athena says, they see that he will one day be a great hero—and because he is the son of Zeus. The way Athena and Hermes speak of Perseus and the help they give him shows that they favor him—that they are indeed on his side. (key ideas and details, writing explanatory text; R.1, W.2)
8. When Athena says that Perseus is "full of pride," she means that he has too much pride—a bad sort of pride that does him more harm than good. One example of Perseus's behavior that supports Athena's statement is his response to being called lazy by King Polydectes. Perseus exclaims that he is not lazy and then boasts that he will bring the king anything he desires. When the king asks for the head of the gorgon Medusa, Perseus agrees to get it, even though this is an extremely dangerous task. Another example of Perseus's behavior that supports Athena's statement is his response when Athena and Hermes offer him help in Scene 4. At the beginning of this scene, Perseus has run out of water, is injured, and has collapsed beneath a tree wondering if the gods will let him die there. But as soon as the gods arrive, he scrambles to his feet, throws his shoulders back, and says he was "merely having a rest." This response suggests that Perseus wants the gods to think he's doing just fine without their help. When he accepts the shield from Athena, he says, "If you insist," making it sound like he doesn't really need the shield—though he definitely does. When Perseus asks how to find Medusa, he makes it seem like an afterthought rather than like what it is: information he is desperate to have.





## ***Hunting a Snake-Headed Monster cont'd***

This interaction with the gods shows a prideful Perseus wanting to appear as if he is brave, strong, and smart enough to defeat Medusa all on his own. (key ideas and details, writing explanatory text; R.1, W.2)

### **HUNTING A SNAKE-HEADED MONSTER QUIZ**

#### **\*Lower Level (LL)**

1. C (summarizing; R.2)
2. C (inference; R.1)
3. A (key ideas and details; R. 2)
4. D (inference; R.1)
5. B and D (text evidence, inference; R.1)
6. C (vocabulary; R.4)
7. In Scene 4, it becomes clear that the gods are on Perseus's side. In this scene, Perseus is 80 days into an extremely dangerous quest to capture the head of the gorgon Medusa, who turns anyone who looks at her face to stone. But Perseus hasn't even found Medusa, and he is near death from the exhaustion of searching for her. Seeing his struggles, the goddess Athena and the god Hermes intervene. They give Perseus a shield and a sickle that he will need to kill Medusa, and they point him in the right direction to find her. The gods help Perseus because, Athena says, they see that he will one day be a great hero—and because he is the son of Zeus. The way Athena and Hermes speak of Perseus and the help they give him shows that they favor him—that they are indeed on his side. (key ideas and details, writing explanatory text; R.1, W.2)
8. When Athena says that Perseus is “full of pride,” she means that he has too much pride—a bad sort of pride that does him more harm than good. One example of Perseus's behavior that supports Athena's statement is his response to being called lazy by King Polydectes for not bringing the king a gift. Perseus exclaims that he is not lazy and then boasts that he will bring the king anything he desires. When the king asks for the head of the gorgon Medusa, Perseus agrees to get it, even though this is an extremely dangerous task. (key ideas and details, writing explanatory text; R.1, W.2)

### **HUNTING A SNAKE-HEADED MONSTER VOCABULARY**

1. a hungry lion; A hungry lion would look threatening and

dangerous as it hunts for prey.

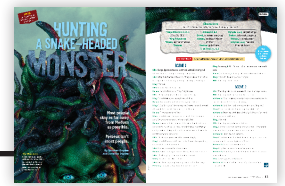
2. a referee; A referee's job is to stop players from breaking the rules of the game; a player at home wouldn't have a way to get involved in the situation.
3. a vampire; Vampires live forever; butterflies die.
4. the room overflowing with flowers; Something lavish involves a large number of something.
5. banished
6. ruse
7. writhed
8. demise

### **LITERARY ELEMENTS: CHARACTER THINKING TOOL**

Answers will vary.

1. The line reveals that Perseus loves his mother, Danae, and wants to protect her. The line also reveals that Perseus is not afraid to stand up to King Polydectes.
2. **A.** If you appeal to someone's pride, you present an idea in a way that takes advantage of or plays on that person's sense of pride. You present an idea that the person is likely to either agree with or disagree with (depending on your aim) out of a desire to feel satisfaction with himself or herself.  
**B.** The king appeals to Perseus's pride by calling Perseus out in front of everyone in the banquet hall, shaming him for not bringing a gift to the party. Then he adds, “Are you really so lazy that you have nothing to offer your king?” Being called “lazy” makes Perseus angry because it insults his sense of pride—so he agrees to bring the king any gift he wants. Even after learning how dangerous Medusa is, Perseus insists that he can and will bring the king Medusa's head—and become immortal for doing so—because he doesn't want to appear scared or lazy. This is exactly what the king was hoping would happen.
3. The king is selfish, cruel, and manipulative. In short, he is a bully. He's only interested in getting what he wants and seems to have no concern for the needs of his people. While they starve after a storm destroys their crops, he wears expensive clothes and hosts lavish parties where he makes his people shower him with gifts. He pressures Danae to marry him even though she has repeatedly told him she doesn't want to, threatens her when she refuses him again, and later forces her to

**section continues >>**



## *Hunting a Snake-Headed Monster cont'd*

become a servant in his palace. Polydectes also sends Perseus on a quest that Polydectes believes will kill him, just so he, Polydectes, can get his way.

4. Answers will vary. Those who think Perseus was foolish may point out that he fell into a trap and was motivated only by pride to take on what was basically an impossible task, which he succeed at only because of the gods' intervention. Those who think Perseus did the right thing may say that he was confident in his own abilities, trusted the gods, and can't be blamed for wanting to save face. As far as Perseus knew, his mother was out of danger at that point, so it was safe to leave her.
5. Answers will vary. It may be that even some students who think Perseus was foolish to accept the king's challenge ultimately see Perseus as a hero for the courage, perseverance, and cleverness he showed on his quest, and because in the end, he freed his mother and saved the people from a cruel leader.

### **LITERARY ELEMENTS: GENRE EXPLORATION**

#### **Page 1**

Answers will vary. Possible answers (clockwise from top):

**Has imaginary creatures or beasts:** Perseus encounters gorgons—monsters with brass claws, serpents for hair, and the ability to turn people to stone—and the Gray Sisters, who share a single eye between them. He also encounters nymphs: fairy-like spirits who sing and dance in nature and talk to the wind.

**Has heroes or heroines with superhuman abilities:** Perseus has one parent who's a god and one who's a mortal. He is favored by the gods and able to accomplish seemingly impossible tasks like slaying a gorgon. He also wears magical clothes: sandals that allow him to fly and a helmet that makes him invisible.

**Teaches lessons about human emotions and behaviors:** The myth suggests that too much pride can cause you to be foolish and put yourself in dangerous situations. It also shows that you can't always rely on physical abilities or bravery alone; you must also use your mind and be clever when confronted with difficult tasks.

**Explains the creation of the world:** n/a

**Explains events in nature:** n/a

**Comes from long ago:** The myth of Perseus and Medusa dates back to ancient Greece.

**Reflects a culture's values:** Perseus possesses great bravery, perseverance, and cleverness—qualities that were likely admired in Greek society. Also, Perseus could not have completed his quest without the intervention of the gods; this reflects ancient Greek society's belief in and value of the wisdom and power of their gods.

**Has nonhuman or immortal characters:** Includes the characters of Zeus, Athena, and Hermes, who are immortal gods

#### **Page 2**

1. Answers will vary.

2. **A.** The play celebrates perseverance, bravery, strength, and cleverness. Perseus searches for Medusa for 80 days, showing his perseverance. He outsmarts the Gray Sisters and finds a way to kill Medusa, showing his cleverness. That he embarks on the journey in the first place and survives it shows his bravery and strength.

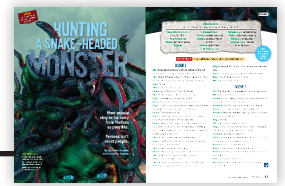
**B.** The play suggests that pride can be a problem if it leads us to make unwise decisions, as Perseus does when he agrees to seek Medusa's head. (Although, things do work out for Perseus—but not everyone would have fared so well.) The play also portrays greed and selfishness as not admirable, through the character of King Polydectes, who is portrayed as a cruel and leader and who eventually meets a cruel fate when he is turned to stone.

### **CORE SKILLS: MOOD**

#### **\*Higher Level (HL)**

1. Answers should be along the lines of suspenseful, frightening, frenzied, exciting, intense, etc.
2. Perseus is on a quest to defeat the gorgon Medusa, a monster with sharp brass claws and serpents writhing on her head. Everyone who has challenged Medusa has failed because anyone who looks at her turns to stone. Defeating her is a seemingly impossible task. This extremely dangerous situation helps create the suspenseful and frightening mood.
3. The action takes place in a cave at the end of the world where Medusa and her two gorgon sisters are sleeping. Outside the cave are the many humans and animals they have turned to stone. This setting adds to the frightening and suspenseful mood because Perseus is all alone in a dark place, surrounded by those who have

**section continues >>**



## ***Hunting a Snake-Headed Monster cont'd***

died attempting what he is about to attempt.

4. Answers may include:

- "How can I cut off Medusa's head if I can't even look at her?"
- "Aaaaaaaaaaahhhhh!"
- "Who has done this dreadful deed?"
- "There he is!"
- "You will not escape!"
- "We will avenge the death of our sister!"

5. Answers may include: littered, shivers, writhe, hiss, contorts, rolls, grabs, shoves, rushes, avenge, chase, disappears, shrieks

6. Answers may include:

- "The cave entrance is littered with dozens of statues—humans and animals that have been turned to stone"
- ". . . Perseus lands softly on the stage."
- "Perseus's eyes widen at the sight of the statues."
- "He shivers at their frozen expressions of horror."
- "Ssssnughh . . . Ssssnughh . . ."
- "Hisssssssssssssss."
- "Her hideous face contorts with rage."
- "Medusa's head rolls away from her body."
- "The gorgons shriek . . ."

7. Answers will vary.

- "We will avenge the death of our sister!"

4. Answers may include: littered, writhe, hiss, contorts, rolls, grabs, shoves, rushes, avenge, chase, disappears, shrieks

5. Answers may include:

- ". . . Perseus lands softly on the stage."
- "Perseus's eyes widen at the sight of the statues."
- "He shivers at their frozen expressions of horror."
- "Ssssnughh . . . Ssssnughh . . ."
- "Hisssssssssssssss."
- "Her hideous face contorts with rage."
- "Medusa's head rolls away from her body."
- "The gorgons shriek . . ."

6. Answers will vary.

### **CORE SKILLS: MOOD**

#### **\*Lower Level (LL)**

1. In this scene, Perseus is about to try to cut off the head of the gorgon Medusa, a monster with sharp brass claws and serpents writhing on her head who turns anyone who looks at her to stone. This is a dangerous and suspenseful situation.
2. This action takes place in a cave at the end of the world where Medusa and her two gorgon sisters are sleeping, surrounded by the many humans and animals they have turned to stone. This setting adds to the frightening and suspenseful mood because Perseus is all alone in a dark place, surrounded by those who have died attempting what he is about to attempt.
3. Answers may include:
  - "Aaaaaaaaaaahhhhh!"
  - "Who has done this dreadful deed?"
  - "There he is!"
  - "You will not escape!"

## “The Mission”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### Writing Prompt, page 25

Answers will vary. Here is a sample response:

In my opinion, Philip from Kass Morgan’s short story “The Mission” would have been a successful Mars colonist. According to “The Mission” and Mackenzie Carro’s nonfiction article “Could You Be a Mars Colonist?,” there are a few traits that are crucial for a successful Mars colonist to have, and Philip possesses many of these traits.

One of Philip’s strengths is his scientific talent. Lauren, the director of the Mars mission selection committee in “The Mission,” tells Philip, “. . . we’re not just interested in your scientific aptitude” (20). Her comment reveals that one quality the committee is looking for in prospective Mars colonists is scientific aptitude, which Philip has plenty of. You can infer that Philip would not have made it to the penultimate round of interviews for the mission if he did not possess this trait. Also, he refers to having taken a test (which you can infer he passed) in which he had to build an engine underwater (20). This aptitude of Philip’s ties into Carro’s ideas about resourcefulness in “Could You Be a Mars Colonist?” Carro writes that Mars colonists must be resourceful—that is, they must be able to find quick and clever ways to solve problems. Because Philip passed the underwater engine-building test, it is safe to assume that he is indeed good at finding solutions to problems. Were Philip to face a challenge like fixing a water system on Mars—as the colonists on a simulated Mars mission that Carro describes did—I am confident that his scientific talent and resourcefulness would allow him to be successful.

Another important trait for a Mars colonist to have is patience. When Lauren reads Philip’s scores for a number of

different personality traits for which he was tested, she says he scored a 57 in patience—a score that “could be a problem but not a deal breaker” (20). You can tell from her remarks that the ideal candidate has a lot of patience, which Philip, according to his score, does not have, but that his lack of patience is not reason enough to not send him to Mars. Furthermore, Carro writes that a Mars colonist must have tolerance, which in my mind is a trait that requires one to have patience. I would argue that based on Philip’s behavior in the isolation chamber, he is tolerant—and therefore patient. Philip does not have any trouble getting along with Blythe nor does he complain about anything Blythe does during their 24 hours together in isolation, so it seems to me that Philip would fare well in a tiny dome on Mars where he would rarely be alone.

Lastly, James, another member of the selection committee, explains to Philip that he and Blythe are being put in the isolation chamber to see how they interact in a stressful situation (20). Philip clearly has the ability to interact well with others during stressful situations, because while he and Blythe are in the isolation chamber, the committee simulates a fire by turning on the alarms and sending smoke into the chamber. Philip remains calm and by doing so, realizes that there is in fact no fire. He also reassures Blythe, who is beginning to panic (22). This trait of his would make him a valuable team member on a Mars mission.

Having said all this, I must admit that Philip’s main reason for wanting to go to Mars—to escape the embarrassment and teasing resulting from the video of him on VidHub—is not a good one. Running away from your problems is not an effective way to deal with them—on Earth or on Mars. There would be other people on Mars just like there are on Earth, and if something difficult happened



## “The Mission” cont’d

to Philip on Mars, there would be nowhere for him to run. Of course, at the end of the story Philip does confront his problem by going live on VidHub and speaking to viewers. So perhaps Philip, having learned to confront his problems, would be an even better candidate for a future Mars mission.

### ANSWERS TO ACTIVITY SHEETS

#### SYNTHESIS: WOULD PHILIP BE A SUCCESSFUL MARS COLONIST?

Answers will vary.

##### Page 1:

##### 1. Trait: scientific talent

**Text evidence with commentary:** Lauren, the director of the Mars mission selection committee, tells Philip, “. . . we’re not just interested in your scientific aptitude” (20). Her comment reveals that one quality the committee is looking for in perspective Mars colonists is scientific aptitude (along with other things).

**Does Philip have this quality? Explain, using text evidence to support your conclusion:** Yes, Philip has scientific talent. You can infer that he would not have made it to the penultimate round of interviews for the mission if he did not. Also, he refers to having taken a test (which you can infer he passed) in which he had to build an engine underwater (20).

##### 2. Trait: patience

**Text evidence with commentary:** Lauren reads Philip’s scores for a number of different personality traits for which he was tested; she says he scored a 57 in patience. She says that score “could be a problem but not a deal breaker” (20). You can tell from her remarks that the ideal candidate has a lot of patience.

**Does Philip have this quality? Explain, using text evidence to support your conclusion:** Philip scored only a 57 when he was tested for patience, so it seems that he does not have all that much patience. However, his lack of patience is not, according to Lauren “a deal breaker”—in other words, she doesn’t think that his lack of patience is reason enough to not send him to Mars.

##### 3. Trait: ability to interact well with others during stressful situations

**Text evidence with commentary:** James, a member of the selection committee, explains to Philip that he and Blythe are being put in the isolation chamber to see how they interact in a stressful situation (20).

**Does Philip have this quality? Explain, using text evidence to support your conclusion:** Philip does have the ability to interact well with others during stressful situations. While he and Blythe are in the isolation chamber, the committee simulates a fire by turning on the alarms and sending smoke into the chamber. Philip remains calm and by doing so, realizes that there is in fact no fire. He also reassures Blythe, who is beginning to panic (22).

##### 4. Trait: resourcefulness

**Does Philip have this quality? Explain, using text evidence to support your conclusion:** It’s hard to know for sure how resourceful Philip is because nothing happens in the story that shows him to be either resourceful or not resourceful. However, Philip does mention having taken a test in which he had to build an engine underwater (20), and Lauren refers to Philip’s scientific aptitude; both of these suggest that Philip is indeed good at finding solutions to problems.

##### 5. Trait: tolerance

**Does Philip have this quality? Explain, using text evidence to support your conclusion:** Philip does not have any trouble getting along with Blythe or complain about anything Blythe does during their 24 hours together in the isolation chamber, so it seems that Philip does have a lot of tolerance.

##### 6. Trait: independence

**Does Philip have this quality? Explain, using text evidence to support your conclusion:** Philip says that he is willing to say goodbye to his parents forever, but he seems to feel sad and guilty about the idea, saying that when he told them he’d made it to the final round of interviews, “. . . there was a look in their eyes I never want to see again” (22). Philip’s independence hasn’t really been tested, so it’s hard to say for sure how well he would deal with never seeing his family and friends again.

##### 7. Responses will vary. A possible response is that Philip’s main reason for wanting to go to Mars seemed to have been to escape the embarrassment and teasing resulting





## “The Mission” cont’d

from the video of him on VidHub and that running away from your problems is not an effective way to deal with them—on Earth or on Mars. There would be other people on Mars just like on Earth, and if something difficult happened to Philip on Mars, there would be nowhere for him to run. Of course, at the end of the story Philip does confront his problem by going live on VidHub and speaking to viewers. So perhaps Philip, having now learned to confront his problems, would be an even better candidate for a future Mars mission—if he still wanted to go.

### “THE MISSION”

#### CLOSE-READING QUESTIONS

1. These paragraphs raise such questions as: What happened at the narrator’s school? Why is he worried about being recognized? What interviews is he going on? Why might he never have to choose an outfit again?
2. This line shows that Philip is very self-conscious and hints that something embarrassing recently happened to him.
3. The story takes place in the near future. The reference to the bot suggests a futuristic setting, but other details (the way the characters are dressed, Blythe’s library book, Philip’s tablet) reveal a world not very different from the present.
4. This line suggests that Philip is avoiding school activities and that he is very upset about something related to prom. This hints at what he later tells Blythe about the video.
5. The way Blythe flings herself down suggests that she is confident and comfortable in her own skin; she does not hold herself back. She dives in and “owns” the space she inhabits. Philip is just the opposite: He sits gingerly on the edge of the bench, as if trying to make himself small and insignificant. The way he sits reveals that he is nervous and insecure.
6. Blythe uses the fake band name to test people’s integrity. She names a fake band to see whether someone will—at the risk of not seeming cool—admit to not having heard of it.
7. The scene reveals that Philip is able to stay calm under pressure, handle emergencies well, and calm others down.

8. You can infer that VidHub is a video-sharing website similar to YouTube.
9. Philip took the chance of asking Ava to prom. He also took the chance of applying for the Mars mission. At the end of the story, he takes a chance and addresses VidHub viewers, even though doing so could make things worse. Blythe takes a chance on applying for the Mars mission and, when she is accepted, of going to Mars and leaving her life on Earth behind.
10. Philip’s main reason seems to be to escape the attention caused by the VidHub video. He sees going to Mars as a way to avoid being made fun of or criticized by others.
11. At first, Philip is terrified of drawing attention to himself. He is trying to solve his problems by avoiding them. At the end of the story, Philip confronts his problems. He goes live on VidHub in front of 10,000 people. He seems to have gained confidence. He changes because of his relationship with Blythe—her belief in him and her encouraging him to keep taking risks.

### “THE MISSION” AND “COULD YOU BE A MARS COLONIST?” CRITICAL-THINKING QUESTIONS

1. Answers will vary, but students are likely to say no. Lauren and the other committee members got Philip’s hopes up, making the news that he wasn’t selected for the mission all the more painful.
2. Perhaps the decision will cause people to start supporting Philip instead of making fun of him because they will begin to see him as a human being rather than as a joke.
3. Answers will vary. Some students may say that Philip’s main reason for wanting to go to Mars—to escape the VidHub fiasco—is not a good one, and that confronting his problems, as he does at the end of the story, is the way to improve his life. As for Blythe, some students may see her desire to contribute to a fresh start on Mars as noble, while others may think she should stay and work to solve the problems on Earth.
4. Answers will vary. Students may say that Morgan illustrates the idea of independence when Philip and Blythe talk about not being able to text on Mars, for example. Or students could say that Morgan demonstrates the idea of imagination when Blythe suggests she and Philip have a dance party.
5. Answers will vary.





## “The Mission” cont’d

### “THE MISSION” QUIZ

#### \*Higher Level (HL)

1. B (character; R.3)
2. D (text evidence; R.1)
3. C (inference; R.1)
4. A (figurative language, inference; R.4, R.1)
5. A (summarizing; R.2)
6. B and D (synthesis, key ideas and details; R.9, R.2)
7. Philip has a negative attitude toward social interactions and situations. This is made clear in the story through several comments that Philip makes about feeling self-conscious or awkward. On pages 20 and 22, he expresses delight at the fact that if he gets chosen for the mission, he won’t have to attend any more social events like prom, bar mitzvahs, weddings, or *quinceañeras*. He also says when he does attend these kinds of events, he fears even the thought of dancing and instead “awkwardly” pretends to check his phone (22). Additionally, on page 22, Philip tells Blythe that he won’t miss the “typing dots” he can see when he texts. This detail shows that Philip fears not only social events, but also the social interaction of texting. (inference, using text evidence, writing explanatory text; R.1, R.2, W.2)
8. In “The Mission,” author Kass Morgan shows that tolerance is an important trait for Mars colonists to have through details about a test in an isolation chamber that is given to Philip, Blythe, and other applicants for the Mars mission. For the test, the applicants must spend 24 hours together in a small space while the mission organizers analyze their behavior. As Lauren explains to Philip on page 24, this test is meant to determine not only how applicants act under pressure, but also how they get along and interact with each other. This test shows that the organizers of the mission believe that it is important that the colonists they choose be able to work and live harmoniously alongside one another, even in small spaces and during stressful situations. Morgan is showing that tolerance for others is an important quality for a potential Mars colonist to have. (synthesis, using text evidence, explanatory writing; R.9, R.1, W.1)

### “THE MISSION” QUIZ

#### \*Lower Level (LL)

1. B (character; R.3)

2. D (text evidence; R.1)
3. C (vocabulary; R.4)
4. A (figurative language, inference; R.4, R.1)
5. A (summarizing; R.2)
6. B and D (synthesis, key ideas and details; R.9, R.2)
7. Philip makes several comments throughout the story that show he has a negative attitude toward social interactions and situations. On pages 20 and 22, he expresses delight at the fact that if he gets chosen for the mission, he won’t have to attend any more social events like prom, bar mitzvahs, weddings, or *quinceañeras*. He also says when he does attend these kinds of events, he fears even the thought of dancing and instead “awkwardly” pretends to check his phone (22). Additionally, on page 22, Philip tells Blythe that he won’t miss the “typing dots” he can see when he texts. This detail shows that Philip fears not only social events, but also the social interaction of texting. (inference, using text evidence, writing explanatory text; R.1, R.2, W.2)
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### LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. **A.** Answers will vary but could include anxious, worried, nervous, insecure, self-conscious, self-critical, or embarrassed.  
**B.** He has to pause before he opens the door to give himself a pep-talk; he likes the idea of not being



## “The Mission” cont’d

recognized as he is at school; he smooths the “awkward wrinkles” in his shirt; he bought four shirts for his interviews and doesn’t think any of them fit him right; he makes a “half-hearted” attempt to start his homework on his tablet; he is startled by Blythe’s forwardness; when Blythe laughs, he braces for “the rush of prickly shame that’s become so familiar;” he wants to “remove stories from his brain.”

2. Blythe’s behavior in the waiting room is the opposite of Philip’s. Her appearance (she wears jeans, a plaid shirt, and studded boots tucked beneath her) projects a much more relaxed and comfortable personality. She seems quirky but comfortable in her own skin. She savors her old library book rather than worrying about the interview. She is talkative and confident and makes jokes with Philip. The way she flings her bag over her shoulder, wishing Philip luck with a smile as she leaves, also suggests that she is carefree, friendly, and confident.
3. Philip means that the way that the director and her team are analyzing him—assigning numerical values to various aspects of his aptitude and personality, picking him apart to see if he can fit into the Mars Mission—doesn’t make him feel nearly as bad as the way he has been recently picked apart on VidHub. Social media can make you feel analyzed because it shows one small moment of your life to everyone in the world that people then judge, clicking to “like,” “dislike,” and comment about. Sometimes people forget that behind the posts on social media are actual people who can be hurt.
4. Answers will vary, but students are likely to say that most people would have more reservations than Philip about going into an isolation chamber.
5. **A.** Philip means that opening up to someone—discussing the things in his life that make him feel anxious, insecure, and self-critical—is not something he normally does and that in doing so, he has surprised even himself. Talking about Ava and VidHub is something he never expected to do; he had been making every effort to say as little as possible so as not to be made fun of any further.  
**B.** Blythe’s friendly, comfortable, and confident personality likely makes it easy for Philip to relax and open up to her. The two of them bond during their short time together, mainly because she is so open and

talkative, and talk about important parts of their lives—family, friends, fears, and dreams. They also bond over the experience of the fire drill, during which a different side of Blythe comes out—one that is scared and unsure. Perhaps after seeing Blythe’s more vulnerable side, Philip is able to be more vulnerable himself.

**C.** The way Blythe responds to Philip’s story shows how empathetic she is. It shows that she’s a good listener and a helpful friend, as she suggests a way for him to face his problems and take control of his life: by making a response video.

6. Philip is a dynamic character because he undergoes an important internal change over the course of the story. At the beginning of the story, he is nervous, insecure, and terrified of attention and criticism as a result of being made fun of after a video of him goes viral. He tries to solve his problems by avoiding them; he sees going to Mars as a way to escape it all. But after his experience in the isolation chamber with Blythe, something in him changes. Her belief in him and her encouragement to keep taking risks leads him to confront his problems. At the end of the story, he goes live on VidHub in front of 10,000 people to show them who he really is.

### CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers may include:
  - “She laughs, and I brace for the rush of prickly shame that’s become so familiar.” (p. 19)
  - “Just the *thought* of dancing in front of another person makes my heart race . . .” (p. 21)
  - “‘I’ve been very busy awkwardly standing on the edge of the dance floor, pretending to check my phone,’ I say.” (p. 22)
  - “I tell Blythe how it took three tries for Ava to understand what I was asking. How she said no. How a wave of nausea crashed over me, and I threw up in the trash can. Right next to Ava’s locker.” (p. 23)
3. You can infer from Philip’s description of the look in his parents’ eyes that Philip’s parents are terrified by the idea of Philip going to Mars and likely do not want him to get chosen.
4. You can infer that Blythe becomes panicked and fearful in emergency situations. While Philip remains calm,



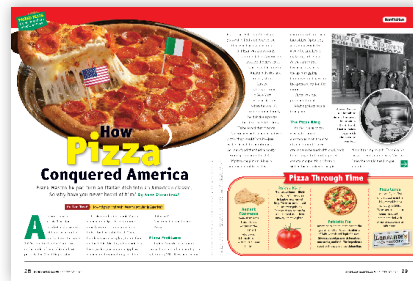
## “The Mission” cont’d

Blythe “yelps” and immediately begins panicking and fearing the worst. Even after assurances from Philip and knowing that the mission evaluators were watching on the other side of the door, Blythe remains distressed.

5. Answers may include:

- “She’s the girl who invented that technique for cleaning up oil spills—when she was 12 years old. She was on all these talk shows and even got to meet the president.” (p. 19-20)
- “‘I know you’re some kind of genius, but that’s the worst idea I’ve ever heard,’ I say.” (p. 23)
- “‘Why would a girl with every opportunity on Earth leave it all behind?’” (p. 23)
- “‘But as I see the sparkle in her eyes, the words fall away. ‘They’ll be lucky to have you,’ I say.’” (p. 23)

## “How Pizza Conquered America”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 31

Answers will vary. Sample answer:

As explained in Anna Starecheski’s article “How Pizza Conquered America” and Kristin Lewis’s article “Sushi Takes Over,” the rise of pizza in America and the rise of sushi in America were not so different.

For starters, Americans are able to enjoy both of these wildly popular foods today thanks to immigration. Pizza was originally an Italian dish. The man who made pizza popular in America, Frank Mastro, immigrated to the U.S. from Italy (29). The man who brought sushi—originally a Japanese dish—to America, Noritoshi Kanai, immigrated to America from Japan (31). We would not know either of these centuries-old traditional dishes from foreign countries had immigrants not decided to come to America and share pieces of their homelands with us.

Both Mastro and Kanai were inspired to bring the traditional foods of their cultures to America because of the economic conditions of the times in which they lived. However, the economic conditions of the times in which the two men lived were quite different. Mastro wanted to make pizza popular because of the poor economic conditions of the Great Depression during the 1930s. He believed that pizzerias could give struggling families a way to generate income. And more pizza being made, Mastro believed, would also give families an inexpensive option for dinner (28-29). One of the reasons Kanai thought the 1960s was the right time to bring sushi to America was because the economy was doing well and people had more money to spend on going out to eat (31).

Both men faced challenges as they worked to make their beloved foods popular in America. In the 1930s, pizza had

to be baked in a large coal oven that took a long time to heat and was difficult to operate (29). After Mastro invented a gas oven that would make it easier and less expensive to bake pizza, people scoffed at him because thought that pizza made in a gas oven wouldn’t taste as good as pizza made in a traditional pizza oven (30). In the 1960s, Kanai faced the challenge of convincing Americans to eat raw sushi in a time when, Lewis explains, most Americans found the idea of eating raw seafood “gross” (31).

Technology also played a role in the rise of both pizza and sushi in America. It was Mastro’s invention of a more efficient gas pizza that oven helped the pizza industry grow (29-30). And in the 1960s, air travel became faster and cheaper, which enabled more Americans to travel outside the country and develop tastes for new cuisines, which helped sushi take off (31). Additionally, the development of refrigeration technology that allowed frozen food to be shipped great distances likely played a role in expanding Americans’ tastes as well (31).

Lastly, the rise of pizza and sushi are very similar in the way they have evolved since coming to America. Today, different regions of the U.S. have put their own unique spins on pizza (30). After sushi became popular, different regions began putting their own spins on certain rolls, too (31).

### ANSWERS TO ACTIVITY SHEETS

#### “HOW PIZZA CONQUERED AMERICA” CLOSE-READING QUESTIONS

1. According to the article, life in America during the Great Depression was hard. Author Anna Starecheski describes the time as one of the “darkest periods” in America’s

section continues >>



## “How Pizza Conquered America” cont’d

### SYNTHESIS

Answers will vary slightly.

	Pizza	Sushi
Immigration	<ul style="list-style-type: none"> <li>Pizza was originally an Italian dish.</li> <li>The man who made pizza popular in America, Frank Mastro, immigrated to America from Italy (29).</li> </ul>	<ul style="list-style-type: none"> <li>Sushi was originally a Japanese dish.</li> <li>The man who brought sushi to America, Noritoshi Kanai, immigrated to America from Japan (31).</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>In the 1930s, pizza had to be baked in a large coal oven that took a long time to heat and was difficult to operate (29).</li> <li>After Mastro invented his oven, people thought that pizza made in a gas oven wouldn’t taste as good as the original kind (30).</li> </ul>	<ul style="list-style-type: none"> <li>In the 1960s, most Americans thought the idea of eating raw seafood was “gross” (31).</li> </ul>
Economy	<ul style="list-style-type: none"> <li>Mastro wanted to make pizza popular because the poor economic conditions of the Great Depression. He believed that pizzerias could give struggling families a way to generate income. And more pizza being made, Mastro believed, would also give families an inexpensive option for dinner (28-29).</li> </ul>	<ul style="list-style-type: none"> <li>One of the reasons Kanai thought the 1960s were the right time to bring sushi to America was because the economy was doing well and people had more money to spend on going out to eat (31).</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Mastro’s invention of a more efficient gas pizza that oven helped the pizza industry grow (29-30).</li> </ul>	<ul style="list-style-type: none"> <li>In the 1960s, air travel became faster and cheaper, which enabled more Americans to travel outside the country and develop tastes for new cuisines (31).</li> <li>The development of refrigeration technology that allowed frozen food to be shipped great distances likely played a role in expanding Americans’ tastes as well (31).</li> </ul>
Other ideas	<ul style="list-style-type: none"> <li>Today, different regions of the U.S. have put their own unique spins on pizza (30).</li> </ul>	<ul style="list-style-type: none"> <li>Lessening anti-Japanese sentiments and a growing interest in Japanese culture in the 1960s contributed to sushi’s popularity in the 1960s (31).</li> <li>Sushi came to be seen as a status symbol after movie stars started eating it (31).</li> <li>After sushi became popular, different regions began putting their own spins on certain rolls (31).</li> </ul>



## “How Pizza Conquered America” cont’d

history and explains that many people didn’t have enough money to buy food.

2. At the time, pizza had to be baked in a large coal oven that was difficult to operate. Mastro believed a more convenient and affordable oven would allow more people to become part of the pizza industry, giving struggling families a way to generate income. And more pizza being made, Mastro believed, would give families an inexpensive option for dinner.
3. Mastro’s gas oven contributed to the growth of the pizza industry in America. Starecheski writes on page 30 that after people began using gas pizza ovens, “the number of pizzerias in America soared from 500 to 20,000.”
4. The timeline provides additional details about the history of pizza, including when it was invented and how it became popular around the world.

### “SUSHI TAKES OVER”

#### CLOSE-READING QUESTIONS

1. In the 1960s, air travel became faster and cheaper, which enabled more Americans to travel outside the country and develop tastes for new cuisines. The development of refrigeration technology that allowed frozen food to be shipped great distances likely played a role in expanding Americans’ tastes as well.
2. In “How Pizza Conquered America,” Starecheski explains that Mastro believed that the 1930s was a good time to grow the pizza industry in America. Like Kanai, Mastro took into account the social and economic conditions in America as he contemplated introducing a new cuisine.

#### “HOW PIZZA CONQUERED AMERICA” AND “SUSHI TAKES OVER” CRITICAL-THINKING QUESTIONS

1. A status symbol is something a person buys to show wealth or social status. Because celebrities are wealthy and admired, the clothes they wear, the foods they eat, and the cars they drive often become status symbols.
2. One drawback could be that we lose the chance to eat a dish in its authentic, traditional form. One benefit could be that the food appeals to a greater number of people.
3. For a dish to become popular in a new place, people must be open to new cuisines. For example, Lewis explains that sushi became popular in America in part because people at the time were traveling more and were interested in

trying new and “exotic” foods. Technology can also play a role in a food becoming popular. People started traveling more because of advances in aviation, and, as Starecheski explains, the gas pizza oven helped pizza become popular. The association of a dish with a certain social group can also help make the dish more popular. Lewis explains that sushi became a status symbol after movie stars began eating it.

#### PAIRED-TEXT QUIZ

##### \*Higher Level (HL)

1. C (key ideas and details; R.2)
2. A (vocabulary; R.4)
3. B, D (key ideas and details, text features; R.2, R.5)
4. B (summarizing; R.2)
5. B (vocabulary, author’s craft; R.4)
6. A (synthesis; R.9)
7. As made clear in Anna Starecheski’s article “How Pizza Conquered America,” Frank Mastro’s gas pizza oven affected his community in life-changing ways. The U.S. stock market had recently crashed and millions of people were out of work during a period now known as the Great Depression. Mastro’s community in New York City—people who had recently immigrated from Italy—was struggling. Mastro’s invention gave them new way to make a living and survive what Starecheski calls one of America’s “darkest periods” (28). Through his invention, Mastro was able to transform pizza-making—a craft that was expensive, time consuming, and required special baking skills—into a process that could be done inexpensively, quickly, and by anyone. Because Mastro’s ovens ran on inexpensive gas (rather than coal) and could bake multiple pizzas in minutes (rather than hours), hundreds of immigrant families were able to start their own pizzerias (30).  
Not only did Mastro’s invention enable people in his community to start successful businesses, it also helped people in his community get enough to eat. During the Depression, many families had to stand in breadlines like the one pictured on page 29 to receive free food. Thanks to Mastro’s ovens, “struggling families would have an inexpensive option for dinner”: pizza (29). (key ideas and details; writing explanatory text; R.8, R.2, W.2)
8. Both Frank Mastro and Noritoshi Kanai demonstrated





## “How Pizza Conquered America” cont’d

great determination in their quests to bring traditional foods from their native countries to America.

As Anna Starecheski explains in her article “How Pizza Conquered America,” Mastro refused to give up even after “restaurant owners scoffed at him” when he showed them the gas pizza oven he had just invented (30). Mastro knew how valuable his invention was and continued the fight to bring pizzerias to his community. He did so by opening a model pizzeria with huge glass windows to show passersby just how simple using his gas pizza oven could be—and just how delicious the results were (30). Mastro was determined to transform pizza-making into something anyone could do through the invention of a better oven and to convince people of the power his oven could have in lifting their community out of difficult times.

Similarly, Noritoshi Kanai demonstrated determination in his ambitious goal of bringing sushi to America. As Kristin Lewis explains in “Sushi Takes Over,” hardly any Americans had even heard of sushi in the 1960s, but Kanai was convinced the food could be a success—despite the fact that “most Americans thought the idea of eating raw seafood was, well, gross” (31). Kanai also faced the obstacle of prejudice against Japanese Americans which had grown particularly strong during World War II, when Japan and the U.S. were bitter enemies (31). But by the 1960s, Kanai believed, such feelings had faded and it was the right time to put Japanese food on American plates (31). When Kanai pitched his big idea of adding a sushi bar to the owner of a Japanese restaurant in L.A., he assured the owner that he would “bring a top-notch sushi chef over from Japan and import the ingredients himself” (31). Because Kanai was persuasive and determined, the owner decided to take a chance and opened the sushi bar—which was a huge success. (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

### PAIRED-TEXT QUIZ

#### \*Lower Level (LL)

1. C (key ideas and details; R.2)
2. A (vocabulary; R.4)
3. B, D (key ideas and details, text features; R.2, R.5)
4. B (summarizing; R.2)

5. B (vocabulary, author’s craft; R.4)

6. A (synthesis; R.9)

7. As made clear in Anna Starecheski’s article “How Pizza Conquered America,” Frank Mastro’s gas pizza oven benefited his community by giving them the opportunity to make a good living. The U.S. stock market had recently crashed and millions of people were out of work during a period now known as the Great Depression. Mastro’s community in New York City—people who had recently immigrated from Italy—was struggling. Mastro’s invention gave them new way to make a living and survive what Starecheski calls one of America’s “darkest periods” (28). Through his invention, Mastro was able to transform pizza-making—a craft that was expensive, time consuming, and required special baking skills—into a process that could be done inexpensively, quickly, and by anyone. Because Mastro’s ovens ran on inexpensive gas (rather than coal) and could bake multiple pizzas in minutes (rather than hours), hundreds of immigrant families were able to start their own pizzerias (30). (key ideas and details; writing explanatory text; R.8, R.2, W.2)

8. Both Frank Mastro and Noritoshi Kanai demonstrated great determination in their quests to bring traditional foods from their native countries to America.

As Anna Starecheski explains in her article “How Pizza Conquered America,” Mastro refused to give up even after “restaurant owners scoffed at him” when he showed them the gas pizza oven he had just invented (30). Mastro knew how valuable his invention was and continued the fight to bring pizzerias to his community. He did so by opening a model pizzeria with huge glass windows to show passersby just how simple using his gas pizza oven could be—and just how delicious the results were (30). Mastro was determined to transform pizza-making into something anyone could do through the invention of a better oven and to convince people of the power his oven could have in lifting their community out of difficult times.

Similarly, Noritoshi Kanai demonstrated determination in his ambitious goal of bringing sushi to America. As Kristin Lewis explains in “Sushi Takes Over,” hardly any Americans had even heard of sushi in the 1960s, but Kanai was convinced the food could be a success—despite the fact that “most Americans



## “How Pizza Conquered America” cont’d

thought the idea of eating raw seafood was, well, gross” (31). Kanai also faced the obstacle of prejudice against Japanese Americans which had grown particularly strong during World War II, when Japan and the U.S. were bitter enemies (31). But by the 1960s, Kanai believed, such feelings had faded and it was the right time to put Japanese food on American plates (31). When Kanai pitched his big idea of adding a sushi bar to the owner of a Japanese restaurant in L.A., he assured the owner that he would “bring a top-notch sushi chef over from Japan and import the ingredients himself” (31). Because Kanai was persuasive and determined, the owner decided to take a chance and opened the sushi bar—which was a huge success. (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

led to a growing fascination with Japanese culture (31). The author then explains that all of these changes led to sushi becoming popular in America.

### CORE SKILLS WORKOUT: TEXT STRUCTURES

1. In the first paragraph of the section “Pizza Problems,” the author compares and contrasts the popularity of pizza in the U.S. today and the popularity of pizza in the U.S. in the 1930s. The author writes that Americans today eat 350 slices of pizza per second and that America eats more pizza than any other country (28). Then the author goes on to explain that in the 1930s, most Americans had never heard of pizza (29).
2. **A.** sequence of events  
**B.** I know the author uses a sequence-of-events structure because she uses words and phrases to show the passage of time, including: “1957,” “1965,” and “Today.”
3. **Problem 1:** Pizza was difficult to make in the 1930s. Pizza ovens were large, difficult to operate, and took a long time to heat up.  
**Solution 2:** Mastro opened a pizzeria and allowed people to come in and sample a slice of pizza made in his gas oven.
4. **A.** cause and effect  
**B.** I know the author uses a cause-and-effect structure in these sections because she first explains several causes, or reasons, why sushi eventually caught on in the U.S. For example, she writes that faster and cheaper air travel enabled more Americans to travel overseas and sample exotic foods, new refrigeration technology made shipping food over greater distances possible, and a lessening of anti-Japanese prejudice after World War II

# Are Your Fave Instagram Stars Trying to Trick You?



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 11:

As Tod Olson explains in his article "Are Your Fave Instagram Stars Trying to Trick You?," sponsored celebrity posts are a successful form of advertising because "social media stars have the power to reach consumers who tune commercials out" (11). Olson explains that nowadays, a huge number of potential customers miss the traditional advertisements that would have once reached them on radio and television. This is because radio and television have changed. Services like Netflix, Amazon Prime, and Spotify are either ad-free or allow customers to fast-forward through advertisements (11). Celebrities with millions of followers who place products in their posts can reconnect companies with potential customers.

## ANSWERS TO ACTIVITY SHEETS

### "ARE YOUR FAVE INSTAGRAM STARS TRYING TO TRICK YOU?" QUIZ

#### \*Higher Level (HL)

1. D (central idea; R.2)
2. B (tone; R.4)
3. A (word choice; R.4)
4. A (vocabulary; R.4)
5. C (text structure; R.5)
6. A, B, D (key ideas, author's point of view; R.2, R.6)
7. As Tod Olson explains in his article "Are Your Fave Instagram Stars Trying to Trick You?," today's companies pay celebrities to "place" their products in social media posts because it is a powerful and effective form of advertising. There are multiple reasons why this kind of product placement is so powerful. For starters, fans can't seem to get enough of celebrities' lives on social media platforms like Twitter and Instagram. As Olson explains on page 10, knowing who your favorite singer hangs out with or where your favorite athlete eats dinner through their posts makes you feel like you're sharing personal moments with that star—like you're part of his or her life. For this reason, celebrities can have millions upon millions of followers who follow their day-to-activities. Kylie Jenner has a whopping 100 million followers, for example. For this reason, sponsored posts allow companies to place their products in front of an enormous number of people using the face of someone that potential customers already trust and admire (11).

Additionally, many people stream TV shows and music using services that allow them to fast-forward through the advertisements (11). Some services, like Netflix,



# Are Your Fave Instagram Stars Trying to Trick You?

don't include advertisements at all. This means that many people never see traditional commercials at all. Sponsored posts are a way for companies to reach those people; as Olson puts it, "Social media stars have the power to reach consumers who tune commercials out" (11). (key ideas, writing explanatory text; R.2, W.1)

## "ARE YOUR FAVE INSTAGRAM STARS TRYING TO TRICK YOU?" QUIZ

### \*Lower Level (LL)

1. D (central idea; R.2)
2. B (tone; R.4)
3. A (word choice; R.4)
4. A (vocabulary; R.4)
5. C (text structure; R.5)
6. C (key ideas, author's point of view; R.2, R.6)
7. As Tod Olson explains in his article "Are Your Fave Instagram Stars Trying to Trick You?," today's companies pay celebrities to "place" their products in social media posts because it is a powerful and effective form of advertising. One reason this form of product placement is so powerful is that fans can't seem to get enough of celebrities' lives on social media platforms like Twitter and Instagram. As Olson explains on page 10, knowing who your favorite singer hangs out with or where your favorite athlete eats dinner through their posts makes you feel like you're sharing personal moments with that star—like you're part of his or her life. For this reason, celebrities can have millions upon millions of followers who follow their day-to-activities. Kylie Jenner has a whopping 100 million followers, for example. For this reason, sponsored posts allow companies to place their products in front of an enormous number of people using the face of someone that potential customers already trust and admire (11). (key ideas, writing explanatory text; R.2, W.1)

## "ARE YOUR FAVE INSTAGRAM STARS TRYING TO TRICK YOU?" VOCABULARY PRACTICE

1. B
2. A
3. B
4. B
5. false; Something that is subtle is not obvious. Shouting and waving your arms around is obvious and will draw a

lot of attention.

6. false; Something that is ambiguous can be interpreted in multiple ways. There is only one way to interpret "keep off the grass."

Answers to 7-9 will answer slightly.

7. The CEO of Jeans Inc. wants to figure out how to better advertise to younger consumers.
8. Principal Mackey is nominating a group of students who will help teachers enforce the school's safety rules at recess.
9. I couldn't believe the plethora of options there were at the fabric store—there were hundreds of different patterns to choose from.

# “Should Alicia Give Up *Fortnite*?”



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary slightly.

	Jeremy	Alicia
line(s) that express the central idea, or central claim	“I hope that after reading my letter, you’ll consider giving it up.”	“Besides, the benefits of <i>Fortnite</i> far outweigh the drawbacks.”
two pieces of evidence that support the central idea, or central claim	<p>“I know <i>Fortnite</i> is fun, but is it worth compromising your health and your grades?”</p> <p>“During a time when we are surrounded by so much violence in the real world, do we really want our entertainment to be filled with violence too?”</p>	<p>“Several studies have shown that video games improve concentration, memory, and hand-eye coordination.”</p> <p>“Plus, <i>Fortnite</i> brings people together.”</p>
line(s) that express the counterargument	“I know the violence in <i>Fortnite</i> isn’t graphic—that there’s no blood or guts . . .”	“Yes, I’ll admit that <i>Fortnite</i> can be addictive . . .”
line(s) that contain the rebuttal	“. . . but the whole point of the game is to kill people.”	“. . .but not any more addictive than smartphones and social media.”



## "Should Alicia Give Up *Fortnite*?" cont'd

### ANSWERS TO ACTIVITY SHEETS

#### "SHOULD ALICIA GIVE UP *FORTNITE*?" VOCABULARY

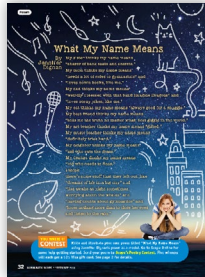
1. A
2. B
3. A
4. B
5. B; Cars produces pollution; if people rode bikes and walked more instead of driving, it would be good for the environment.
6. A; Red and orange are bright, striking colors; black and gray are not.

Answers for questions 7-9 will vary. Sample answers:

7. if Max talked about Luke behind Luke's back
8. No. Feeling exhausted and in a daze is not how you want to feel for a big game.
9. Calvin's puppy is jumping, running, barking, and playing like crazy.



## “What My Name Means”



### ANSWERS TO ACTIVITY SHEET

#### ANALYZING POETRY

Answers will vary. The following are provided as sample answers only.

1. When the speaker says that someone thinks her name means something, she is talking about the way that person sees or thinks about her.
2. All of the people the speaker mentions know her, though to varying degrees. The speaker starts by naming the people who know her best and are closest to her (her immediate family members and her best friend), then moves to people who know her well but probably not as well as the first group (her teachers), and then names two people who probably don't know her in a deep way (her neighbor and her dentist).
3. These lines suggest that the speaker and her sister are close—that they share their secrets with each other, which requires a high level of trust. (Another possible interpretation is that the speaker and her sister know things about their family life that no one else knows.)
4. Lines 4 and 8 both end with “like me”; the speaker says that her mom sees a way in which the speaker takes after her, and her dad sees a way in which the speaker takes after him. The speaker may have chosen to write these lines this way to emphasize that parents see parts of themselves in their children or simply to point out ways in which the speaker is similar to each of her parents.
5. These lines reveal that the speaker loves Imagine Dragons and they also suggest that her dad doesn't really understand why she likes them so much—that maybe he doesn't think the band is very good.
6. The line reflects something about the speaker's relationship with her mom; you can infer that the speaker's mom is the one who usually drives her to gymnastics.
7. These lines reveal that the speaker has a lot of talent in art but isn't very musical.
8. In these lines, the speaker reveals things about herself that other people don't know. She reveals a private dream (living in a big city), a concern (the fate of whales), an insecurity (she's not loving gymnastics for some reason), plus something she does when she is by herself (listening to the rain).
9. The speaker does not disagree with the way others see her; she only says, “I think/there's some stuff that they left out.” She seems to be agree that she is the way her sister sees her, the way her mom sees her, the way her dad sees her, etc., but notes that there is more to her than any of these people sees.