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“Grammar’s Jellyfish Invasion”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

NOT A FISH

Behold the jellyfish! These strange and beautiful creatures have been floating through the ocean for more than 500 million years. The smallest species of jellyfish is about the size of a fingernail; the largest can be up to 7 feet in diameter with tentacles more than 100 feet long.

Despite its/it's name, a jellyfish isn't actually a fish—its/it's an invertebrate, meaning it doesn't have a spine. In fact, a jellyfish doesn't have any bones at all.

JELLYFISH ON THE RISE?

At times, some species of jellyfish live together in giant groups. These groups, known as blooms, can be made up of hundreds or even millions—yes, millions!—of jellyfish.

Jellyfish blooms may be on the rise. Some scientists believe that's because of climate change, among other factors. Others think its/it's too soon to say if blooms are increasing—that we need more data before we can know for sure. What is certain is that large numbers of some jellyfish species are appearing in parts of the ocean where they've never been seen before.

THE TROUBLE WITH JELLIES

Jellyfish blooms cause trouble for humans. For one thing, a jellyfish has venom in its/it's tentacles. The venom gets released when the jellyfish brushes against something. If that something is a person, the person gets stung. So when a jellyfish bloom appears at a beach, a whole lot of people can get stung. Its/It's not fun getting stung by a jellyfish. But most stings cause nothing worse than a bit of pain and a rash. However, some jellyfish stings can cause vomiting or muscle

aches, and a few can be fatal.

Jellyfish blooms also interfere with the operation of power plants that use ocean water to cool their machinery. If jellyfish clog up a cooling system, the power plant may have to shut down. Jellyfish can also clog up ship engines and fishing nets.

ANSWERS TO ACTIVITY SHEET

IT'S VS. ITS

1. B
2. C
3. B
4. C
5. It's
6. its, its
7. its
8. Answers will vary.

“The Race Against Death”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Answers will vary. Entries may be in the form of a news article, a three-minute news video, or a three-minute news podcast and should cover the crisis by including:

- a brief summary of what is happening and why it is important
- details about the people involved in the event and the roles they play
- details about the places that play an important part in the story
- any other important details or quotes that help the audience understand and picture the crisis

ANSWERS TO ACTIVITY SHEETS

KEY IDEAS AND DETAILS: THE STORY OF NOME

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

Super Short Summary:

A dogsled relay across hundreds of miles of frozen wilderness in Alaska ended with the successful delivery of diphtheria serum to the town of Nome, Alaska. It is hoped that the serum will put an end to the outbreak of this deadly disease that Nome is facing.

People

- Gunnar Kassen: the musher who drove the last 50 miles of the dogsled relay carrying the medicine to Nome
- Balto: Kassen's lead dog, who led the dogsled team through a blizzard and got them back on the trail after

they had to leave it due to a snow drift

- Leonhard Seppala: the musher who drove a team of dogs from Nome to Nulato to pick up the medicine and then drove most of the way back to Nome; known as the fastest musher in Nome
- Dr. Curtis Welch: the doctor in Nome who first realized that the town was facing an outbreak of the disease and that he needed the medicine immediately
- “Wild Bill” Shannon: the musher who picked up the antitoxin from the train in Nenana and carried it for the first leg of the relay

Places:

- Nome, Alaska: a remote town in Alaska; site of the diphtheria outbreak
- Anchorage, Alaska: a major city, 500 miles from Nome, where a supply of diphtheria medicine was located
- Nenana: the closest train station to Nome; where the first person in the dogsled relay picked up the medicine
- Nulato: village at the center of the trail between Nenana and Nome where Leonhard Seppala picked up the medicine

Dates:

- end of fall 1924: the last ship of the season arrived in Nome without the diphtheria antitoxin Nome's doctor had ordered
- December and January of 1925: four children in Nome died
- January 20: a child in Nome shows clear symptoms of diphtheria
- January 27: Seppala sets out from Nome with his dogsled team to head to Nulato
- February 2: the serum arrives in Nome

Quotes:

- Kaasen got out of his sled in Nome and collapsed near

section continues >>



“The Race Against Death” cont’d

Balto. He said, “Fine dog” to Balto.

•Other answers will vary

Other important details:

- Though there is a vaccine for diphtheria, most Americans have not received it. Usually, people are treated for diphtheria only after they get sick.
- Bill Shannon drove his sled through the night; the temperatures dropped to 50 below zero
- People around the country have been following the relay, praying that the serum would reach Nome before it was too late
- 20 mushers were involved in the relay
- Nearly 200,000 people in the U.S. are sickened by diphtheria each year and it is a major cause of death of children.
- 674 miles: distance from Nenana to Nome

“THE RACE AGAINST DEATH” CLOSE-READING QUESTIONS

1. The author is using foreshadowing. This line suggests that there would be a diphtheria outbreak in Nome. The author likely uses foreshadowing to draw the reader into the story and make the reader want to keep reading to find out what happens.
2. In the section “A Deadly Outbreak,” the author explains that Nome is located on a peninsula surrounded by the Bering Sea, which can partially freeze in the winter. In 1925, the author explains, no ships were able to travel through the frozen sea to Nome. The author also writes that the closest major railroad to Nome was 674 miles away. These details support the idea that Nome was a remote place by showing that there were few ways to travel to and from the town.
3. The trip to Nome was dangerous for the mushers because they had to take many risks to complete the journey quickly. For example, the author explains, Seppala took a shortcut across thin, unstable ice that could break and send him and his dogs into the sea, and which was “littered with ice rubble” that could injure the dogs. Since the mushers had to make the trip so quickly, they were forced to push their own bodies—and their dogs—to unsafe extremes. For example, the author writes that normally mushers do not travel in temperatures lower than 40 degrees below zero, but Shannon traveled at

night when it was 50 below.

4. From this detail, you can infer that Shannon was dedicated, strong, and brave. He did whatever it took to get the medicine to Nome in time, even when that meant putting his health at risk.
5. The author is personifying time. By describing time as “crawling,” the author highlights the idea that because the situation was so tense, it felt like time was moving very slowly as Balto tried to find the trail. This creates a feeling of anxiety within the reader and adds to the drama of the moment as readers wait to find out if Balto got his team back on track.

“THE RACE AGAINST DEATH” CRITICAL-THINKING QUESTIONS

1. Today most Americans are vaccinated against diphtheria, so a diphtheria outbreak in Alaska is highly unlikely. Plus, modern forms of transportation such as jet airplanes, helicopters, and ice-cutting ships would likely be able to reach Nome even in the winter.
2. Answers will vary. Students may say that it captured national attention because it was dramatic and suspenseful—many lives were at stake. The plan to save Nome was also daring and involved many people working together toward a common goal.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image of dogs racing across an icy landscape and the headline “The Race Against Death” create a tense and suspenseful mood. The dogs in the photo look focused and fierce. This image alongside the headline, which refers to death, create suspense and make you want to find out why the dogs are racing and what they are running toward or away from.
2. The photo tells you that the people of Nome endured very difficult weather conditions in the winter. You can tell this from the amount of snow that is piled up outside of the hospital.
3. The drawing in the poster shows a threatening bolt of lightning aimed at a small child. The lightning is blocked by “Toxoid” and the text says: “Protect your child



“The Race Against Death” cont’d

with Toxoid. Toxoid prevents diphtheria.” By representing diphtheria with a bolt of lightning, the poster shows that diphtheria was a feared and frightening disease in the early 1900s.

4. I predict this article will be about an outbreak of a disease and the race to stop it. (Answers will vary.)
5. The mood of the section changes from frightening to hopeful and determined. The author creates a frightening mood at the beginning of the section as she describes the growing epidemic and gives frightening details such as “By morning, the child was dead;” “Within weeks, three more children had died;” “In a matter of days, the membrane could block Billy’s windpipe and kill him;” and “The town’s situation was desperate” (6). By the end of the section, the mood becomes hopeful, and slightly exciting, when the author reveals that a supply of antitoxin had been found and town officials “hatched a bold plan” to get it to Nome (7). The last line of the section, “Then it would be carried to Nome—across hundreds of miles of frozen wilderness—by dogsled” adds to the hopeful and exciting mood.
6. The author uses an admiring and confident tone when talking about Seppala in this section. I know the author uses an admiring tone because in describing Seppala and the other mushers, she writes that only the “bravest and most experienced mushers” were asked to participate in the race (7). She also praises Seppala specifically by referring to him as “a particularly skilled musher” (7). The author describes Seppala’s portion of the trail as “hazardous” because he had to take a shortcut across the frozen Norton Sound which was “littered with ice rubble.” “Still,” she writes “Seppala was the fastest musher in Alaska. If anyone could make it, it was him” (8). These lines show that the author thinks highly of Seppala and is impressed with his abilities.
7. **A.** The author gives a chronological account of the mushers’ race across Alaska.
B. I know the author uses a sequence-of-events structure in these sections because she is giving an hour-by-hour and mile-by-mile account of the progress of the mushers and their dogs as they raced to Nome. To accomplish this, she uses words and phrases that convey the passage of time and distance including: “That night,” “the final four hours,” “When he arrived in Tolovana,”

“Meanwhile,” “By now,” “At first,” “At this point,” “Five miles in” (9), “The minutes crawled by as,” “Suddenly,” “For the next 20 miles,” “at 5:30 a.m. on February 2,” and “Within minutes” (10).

8. The mushers and dogs persevered through difficult conditions. (Answers will vary.)
9. Sample summary:

In the winter of 1925, disaster struck the city of Nome, Alaska. There was an outbreak of a deadly infection called diphtheria. Diphtheria was most commonly treated with an antitoxin, but the town of Nome did not have a fresh supply. The closest supply of antitoxin was hundreds of miles away in a city called Anchorage, and it would be nearly impossible to transport the medicine from Anchorage to Nome because Nome is located on a peninsula in the Bering Sea. The closest train station was 674 miles away in a town called Nenana, ships could not pass through the frozen sea, and there were not yet jet airplanes. So Nome’s officials came up with a plan: The fastest dogsled teams in Alaska would carry the medicine relay-style across the Alaskan wilderness. The mushers and their dogs traveled in dangerously low temperatures, across treacherous shortcuts, and even during a blizzard. Nevertheless, the teams persevered and delivered the medicine to Nome in just five days. The diphtheria outbreak was stopped and hundreds of lives were saved.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (LL)

Answers will vary but should be similar to the following:

1. The image of dogs racing across an icy landscape and the headline “The The Race Against Death” create a tense and suspenseful mood. The dogs in the photo look focused and fierce. This image alongside the headline, which refers to death, create suspense and make you want to find out why the dogs are racing and what they are running toward or away from.
2. The photo tells you that the people of Nome endured very difficult weather conditions in the winter. You can tell this from the amount of snow that is piled up outside of the hospital.
3. The drawing in the poster shows a threatening bolt



“The Race Against Death” cont’d

of lightning aimed at a small child. The lightning is blocked by “Toxoid” and the text says: “Protect your child with Toxoid. Toxoid prevents diphtheria.” By representing diphtheria with a bolt of lightning, the poster shows that diphtheria was a feared and frightening disease in the early 1900s.

4. I predict this article will be about an outbreak of a disease and the race to stop it. (Answers will vary.)
5. **A.** B; frightening to hopeful
B. The mood of the section changes from frightening to hopeful and determined. The author creates a frightening mood at the beginning of the section as she describes the growing epidemic and gives frightening details such as “By morning, the child was dead;” “Within weeks, three more children had died;” “In a matter of days, the membrane could block Billy’s windpipe and kill him;” and “The town’s situation was desperate” (6). By the end of the section, the mood becomes hopeful, and even exciting, when the author reveals that a supply of antitoxin had been found and town officials “hatched a bold plan” to get it to Nome (7). The last line of the section, “Then it would be carried to Nome—across hundreds of miles of frozen wilderness—by dogsled” adds to the hopeful and exciting mood.
6. **A.**
7. **A.** impressed
B. The author uses an impressed tone when talking about Seppala in this section. I know the author uses this tone because in describing Seppala and the other mushers, she writes that only the “bravest and most experienced mushers” were asked to participate in the race (7). She also praises Seppala by referring to him as “a particularly skilled musher” (7). The author describes Seppala’s portion of the trail as “especially hazardous” because he had to take a shortcut across the frozen Norton Sound, which was “littered with ice rubble.” “Still,” she writes “Seppala was the fastest musher in Alaska. If anyone could make it, it was him” (8). These lines show that the author thinks highly of Seppala and admires his abilities.
8. **A.** Students should cross out Detail #2.
B. Detail #2 explains how much the crate of medicine weighed, which would have made the journey more difficult, but it does not describe the type of conditions

that the mushers were traveling in.

9. Students should cross out B, D, and E.

“THE RACE AGAINST DEATH” QUIZ

*Higher Level (HL)

1. C (text structure; R.5)
2. A (analyzing the development of an idea; R.2)
3. B (key ideas; R.2)
4. A, D (supporting details; R.2)
5. A (vocabulary in context; R.4)
6. B (text structure; R.5)
7. The mood of the section changes from frightening to hopeful and determined. The authors create a frightening mood at the beginning of the section as they describe the growing epidemic and include terrifying details such as “By morning, the child was dead;” “Within weeks, three more children had died;” “In a matter of days, the membrane could block Billy’s windpipe and kill him;” and “The town’s situation was desperate” (6). By the end of the section, the mood becomes hopeful, and even exciting, when the authors reveal that a supply of antitoxin had been found and town officials “hatched a bold plan” to get it to Nome (7). The last line of the section, “Then it would be carried to Nome—across hundreds of miles of frozen wilderness—by dogsled” also adds to the hopeful and exciting mood. (mood, author’s craft, writing explanatory text; R.4, W.2)
8. The authors might have included the caption about sled dogs on page 8 to help the reader understand how the mushers and their dogs were able to complete such a difficult journey in 1925. The caption explains several features of sled dogs that make them particularly suited for the job of pulling sleds in cold weather. For example, the caption explains that sled dogs like the Alaskan husky have tough feet and thick fur to keep them warm. The caption also states that the dogs work well in teams and love to run. Knowing that sled dogs have these unique features helps the reader understand how the sled dogs who brought the serum to Nome in 1925 were able to survive the frigid temperatures they faced during their journey, as well as how they were able to travel so quickly across such difficult terrain. (text features, writing explanatory text; R.8, W.2)



“The Race Against Death” cont’d

“THE RACE AGAINST DEATH” QUIZ

*Lower Level (LL)

1. C (text structure; R.5)
2. A (key ideas and supporting details; R.2)
3. B (key ideas; R.2)
4. A, D (supporting details; R.2)
5. A (vocabulary in context; R.4)
6. B (text structure; R.5)
7. The authors create a frightening mood at the beginning of the section as they describe the growing epidemic and include terrifying details such as “By morning, the child was dead;” “Within weeks, three more children had died;” “In a matter of days, the membrane could block Billy’s windpipe and kill him;” and “The town’s situation was desperate” (6). By the end of the section, the mood becomes hopeful, and even exciting, when the authors reveal that a supply of antitoxin had been found and town officials “hatched a bold plan” to get it to Nome (7). The last line of the section, “Then it would be carried to Nome—across hundreds of miles of frozen wilderness—by dogsled” also adds to the hopeful and exciting mood. (mood, author’s craft, writing explanatory text; R.4, W.2)
8. The caption about sled dogs on page 8 helps the reader understand how the mushers and their dogs were able to complete such a difficult journey in 1925. The caption explains several features of sled dogs that make them particularly suited for the job of pulling sleds in cold weather. For example, the caption explains that sled dogs like the Alaskan husky have tough feet and thick fur to keep them warm. The caption also states that the dogs work well in teams and love to run. Knowing that sled dogs have these unique features helps the reader understand how the sled dogs who brought the serum to Nome in 1925 were able to survive the frigid temperatures they faced during their journey, as well as how they were able to travel so quickly across such difficult terrain. (text features, writing explanatory text; R.8, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mainly about a group of dogsled drivers in Alaska. (Students may also say that the article is about

the people of Nome, Alaska and the dogsled drivers who save them.)

2. The article describes a dogsled race across Alaska as well as a deadly diphtheria outbreak in the town of Nome, Alaska during the winter of 1924.
3. During the winter of 1924 in Nome, Alaska a highly contagious infection—diphtheria—began to spread throughout the town. The town did not have the medicine it needed to stop the deadly outbreak, and the closest supply of the medicine was 500 miles away in Anchorage, Alaska. During the winter, the means of transportation to Nome were very limited.
4. The Nome government decided to transfer the medicine from Anchorage to Nome via a dogsled relay. The trip normally took about 25 days, but the government recruited the best and fastest dogsled drivers in order to try to complete the trip in far less time. These dogsled drivers pushed themselves and their dogs to dangerous extremes to save the children of Nome. The mushers traveled in dangerously low temperatures and across treacherous shortcuts to ultimately get the medicine to Nome in just 5 days.
5. Answers will vary.

Sample Summary:

In the winter of 1925, disaster struck the city of Nome, Alaska. There was an outbreak of a deadly infection called diphtheria. Diphtheria was most commonly treated with an antitoxin, but the town of Nome did not have a fresh supply. The closest supply of antitoxin was hundreds of miles away in a city called Anchorage, and it would be nearly impossible to transport the medicine from Anchorage to Nome because Nome is located on a peninsula in the Bering Sea. The closest train station was 674 miles away in a town called Nenana, ships could not pass through the frozen sea, and there were not yet jet airplanes. So Nome’s officials came up with a plan: The fastest dogsled teams in Alaska would carry the medicine relay-style across the Alaskan wilderness. The mushers and their dogs traveled in dangerously low temperatures, across treacherous shortcuts, and even during a blizzard. Nevertheless, the teams persevered and delivered the medicine to Nome in just five days. The diphtheria outbreak was stopped and



“The Race Against Death” cont’d

hundreds of lives were saved.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

In the winter of 1925, disaster struck the city of Nome, Alaska. There was an outbreak of a deadly infection called diphtheria. Diphtheria was most commonly treated with an antitoxin, but the town of Nome did not have a fresh supply. The closest supply of antitoxin was hundreds of miles away in a city called Anchorage, and it would be nearly impossible to transport the medicine from Anchorage to Nome because Nome is located on a peninsula in the Bering Sea. The closest train station was 674 miles away in a town called Nenana, ships could not pass through the frozen sea, and there were not yet jet airplanes. So Nome’s officials came up with a plan: The fastest dogsled teams in Alaska would carry the medicine relay-style across the Alaskan wilderness. The mushers and their dogs traveled in dangerously low temperatures, across treacherous shortcuts, and even during a blizzard. Nevertheless, the teams persevered and delivered the medicine to Nome in just five days. The diphtheria outbreak was stopped and hundreds of lives were saved.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. D
2. C; I chose C because the detail explains how diphtheria can be treated and does not provide a detail showing how dangerous and deadly the disease is.
3. The mushers endured extremely difficult conditions on their journey to Nome. (Answers will vary.)
4. Answers will vary but should be similar to the following: “It was a risky plan for both mushers and dogs—and there was no guarantee the medicine would survive the freezing journey.” (p. 8); “He would have to travel one of Alaska’s most hazardous trails and take a shortcut across the frozen Norton Sound.” (p. 8); “There was also the threat of the ice breaking up with little warning, carrying man and dogs into the deadly Bering Sea.” (p. 8); “As a rule, dogsled drivers avoided traveling in temperatures lower than 40 degrees below zero. That night, it was 50 below.” (p. 9); “The mushers had made

the trip in just six days.” (p. 10)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, C, D
2. The mushers who participated in the race to Nome displayed incredible strength, courage, and resilience. (Answers will vary slightly.)

CORE SKILLS WORKOUT: TEXT FEATURES

1. The smaller map shows the location of Alaska in North America and the larger map shows the location of Nome in relation to the rest of Alaska. Both maps help you understand how remote the town of Nome, Alaska is. The larger map also shows the incredibly long distance the medicine had to travel to get to Nome. This visual helps you appreciate and understand the enormity of the task that the mushers and their dogs took on.
2. The photo tells you that the people of Nome endured very difficult weather conditions in the winter. You can tell this from the amount of snow that is piled up outside of the hospital.
3. The caption explains several features of sled dogs that make them particularly suited for the job of pulling sleds in cold weather. For example, the caption explains that sled dogs like the Alaskan husky have tough feet and thick fur to keep them warm. The caption also states that the dogs work well in teams and love to run. Knowing that sled dogs have these unique features helps you understand how the sled dogs in 1925 were able to survive in the frigid temperatures they faced during their journey to Nome, as well as how they were able to travel so quickly across such difficult terrain.
4. The photograph suggests that Kaasen’s relationship with Balto is warm and affectionate because Kaasen is holding Balto in his arms and hugging him close. Balto is a large and powerful dog, but he looks like a puppy in Gunnar’s arms. The dog and man both look comfortable and relaxed with each other.

Frankenstein



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary. Sample response:

To My Fellow Scientists:

It has come to my attention that you have created a super-intelligent, human-like machine. I am sure that you are thrilled about the advances you've made in the fields of science and technology and about the ways in which this new type of artificial intelligence will benefit society. But please—I beg of you—listen to my story before switching this robot on. I fear that if you do not, you may do something now that you will someday come to regret.

I am Dr. Victor Frankenstein, a scientist who, just like you, wanted to improve life for humans. I was obsessed with my goal of curing diseases and helping humans live longer lives. But in my efforts to do good, I failed to consider the possible harm that my experiment could also cause society. Not considering the consequences of my actions turned what was once a dream—a dream much like yours—into an utter nightmare.

I, too, attempted to create a beautiful, human-like being. But instead, I created an enormous, misshapen, and terrifying creature. To me and to the rest of the world, he was an unnatural and hideous monster. My creature is proof that science experiments can turn out much differently than expected. I chose to abandon the creature and then the world rejected him as well. He has since caused only pain and suffering. He sought revenge against me and murdered my brother William and my fiancée, Elizabeth. He lashed out against the world. In his words, I was his creator, but he became my master.

My mistakes made me realize that the further we push the frontiers of science, the more capable we are of creating something that we might not be able to control. Yes, I'm sure that your machine will be able to perform many tasks that will make humans' lives easier. But what if something goes wrong? What if these machines don't work the way you intended them to? They are smarter than humans and therefore capable of acting completely on their own. They could change an election, launch a nuclear weapon . . . who knows what they could be capable of! Maybe things will go well, but is it worth the risk? I urge you to be cautious before rushing into something you don't understand completely.

I learned the hard way that I never should have attempted to unlock the secrets of nature in such an irresponsible way. When I began creating a second creature—a companion for my first—I realized the potential harm my actions might cause if I took my experiment any further. I concluded that the risk was too great. If only I had not been so shortsighted during his my first experiment, I could have saved myself, the creature, and those around me a world of misery. Let this be a warning: Think twice before switching on your creation. It may one day be your master.

Sincerely yours,
Dr. Victor Frankenstein



Frankenstein cont'd

ANSWERS TO ACTIVITY SHEETS

FRANKENSTEIN AND AI

	<i>Frankenstein</i>	"This Robot Wants to Help You"
Reasons for Creation	<p>Why does Dr. Frankenstein create the creature?</p> <ul style="list-style-type: none"> • Dr. Frankenstein wants to unlock nature's secrets—especially the secret of life—with the intention of improving human life (12). • Dr. Frankenstein's experiment could have helped find cures for disease and helped people live longer (12-15). 	<p>Why are scientists developing artificial intelligence?</p> <ul style="list-style-type: none"> • Scientists are developing AI to improve human life in many ways, such as translating languages, identifying faces in photographs, and helping doctors identify problems. • Scientists are currently working on a type of AI that would be far smarter than humans and could create "benevolent geniuses."
Harm or Possible Harm of Creation	<p>What goes wrong with Dr. Frankenstein's creation?</p> <ul style="list-style-type: none"> • Dr. Frankenstein is revolted by the creature he creates, finding it hideous. • Dr. Frankenstein loses control of his creature to the degree that the creature tells Dr. Frankenstein's that he, the creature, is now Dr. Frankenstein's master. • The world sees the creature as unnatural and treats him with fear and hatred. • The creature is miserable and lashes out, killing Victor's brother and Victor's fiancé. 	<p>What ideas are given about what could go wrong with super-smart AI?</p> <ul style="list-style-type: none"> • Super-smart AI machines could turn against us and take over the world. • Physicist Stephen Hawking said that AI machines could eventually act on their own. • Lewis worries that AI machines could change elections or launch weapons. • Lewis warns, "We could live in a world where machines become our masters." • We don't completely understand AI yet, so we don't even understand the risks. As Elon Musk says, "We shouldn't be rushing headlong into something we don't understand." • Similarly, Stephen Hawkins said, "We cannot know if we will be infinitely helped by AI or . . . destroyed by it."



Frankenstein cont'd

FRANKENSTEIN

CLOSE-READING QUESTIONS

1. Victor dreads seeing the monster and doesn't know what to expect when he returns to his lab. He is gathering his courage.
2. Victor means that as an author creates a book, he has created evil: the creature and the murder the creature has carried out.
3. Many people are unable to see past the creature's appearance. They assume he is a monster because he is so large and strange looking.

FRANKENSTEIN

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Some students might say no; Victor owed it to the creature to try to make life more bearable. Others might say yes; Victor is considering the potential harm his actions could cause and rightfully concludes that the risk is too great.
2. Answers will vary. Students may say that while there is no excuse for murder, and that we are ultimately responsible for our own actions, the way the creature is treated does make him sympathetic. Students may say that some, most, or all of the responsibility for the creature's crimes lies with Victor, who failed to love, teach, and protect the being he created, and with society, which bullied and rejected the creature.
3. It seems likely that Shelley was inspired by the fascination and fear surrounding science and technology in her day to write a story about a scientist who pushes science to the limit. She seems to have taken the idea of restoring life to the dead in a creative direction.
4. Some students may say that the development of something that could be of great benefit to humankind is worth the risk of that thing doing harm; others may disagree. Students might also point out that some technologies or discoveries do both harm and good—and students may have differing opinions on whether it's worth tolerating the harm for the sake of the good.
5. Both are rejected by society and wonder at times why they were created only to lead such a miserable life.
6. Students might say that the frontiers of science fascinate and frighten us as much now as they did in the 1800s. Plus, it is a ripping yarn, full of suspense and drama.

"THIS ROBOT WANTS TO HELP YOU"

CLOSE-READING QUESTIONS

1. Answers will vary but should include the idea that it's scary to imagine losing control of something you created.
2. Lewis expresses the concern that machines with artificial intelligence might become more powerful than the humans who built them. She worries that these machines could eventually take actions that humans do not support—or that they could even turn against us.
3. Lewis likely wanted to raise them in the reader's mind.

"THIS ROBOT WANTS TO HELP YOU"

CRITICAL-THINKING QUESTION

1. Answers will vary. To support their answers, students may draw on the play and the editorial as well as their own ideas.

FRANKENSTEIN QUIZ

*Higher Level (HL)

1. A, D (summarizing; R.2)
2. B (key ideas, interpreting text; R.2, R.4)
3. A (inference; R.1)
4. C (inference; R.1)
5. D (text evidence; R.2)
6. A (summarizing, text structure; R.2, R.5)
7. *Answers will vary. A sample response:*
In Scene 4, Dr. Frankenstein says his intentions in creating the creature were "noble." But "noble" means virtuous and good, and Dr. Frankenstein's intentions are neither of those things. In Scene 1, just before the creature comes to life, Dr. Frankenstein declares that he wants to "bring back the dead." This might sound good—imagine never having to say goodbye to loved ones! But in fact, his next line reveals that what he really wants is power. He says, "And a new species will bless ME as its creator. ME!" This line shows that he wants to be worshipped. In other words, his intentions are entirely self-serving. Therefore, in Scene 4 when he says his intentions were "noble," he is lying to himself. (key ideas and details, writing a well-supported argument; R.1, W.1)
8. In "This Robot Wants to Help You," author Kristin Lewis expresses her opinion that artificial intelligence, while exciting, should be pursued with caution. She



Frankenstein cont'd

supports her argument well. She uses examples from *Frankenstein* to show how important it is to think through the consequences of scientific experiments and new technologies. She also includes quotes from experts—Stephen Hawking and Elon Musk—to support her opinion. She could, however, have made additional connections to *Frankenstein*. For example, she could have mentioned that one of the reasons the creature turns evil is because he was treated with so much hate and had no one to help him understand the world or teach him how to live in it. Lewis could have used this detail to make the point that any artificial intelligence created in the real world will need to be cared for and closely monitored by the humans who make it. (text evidence, analyzing an argument, writing arguments; R.2, R.8, W.1)

FRANKENSTEIN QUIZ

*Lower Level (LL)

1. A, D (summarizing; R.2)
2. B (key ideas, interpreting text; R.2, R.4)
3. A (inference; R.1)
4. C (inference; R.1)
5. D (text evidence; R.2)
6. A (summarizing, text structure; R.2, R.5)
7. *Answers will vary. A sample response:*

In Scene 4, Dr. Frankenstein says his intentions in creating the creature were “noble.” But “noble” means “worthy of admiration” or “showing excellent morals,” and Dr. Frankenstein’s intentions are neither of those things. In Scene 1 just before the creature comes to life, Dr. Frankenstein declares that he wants to “bring back the dead.” This might sound good—imagine never having to say goodbye to loved ones! But in fact, his next line reveals that what he really wants is power. He says “a new species will bless ME as its creator. ME!” This line shows that he wants to be worshipped. In other words, his intentions are entirely self-serving. Therefore, in Scene 4 when he says his intentions were “noble,” he is lying to himself. (key ideas and details, writing a well-supported argument; R.1, W.1)

8. In “This Robot Wants to Help You,” author Kristin Lewis expresses her opinion that artificial intelligence, while exciting, should be pursued with caution. She supports her argument well. She uses examples from *Frankenstein*

to show how important it is to think through the consequences and implications of scientific experiments and new technologies. She also includes quotes from experts—Stephen Hawking and Elon Musk—to support her opinion. (text evidence, analyzing an argument, writing arguments; R.2, R.8, W.1)

FRANKENSTEIN VOCABULARY

1. A benevolent company donated hundreds of books to our school’s library.
2. In an effort to get more exercise, Tom decided to shun elevators and take the stairs instead.
3. “The abuse of animals,” said David, “is an abomination.”
4. While Jan is excited about her family’s first trip on an airplane, her brother is racked with anxiety.
5. muster
6. ghastly
7. entrepreneur
8. swallow

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. Answers will vary. Possible answer: Victor views himself as a brilliant young scientist with a dream. He thinks he will become the blessed creator of a new form of life as he unlocks the secrets of nature. To me, he seems like an unsettling “mad scientist.” Stitching together corpses to create human life seems unnatural and like an experiment better left undone.
2. Victor thinks his creation is a hideous monster and abandons him carelessly. This shows that Victor doesn’t consider the potential consequences of his actions and is not a very caring human or responsible scientist.
3. Answers will vary. Possible answer: Yes, Victor seems to feel remorse. After Victor leaves the laboratory, he realizes he has done something wrong as he mutters, “What have I done?” When he finds out William is dead, he says, “So much death. Is it all my fault?” As he wanders the mountains in despair he says, “My intentions were noble. But I am the author of a terrible evil.”
4. Answers will vary. Possible answer: Yes. When seen through Victor’s eyes, the creature is a hideous monster and a killer. But when the creature reveals his experience with the DeLaceys, it is clear that he was not always



Frankenstein cont'd

evil. He was once a kind and gentle creature who only wanted love and acceptance. It was Victor and society's rejection and bullying that filled him with so much hate.

5. Answers will vary.
6. **A.** Victor "softens." He becomes less angry and disgusted by the creature and realizes that he is suffering. He agrees to make a companion so that the creature has a chance at joy.
B. In Scene 8, Victor realizes that creating a companion for the creature is a bad idea. He considers the potential consequences of having a whole species capable of doing what the creature has done and therefore terminates his second creation. After Elizabeth is murdered in Scene 9, Victor realizes it is his duty to destroy the creature.
7. Victor is a dynamic character. At the beginning of the story, he does not consider the potential consequences of his experiment nor does he take any responsibility for its results. By the end of the story, he comes to realize that he is the "author of a terrible evil," and decides against repeating his experiment a second time, showing that he is now thinking about the consequences of his choices. He also takes responsibility for his actions by attempting to destroy the creature.

LITERARY ELEMENTS: GENRE EXPLORATION

Page 1

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

Has noises that are startling or build tension:

Throughout the play, many people yell or scream in fear, pain, or anger. In Scene 9, there is rustling in the corner before Elizabeth is killed. In Scene 1, lightning cracks and shakes the furniture, thunder claps and rumbles through the room, rain lashes the roof, and wind rattles the windows.

Contains a moral or ideas about how to behave: The play suggests that we should consider the consequences of our actions, and that not doing so could be dangerous. It also supports the ideas that everyone needs love and that we should not judge others by their appearance.

Has an eerie, frightening atmosphere: Victor's laboratory is dark, gloomy, and filled with corpses, and is illuminated by candles flickering during a violent storm. The story feels like a nightmare as the creature

disappears, kills Victor's brother, and then haunts Victor with watery yellow eyes.

Causes feelings of panic, fear, or suspense in readers:

Readers are unsure whether Frankenstein's creature is really a monster or not. They learn of his heartbreaking experience of looking for love from the De Lacey family, but they also know that he is capable of murder and is seeking revenge against Victor, so readers are left in suspense and fear about what the creature will do next.

Portrays the larger fears of society: The play reflects people's fears about advances in science and technology: Dr. Frankenstein's scientific endeavors go horribly wrong.

Contains violence or gore: Victor's laboratory is full of body parts—eyeballs, organs, arteries, and bones—that he stitches together into a man and animates. The creature strangles Victor's brother William and murders his fiancée, Elizabeth. Also, when Victor changes his mind about creating a companion for the creature, he tears the second body to pieces.

Has violent weather: In Scene 1, lightning cracks and shakes furniture, thunder claps and rumbles through the room, rain lashes the roof, and wind rattles the windows. In Scene 2, Victor wanders under a black sky and is soaked by rain.

Has magic, ghosts, or other supernatural elements:

Victor is capable of creating a living human being—a mishapen, 8-foot-tall man with superhuman speed—by cobbling together body parts from corpses. Though in the story this is a scientific accomplishment, there is a feeling of the supernatural about it because what Frankenstein does is not actually possible; the creature is referred to as a monster.

Page 2

1. Answers will vary.
2. **A.** The play cautions us to consider the consequences of our actions and take responsibility for our actions. It also encourages us to examine our fears and prejudices, and recognize the dangers of isolating people from family, society, and love.
B. Answers will vary.

CORE SKILLS: MAKING INFERENCES

1. Answer provided



Frankenstein cont'd

2. Answers may include:

- **Creature:** Oh, misery! Even you, my father, hate me. (p. 15)
- **Creature:** You don't know the misery I have endured. I have only ever desired one thing. And I never got it.
Captain: What was that?
Creature: Love.
SD2: The creature gently puts a hand on Victor's chest. (p. 17)

3. The lines reveal that Creature has kindness in his heart and that he longs for the love of a family like the De Lacey's. The fact that Creature is watching the De Lacey's tells you that Creature is lonely.

4. Answers may include:

- **Creature:** I didn't mean to. I thought he might be my friend because he was too young to have prejudices. When he called me an ogre, I got angry and . . . (p. 16)
- **Creature:** I am evil because I am shunned by the entire world! Should I have no chance for joy? (p. 16)
- **Creature:** You don't know the misery I have endured. I have only ever desired one thing. And I never got it.
Captain: What was that?
Creature: Love.
SD2: The creature gently puts a hand on Victor's chest.
Creature: But no. The world fed me hate, and hate filled me up. I hated him. I hate myself. (p. 17)

CORE SKILLS: MOOD

*Higher Level (HL)

1. Answers should be along the lines of suspenseful, frightening, shocking, horrifying, terrifying, spine-chilling, intense, etc.
2. In this scene, Dr. Victor Frankenstein is trying to create a living human from stitched-together body parts from corpses. This is a suspenseful and spine-chilling situation.
3. This action takes place in a corpse-littered laboratory on a violently stormy night. This setting adds to the suspenseful and spine-chilling mood because outside, the weather is startling and threatening while inside, Victor is surrounded by the dead and there is the sense that he may be in a place where unnatural acts are occurring.
4. Answers may include:

- (whispering) "Will nature reveal to me the secrets of life?"
- (louder) "If my experiment is a success . . ."
- (very loud) ". . . I will be able to bring back the dead!"
- (shouting) "And a new species will bless ME as its creator. ME! "
- (gasping for breath) "Guuuh!"
- "Watery yellow eyes, sallow skin, misshapen arms and legs . . . You . . . you were supposed to be beautiful . . . but . . ."
- "You are hideous!"

5. Answers may include: struggle, stitching, lashes, flicker, rattles, rumbles, cracks, shaking, gasping, twitch, jumps, runs

6. Answers may include:

- ". . . a deafening crash of thunder and a flash of lightning."
- "Candles struggle to illuminate the gloom."
- "Victor is surrounded by body parts—legs, arms, heads, eyeballs."
- ". . . a collection of corpses."
- "Rain lashes against the roof."
- ". . . the dead of night"
- "The candles flicker."
- "Wind rattles the window."
- "Lightning cracks violently, shaking the table."
- "The creature's limbs twitch."
- "Watery yellow eyes, sallow skin, misshapen arms and legs . . ."
- "Another clap of thunder!"

7. Answers will vary.

CORE SKILLS: MOOD

*Lower Level (LL)

1. In this scene, Dr. Victor Frankenstein is trying to create a living human from stitched-together body parts from corpses. This is a suspenseful and spine-chilling situation.
2. This action takes place in a corpse-littered laboratory on a violently stormy night. This setting adds to the suspenseful and spine-chilling mood because outside, the weather is startling and threatening while inside, Victor is surrounded by the dead and there is the sense that he may be in a place where unnatural acts are



Frankenstein cont'd

occurring.

3. Answers may include:

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- "Candles struggle to illuminate the gloom."
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- ". . . a collection of corpses."
- "Rain lashes against the roof."
- ". . . the dead of night"
- "The candles flicker."
- "Wind rattles the window."
- "Lightning cracks violently, shaking the table."
- "The creature's limbs twitch."
- "Watery yellow eyes, sallow skin, misshapen arms and legs . . ."
- "Another clap of thunder!"

6. Answers will vary.

“Are Phones Making Us Zombies?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Responses will vary. Students' PSAs should include key ideas and details, drawn from the articles, about the dangers of smartphone addiction and how kids can have a healthy relationships with their phones. An excellent PSA will also be attention-getting and convincing.

ANSWERS TO ACTIVITY SHEETS

“ARE PHONES MAKING US ZOMBIES?” CLOSE-READING QUESTIONS

1. Carro may have used second person to help the reader feel involved in the article—to feel like “This situation that’s being discussed is about me.”
2. Kids and teens become addicted to their phones because phones give them rewards, such as likes on social media. These kinds of rewards cause the brain to release dopamine, creating an urge to check the phone repeatedly. Compared with adults, kids and teens are more vulnerable to phone addiction because the parts of their brains that control pleasure and emotion are more developed than the parts that control logic and reasoning. So it’s especially hard for a young person to ignore his or her phone.
3. If you’re addicted to your phone, you’re constantly distracted by it, which leads to an inability to concentrate and to trouble getting things done. Phone addiction can cause sleep deprivation, which can lead to moodiness, anxiety, and depression. Phone addiction can also lead to spending less time with friends in person.

“SHOULD YOUR PARENTS CONTROL YOUR PHONE?” CLOSE-READING QUESTIONS

1. Carro means that kids might get angry about their parents limiting access to their phones. She also means that while parents might be able to limit the time their kids spend on their phones, this won’t necessarily decrease the kids’ desire to be on their phones.
2. Although Carro provides arguments for and against parents using tools like Screen Time to set limits for their kids, she seems to come down in favor of using such apps, particularly if they are used the way that Dr. Frances Jensen suggests: having family members decide together what limits are appropriate. Carro expresses her opinion in the last sentence: “Screen Time is a step in the right direction.”

“ARE PHONES MAKING US ZOMBIES?” AND “SHOULD YOUR PARENTS CONTROL YOUR PHONE?” CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary.
3. Some students may say that an app developer’s job is to create products that people will use and enjoy; if people spend too much time using those products, it is not the developer’s fault. Other students may say it is unethical to develop technology knowing it will be addictive and could be harmful to children.

KEY IDEAS AND DETAILS: PSA PREP

Dangers of smartphone addiction:

- causes distraction: It takes about 23 minutes for your brain to reach the level of concentration it needs to write an essay or read a novel; your phone pulls you away from what you are doing when you go back to



“Are Phones Making Us Zombies?” cont’d

it, your brain has to start all over again; constantly checking your phone can mean you never reach the your deepest level of thought and can mean everything takes longer to get done; phone addiction can reduce your productivity

- makes you tired: looking at a phone around bedtime can make your brain think it’s daytime and that you should be awake, so you may have trouble falling asleep. And being sleep deprived can lead to moodiness, anxiety, depression, and trouble paying attention and remembering information at school
- causes anxiety: being unable to check your phone can make you feel anxious and jittery, worrying about what you are missing

How kids can have a healthy relationship with their phones:

- move social media apps to the last screen on your phone so you don’t see them every time you glance at your phone
- turn off your phone at least an hour before you go to bed and keep your phone in another room while you sleep so you aren’t tempted to check it during the night
- take technology breaks during which you turn off your phone off or leave it behind for a certain amount of time each day; you can use your technology breaks to
- turn off your phone while studying
- use a tracking app like Screen Time to track how much time you are spending on your phone and what you are doing with that time. Then, maybe with your parents’ help, use the app to set limits for how much time you spend on various apps.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. D (central ideas; R.2)
2. C (vocabulary; R.4)
3. C (text structure; R.5)
4. B (vocabulary; R.4)
5. B (author’s purpose; R.6)
6. C (synthesis; R.9)
7. As Mackenzie Carro explains on page 22 of her article “Are Phones Making Us Zombies?”, one way that smartphone addiction can wreak havoc on us is by causing sleep deprivation. Carro writes that teens

need about 9 hours of sleep each night, but according to a survey conducted by psychologist Jean Twenge, 43 percent of teens are getting fewer than seven hours a night. According to Twenge and other experts, this widespread sleep deprivation is caused largely by teens’ smartphone usage. Carro explains that using a smartphone right before bed is a harmful habit because of how the phone’s light affects the brain: The light tells the brain that it’s daytime and the brain then stops the production of the chemicals that help us get sleepy (22). When smartphones interfere with the body’s natural sleep cycle in this way, we feel sleepy during the day and may have trouble paying attention and remembering what we learn, causing our grades to fall. Being sleep deprived also causes us to “experience moodiness, anxiety, and depression” (23).

Another way that cellphone addiction can wreak havoc on us, Carro explains on page 22, is by constantly interrupting and distracting us. We may never reach a state of deep concentration and may therefore not live up to our full potential. Plus, it will take longer to get things done because we are constantly having to start over after being interrupted by our phones (22). (explanatory writing, key ideas and details; W.2, R.2)

8. The proverb “Moderation in all things” advises against having or doing too much of any one thing. In her articles “Are Phones Making Us Zombies?” and “Should Your Parents Control Your Phone?”, Mackenzie Carro shows why this idea should be applied to smartphone usage. In “Are Phones Making Us Zombies?”, Carro writes that the smartphone is an amazing technology that has transformed our lives in positive ways: It allows us to stay connected with friends and family at all times, provides directions and information, and makes many tasks faster and easier (21). But, Carro notes, the smartphone also has a “dark side” (21). She explains that a growing number of teens in America are suffering from smartphone addiction—that is, they are using their phones so much that the phones are affecting the teens’ wellbeing (21-22). Carro advises that learning to manage our screen time—in other words, using our smartphones in moderation—can help us lead healthier, more productive lives. She offers strategies to help us reduce the time we spend on smartphones, such as turning the phone off at



“Are Phones Making Us Zombies?” cont’d

least an hour before bed, turning off notifications, and taking “technology breaks” (23). She is not suggesting that we stop using our phones altogether, just that we put limits on our use of them.

In “Should Your Parents Control Your Phone?” Carro again advocates for moderation in smartphone use, suggesting that we control and limit the time we spend on smartphones with the help of screen-time tracking apps such as Apple’s Screen Time (24-25). (explanatory writing, synthesis, key ideas and details, W.2, R.9, R.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. D (central ideas; R.2)
2. C (vocabulary; R.4)
3. C (text structure; R.5)
4. B (vocabulary; R.4)
5. B (author’s purpose; R.6)
6. C (synthesis; R.9)
7. As Mackenzie Carro explains on page 22 of her article “Are Phones Making Us Zombies?”, one way that smartphone addiction can wreak havoc on us is by causing sleep deprivation. Carro writes that teens need about 9 hours of sleep each night, but according to a survey conducted by psychologist Jean Twenge, 43 percent of teens are getting fewer than seven hours a night. According to Twenge and other experts, this widespread sleep deprivation is caused largely by teens’ smartphone usage. Carro explains that using a smartphone right before bed is a harmful habit because of how the phone’s light affects the brain: The light tells the brain that it’s daytime and the brain then stops the production of the chemicals that help us get sleepy (22). When smartphones interfere with the body’s natural sleep cycle in this way, we feel sleepy during the day and may have trouble paying attention and remembering what we learn, causing our grades to fall. Being sleep deprived also causes us to “experience moodiness, anxiety, and depression” (23). (explanatory writing, key ideas and details; W.2, R.2)
8. Using smartphones in moderation can be good for us because smartphones can make our lives easier and more enjoyable, but when they used excessively, they can harm us. As Mackenzie Carro writes in her article

“Are Phones Making Us Zombies?”, “Throughout human history, few inventions have transformed our lives as profoundly as the smartphone” (21). As Carro notes, smartphones make it possible for us to stay connected with friends and family at all times, provide directions and information, and make many tasks faster and easier (21). But, as Carro goes on to explain, a growing number of teens are suffering from smartphone addiction—that is, they are using their phones so much that the phones are affecting the teens’ wellbeing (22). In other words, many teens are not using their smartphones in moderation, but are using them in excess—and this is harmful. Carro advises that learning to manage our screen time can help us lead healthier, more productive lives. She offers strategies to help us reduce the time we spend on smartphones, such as turning the phone off at least an hour before bed, turning off notifications, and taking “technology breaks” (23). She is not suggesting that we stop using our phones altogether, just that we limit our use of them.

In “Should Your Parents Control Your Phone?” Carro writes that supporters of apps that allow parents to control and limit the time their kids spend on smartphones say that giving parents this ability can help kids “be healthier and more productive” (25). This is more evidence that using smartphones in moderation can be good for us. (explanatory writing, synthesis, key ideas and details, W.2, R.9, R.2)

VOCABULARY

1. Big Gizmo’s music has a totally fresh style. It’s unlike the music other artists are putting out.
2. Harper made a total disaster of Kara’s room. There is magic marker on the walls, the books have been pulled off the shelves, and Kara’s clothes are strewn about the room. (Answers will vary.)
3. He could keep his phone in a case with screen protector. (Answers will vary.)
4. A
5. A
6. B
7. A
8. wreaked havoc
9. compulsion



“Are Phones Making Us Zombies?” cont’d

10. rummaged
11. deprivation

CORE SKILLS WORKOUT: TEXT STRUCTURES

1. In the first section of “Are Phones Making Us Zombies,” the author describes what smartphone addiction might look like for someone. She asks you, the reader, to imagine that you are being driven to your grandmother’s house when you realize you’ve lost track of your phone. The author describes a frantic search for the phone—through pockets, a backpack, and under car seats. When you realize you left it at home, “panic sets in” and you get “a bit twitchy and restless” (21). Then the author explains that these feelings are symptoms of the growing problem of smartphone addiction, and gives a definition (21).
2. **A.** compare and contrast
B. I know the author uses a compare-and-contrast structure because she writes, “For you, the risk of developing this kind of obsessive relationship with your phone is higher than it is for an adult because your brain is still developing” (22). This sentence shows she is comparing the brain development of a teen with that of an adult. The teenage brain, she writes, is still developing and the parts that control logic and reasoning are less developed than the parts that control pleasure and emotion.
3. **Effect:** You don’t get enough sleep, which can lead to moodiness, anxiety, depression, and attention issues in school.
4. **A.** problem and solution
B. I know the author uses a problem-and-solution structure in these sections because in the section, “Setting Limits,” she first addresses the problem of smartphone addiction with the line “Parents, psychologists, and teachers have been voicing concerns about smartphones for some time” (23). She also explains that even technology executives are limiting their kids screen time because of the dangers of phone addiction. Then, in the section “Phone-Free Time,” the author provides several solutions for the problem of smartphone addiction, including turning off notifications and taking breaks from your phone (23).

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. **A.** B
B. C
C. C
2. B; I chose B because it provides two ways that excessive smartphone use can be harmful.
3. B and D; Evidence E does not support the statement because it explains how leaders in the technology industry feel about smartphones and does not address the brain’s role in smartphone addiction.
4. B; Choice A does not use quotation marks or cite a source for the information. Choice C does not include a sentence explaining why the information is relevant.
5. A; Choice B uses a direct quote and does not include a sentence explaining why the information is relevant. Choice C does not provide a source for the information being paraphrased or a sentence explaining why the information is relevant.
6. Answers will vary. Here is a sample response:
Smartphone users should take technology breaks to help them to avoid becoming addicted to their phones. In the article “Are Phones Making Us Zombies?” psychologist Larry Rosen suggests taking technology breaks as a way to become more comfortable with being without your phone (23). During these breaks, Rosen suggests trying a new hobby, exploring nature, or listening to music (23). The author of the article, Mackenzie Carro, writes, “As time goes on, you’ll find that you can take longer breaks without fear of missing out” (23). In other words, In other words, taking periodic breaks from your phone can help you to start to feel less addicted to it.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. B,D
2. C; I chose C because the evidence explains that teens brains are still developing, which makes them more likely than an adult to become addicted to their phones.
3. Spending too much time on your phone can be harmful. (Answers will vary.)
4. “Second, turn off your notifications to decrease the temptation to pick up your phone.” (p. 23)



“Are Phones Making Us Zombies?” cont’d

VIDEO DISCUSSION QUESTIONS

1. Living in a time where letter writing was the only form of communication would have been difficult. In the video, the narration explains that mail delivery was unreliable, which meant that letters could take days, weeks, or even months to reach their destinations (1:46). This meant that it would have been very difficult to stay in touch and share information with people who lived far away. Because of this, people may have felt isolated and disconnected from one another. Life may have been a little less exciting and fulfilling because the world would have felt a lot bigger and more unreachable. On the other hand, if letter writing was the only form of communication, you would not have to worry about the many distractions and health concerns that people face today as a result of the dozens of different ways we have to communicate. For example, in “Are Phones Making Us Zombies,” author Mackenzie Carro explains that people are beginning to become addicted to their phones and that this addiction is leading to health problems, as well as problems in our personal and academic lives. The many ways we have to communicate with one another on a smartphone—texting, Snapchat, Instagram—are distracting us to the point where our schoolwork, our sleep, and our social lives are being disrupted. In a way, smartphones have made us too connected to one another to the point where we feel anxious or uneasy when we are not near our phones or when we are unable to respond to people right away. For example, on page 21, Carro writes, “72 percent of teens feel pressured to respond immediately to notifications.” If you lived in a time where letter writing was the only way to talk to someone, you would not have to worry about technology negatively impacting your life in this way. Life would have been much more simple, and probably a bit boring at times, but perhaps less stressful.
2. Some people worry that smartphones are negatively impacting our health and well-being. According to author Mackenzie Carro in her article “Are Phones Making Us Zombies,” experts believe that people are becoming addicted to their phones and that this overuse of smartphones can make us “distracted, tired, anxious, and unhappy.” In other words, our smartphones are impacting our lives in a negative way. These fears

are similar to the fears surrounding telephones in the 1900s because both are concerned with the way a new piece of technology—specifically one designed for communication—is impacting the lives and well-being of those who use it.

3. The cell phone was able to become popular in America because as the narration in the video states, the cell phone became smaller, cheaper, and more efficient (4:16-4:23). The fact that the cell phone became smaller and more efficient made it more appealing to more people, and the fact that the cell phone became more affordable enabled more Americans to purchase one. All of these factors helped cell phones become more popular in America.

“Is It OK to Lie?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 27 should include some of the following points:

YES!

1. It's important to protect people's feelings.
2. Lying can be good for your social life by helping you ease awkward situations.
3. Lies about minor things do not hurt anyone.

NO!

1. Lies are statements that are meant to deceive people, which is morally wrong.
2. Deceiving people we care about can damage our relationships with them.
3. Small lies can lead to bigger lies, or accumulate and force you to tell more lies.

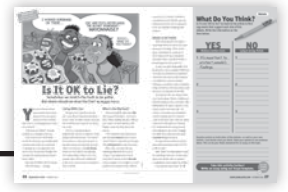
ANSWERS TO ACTIVITY SHEETS

“IS IT OK TO LIE?” QUIZ

*Higher Level (HL)

1. C (literary devices; R.4)
2. A, B (author's purpose; R.4)
3. B (text structure, analyzing an argument; R.5, R.8)
4. C (key ideas and supporting details; R.2)
5. The cartoon on page 26 expresses the idea that people lie to spare other people's feelings. The illustration shows two kids with cupcakes made with mayonnaise. The boy says he “worked super hard” on the cupcakes before asking the girl what she thinks. By her green face, you can tell she is clearly not enjoying the cupcake, but she gives a thumbs up anyway. This scenario shows an example of someone lying to be nice and to avoid making someone else feel bad about something. Maggie Pierce expresses a similar idea in the introduction of her article when she asks readers to imagine a scenario in which their friend gets a very bad haircut and asks you what you think of it. She writes, “You don't want to hurt his feelings. You should just tell him his hair looks great, right?” This scenario expresses the idea that people tend to want to lie to spare someone else's feelings in the same way that the cartoon does. (visual literacy, key ideas and supporting details; R.7, R.2)
6. *Answers will vary. Here is a sample response:* Maggie Pierce writes, “. . . deceiving those we care about can damage our relationships.” (26). Pierce does not support this statement as well as she could have. For example, she does not follow up her statement with an example or piece of data that shows how lying can damage a relationship. To strengthen her argument

section continues >>



“Is It OK to Lie?” cont’d

that lying damages relationships, Pierce could have included a quote from an expert, such as a psychologist or relationship counselor, who could have backed up Pierce’s claim. Or, Pierce could have included an anecdote about someone lying to a loved one and used the story to show how a lie can harm a relationship. (evaluating arguments; R.8)

“IS IT OK TO LIE?” QUIZ

*Lower Level (LL)

1. C (literary devices; R.4)
2. A, B (author’s purpose; R.4)
3. B (text structure, analyzing an argument; R.5, R.8)
4. C (key ideas and supporting details; R.2)
5. The cartoon on page 26 expresses the idea that people lie to spare other people’s feelings. The illustration shows two kids with cupcakes made with mayonnaise. The boy says he “worked super hard” on the cupcakes before asking the girl what she thinks. By her green face, you can tell she is clearly not enjoying the cupcake, but she gives a thumbs up anyway. This scenario shows an example of someone lying to be nice and to avoid making someone else feel bad about something. (visual literacy, key ideas and supporting details; R.7, R.2)
6. Answers will vary. Here is a sample response: Maggie Pierce writes, Wrong or not, the fact is we all lie—a lot” (26). Pierce supports this statement well by including supporting evidence in the form of a statistic: “Most Americans lie about twice a day” (26). This detail supports the idea that people lie often by providing specific data. However, I do not agree with the statement that most people lie a lot. Twice a day does not seem a huge amount to me, especially if those lies are very small and harmless. (evaluating arguments; R.8)

“IS IT OK TO LIE?” VOCABULARY

1. A
2. B
3. B
4. A
5. A; *Colossal* means gigantic, and skyscrapers are extremely tall buildings.
6. B; To deceive is to trick, mislead, or lie to someone. Good friends are honest with one another.

7. fibbed
8. accumulated
9. administered
10. deceived

LITERARY ELEMENTS: TONE

*Higher Level (HL)

1. **A.** The emphasis on “not” shows that the author is describing a truly terrible haircut. And a truly terrible haircut is kind of a funny idea. Students might also offer that the italics create a lighthearted tone by helping readers hear the sentence in a particular way—as though the author is being dramatic in a humorous way.
B. The simile is an exaggerated and funny way of describing the friend’s hair and creates a funny image in the reader’s mind.
2. **A. C**
B. The author’s choice of the words “perhaps,” “of course,” and “but if” make it sound like she is thinking through something complex—like she’s going through different ideas in her head. Plus, she uses the word “complicated” to describe lying out of kindness, which signals that the author doesn’t see the question of when it might be OK to lie as having a simple, clear answer.
3. B

LITERARY ELEMENTS: TONE

*Lower Level (LL)

1. **A.** The author’s choice to put “not” in italics emphasizes that the friend’s haircut is really terrible. The idea of this haircut is kind of funny.
B. The simile is a(n) eggagerated and humorous way of describing the friend’s hair. It creates a(n) funny image in the reader’s mind.
2. **A. C**
B. The author’s choice of the words “perhaps,” “of course,” and “but if” make it sound like she is thinking through something complex—like she’s going through different ideas in her head. Plus, she uses the word “complicated” to describe lying out of kindness, which signals that the author doesn’t see the question of when it might be OK to lie as having a simple, clear answer.
3. B

Searching for Wakanda



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 29:

As evidenced in Mackenzie Carro's article "Searching for Wakanda," one quality a location manager needs to have is adventurousness—that is, he or she must be ready to take risks and deal with the new and unknown. As Carro explains, location managers scout for the perfect locations to bring the fictional worlds of movies and TV shows to life, ". . . which often means exploring remote and dangerous places" (28). This is clear as Carro profiles Ilt Jones, a location manager who "spent weeks exploring beaches, climbing mountains, and traipsing through nature parks" in South Africa to find a filming location for the movie *Black Panther* (28). In addition, Carro reports, "While location scouting, Jones has also been thrown in jail, come face-to-face with a rhino, and floated down a snake-infested river in the jungle" (28). That such unusual, exciting, and hazardous experiences are part of a typical day on the job for Jones make it clear that location managers must be up for any adventure that comes their way.

ANSWERS TO ACTIVITY SHEETS

"SEARCHING FOR WAKANDA" QUIZ

*Higher Level (HL)

1. C (central ideas; R.2)
2. C, D (text evidence; R.1)
3. B (figurative language; R.4)
4. B (key ideas and details; R.2)
5. B (vocabulary; R.4)
6. A (author's purpose; R.6)
7. A location manager faces many challenges in his or her job, as Mackenzie Carro explains in her article "Searching for Wakanda." First, a location manager faces the challenge of finding the perfect spot to film a scene in a movie or TV show. Finding this spot may take weeks, as it took weeks for location manager Ilt Jones to find the perfect spots to film the movie *Black Panther* (28). Another challenge a location manager faces is traveling to remote and dangerous places and having dangerous encounters with nature. Jones, for example, has climbed treacherous mountains near Los Angeles, traveled down a snake-infested river in the jungle of Vietnam, and encountered a rhino in South Africa (28-29). A location manager also faces the challenge of getting permission to film in the places they find, which may require working with a local government or persuading a family to allow a film crew to set up in their house (29). Finally, a location manager faces the challenge of sorting out the many logistics of filming on location, such as hiring security, setting up food tents, and even arranging for portable toilets. As Carro explains, these tasks are often far from simple (29). (key ideas and details, writing explanatory text; R.1, W.2)

section continues >>



Searching for Wakanda

“SEARCHING FOR WAKANDA” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. C, D (text evidence; R.1)
3. B (figurative language; R.4)
4. B (key ideas and details; R.2)
5. B (vocabulary; R.4)
6. A (author’s purpose; R.6)
7. A location manager faces many challenges in his or her job, as Mackenzie Carro explains in her article “Searching for Wakanda.” First, a location manager faces the challenge of finding the perfect spot to film a scene in a movie or TV show. Finding this spot may take weeks, as it took weeks for location manager Ilt Jones to find the perfect spots to film the movie Black Panther (28). Another challenge a location manager faces is traveling to remote and dangerous places and having dangerous encounters with nature. Jones, for example, has climbed treacherous mountains near Los Angeles, traveled down a snake-infested river in the jungle of Vietnam, and encountered a rhino in South Africa (28-29). A location manager also faces the challenge of getting permission to film in the places they find, which may require working with a local government or persuading a family to allow a film crew to set up in their house (29). Finally, a location manager faces the challenge of sorting out the many logistics of filming on location, such as hiring security, setting up food tents, and even arranging for portable toilets. As Carro explains, these tasks are often far from simple (29). (key ideas and details, writing explanatory text; R.1, W.2)

4. the library; A locale is a place for something to happen> I A basketball game would not be a good place to study because it would be loud and distracting.
5. Answers will vary but could include mosquitoes, a bear, spiders, poison ivy, etc.
6. It would be wise to have a backup locale because if it rains, you might need to have the party indoors.
7. Your teacher has asked you to make a list of possible essay topics.

“SEARCHING FOR WAKANDA?” VOCABULARY PRACTICE

1. fa flashlight; Flashlights are usually small and meant to be carried around. A desk lamp is made to stay stationary on a desk.
2. a boy wandering around the mall; To traipse means to wander around, usually with no specific plan. If you are rushing to the school bus, you’re not wandering around with no place to be—you’re trying to get to school.
3. a cabin in the woods; A place that is remote is hard to get to. An apartment in the middle of a city would not be hard to get to, as there would be likely many different forms of transportation nearby.