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“Grammar’s Famous Names”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

THE TRENDS

Baby names follow trends just as fashion and music do. How many of **you're/your** friends are named Mildred or Harold? Probably none, but 100 years ago, those were two of the most popular names in the United States. Ninety years from now, it might be hard to find anyone under the age of 100 with **you're/your** name.

What's trending now? In 2017, Emma topped the list of most-popular girl's names and Liam topped the list for boys.

WHO YOU ARE

Maybe **you're/your** named after a beloved grandparent. Or maybe **you're/your** name invokes a virtue, like Grace or Hope, or reflects where you were born, like Austin or Virginia. Or maybe **you're/your** parents named you after a character from a book, movie, or TV show.

Of course, what really matters is who you are, not what **you're/your** called. As the famous playwright and poet William Shakespeare wrote, "A rose by any other name would smell as sweet."

CALL ME . . . APPLE?

Blue Ivy. Moon Unit. Apple. **You're/Your** probably not shocked to hear that these are the names of celebrities' kids. Celebs are known for giving their children unusual (and sometimes bizarre) names.

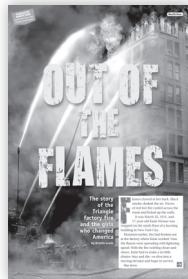
But actually, many parents choose unique names. Some change the spelling of a familiar name, like Jaxson for Jackson. Others borrow words not typically used as names, like Story or Ocean. And some parents simply make up a name because they like how it sounds.

ANSWERS TO ACTIVITY SHEET

YOUR VS. YOU'RE

1. C
2. A
3. A
4. D
5. You're making me laugh so much I almost spilled my lemonade!" said Arianna, giggling.
6. Make sure that your parents have signed your permission slip by Friday.
7. Answers will vary.

"Out of the Flames"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Answers will vary. Sample response:

My fellow citizens,

I would like to welcome you all to our town's new Triangle factory exhibit. It is my hope that we all leave here today understanding the value in remembering our country's rich history, including its disasters, injustices, and tragedies.

On March 25, 1911, 146 people lost their lives when the Triangle shirtwaist factory caught fire. Triangle's 500 employees were mostly girls and women from poor immigrant families who had come to America with a dream of a better life. The factory was located on the top floors of a New York City skyscraper. The flames spread quickly and workers couldn't escape because the doors were locked and the fire escape was in disrepair and collapsed.

This tragedy occurred because Triangle lacked basic fire safety features such as well-designed exits for workers. Employees might have gotten out of the building if there were functioning fire escapes and more than just two narrow staircases leading to the street. And those two staircases might as well have not been there: their doors were locked. Factories at the time were more like prisons—doors were locked to keep workers from taking breaks so that owners could make more money. Further evidence that the Triangle's owners did not care about their workers' safety and wellbeing? City inspectors noted how dangerous the factory was before the fire, yet the owners did nothing about it. Had Triangle's owners valued people over money, keeping the staircase doors open and heeding the inspectors' warnings, many lives could have been saved.

This tragedy forced Americans to ask tough questions about workers' rights, the government's role in protecting its most vulnerable citizens, and the cost of greed. Workers protested, demanded, and won better pay and working conditions. Many Americans joined the labor movement and helped secure basic rights and protections for workers everywhere. Laws were enacted requiring workplaces to be fire-safe. This tragedy reminds us that all workers deserve to be treated with dignity and fairness, and it shows us that we can affect positive change in our country.

In closing, let us pay tribute today to those who lost their lives and to the living who fought so hard for workers' rights and for justice. Let us also be reminded that the story of the Triangle fire is relevant to our lives today. There is still work to be done. Yes, labor laws in the U.S. protect workers from the abuses that the women of Triangle endured, but today, most of our clothes are made overseas. And many of the factories where our clothes are made are not so different from the Triangle factory. The Rana Plaza building collapse in 2013 in Bangladesh claimed the lives of more than 1,000 workers. The building, which housed five garment factories, was known to be unsafe, and yet nothing was done about it.

As you explore the exhibit today, honor the lives lost at Triangle so long ago. But also take time to reflect on the powerful lessons they left behind for us.

Thank you, and enjoy the new exhibit.



“Out of the Flames” cont’d

ANSWERS TO ACTIVITY SHEETS

CRITICAL THINKING: REMEMBERING A TRAGEDY

Answers will vary slightly.

- On March 25, 1911, 146 people lost their lives while working for the Triangle Waist Company when the factory caught fire. The factory was located on the top floors of a New York City skyscraper. The flames spread quickly and terrified workers couldn’t escape because the doors were locked and the fire escape was in disrepair and collapsed.
- Triangle lacked basic fire safety features such as well-designed exits for workers. Workers could have gotten out of the building if there were functioning fire escapes and more than just two narrow staircases leading to the street. (p. 7)
 - Doors were locked. Factories at the time were like prisons—doors were locked to keep workers from taking breaks so owners could make more money. Had owners valued people over money and kept the doors unlocked, people would not have been trapped in the fire. (p. 7)
 - Factory owners did not care about their workers’ safety and wellbeing. City inspectors noted how dangerous the factory was before the fire and that the owners had done nothing about it. Had they heeded the inspectors’ warnings, lives could have been saved.
- This preventable tragedy outraged people and “forced them to ask tough questions: What rights should workers have? How much should our government do to protect the vulnerable? Where is the line between ambition and greed?” (p. 10)
 - Triangle workers protested, demanded, and won better pay and working conditions. (caption p. 8).
 - Many Americans joined the labor movement and help secure basic rights and protections for workers everywhere (caption p. 8)
 - Large groups of people protested to demand better fire safety laws and laws were enacted requiring workplaces to be fire-safe. (pp. 9-10)
- Answers will vary. Possible answers: so that we are reminded that companies shouldn’t value money over people; so that we uphold workers rights and treat all workers with fairness and dignity; so that we honor those

who lost their lives and the living that continued on to fight for justice and change; so that we can see how story of the Triangle fire is relevant to our lives today—As Lewis writes on page 10, labor laws in the U.S. protect workers from the abuses that the women of Triangle endured, but today, most of our clothes are made overseas. A building housing five garment factories that was known to be unsafe collapsed in 2013 in Bangladesh, claiming the lives of more than 1,000 workers. It is clear there is still work to be done for workers’ rights and that we should think about where our clothes come from.

“OUT OF THE FLAMES” CLOSE-READING QUESTION

- The author uses personification, assigning human action to the fire. She says the flames “clawed” and “curled” and “licked.” The effect of this language is to make the fire seem as if it’s moving with intention, as if it were alive, which creates drama and suspense.
- Lewis supports her idea by including examples of how life was difficult for immigrants. She writes that working hours were long and pay was low, and many immigrants had to live in small, uncomfortable apartments.
- The purpose of the section “Fire Hazards” is to show how unsafe Triangle was. It lacked basic fire safety features such as well-designed exits for workers. This section also reveals that fire inspectors had noted how dangerous the factory was before the fire and that the owners had done nothing about it. This information shows how little the owners cared for the safety of their employees.
- The photo depicts a factory building collapse in modern-day Bangladesh. The caption explains that many factories where our clothes are made today are not so different from the Triangle factory. This adds to the article by making a connection between the challenges faced by workers more than 100 years ago with the challenges faced by workers now. It shows how the story of the Triangle fire is relevant to our lives today.
- You can infer that Katie was brave and angry. She was brave because she refused to be intimidated, and she was angry that the door had been locked, which led to many senseless deaths—including that of her own sister. Her anger made her determined to make her point; she went so far as to get up and shake the door of the courtroom.

section continues >>



“Out of the Flames” cont’d

6. Yes. Because of the fire, many Americans were motivated to join the labor movement and help secure basic rights and protections for workers. Laws were enacted requiring workplaces to be fire-safe. According to the article, many of the fire rules we have today originated in the aftermath of the Triangle disaster (10). These are a few of the positives that came from an otherwise horrific tragedy.

“OUT OF THE FLAMES”

CRITICAL-THINKING QUESTIONS

- Answers will vary. Students may say that we can learn about the human cost of greed. The owners didn’t care about their workers’ safety or well-being. All they cared about was making money. And their greed resulted in the deaths of 146 innocent people.
- Answers will vary. Students may say that they can research clothing companies and buy only from companies whose factories treat workers fairly and ensure their safety.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

- The image shows a tall building with large, explosive flames shooting out of an upper floor and black smoke billowing out of the windows. The firefighters standing next to the building look helpless and frustrated because their hoses hardly reach the flames on the upper floors. This image alongside the headline, which reads “Out of the Flames,” create a frightening and dramatic mood and make you want to find out what caused such a terrible fire and what happened to the people inside the burning building.
- The photo tells you that the Lower East Side was very crowded and bustling with activity. You can tell from the image of a somewhat run-down apartment building that the buildings people lived in were not kept in the greatest shape. You can also tell from the number of apartments that people lived very close to one another. The street in the photo is also crowded with people and carriages, which tells you that the neighborhood was probably very busy and noisy.

- The image shows a floor of the Triangle factory that is badly burned. The floor is covered with large piles of debris. Everything—even the ceiling—looks burned beyond recognition. This image helps you understand how destructive and powerful the Triangle fire was.
- I predict this article will be about a deadly fire and its aftermath. (Answers will vary.)
- The author uses an angry and disapproving tone when talking about garment factory bosses in this section. I know the author uses an angry and disapproving tone because she includes details that show that factory bosses at the time were greedy and cruel. For example, the author writes that Katie’s “eagle-eyed bosses were always looking for an excuse to pay her less,” and that “bosses regularly worked their employees to the bone while paying them as little as possible” (7). The author also uses negative words, like sweatshops and prisons, to describe clothing factories like the Triangle. This shows that she does not agree with the way these factories were run.
- The mood of the section “Precious Seconds” is terrifying and desperate. The author creates this mood by describing how the fire tore through the factory and the reaction of the terrified workers inside. She describes “thick black smoke” and “a throng of panicked workers” rushing to the windows, “gulping for air” (8). These details create a terrifying and chaotic scene. The author then writes, “What Katie did know was that she needed to get out” before describing how Katie fought her way to the nearest staircase only to find it locked. The author creates an even more desperate and frightening mood by ending the section with the lines, “Precious seconds ticked by. The inferno roared and crackled” (8).
- The author gives a chronological account of how the fire spread and how the workers tried to escape.
 - I know the sections are structured chronologically because the author uses words and phrases to show the passage of time, including: “4:45 p.m.,” “within minutes,” and “Precious seconds ticked by” (8).
- Katie was courageous and determined. (Answers will vary slightly.)
- On March 25, 1911, 17-year-old Katie Weiner lived through a devastating fire that would change American history. Katie worked as a garment worker in the Triangle



“Out of the Flames” cont’d

Waist Company’s factory in New York City. Working conditions at the factory were difficult. Katie worked long hours for very little pay and was treated poorly by her bosses. The factory was also unsafe. The floors were overcrowded with workers and there were only two emergency exits.

On March 25, 1911 a fire broke out in the factory. Workers scrambled to escape but many could not because the door to one of the staircases was locked and the fire escape was in disrepair and collapsed under the weight of the woman trying to climb down. Katie escaped by diving into an elevator, but 146 other workers, including Katie’s sister Rose, died in the fire.

After the fire, Blanck and Harris were charged with manslaughter but were not convicted. Still, the public was outraged and the fire led to the passing of laws, like fire safety codes, that require offices and factories to be safe. The fire also inspired many Americans to join the crusade to protect workers’ rights in America.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

*Higher Level (LL)

1. The image shows a tall building with large, explosive flames shooting out of an upper floor and black smoke billowing out of the windows. The firefighters standing next to the building look helpless and frustrated because their hoses hardly reach the flames on the upper floors. This image alongside the headline, which reads “Out of the Flames,” create a frightening and dramatic mood and make you want to find out what caused such a terrible fire and what happened to the people inside the burning building.
2. The photo tells you that the Lower East Side was very crowded and bustling with activity. You can tell from the image of a somewhat run-down apartment building that the buildings people lived in were not kept in the greatest shape. You can also tell from the number of apartments that people lived very close to one another. The street in the photo is also crowded with people and carriages, which tells you that the neighborhood was probably very busy and noisy.
3. The image shows a floor of the Triangle factory that is badly burned. The floor is covered with large piles of

debris. Everything in the room, including the ceiling, looks burned beyond recognition. This image helps you understand how destructive and powerful the Triangle fire was.

4. I predict this article will be about a deadly fire and its aftermath. (Answers will vary.)
5. **A.** disapproving
B. I know the author uses a disapproving tone because she includes details that show that factory bosses at the time were greedy and cruel. For example, the author writes that Katie’s “eagle-eyed bosses were always looking for an excuse to pay her less,” and that “bosses regularly worked their employees to the bone while paying them as little as possible” (7). The author also uses negative words, like sweatshops and prisons, to describe clothing factories like the Triangle. This shows that she does not agree with the way these factories were run.
6. **A;** terrifying to pleasant
7. **B**
8. **A.** Students should cross out Detail #3.
B. Detail #3 explains that Katie and her husband lived in Brooklyn, New York, which does not show how Katie was a strong and courageous person.
9. Students should cross out **A, B, and E.**

“OUT OF THE FLAMES” VOCABULARY

1. **E;** To galvanize is to shock or excite people into taking action, which is what Blue and Kaya need to do if they want to save their planet.
2. **B;** Something that has been pummeled has taken a beating, and it sounds like this blizzard gave the east coast a serious beating with snow and wind.
3. **D;** To commemorate something is to remember it and honor it. Monuments like the ones in this book are meant to commemorate the veterans who fought in American wars.
4. Many people commemorate America’s independence from Great Britain by not working on July 4th, having cookouts, and watching fireworks.
5. dresses (Answers will vary.)
6. **B**
7. **B**
8. **A**
9. **A**



“Out of the Flames” cont’d

“OUT OF THE FLAMES” QUIZ

*Higher Level (HL)

1. B (summarizing; R.2)
2. C (figurative language; R.4)
3. C (text structure; R.5)
4. D (vocabulary; R.4)
5. A, D (text features; R.2)
6. C (key ideas and details; R.2)
7. As made clear in Kristin Lewis’s article “Out of the Flames,” the Triangle factory fire was so devastating because of unsafe working conditions and negligence on the part of the factory’s owners. Had they cared about their workers’ safety and wellbeing, this tragedy surely could have been prevented.

For starters, the Asch Building where the Triangle factory was located lacked basic fire-safety features such as well-designed exits for its workers. There were only two narrow staircases leading down to the street (7). With about 500 workers on the three floors where Triangle was located, these exits were not nearly adequate. Furthermore, the fire escape, which could have offered workers another way out, “was in disrepair and soon collapsed under their weight, sending them to their deaths on the ground below” (8). Had the building had a proper fire escape and additional staircases leading to the street, there is no doubt that many of the 146 workers who lost their lives could have made it out of the building safely.

Unfortunately, many workers who were able to make it to one of the two stairways on the ninth floor found themselves facing a locked door. As Lewis explains on page 7, factories at the time were like prisons—doors were locked to keep workers from taking breaks so that owners could make as much money as possible. Had Triangle’s owners valued people over money and kept the doors unlocked, workers would not have been trapped in the burning building. Additionally, the owners had their workers “jammed elbow to elbow amid heavy machinery, making a quick escape nearly impossible” (7), and they had never bothered to hold a fire drill (8). Worst of all, Lewis writes that “city inspectors had reported these unsafe conditions, but Blanck and Harris did nothing” (7). These details show that the owners knew exactly how dangerous their factory was before the fire but

neglected to do anything about it. They are what made the Triangle fire so devastating. Had they put people first or heeded the inspectors’ warnings, many lives could have been saved. (key ideas and details, writing explanatory text; R.1, W.2)

8. When Benjamin Franklin said that “justice will not be served until those who are unaffected are as outraged as those who are,” he meant that it takes every one of us working together to combat injustice, including those who are not directly affected by the injustice. Kristin Lewis expresses a similar idea in her article “Out of the Flames” as she describes the public’s response to the Triangle factory fire in 1911.

At the time, working conditions in factories like Triangle were horrendous and owners cared little about their workers’ safety and wellbeing. As explained in the photo caption on page 8, garment workers in New York City were uniting to protest their working conditions in 1909. They had small victories, but clearly workplaces were still places of great injustice. In 1911, the Triangle fire galvanized the broader public into standing up to worker abuses because “people were outraged by what had clearly been a preventable tragedy” (9). The fact that so many innocent people lost their lives because of broken fire escapes, locked doors, too few exits, and ignored warnings from city inspectors shocked people into taking action. Lewis writes, “A large crowd gathered at the Metropolitan Opera House to demand better fire safety laws—and justice for Triangle victims. On April 5, some 120,000 people joined a solemn funeral march through the cold and rainy streets to remember those who had perished” (9). This overwhelming response shows how the people of New York came together to stand up to injustice. Not only did people come together in New York, but many Americans joined the labor movement to protest, demand, and win better pay and working conditions (10). Eventually, laws were enacted requiring workplaces to be fire-safe (10). The public’s response to the Triangle fire supports the idea that when everyone stands up to injustice, we can change the course of history. (interpreting text, synthesis, writing explanatory text; R.4, R.9; W.2)



“Out of the Flames” cont’d

“OUT OF THE FLAMES” QUIZ

*Lower Level (LL)

1. B (summarizing; R.2)
2. C (figurative language; R.4)
3. C (text structure; R.5)
4. D (vocabulary; R.4)
5. A, D (text features; R.2)
6. C (key ideas and details; R.2)
7. As made clear in Kristin Lewis’s article “Out of the Flames,” one reason the Triangle factory fire was so devastating was because the building lacked basic fire-safety features. Had the owners addressed these issues, many lives could have been saved.
For starters, the Asch Building where the Triangle factory was located didn’t have well-designed exits for its workers—there were only two narrow staircases leading down to the street (7). With about 500 workers on the three floors where Triangle was located, these exits were not nearly adequate. Furthermore, the fire escape, which could have offered workers another way out, “was in disrepair and soon collapsed under their weight, sending them to their deaths on the ground below” (8). Had the building had a proper fire escape and additional staircases leading to the street, there is no doubt that many of the 146 workers who lost their lives could have made it out of the building safely. (key ideas and details, writing explanatory text; R.1, W.2)
8. As Kristin Lewis explains in her article “Out of the Flames,” the Triangle fire galvanized the public because “people were outraged by what had clearly been a preventable tragedy” (9). The fire exposed how horrific the working conditions were in factories like Triangle and how little owners cared about their workers’ safety and wellbeing. The fact that so many innocent people lost their lives because of broken fire escapes, locked doors, too few exits, and ignored warnings from inspectors forced Americans to ask tough questions about workers’ rights, the government’s role in protecting its most vulnerable citizens, and the cost of greed (10). Furthermore, the jury did not find factory owners Blanck and Harris guilty of manslaughter, inspiring the public to continue fighting for justice for the 146 people who lost their lives. The fire caused many Americans to join the labor movement to demand—and win—better pay

and working conditions. Laws were enacted requiring workplaces to be fire-safe. The public’s response makes clear that the Triangle fire helped people realize the cost of greed and inspired them to take action. (key ideas and details, writing explanatory text; R.2, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. Katie Weiner, a 17-year-old who lived with her family on the Lower East Side in New York City and worked at the Triangle factory.
2. The significant event described is the Triangle factory fire of 1911. On March 25, 1911, the factory of the Triangle Waist Company where Katie and her sister worked caught fire. The clothing factory occupied the top three floors of a modern skyscraper. The fire spread quickly and trapped hundreds of workers. It was a tragic event that took the lives of 146 people, mostly girls and women. Most of them were immigrants.
3. Fires were a big problem in garment factories at the time because they were crowded and there were many piles of flammable fabric lying around. One small spark could ignite a pile and then the fire would spread quickly. The Triangle factory had already had several small fires during the night when few people were around. The wealthy owners of the factory, Max Blanck and Isaac Harris, knew about the risks and the unsafe conditions at the factory, but they did nothing. They made the factory even more dangerous by locking the doors to the two staircases that led down to the streets to keep workers from taking breaks. The owners also jammed 500 workers into the factory and had them sit so close together that getting up and leaving quickly was impossible. The owners also didn’t hold fire drills for the workers or keep the fire escape in working condition.
4. Katie was trapped on the ninth floor during the fire. She was enveloped in thick black smoke and surrounded by flames. She was able to escape by diving into an elevator and was injured, but survived. Katie’s sister Rose died in the fire.
5. Blanck and Harris were charged with manslaughter and Katie testified in court about the locked door on the ninth floor. Blanck and Harris were not convicted, but following the tragedy, the public was outraged. Many Americans



“Out of the Flames” cont’d

joined the crusade for better pay and safer working conditions. The government passed laws that require offices and factories to be safe.

6. Answers will vary.

Sample Summary:

On March 25, 1911, 17-year-old Katie Weiner lived through a devastating fire that would change American history. Katie worked as a garment worker in the Triangle Waist Company’s factory in New York City. Working conditions at the factory were difficult. Katie worked long hours for very little pay and was treated poorly by her bosses. The factory was also unsafe. The floors were overcrowded with workers and there were only two emergency exits.

On March 25, 1911 a fire broke out in the factory. Workers scrambled to escape but many could not because the door to one of the staircases was locked and the fire escape was in disrepair and collapsed under the weight of the woman trying to climb down. Katie escaped by diving into an elevator, but 146 other workers, including Katie’s sister Rose, died in the fire.

After the fire, Blanck and Harris were charged with manslaughter but were not convicted. Still, the public was outraged and the fire led to the passing of laws, like fire safety codes, that require offices and factories to be safe. The fire also inspired many Americans to join the crusade to protect workers’ rights in America.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

On March 25, 1911, 17-year-old Katie Weiner lived through a devastating fire that would change American history. Katie worked as a garment worker in the Triangle Waist Company’s factory in New York City. Working conditions at the factory were difficult. Katie worked long hours for very little pay and was treated poorly by her bosses. The factory was also unsafe. The floors were overcrowded with workers and there were only two emergency exits.

On March 25, 1911 a fire broke out in the factory. Workers scrambled to escape but many could not because the door to one of the staircases was locked and the fire escape was in disrepair and collapsed under the weight of the woman trying to climb down. Katie escaped by diving

into an elevator, but 146 other workers, including Katie’s sister Rose, died in the fire.

After the fire, Blanck and Harris were charged with manslaughter but were not convicted. Still, the public was outraged and the fire led to the passing of laws, like fire safety codes, that require offices and factories to be safe. The fire also inspired many Americans to join the crusade to protect workers’ rights in America.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. C
2. A; I chose A because the detail is about the popularity of shirtwaists and does not explain how conditions at the factory were unsafe.
3. The Triangle fire was a terrifying and horrific experience. (Answers will vary.)
4. Answers will vary but should be similar to the following: “Many of the fire safety codes we have in the U.S. today can be traced to the aftermath of the Triangle fire.” (p. 10); “So too can many of the legal protections workers have in the U.S.” (p. 10); “Many were inspired to join the crusade for workers’ rights, which would fight in the coming decades for all workers to be treated with dignity and fairness.” (p. 10)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, D, E
2. The Triangle fire led to important changes in workplace safety laws and the legal protection of workers in the U.S. (Answers will vary slightly.)

CORE SKILLS WORKOUT: TEXT FEATURES

1. The image shows a tall building with large, explosive flames shooting out of an upper floor and black smoke billowing out of the windows. The image helps you understand how large and frightening the Triangle fire was. From this image, you can better imagine the horror of the workers who were trapped in the inferno. The image also shows firemen on the ground aiming hoses at the fire, but the streams of water hardly reach the upper floors. This image helps you understand the difficulty of fighting this type of fire at the time when modern fire-fighting



“Out of the Flames” cont’d

equipment had not yet been invented.

2. The image shows a large room cluttered with pieces of fabric. The workers in the photo are sitting shoulder to shoulder around a long table that holds sewing machines and spools of thread. Most of the workers faces are expressionless or serious. These details tell you that garment factories in the early 1900s were crowded and messy.
3. According to the caption on page 8, after the strike Blanck and Harris raised wages, shortened the workweek, and stopped firing workers for joining the union. However, the details about the Triangle factory that the author provides throughout the article show that the life for garment workers was still difficult and unfair. On page 7, the author explains that Katie Weiner worked 10 hours a day for very little pay. The author also describes the workers in the factory as being “jammed elbow to elbow” and writes, “If she pricked her finger and dripped blood on the fabric, the cost of the ruined material could be deducted from her already meager wages” (7). These details about Katie’s life at the Triangle factory show that garment workers at the factory still faced difficult conditions and unfair treatment—even after the strike in 1909.
4. The author might have included the photograph and caption to inform readers that while working conditions have improved in garment factories United States, abuses are still occurring in overseas factories. Garment workers in other countries, who make many of the clothes we wear today, are still toiling in sweatshops and dying in unsafe buildings. For example, like the Triangle factory, the Rana Plaza building in Bangladesh housed garment factories and was known to be unsafe. The owners of the building, like the owners of the Triangle factory, did not correct the problems.

CORE SKILLS WORKOUT: TEXT STRUCTURES

1. In the first section of “Out of the Flames,” the author describes a girl, Katie Weiner, who is trapped on the ninth floor of a burning factory. The author gives details that help you see and feel what Katie is experiencing, including: “Flames clawed at her back,” “black smoke choked the air,” “Waves of red-hot fire curled across the room and licked up the walls,” and “fire swirling closer

and closer” (5). The author also describes the Lower East Side of New York City in 1911 as Katie would have experienced it. Details provided by the author include “the clatter of horse-drawn wagons,” “the thunder of steel trains,” “the shouts of boys hawking newspapers,” “Laundry hung out to dry,” and “the scent of fresh bread wafting from bakeries” (6).

2. **A.** sequence of events
B. I know the author uses sequence of events because she uses words and phrases to show the passage of time, including: “4:45 p.m.,” “within minutes,” and “Precious seconds ticked by” (8).
3. **Effect 1:** Laws, including fire safety codes, were passed requiring factories and offices to be safe.
Effect 2: Laws were passed to protect workers legal rights.

VIDEO DISCUSSION QUESTIONS

1. Answers will vary, but evidence may include that there were new fashions, entertainment, and buildings in the 1900s. There were also many new people arriving to the country. Students might also point to the details in the video about the many people working for both workers’ and women’s rights at the time.
2. At 3:00, the mood of the video changes from upbeat and joyful to somber and depressing. Images of poor children living in the streets and working difficult jobs appear on screen as melancholy music plays. The narration explains that while the 1900s were an optimistic time for Americans, the early 1900s “were also a time of great hardship” (3:07).
3. Answers may vary, but students who say yes should point to sensory details in the text that enable the reader to vividly imagine what it was like to live during the early 1900s.
4. In her article, “Out of the Flames,” author Kristin Lewis supports the idea that the story of Triangle is one of greed and cruelty as well as courage by including details about the abuses the workers at Triangle suffered along with details about how survivors of the fire, like Katie Weiner, and the public came together to work towards changing workers’ rights and workplace safety laws in America.

Sherlock Holmes and the Midnight Killer



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 17

Answers will vary. Sample response:

One skill from Mackenzie Carro's article "How to Think Like Sherlock" that Sherlock Holmes uses to help solve the case in the play *Sherlock Holmes and the Midnight Killer* is "Be observant." Being observant means being fully present and engaged, paying attention to everything around you so that you notice details of what you see and what is happening. Holmes certainly uses this skill to solve the case of Julia's mysterious death and prevent Dr. Roylott from murdering Helen.

In Scene 4, Holmes carefully inspects Julia's room. He notices that the bell rope is fake—it doesn't connect to a bell to summon a servant as it should. He also notices that the ventilator in the corner opens into the next room—Dr. Roylott's—not to the outdoors, as it would be expected to do. Holmes then inspects Dr. Roylott's room, where he notices a saucer of milk on top of the safe and asks Helen if the family has a cat. (They do not.) Then he observes a small whip with a loop tied at its end lying on the floor under Dr. Roylott's chair. These details that Holmes observes in Scene 4 (along with some information that Helen shares with him about Dr. Roylott's fondness for exotic animals and the events surrounding Julia's death) enable Holmes to piece together a theory that Roylott killed Julia by sending a venomous snake into her bed. Holmes is then able to prevent Roylott from killing Helen the same way.

Holmes concluded that the fake bell rope was hung as a way for the snake to travel from Roylott's room onto Julia's bed, where Julia was sleeping the night of her death and where Helen was currently sleeping. The milk and the whip

that Holmes observed in Roylott's room helped Holmes reach this conclusion as well; Holmes realized that Roylott was using the whip to handle the snake and the saucer of milk to train the snake. Understanding all of this, Holmes was able to beat the snake back into Roylott's room after Roylott sent it into Julia's room to kill Helen.

ANSWERS TO ACTIVITY SHEETS

INTEGRATING IDEAS: SHERLOCK HOLMES

Answers will vary. The following are sample answers.

1. Be observant.
2. Being observant means being fully present and engaged, paying attention to everything around you so that you notice details of what you see and what is happening.
3. In Scene 4, Holmes inspects Julia's room. He notices that the bell rope is fake—it doesn't connect to a bell to summon a servant as it should. He also notices that the ventilator in the corner opens into the next room—Dr. Roylott's—not to the outdoors, as it would be expected to do. Holmes then inspects Dr. Roylott's room, where he notices a saucer of milk on top of the safe and asks Helen if the family has a cat. (They do not.) Then he observes a small whip with a loop tied at its end lying on the floor under Dr. Roylott's chair.
4. The details Holmes observes in Scene 4—along with some information that Helen shares with him about Dr. Roylott's fondness for exotic animals and the events surrounding Julia's death—enable Holmes to piece together a theory that Roylott killed Julia by sending a venomous snake into her bed—and to prevent Roylott from killing Helen the same way. Holmes concluded that the fake bell rope was hung as a way for the snake to

section continues >>



Sherlock Holmes and the Midnight Killer cont'd

travel from Roylott's room onto Julia's bed, where Julia was sleeping the night of her death and where Helen was currently sleeping. The milk and the whip that Holmes observed in Roylott's room helped Holmes reach this conclusion as well; Holmes realized that Roylott was using the whip to handle the snake and the saucer of milk to train the snake. Understanding all of this, Holmes was able to beat the snake back into Roylott's room after Roylott sent it into Julia's room to kill Helen.

THE MIDNIGHT KILLER

CLOSE-READING QUESTIONS

1. You can tell that Holmes lives for being a detective. He regards the day as "boring" if he has no cases to solve, and he responds with excitement to the news that a woman is distraught. He is also curious and has a scientific mind. He's happy to live with an unpleasant odor for the sake of an experiment he is conducting.
2. Scene 2 is spooky and suspenseful. Details that help create the mood include the howling wind, Julia's contorted face, and mysterious noises like the clang and whistle.
3. In deep water, it's hard or impossible to see the bottom. Holmes compares the case to deep waters because it's difficult to see where the case will lead.
4. By ignoring Dr. Roylott's question, Holmes shows that he is not intimidated and that Dr. Roylott doesn't have as much power as he thinks.
5. Dr. Roylott is showing his strength in a further attempt to intimidate Holmes.
6. The sound is the hissing of the snake.

THE MIDNIGHT KILLER

CRITICAL-THINKING QUESTIONS

1. If the playwrights had Helen tell the story, Helen would be speaking for a long time. It might get monotonous, and Julia wouldn't appear as a character in the play. Seeing the scene of Julia's death builds suspense as well. It is far more dramatic and helps viewers empathize more with Helen's situation because we experience it as it unfolds rather than hearing about it later.
2. Answers may vary. Some students might say that wrongdoers do get what they deserve in the end; others might say that many people commit crimes and get away

with them. You can tell that Holmes is driven by a desire to right wrongs as well as solve puzzles. Believing that justice is part of the natural order of things probably helps him to do his work with confidence.

"HOW TO THINK LIKE HOLMES"

CLOSE-READING QUESTIONS

1. Based on the example given, being skeptical helps you avoid believing things that are untrue and making poor decisions based on those beliefs.
2. No; Holmes and Watson also seem to have a friendship based on respect and loyalty. When the situation becomes dangerous, Holmes gives Watson the chance to leave; Watson refuses.

"HOW TO THINK LIKE HOLMES"

CRITICAL-THINKING QUESTION

1. Answers will vary. Students may point to what the author says about how keeping an open mind can stop you from missing out on what life has to offer and how other strategies can help you be more productive.

THE MIDNIGHT KILLER QUIZ

***Higher Level (HL)**

1. C (inference, character; R1, R.3)
2. D (inference, character; R1, R.3)
3. A (mood; R.4)
4. A,D (mood, author's craft; R.4)
5. C (vocabulary; R.4)
6. B (key ideas and details, synthesis; R.2, R.9)
7. Sherlock Holmes uses deduction to solve the case of the speckled band in the play. Holmes first deduces that Roylott killed Julia by looking at Helen's mother's will and finding out that Roylott would no longer receive his late wife's inheritance after her daughters married (15). Holmes also deduces how Roylott killed Julia by examining her room and paying attention to certain details in it (p. 15). Holmes learns that the windows to Julia's room cannot be open from the outside, and from this fact deduces that the killer could not have come from outside the house (15). He also notices that the bell rope does not lead to anything and that the ventilator does not lead to the outside, but to the room next door (15). From these details, he is able to deduce how Roylott



Sherlock Holmes and the Midnight Killer cont'd

was getting the snake into Julia's room each night (16). Holmes deduces, as well, that the speckled band that Julia spoke of before she died was a snake from the whip and milk he found in Roylott's room and from the fact that Roylott was fond of exotic animals (p. 16). (key ideas and details, writing explanatory text; R.1, W.2)

8. The idea that Sherlock Holmes could "see things that others did not" is supported by several details in the play. In Scene 4, when Holmes and Watson come to the Roylott Estate, Holmes notices several things about Julia's room that Helen and Watson do not. First, he notices that the bell rope that is hanging in the room is not attached to anything (15). Then, he notices that the ventilator leads to another room and not the outside (15). Watson and even Helen, who has spent time in Julia's room, did not notice either of these strange things. These details show that Holmes is observant and that he notices details that other people around him do not. (key ideas and details, synthesis, writing explanatory text; R.1, R.9, W.2)

THE MIDNIGHT KILLER QUIZ

***Higher Level (LL)**

1. C (inference, character; R1, R.3)
2. D (inference, character; R1, R.3)
3. A (mood; R.4)
4. A,D (mood, author's craft; R.4)
5. C (vocabulary; R.4)
6. B (key ideas and details, synthesis; R.2, R.9)
7. Sherlock Holmes use deduction to solve the case of the speckled band in the play. One example of Holmes using deduction to solve the case is when Holmes figures out how Roylott killed Julia by examining her room and paying attention to certain details in it (15). Holmes learns that the windows to Julia's room cannot be open from the outside, and from this fact deduces that the killer must have been inside the house (15). He also notices that the bell rope does not lead to anything and that the ventilator does not lead to the outside, but to the room next door instead (15). From these details, he is able to deduce how Roylott was getting the snake into Julia's room each night (16). (key ideas and details, writing explanatory text; R.1, W.2)
8. The idea that Sherlock Holmes could "see things that

others did not" is supported by several details in the play. In Scene 4, when Holmes and Watson come to the Roylott Estate, Holmes notices several things about Julia's room that Helen and Watson do not. First, he notices that the bell rope that is hanging in the room is not attached to anything (15). Then, he notices that the ventilator leads to another room and not the outside (15). Watson and even Helen, who has spent time in Julia's room, did not notice either of these strange things. These details show that Holmes is observant and that he notices details that other people around him do not. (key ideas and details, synthesis, writing explanatory text; R.1, R.9, W.2)

THE MIDNIGHT KILLER VOCABULARY

1. My big sister says that I shouldn't assume everything I read on Facebook is true.
2. The park ranger's instinct told her to back away from the snake slowly.
3. The school newspaper made sure not to have a bias toward one student council president candidate.
4. autopsy
5. contorted
6. coroner
7. distraught
8. illuminating
9. schemer

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. Because Holmes's sitting room is "littered" with books, papers, test tubes, and beakers, you can tell he is active and curious and has a scientific mind. When other characters comment on the unpleasant odor from an experiment he is doing, it doesn't bother him at all. You can also tell that Holmes loves to solve puzzles and is passionate about being a detective. This is clear when he regards the day as "boring" if he has no cases to solve, and he responds with excitement to the news that a distraught woman has arrived—he knows she's about to bring him his next case to crack.
2. When Dr. Roylott, an enormous and angry man, bursts into Holmes's sitting room yelling, Holmes responds by



Sherlock Holmes and the Midnight Killer cont'd

calmly making small talk about the weather. As Roylott's words and behavior grow more and more aggressive, Holmes remains calm and poised. Through what he says, Holmes is letting Roylott know he does not intimidate him and that Roylott is not as powerful as he thinks he is. After Roylott leaves, Holmes says, "He seems like a pleasant fellow,"—a sarcastic and humorous comment that shows Holmes really was not rattled at all.

3. You can infer that Holmes and Watson work well together and rely on one another to solve cases. They discuss their findings aloud to help reason things out and they make a good team as they test theories together such as the locked shutters and dummy bell rope. At the end of the scene, when the situation in the Roylott estate becomes dangerous, Holmes gives Watson the chance to leave; Watson refuses. Holmes and Watson seem to have a relationship based on cooperation, respect, and loyalty.
4. Holmes is incredibly observant and logical. He takes everything one step at a time, reasons through carefully before moving on, and is therefore able to notice things that other people might not notice.
5. Holmes means that in the end, justice prevails and wrongdoers are punished. It seems that Holmes sees the world as a place where eventually people who do terrible things pay for it.
6. Holmes is a static character. He does not change in any important way over the course of the story.

LITERARY ELEMENTS: GENRE EXPLORATION

Page 1

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

Contains a mysterious death, crime, or secret: The play is about solving the case of Julia Stoner's strange and terrible death.

Mystery unravels by use of reason: Holmes is highly logical, deliberate, and careful in how he solves this case. His inquiries, observations, and reasoning make the action of the story more mental than physical.

Has a suspenseful mood: Scene 2 is a night of violent weather, spooky noises, and a mysterious death. Later, the detectives spend an evening in the dark at the dangerous Roylott estate.

Contains "red herrings:" information intended to

mislead or distract readers: Because more than once the playwrights mention that Roylott keeps strange company at his estate—exotic and dangerous animals like cheetahs and baboons—perhaps readers suspect it is they who are responsible for Julia's death, instead of Roylott.

Has a perpetrator with a credible motive: Roylott doesn't want to become penniless, so he must get rid of those who threaten his fortune.

In the end, truth and justice win: The truth is revealed in the final scene when Holmes confirms his suspicion that Roylott trained a snake to kill his stepdaughters. Justice is served because after Holmes diverts the snake from Helen's room, it kills Roylott instead.

Celebrated detectives have superior powers of observation: Dr. John Watson is Holmes's roommate and friend. Throughout the play, the two of them work together to solve the case and seem to have a friendship based on respect and loyalty.

Page 2

1. **A and B:** Answers will vary.

2. **A.** Dr. Roylott plots to kill his stepdaughters, Julia and Helen, before they marry so he doesn't lose the fortune he has controlled since his wife's death. But after he kills Julia, the snake he used to kill her kills him before he can get to Helen. Some might say that Roylott got what he deserved for committing such an evil crime.

B. Holmes believes that justice will prevail. This is clear at the end of the play when he says, "Violence always recoils upon the violent, and the schemer falls into the pit that he digs for another." He means that wrongdoers will get what they deserve in the end. It seems that Holmes is driven by a desire to right wrongs.

CORE SKILLS: MOOD

***Higher Level (HL)**

1. Answers will vary but should be similar to spooky, suspenseful, etc.
2. This scene is a flashback to a disturbing event from Helen's past—the strange and terrible death of her twin sister. This is a spooky and suspenseful situation.
3. This action takes place late on a stormy night in a large, crumbling house that belongs to a nightmarish man who keeps dangerous animals for pets. This setting adds to

section continues >>



Sherlock Holmes and the Midnight Killer cont'd

the spooky and suspenseful mood because it seems as if the twins are trapped in a haunted house.

4. Answers may include:

- “The past few nights, I’ve heard the strangest whistle around midnight.”
- “Julia and Helen talk quietly”
- “Some sort of animal?”
- “Perhaps . . . I’m sure it’s nothing to worry about.”
- “AAAAAAHHHHHHHHHH!”
- “It was the band! The speckled band!”
- “Help! Help!”; “She is dead.”

5. Answers may include: crumbling, crowd, howls, beats, striking, leaps, runs, clanging, contorted, falls

6. Answers may include: the windows are dirty; stones are crumbling; weeds crowd the front garden; wind howls, rain beats against the windows; the strangest whistle; a long silence; village clock can be heard striking midnight; a low whistle; a clanging sound; her face contorted in horror

7. Answers will vary. Sample answer: The sounds of the weather against the windows—howling wind and beating rain—contribute to the spooky mood because what is going on outside the house sounds threatening. Having the sisters talk quietly in one room gives readers the feeling that the sisters don’t want to be heard, as if someone or something could be listening. The “strangest whistling” that Julia describes hearing over the past few nights gives readers an eerie feeling that a spirit may be haunting the house. The long silence that takes place after Julia and Helen go to bed creates a period of anxious anticipation about what might happen. When the village clock strikes midnight, readers can imagine the clock loudly dinging 12 times in a slow and ominous way, drawing out the suspense about the return of whoever or whatever has been making the strange whistling noise. The low whistle and clanging sound are startling. All these creepy noises make readers feel as if the women are in danger, which creates a suspenseful, spooky mood.

sister. This is a spooky and suspenseful situation.

2. This action takes place late on a stormy night in a large, crumbling house that belongs to a nightmarish man who keeps dangerous animals for pets. This setting adds to the spooky and suspenseful mood because it seems as if the twins are trapped in a haunted house.

3. Answers may include:

- “The past few nights, I’ve heard the strangest whistle around midnight.”
- “Julia and Helen talk quietly”
- “Some sort of animal?”
- “Perhaps . . . I’m sure it’s nothing to worry about.”
- “AAAAAAHHHHHHHHHH!”
- “It was the band! The speckled band!”
- “Help! Help!”; “She is dead.”

4. Answers may include: crumbling, crowd, howls, beats, striking, leaps, runs, clanging, contorted, falls

5. Answers may include: the windows are dirty; stones are crumbling; weeds crowd the front garden; wind howls, rain beats against the windows; the strangest whistle; a long silence; village clock can be heard striking midnight; a low whistle; a clanging sound; her face contorted in horror

6. Answers will vary. Sample answer: “Howling wind and beating rain” seem threatening and creepy, helping to create a feeling of suspense. “The strangest whistling” gives the reader an eerie feeling that a spirit may be haunting the house, which adds to the spooky, suspenseful mood.

CORE SKILLS: MOOD

***Lower Level (LL)**

- 1.** This scene is a flashback to a disturbing event from Helen’s past—the strange and terrible death of her twin

“Thirteen and a Half”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Writing Prompt, page 27

Answers will vary. Here is a sample response:

Ashley from Rachel Vail’s story “Thirteen and a Half” and the speaker from Billy Collins’s poem “On Turning 10” have different attitudes about growing up. Although both Ashley and the speaker recognize that growing up means facing some difficult truths that they did not have to face when they were younger, Ashley is generally much more positive about growing up than the speaker of the poem is.

Ashley is mostly excited and eager about getting older. She tells the narrator—without being asked—that when she grows up, she wants to “be a veterinarian and a movie star, and travel all over the world very glamorously and live life to the hilt” (23). That Ashley starts talking about her dreams for when she grows up without being asked suggests that she is excited and eager to become an adult. Her ambitious plans reveal that she is optimistic about adulthood, believing that her life will be exciting and full. Ashley also refers to being grown up as the time when “you can do anything” (23). This statement also shows Ashley’s excitement about growing up; she sees it as the time in life when anything is possible. In addition, Ashley tells the narrator that she has just turned thirteen and a half, and that now she feels older, like things have subtly shifted (23). The fact that Ashley is marking her half birthday at all indicates an eagerness to grow up—it’s like she’s crossing off the days on a calendar, counting down to some exciting occasion (in this case, adulthood). Ashley sounds like she is eagerly looking for signs that she is becoming an adult.

However, when Ashley’s pet parakeet Sweet Pea dies, Ashley is very upset and says that it feels like the death of

her childhood (24). Now, she seems not excited but mournful about the end of her childhood—perhaps because she is realizing in some way that leaving childhood means facing some new and difficult experiences, such as death. (We know that this is the first death Ashley has had to deal with because on page 26, the narrator tells Ashley, “I don’t have any experience with death” and Ashley replies, “I didn’t think I did either.”) Then, when Ashley learns that her mom has been hiding the fact that Sweet Pea was actually the last in a series of birds (her mom hid the previous birds’ deaths), Ashley becomes even more upset (25). Although Ashley may not connect her feelings about her mom’s actions to growing up, you could look at the situation as Ashley feeling upset about reaching an age where she is forced to see the hard truth, when her mom is no longer protecting her from sadness. But at the end of the story, the narrator sees Ashley running around in her yard, her arms spread wide, pretending to fly. So at the end of the story, despite the difficult day she’s had, Ashley is still full of imagination. She doesn’t seem to think that getting older is a reason to stop dreaming.

The speaker in “On Turning 10,” on the other hand, seems to think exactly that. He feels sad and disappointed about growing up. He thinks childhood is full of magic and creativity and dreams and that getting older means losing all of that and moving into a time of sadness and harsh reality. In the first stanza, the speaker says that turning 10 makes him feel like he is getting sick. And it’s not just any sickness he feels, it’s “a kind of measles of the spirit,/a mumps of the psyche,/a disfiguring chicken pox of the soul.” That he describes getting older as a sickness of his very being reveals that he is extremely unhappy about growing up. In the second stanza, the speaker describes how wonderful and magical his life was when he was younger. He says that there was a “perfect simplicity” to being one and a “beautiful

section continues >>



“Thirteen and a Half” cont’d

complexity” to being two. He also describes how he imagined himself at younger ages: At four, he imagined himself as a wizard who could turn invisible; at seven, he imagined he was a soldier; at nine, he imagined he was a prince. Then, in the third stanza, the speaker contrasts the wonder and creativity of his earlier years with the present. He describes the light outside as falling “solemnly” and his bicycle as having “all the dark blue speed drained out of it.” In other words, now that he is growing older, he sees the world in a more serious way. He can no longer find the sense of power and freedom and even magic that he felt when he was little.

In conclusion, although Ashley does feel some sadness about the ending of her childhood, she is mostly excited and eager for the future. She does not see any reason why growing up has to mean the end of dreams or creativity. The poem’s speaker, however, seems to feel that growing up is all about loss. He doesn’t mention any dreams for the future and describes his birthday as “the beginning of sadness.”

ANSWERS TO ACTIVITY SHEETS

THEME: ON GROWING UP

Answers will vary.

1. excited; eager; she thinks she’ll be able to do anything when she grows up; also sad—she’s sad to leave her childhood behind and realizing that she is going to have to start facing some difficult facts of life that she didn’t have to face when she was younger
2. • Ashley tells the narrator—without being asked—that when she grows up, she wants to “be a veterinarian and a movie star, and travel all over the world very glamorously and live life to the hilt” (23). That Ashley starts talking about her dreams for when she grows up without being asked suggests that she is excited and eager to become an adult. Her ambitious plans reveal that she is optimistic and excited for adulthood, believing that her life will be exciting and full.
 - Ashley asks the narrator about “. . . when you get older, and you can do anything” (23). This statement also shows Ashley’s excitement about growing up; she sees it as the time in life when anything is possible.
 - Ashley tells the reader that she has just turned

thirteen and a half, and that now she feels older, like things have subtly shifted (23). The fact that Ashley is marking her half birthday at all indicates an eagerness to grow up—it’s like she’s crossing off the days on a calendar, counting down to some exciting occasion (in this case, adulthood). Ashley sounds like she is eagerly looking for signs that she is becoming an adult.

- When Ashley’s pet parakeet Sweet Pea dies, Ashley is very upset and says that it feels like “the death of my childhood” (24). Now, she seems not excited but mournful about the end of her childhood—perhaps because she is realizing in some way that leaving childhood means facing some new and difficult experiences, such as death. (We know that this is the first death Ashley has had to deal with because on page 26, the narrator tells Ashley, “I don’t have any experience with death” and Ashley replies, “I didn’t think I did either.”)
 - When Ashley learns that her mom has been hiding the fact that Sweet Pea was actually the last in a series of birds (her mom hid the previous birds’ deaths), Ashley becomes even more upset (25). Although Ashley may not connect her feelings about her mom’s actions to growing up, you could look at the situation as Ashley feeling upset about reaching an age where she is forced to see the hard truth, when her mom is no longer protecting her from sadness.
 - At the end of the story, the narrator sees Ashley running around in her yard, her arms spread wide, pretending to fly. So at the end of the story, despite the difficult day she’s had, Ashley is still full of imagination. She doesn’t seem to think that getting older is a reason to stop dreaming.
3. sad, disappointed, gloomy; he thinks childhood is full of magic and creativity and dreams and that getting older means losing all of that and moving into a time of sadness and harsh reality
 4. • In the first stanza, the speaker says that turning 10 makes him feel like he is getting sick. And it’s not just any sickness he feels, it’s “a kind of measles of the spirit,/a mumps of the psyche,/a disfiguring chicken pox of the soul.” That he describes getting older as a sickness of his very being reveals that he is extremely unhappy about growing up.



“Thirteen and a Half” cont’d

- In the second stanza, the speaker describes how wonderful and magical his life was when he was younger. He says that there was a “perfect simplicity” to being one and a “beautiful complexity” to being two. He also describes how he imagined himself at younger ages: At four, he imagined himself as a wizard who could turn invisible; at seven, he imagined he was a soldier; at nine, he imagined he was a prince. Then, in the third stanza, the speaker contrasts the wonder and creativity of his earlier years with the present. He describes the light outside as falling “solemnly” and his bicycle as having “all the dark blue speed drained out of it.” In other words, now that he is growing older, he sees the world in a more serious way. He can no longer find the sense of power and freedom and even magic that he felt when he was little.
 - In the fourth stanza, the speaker describes turning 10 as “the beginning of sadness” (line 24) and “time to say good-bye to my imaginary friends.” These lines also show that he sees growing up as the loss of imagination and as something to be sad about.
 - In the last stanza, the speaker says: “It seems only yesterday I used to believe/there was nothing under my skin but light./If you cut me I could shine./But now when I fall upon the sidewalks of life,/I skin my knees. I bleed.” Here, he is saying that when he was younger, he felt invincible and magical but now, as he grows older, he feels vulnerable. He sees the harsh realities of life that he did not see when he was little.
5. Although both Ashley and the speaker recognize that growing up means facing some difficult truths that they did not have to face when they were younger, Ashley is generally much more positive about growing up than the speaker of the poem is. She feels some sadness about the ending of her childhood, but she also is excited and eager for the future. She does not see any reason why growing up has to mean the end of dreams or creativity. The poem’s speaker, on the other hand, seems to feel that growing up is all about loss. He doesn’t mention any dreams for the future and describes his birthday as “the beginning of sadness.”

POETRY ANALYSIS: “ON TURNING 10”

Answers will vary.

1. He means that the sick or bad feeling he has about turning 10 is very deep, very profound—that it’s more than a bad feeling in his body; it’s a bad feeling in his mind, in his heart—in the deepest sense of who he is.
2. The “you” is probably an adult—perhaps a parent. You can conclude this because the speaker says “you have forgotten” what it is like to be very young, and an adult would be more likely to have forgotten what it’s like to be young than someone closer to the speaker’s age.
3. He means that someone (probably a parent or other adult) has told him that he is too young to be thinking about his past, to be feeling like he’s gotten old and lost something. Perhaps this person thinks that the speaker should be looking forward, focusing on the future and all it holds, instead.
4. “beautiful complexity”
5. In some ways they are opposites; simplicity and complexity are opposites. But the speaker uses a positive adjective to describe them both—“perfect” for simplicity and “beautiful” for complexity.
6. He is talking about his imagination—what he imagined, or the fantasies that he had, at different points in his childhood.
7. Maybe the poet chose late afternoon light because in the late afternoon, the light is beginning to fade—it’s growing dark rather than growing light—and that connects to the way the speaker sees his life as he turns 10: the bright period of his childhood (like morning and early afternoon) is over and he’s moving into the darker, more serious period of his adulthood (like night).
8. The speaker’s perspective has changed—the way he sees the sunlight.
9. The speaker may mean something like, his bicycle doesn’t feel as fast or powerful or fun as it once did—or that when he rides it, he doesn’t feel as fast or powerful or joyful as he once did. When he describes the bicycle’s speed as “dark blue,” it is probably because the bike itself is dark blue.
10. The speaker feels sad about saying goodbye to his imaginary friends, as the line, “This is the beginning of sadness, I say to myself,” tells you.
11. The speaker is expressing the idea that when he was

section continues >>



“Thirteen and a Half” cont’d

younger, he never worried about being hurt or failing—he seems to be saying that he felt invincible: He felt as though if he fell down, nothing bad would happen; he wouldn’t feel any pain. Now, though, he feels differently—he sees that he is vulnerable, that he might suffer, that he is not magical but human.

12. Students might say that the speaker would say that childhood means living in a world of imagination and creativity, feeling full of joy, and feeling invincible, and that adulthood means living in the real world, feeling vulnerable, and suffering or feeling sadness.
13. The speaker suggests that imagination and creativity dwindle as we get older. Students’ opinions will vary.

“THIRTEEN AND A HALF” CLOSE-READING QUESTIONS

1. She means that she couldn’t think of a good excuse to decline Ashley’s invitation.
2. The narrator’s shrugs suggest that perhaps she prefers to keep her thoughts to herself. Or her shrugs might suggest that she is not judgmental or that she prefers to mull things over before reaching a conclusion.
3. The narrator does not seem to particularly admire or dislike Ashley’s house. She seems to find the house a bit uncomfortable in its vastness—as when she says that she stayed close to Ashley “to avoid getting lost”—but otherwise, the narrator seems to just take it all in. She sees her own house as being typical.
4. Ashley believes that budgies are more “exotic” than parakeets, and this appeals to her. After all, she is a person who wants to “live life to the hilt,” and in her mind, it seems to be more exciting and adventurous to have an exotic bird than a regular old parakeet.
5. At the beginning of the story, Ashley seems eager to grow up. She is celebrating her half-birthday and dreaming about the day she will be grown up and able to “do anything.” But now, Ashley seems to be mourning the passing of her childhood; she is sobbing as she notes that the bird’s death “feels like the death of my childhood.”
6. They seem to be feeling a mix of emotions. Ashley is sad over the loss of her pet but seems also in some way to be enjoying the drama of the moment. The narrator seems like she is trying to respect Ashley’s grief while at

the same time feeling awkward and uncomfortable—and a bit confused about how, exactly, Ashley does feel. In the moment that the girls “sort of” smile at each other, they share a moment of uncertain closeness.

7. Answers will vary, but students may offer that over the course of the story, things have indeed shifted “subtly” for Ashley because of the loss of Sweet Pea—her first experience with death—and the revelation of her mother’s deception. Some of the innocence of her childhood has been lost.

“THIRTEEN AND A HALF” CRITICAL-THINKING QUESTIONS

1. Students should offer that Ashley is expressive, dramatic, dreamy, and quirky. She wants a life full of glamour and drama. She imagines flying and dreams of a future in which she is both a movie star and a veterinarian. She wants to “live life to the hilt.” She looks for meaning in small gestures (such as how a person eats a Mallomar) and imagines that her pet is more exotic than he is. She is open with her emotions, sobbing unabashedly when Sweet Pea dies. You sense that she might be a little lonely too; her mother is preoccupied with her studies, and Ashley has invited over someone she barely knows. The narrator is just the opposite: She is down-to-earth and keeps her thoughts largely to herself, often answering questions with shrugs. She doesn’t imagine flying but rather being in a bakery.
2. Answers will vary. The story is told in first person, from the narrator’s point of view. Students might note that we all see the world differently, and you can assume that the narrator is presenting her view of Ashley. You get the sense that the narrator doesn’t quite know what to make of Ashley; perhaps if she were more like Ashley or had other friends more like her, she would describe Ashley differently.
3. Answers will vary.
4. Answers will vary. On one hand, the girls have little in common; on the other, they have gone through an emotional day together. That the narrator isn’t sure how she feels about Ashley is clear from her comment “I can’t figure out if she is severely weird or like, the opposite.”



“Thirteen and a Half” cont’d

“THIRTEEN AND A HALF” QUIZ

*Higher Level (HL)

1. C (interpreting phrases; R.4)
2. B (inference; R.1)
3. B (text structure, inference; R.5, R.1)
4. A (theme; R.2)
5. A and B (analyzing how ideas develop; R.3)
6. A and D (setting, character; R.3)
7. The tagline “Why does everything have to change?” connects to the story because the character of Ashley faces some challenging changes. These changes are set off by the death of Ashley’s pet parakeet, Sweet Pea. This is a change in itself, but Sweet Pea’s death is also Ashley’s first experience with death. This is made clear when Ashley’s guest, the story’s unnamed narrator, tells Ashley that she doesn’t have any experience with death and Ashley replies, “I didn’t think I did, either. I guess you never know” (26). Ashley is under the impression that she got Sweet Pea when she was just three years old and says that the bird’s death feels like “the death of my childhood” (24).

Another difficult change Ashley faces is the realization that her mother has been keeping the truth about Sweet Pea from her. Ashley’s mother admits that Sweet Pea has been a series of birds; when one bird died, Ashley’s mother would secretly swap it out for a new bird. When Ashley learns this, she yells “NO!” and yells at her mom to leave her alone, showing how upset she is with having been deceived this way (25). Ashley is not only experiencing death for the first time, she is also realizing that she did not know the truth about her pet, and, maybe, that she cannot totally trust her mom.

Another change that Ashley is facing is going to a new school. At the beginning of the story, the narrator says that until this year, Ashley went to private school and now she is at the narrator’s public school (23). No explanation for why Ashley switched schools is given; perhaps there have been other recent changes in Ashley’s life that led to her switching schools.

Finally, Ashley is facing the change of her mom being about to start a new career. Ashley’s mom is studying for the bar exam—meaning she is about to take an exam to become a lawyer. (text features, key ideas and details, supporting a claim; R.5, R.2, W.1)

8. If the narrator were to answer her mom’s question of whether she had a good time with Ashley, she would likely say that she had a strange time. Everything about the narrator’s visit with Ashley seemed like it was odd for the narrator, starting with Ashley’s enormous house, which the narrator describes as a mansion (23), compared to the narrator’s own “just regular” house (24). The narrator makes it clear how strange the house seemed to her when she notes that she decided to stay close to Ashley “to avoid getting lost” (23) and later when she says that “. . . it was getting a little creepy in Ashley’s humongous kitchen all alone” (25). But even stranger than the house is what happens while the narrator is there: Ashley’s parakeet Sweet Pea dies. Ashley is distraught and while her mother comforts her, Ashley and her mom, says the narrator, “seemed to be having some private time, just with me happening to be standing three feet away” (24). It’s a very awkward moment for the narrator—and it becomes even more awkward when Ashley’s mom admits that Sweet Pea was not one bird, but was actually a series of birds. Ashley gets even more upset and the narrator follows Ashley’s mom to the kitchen, where she is soon left on her own, wondering what to do. Then Ashley appears with the bird in a box and asks the narrator to help her give Sweet Pea a funeral. Describing the funeral, the narrator notes, “Usually at a friend’s house we play Ping-Pong or something,” emphasizing just how unusual her visit with Ashley is (26).

When Ashley directly asks the narrator if the visit is the worst playdate of her life, the narrator replies, “It’s up there” (26). And yet, it doesn’t seem like she had a horrible time, because there is something about Ashley that seems to interest her, that she might even like, as suggested by the narrator’s comment at Sweet Pea’s funeral, “. . . I can’t figure out if she [Ashley] is severely weird or like the opposite . . .” (26). So would the narrator say she had a good time? No. But she probably wouldn’t say she had a terrible time, either. She would probably say she had a strange time.

“THIRTEEN AND A HALF” QUIZ

*Lower Level (LL)

1. C (interpreting phrases; R.4)



“Thirteen and a Half” cont’d

2. B (inference; R.1)
3. B (text structure, inference; R.5, R.1)
4. A (theme; R.2)
5. A and B (analyzing how ideas develop; R.3)
6. A and D (setting, character; R.3)
7. In the story, Ashley faces several challenging changes. These changes are set off by the death of Ashley’s pet parakeet, Sweet Pea. This is a change in itself, but Sweet Pea’s death is also Ashley’s first experience with death. This is made clear when Ashley’s guest, the story’s unnamed narrator, tells Ashley that she doesn’t have any experience with death and Ashley replies, “I didn’t think I did, either. I guess you never know” (26). Ashley is under the impression that she got Sweet Pea when she was just three years old and says that the bird’s death feels like “the death of my childhood” (24).

Another difficult change Ashley faces is the realization that her mother has been keeping the truth about Sweet Pea from her. Ashley’s mother admits that Sweet Pea has been a series of birds; when one bird died, Ashley’s mother would secretly swap it out for a new bird. When Ashley learns this, she yells “NO!” and yells at her mom to leave her alone, showing how upset she is with having been deceived this way (25). Ashley is not only experiencing death for the first time, she is also realizing that she did not know the truth about her pet, and, maybe, that she cannot totally trust her mom.

Another change that Ashley is facing is going to a new school. At the beginning of the story, the narrator says that until this year, Ashley went to private school and now she is at the narrator’s public school (23). No explanation for why Ashley switched schools is given; perhaps there have been other recent changes in Ashley’s life that led to her switching schools. (text features, key ideas and details, supporting a claim; R.5, R.2, W.1)

8. If the narrator were to answer her mom’s question of whether she had a good time with Ashley, she would likely say that she had a strange time. Everything about the narrator’s visit with Ashley seemed like it was odd for the narrator, starting with Ashley’s enormous house, which the narrator describes as a mansion (23), compared to the narrator’s own “just regular” house (24). The narrator makes it clear how strange the house seemed to her when she notes that she decided to stay

close to Ashley “to avoid getting lost” (23) and later when she says that “. . . it was getting a little creepy in Ashley’s humongous kitchen all alone” (25). But even stranger than the house is what happens while the narrator is there: Ashley’s parakeet Sweet Pea dies. Ashley is distraught and while her mother comforts her, Ashley and her mom, says the narrator, “seemed to be having some private time, just with me happening to be standing three feet away” (24). It’s a very awkward moment for the narrator—and it becomes even more awkward when Ashley’s mom admits that Sweet Pea was not one bird, but was actually a series of birds. Ashley gets even more upset and the narrator follows Ashley’s mom to the kitchen, where she is soon left on her own, wondering what to do. Then Ashley appears with the bird in a box and asks the narrator to help her give Sweet Pea a funeral. Describing the funeral, the narrator notes, “Usually at a friend’s house we play Ping-Pong or something,” emphasizing just how unusual her visit with Ashley is (26).

When Ashley directly asks the narrator if the visit is the worst playdate of her life, the narrator replies, “It’s up there” (26). And yet, it doesn’t seem like she had a horrible time, because there is something about Ashley that seems to interest her, that she might even like, as suggested by the narrator’s comment at Sweet Pea’s funeral, “. . . I can’t figure out if she [Ashley] is severely weird or like the opposite . . .” (26). So would the narrator say she had a good time? No. But she probably wouldn’t say she had a terrible time, either. She would probably say she had a strange time.

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. Ashley is eager to grow up. This is made clear by the fact that she is celebrating her half birthday and dreaming excitedly about her plans for the future—what she will be able to do and where she will be able to go. She views it as a time when she will be able to “do anything.”
2. Ashley lives to the hilt in how she interacts with the world around her. She is very open, expressive and dramatic. She doesn’t hold back any of her thoughts or emotions, whether it is talking to a new friend about her wildest dreams or using the bathroom, or sobbing unabashedly when Sweet Pea dies. She seems to get the



“Thirteen and a Half” cont’d

most out of every moment, looking for meaning in small gestures (such as how a person eats a Mallomar) and insisting on special funeral rites for Sweet Pea.

3. Answers will vary.
4. Answers will vary.
5. Things shift for Ashley when she loses Sweet Pea, or perhaps more importantly, the idea of Sweet Pea. Not only does she have her first experience with death, she has to deal with the fact that her mother deceived her and the reality she has always known is false.
6. Ashley is a dynamic character. At the beginning of the story, Ashley seems all too eager to grow up. She is celebrating her half-birthday and dreaming about the day she will be grown up and able to “do anything.” She talks to her friend as if she has already moved beyond her youth to some more important place, saying, “You’ll see.” But after Sweet Pea dies, Ashley mourns the passing of her childhood; she is sobbing as she notes that the bird’s death “feels like the death of my childhood.” Her view of childhood has changed.
7. Answers will vary.

imagined herself in a bakery, which unlike a dream in which you can fly, is a very mundane and realistic place to think about.

4. You can infer that Ashley’s mom might be a bit preoccupied with her studies.

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers may include:
 - “I was still standing there, holding my half-eaten Mallomar, feeling a little weird. I didn’t think the woman, who I figured was Ashley’s mom, even noticed I was there.” (p. 24)
 - “I ate the rest of my Mallomar and tried not to look at the dead bird or Ashley and her mom, who seemed to be having some private time, just with me happening to be standing three feet away.” (p. 24)
 - “I sat alone in the kitchen listening to the clock tick, wondering if I should call my mom to pick me up early on account of the death of the bird and also since it was getting a little creepy in Ashley’s humongous kitchen all alone.” (p. 25)
3. You can infer from these lines that Ashley is dreamy and imaginative. The narrator seems to be the opposite. You can infer from the fact that the narrator answers Ashley’s question with a shrug that the narrator doesn’t often daydream like Ashley and that she mostly keeps her inner thoughts to herself. The narrator also says that she’s

“The Boy Who Found His Smile”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary. Sample answer:

As evidenced in Lauren Tarshis’s article “The Boy Who Found His Smile” and Allison Friedman’s interview “Changing Lives, One Surgery at a Time,” receiving cleft surgery can change a child’s life in monumental ways by helping that child overcome the physical and emotional challenges that having a cleft can cause.

As Tarshis and Friedman explain, clefts can interfere with the most basic human functions such as eating, speaking, and breathing (19-21). Tarshis adds that depending on how serious the are, clefts can also lead to ear and dental problems (19). Osawa from “The Boy Who Found His Smile” struggled to chew and swallow and had difficulty pronouncing certain sounds before receiving his cleft surgery (19).

Just as devastating as the physical challenges of having a cleft are its emotional challenges. In Friedman’s interview, Adina Lescher from Smile Train, an organization that provides free cleft surgeries in developing countries, explains that children with clefts are “often ostracized from their communities; they may not be allowed to interact with other kids or attend school” (21). This was certainly true for Osawa, who was treated with cruelty because of his cleft (18-19). Tarshis explains that Osawa had few friends and lived a lonely life because of the superstition that surrounds clefts; many viewed him with suspicion and fear and believed he and his family were cursed (18-19). Tarshis adds that being ostracized this way can cause children with clefts to be abandoned, have trouble finding a job and end up begging on the streets, or even die young (19-20).

Fortunately, receiving a cleft surgery—a simple

procedure that takes less than an hour to complete—can completely change the course of of a child’s life, just as it did for Osawa. The surgery eliminates not only the physical challenges of a cleft, but also the stigma and ostracism that come along with it. Before surgery, Osawa was depressed, kept his head down, and didn’t participate at school (18). Now, Osawa has a mouth that looks just like other kids’ mouths. And now he laughs, plays soccer with friends, and is eager to participate at school (20).

ANSWERS TO ACTIVITY SHEETS

“THE BOY WHO FOUND HIS SMILE” CLOSE-READING QUESTIONS

1. You learn that he had a condition called a cleft lip that made him unhappy. It made eating and speaking difficult and people treated him cruelly because of it.
2. The question in paragraph 4 suggests that perhaps Osawa had done something to deserve his cruel treatment; the answer in paragraph 5 shows that he had not done anything wrong and thereby emphasizes the unfairness of how Osawa was treated, which builds readers’ sympathy.
3. The author supports this idea by including examples of the social, physical, and financial hardships faced by those who live with untreated clefts. She writes that in some parts of the world, children with clefts are teased and bullied, that they may have trouble “eating, speaking, and breathing,” and that they may never get married or have jobs (19).
4. Osawa had been excluded because of his appearance. To him, looking like his friends meant he would be accepted in a way he never had been.

section continues >>



“The Boy Who Found His Smile” cont’d

READING FOR INFORMATION

Answers will vary slightly.

Question	“The Boy Who Found His Smile”	“Changing Lives, One Surgery at a Time”
1. What physical challenges do children with a cleft face?	<p>Clefts can interfere with eating, speaking, and breathing. (p. 19)</p> <p>Clefts can lead to ear and dental problems. (p. 19)</p> <p>Osawa struggled to chew and swallow. (p. 19)</p> <p>Osawa had difficulty pronouncing certain sounds. (p. 19)</p>	<p>“They often have trouble eating and breathing.” (p. 21)</p> <p>“Hearing can be affected, and many struggle with speaking.” (p. 21)</p>
2. What emotional challenges do children with a cleft face?	<p>Because he looked different, people treated Osawa with cruelty. (pp. 18-19)</p> <p>Osawa had few friends and lived a lonely life. (p. 18)</p> <p>Because of superstition, many viewed Osawa with suspicion and fear and believed he and his family were cursed. (p. 19)</p> <p>Children with clefts are bullied, teased, or even abandoned. (p. 19).</p> <p>Children with clefts might have trouble finding a job and end up begging on the streets or even die young. (p. 20)</p>	<p>“They’re often ostracized from their communities; they may not be allowed to interact with other kids or attend school.” (p. 21)</p> <p>“In many communities, the mother is blamed when a child is born with a cleft. People say that she did something wrong, and now her family is being punished.” (p. 21)</p>
3. How is life different after cleft surgery?	<p>Before surgery, Osawa was depressed, kept his head down, and didn’t participate at school (18). Since surgery, Osawa’s has a mouth that looks just like his friends’. He laughs, plays soccer with his friends, is joyful, and is eager to participate at school (p. 20).</p>	<p>“There’s nothing more impactful than seeing the relief that comes across a parent’s face when they see their child after surgery, knowing that their child’s life has been changed for the better.” (p. 21)</p>



“The Boy Who Found His Smile” cont’d

“CHANGING LIVES, ONE SURGERY AT A TIME”

CLOSE-READING QUESTIONS

1. The subheadline describes those who work for Smile Train as “amazing people.” This tells the reader that Friedman admires the organization.
2. She means that a lack of money is not a good reason for kids with clefts to have to suffer and that she is deeply upset by this.
3. In Lescher’s answer, she explains that money, transportation, and superstition are all barriers to helping kids with untreated clefts. Similar information is contained in the sections “High Costs” and “What Would Happen?” of “The Boy Who Found His Smile.” The section “High Costs” explains why Osawa’s parents could not afford surgery and the reasons that Osawa was bullied. The section “What Would Happen?” explains the transportation challenges Osawa’s parents faced in getting Osawa to a hospital.

“THE BOY WHO FOUND HIS SMILE” AND “CHANGING LIVES, ONE SURGERY AT A TIME”

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that it helps them understand the work of Smile Train from a different point of view or that it helps them understand the “bigger picture” of the organization. Students may also say that it helps them understand that kids like them may have helped Osawa by raising money for Smile Train.
2. Answers will vary. Students may say that reading stories like this one makes them feel more grateful to live in a place where medicine is more available. They may also say it makes them more compassionate and empathetic about the struggles of others and perhaps even inspires them to help.

VOCABULARY

1. A
2. B
3. B
4. B
5. A
6. B
7. B
8. Environmental

9. palate
10. cacophony

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. C (central ideas; R.2)
2. C (vocabulary; R.4)
3. D (figurative language; R.4)
4. B (author’s purpose; R.6)
5. B (tone; R.4)
6. D (synthesis; R.9)
7. As made clear in Lauren Tarshis’s article “The Boy Who Found His Smile” and Allison Friedman’s interview “Changing Lives, One Surgery at a Time,” living with a cleft can be emotionally devastating because those with clefts are often treated with cruelty, suspicion, and fear.

It can be difficult for children with clefts to make friends. In Friedman’s interview, Adina Lescher from Smile Train—an organization that provides free cleft surgeries in developing countries—explains that children with clefts are “often ostracized from their communities; they may not be allowed to interact with other kids or attend school” (21). To be rejected from society this way prevents a child from forming relationships and living a productive and full life. This was certainly true for Osawa, who was teased at school and had few friends solely because he looked different than most kids (18-19).

Tarshis adds that Osawa and children like him are bound to live a life of shame and loneliness because of the superstition that surrounds clefts; many viewed Osawa with suspicion and fear and believed he and his family were cursed and receiving punishment from the heavens (18-19). She adds that the shame that comes with having a cleft can cause children with clefts to be abandoned, have trouble finding a job, or end up begging on the streets (19-20). Lescher echoes this idea, saying, “In many communities, the mother is blamed when a child is born with a cleft. People say that she did something wrong, and now her family is being punished” (21). These details show that having a cleft can cause not only physical burdens for a child, but serious emotional burdens as well. (key ideas and details, synthesis, writing explanatory text; R.2, R.9,



“The Boy Who Found His Smile” cont’d

W.2)

8. As evidenced in Lauren Tarshis’s article “The Boy Who Found His Smile” and Allison Friedman’s interview “Changing Lives, One Surgery at a Time,” children with clefts can face obstacles to treatment, such as a scarcity of doctors, transportation issues, and high costs. Fortunately, the international charity Smile Train helps children and their families overcome many of these obstacles.

Tarshis writes that the majority of children with untreated clefts “live in areas of great poverty, where doctors and hospitals are scarce.” “In Osawa’s village,” explains Tarshis, “a person can live an entire lifetime and never once see a doctor” (19). Not having doctors around clearly makes getting treatment difficult. To help solve this problem, Smile Train works to put more doctors on the ground who are able to provide cleft surgeries. In fact, the charity has trained more than 2,000 doctors to perform the surgery (20).

But training doctors is not enough, because children with clefts often have no way to get to the hospitals where the doctors work. Adina Lescher, who works for Smile Train, explains, “The majority of our patients live in rural areas, and families may not be able to afford the bus ticket or to take time off from their jobs” (21). For this reason, Smile Train gives money to hospitals that enables them to provide free transportation to their patients (21). Osawa benefitted from this service: The hospital where he had his cleft surgery sent a van and a driver to pick up Osawa and his mother, who lived 900 miles away (20).

It is not only transportation costs that the families of children with clefts may struggle with; it is also the cost of the surgery. Lescher explains, “Worldwide, the average cost for surgery is \$250. For most of us in the U.S., that’s not a massive amount of money” (21). But in places with great poverty, like Osawa’s rural village in Tanzania, families don’t have the means to pay for this simple surgery. This is made clear when Tarshis writes of Osawa’s family, “Even if they’d worked for years, growing corn and raising cattle on their small plot of land—even if they’d sold almost everything they owned—they could never have saved up enough” (19). Luckily, with help from Smile Train, Osawa—like more

than 1 million other children—was able to receive the surgery for free (20). (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. C (vocabulary; R.4)
3. D (figurative language; R.4)
4. B (author’s purpose; R.6)
5. B (tone; R.4)
6. D (synthesis; R.9)

7. As made clear in Lauren Tarshis’s article “The Boy Who Found His Smile” and Allison Friedman’s interview “Changing Lives, One Surgery at a Time,” having a cleft can be emotionally challenging for a child because they can be treated cruelly by others. In Friedman’s interview, Adina Lescher from Smile Train—an organization that provides free cleft surgeries in developing countries—explains that children with clefts are “often ostracized from their communities; they may not be allowed to interact with other kids or attend school” (21). To be rejected from society in this way prevents a child from forming friendships and living a productive and full life. This was certainly true for Osawa from “The Boy Who Found His Smile” who was teased at school, lonely, and had few friends, solely because he looked different than most kids (18-19). (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

8. As evidenced in Lauren Tarshis’s article “The Boy Who Found His Smile” and Allison Friedman’s interview “Changing Lives, One Surgery at a Time,” one obstacle children face in getting treatment is a scarcity of doctors. Tarshis writes that the majority of children with untreated clefts “live in areas of great poverty, where doctors and hospitals are scarce. In Osawa’s village, a person can live an entire lifetime and never once see a doctor” (19). Not having access to doctors clearly makes getting treatment difficult. Fortunately, the international charity Smile Train has found a way to overcome this obstacle. They work to train doctors to perform cleft surgeries in their communities (21). In fact, Smile Train has trained more than 2,000 doctors



“The Boy Who Found His Smile” cont’d

to perform cleft surgeries (20), which will help more children with clefts get access the care they need. (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. C
B. C
C. A
2. B; I chose B because it provides an example of Osawa’s parents being supportive and kind. When others treated him cruelly, they did not abandon him like some other parents of children with cleft lip.
3. B, C, and D; Evidence A does not support the statement because it explains how children are born with cleft lip, but does not show how the condition affects them.
4. B; Choice A does not include a sentence explaining why the information is relevant. Choice C uses paraphrase.
5. A; Choice B does not provide a source for the information being paraphrased or a sentence explaining why the information is relevant. Choice C does not provide a sentence explaining why the information is relevant.
6. Answers will vary. Here is a sample response:
In developing countries, millions of children are unable to get surgery to repair their cleft lips and palates. One reason for this is the lack of nearby doctors and hospitals that can perform the surgery, writes Lauren Tarshis in “The Boy Who Found His Smile” (19). For example, Osawa and his mother had to travel 900 miles to a hospital for his surgery (20). Another obstacle is the cost, which averages about \$250 worldwide, according to Adina Lescher at Smile Train. “It’s heartbreaking because the only reason they are living with untreated clefts is that their families can’t afford surgery,” Lescher says in the article “Changing Lives, One Surgery at a Time” (21). In other words, millions of children around the world must suffer because they do not have access to a hospital and cannot afford a simple operation.

2. B; I chose B because it provides an example of Osawa’s parents being supportive and kind. When others treated him cruelly, they did not abandon him like some other parents of children with cleft lip.
3. Answers may include: “In some parts of the world, children with clefts die young or end up begging on the streets.” (p. 20); “Depending on how serious a cleft is, it can interfere with eating, speaking, and breathing, and can lead to ear and dental problems as well.” (p. 19); “His grandfather, shedding tears, remembers wondering if Osawa would ever get married or find a job.” (p. 19)
4. For many children around the world, cost is a great obstacle in getting surgery to correct their cleft lip. (Answers will vary slightly)

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. B,D

“Assigned Seating in the Cafeteria?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary slightly.

	Lila	Josh
line(s) that express the central idea, or central claim	“I think assigned seating in the cafeteria is a FANTASTIC idea.”	“I have to be honest: I’ve been bummed ever since you announced that you’re considering assigned seats in the cafeteria. I don’t think it’s a good idea. . .”
two pieces of evidence that support the central idea, or central claim	<p>“Think about the kids who don’t have a group of friends to sit with every day. For them, walking into the cafeteria is about as fun as walking into the Hunger Games arena. Trying to find someone to sit with can create so much anxiety that some kids don’t even bother.”</p> <p>“Assigned seats would also break up some of the cliques that have formed at our school. I always sit with the same people at lunch: my gymnastics friends. Many kids do this—the soccer kids sit with the soccer kids, the band kids with the band kids, and so on.”</p>	<p>“And even if assigned seating did relieve anxiety for some kids, would it be worth making others (like me) miserable?”</p> <p>“About a month ago, a new kid, Leo, began eating with us. Over the next few weeks, we got to know each other and became friends. If our seat assignments changed all the time, friendships like ours would not have time to grow.”</p>
line(s) that express the counterargument	“Most kids say that lunch is the one time during the day when they get to relax and have fun with their friends. And assigned seating could mean sitting next to someone you don’t particularly like.”	“It’s true that finding a seat in the cafeteria can be stressful for some students, and I don’t want anyone at Lakeside to dread lunchtime.”
line(s) that contain the rebuttal	“But in the words of my Language Arts teacher, Ms. Walsh, that would be a learning opportunity.”	“But assigned seating doesn’t seem like the best solution to the problem.”



“Assigned Seating in the Cafeteria?” cont’d

ANSWERS TO ACTIVITY SHEETS

“ASSIGNED SEATING IN THE CAFETERIA?”

VOCABULARY

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

CORE SKILLS WORKOUT: TONE

***Higher Level (HL)**

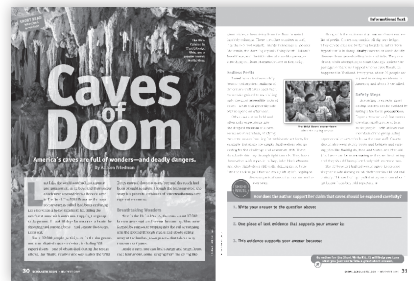
1. B
2. A
3. C
4. D
2. A, B, C
3. B

CORE SKILLS WORKOUT: TONE

***Lower Level (LL)**

1. B
2. A
3. D
4. D

“Caves of Doom”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

In in her article “Caves of Doom,” author Allison Friedman supports her claim that caves should be explored responsibly by cautioning readers with a story about a soccer team that was trapped in a cave for over two weeks last summer. She shares details about how the boys were shivering and starving underground and about the complicated rescue mission that caused the death of an expert diver (30). The details of their experience serve as a powerful reminder about the dangers of cave exploration.

Friedman also supports her claim that caves should be explored responsibly by sharing an “endless list of perils” that can come along with the excitement of caving, such as hypothermia, diseases from bats and ticks, and falling boulders (31).

ANSWERS TO ACTIVITY SHEETS

“CAVES OF DOOM” QUIZ

*Higher Level (HL)

1. B (text structure; R.5)
2. C (figurative language; R.4)
3. B (text structure; R.5)
4. D (key ideas and supporting details; R.2)
5. The author shows that caves are beautiful and mysterious by describing the different features of several different caves in America. On pages 30-31, the author first describes “strange and magnificent rock formations” that can be found in America’s caves. The author then goes on to list several natural wonders, including a waterfall, crystal-lined walls, and mazelike passages, that exist in three different caves in America. (key ideas and details, author’s craft, writing explanatory text; R.2, R.4, W.1)
6. The author supports the idea that cave exploration can be treacherous well. First, she includes the story of the 12 boys who were trapped in a cave in Thailand to show an example of how cave exploration can lead to a life-threatening situation. Then, later in the article, the author lists several specific dangers that cavers may encounter. For example, on page 31, she writes that cavers can “tumble off slippery ledges,” “be crushed by falling boulders,” and “catch deadly diseases.” The author also provides a statistic about how many people are injured and killed in caving accidents each year (31). These details all show that cave exploration can be treacherous by pointing out the many hazards. (key ideas and details, analyzing an argument, writing explanatory text; R.2, R. 8, W.1)



“Caves of Doom” cont’d

“CAVES OF DOOM” QUIZ

*Lower Level (LL)

1. B (text structure; R.5)
2. C (figurative language; R.4)
3. B (text structure; R.5)
4. D (key ideas and supporting details; R.2)
5. The author shows that caves are beautiful and mysterious by describing the different features of several different caves in America. On pages 30-31, the author first describes “strange and magnificent rock formations” that can be found in America’s caves. The author then goes on to list several different natural wonders, including a waterfall, crystal-lined walls, and mazelike passages, that exist in three different caves in America. (key ideas and details, author’s craft, writing explanatory text; R.2, R.4, W.1)
6. The author supports the idea that cave exploration can be treacherous in several ways throughout the article. First, she includes the story of the 12 boys who were trapped in a cave in Thailand to show an example of how cave exploration can end in a dangerous, life-threatening situation. Then, later in the article the author lists several specific dangers that cavers can encounter. For example, on page 31, she writes that cavers can “tumble off slippery ledges,” “be crushed by falling boulders,” and “catch deadly diseases.” The author also provides a statistic about how many people are injured and killed in caving accidents each year (31). These details show that cave exploration can be treacherous by pointing out the many hazards. (key ideas and details, writing explanatory text; R.2, W.1)