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"Grammar's Cats"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

HIDING IN BOXES

Anyone who's/whose ever lived with a cat (or watched cat videos) knows: Cats love boxes. But why? For cats, who's/whose instinct is to hide when they feel scared, an enclosed space feels safe. Spending time in a box can reduce a cat's stress level.

Another reason a cat might hang out in a box is to stay warm. A cat's comfort zone is about 20 degrees warmer than a human's. So while you may find your home cozy, your kitty may find it chilly. Inside a cardboard box, your cat is nice and toasty.

BRINGING YOU DEAD BIRDS

Has your cat ever dropped a small dead animal like a bird or mouse at your feet? There are a few theories as to why cats give people "gifts." Cats might bring us their prey to show that they love us. Another theory is that cats are trying to teach us how to hunt, having noticed that we never seem to catch any birds or rodents on our own.

Then again, maybe cats are simply entertained by the way we jump and scream when they drop little critters at our feet.

Who's/Whose to say what cats find funny?

KNEADING

Kneading is another curious cat behavior. Cats knead by pushing in and out with their front paws, alternating between left and right. This behavior is called kneading because it resembles the action of kneading dough. Usually, cats knead something soft, such as a pillow, a blanket, or your lap.

A cat who's/whose kneading feels content and relaxed. No one is exactly sure why cats do it though. One theory is that

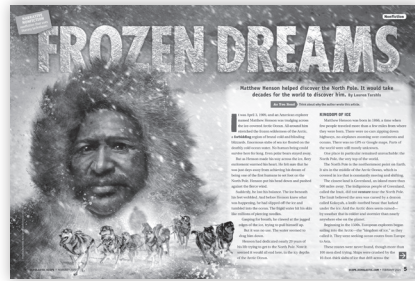
they knead to mark their territory. If your cat kneads you, take it as a sign of love. Your cat is telling the world who's/whose human you are: hers.

ANSWERS TO ACTIVITY SHEET

WHO'S VS. WHOSE

1. who's
2. who's
3. whose
4. who's
5. whose
6. Whose
7. who's
8. whose
9. who's
10. whose
11. who's
12. who's

“Frozen Dreams”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Museum exhibits will vary, but might include objects such as:

- photos
- historical artifacts
- documents
- models
- maps
- sound recordings
- video

The exhibit brochure's introduction and guide should help exhibit viewers understand key ideas and details from the article such as:

- the lure of “the kingdom of ice”
- racism and discrimination in the United States and how they affected Henson
- Peary and Henson's expedition
- the brutality of the Arctic region
- the Inuit's role in Peary and Henson's success
- the lack of recognition for Henson's achievements

ANSWERS TO ACTIVITY SHEETS

MAKING YOUR BROCHURE: THE MATTHEW HENSON EXHIBIT

Lists will vary. Ideas might include:

1. **the history of Arctic exploration:** map showing where the Arctic and the North Pole are located, photos or video clips of brutal conditions in the region, photos and models of animals that live there, model of the landscape, maps of explorer routes, photos of illustrious

explorers, navigational tools from Henson's time, articles about explorers who lost their lives searching for routes through the Arctic

Henson's early life: audio clip or transcript of the Frederick Douglass speech, “Jim Crow” laws primary documents, photos of segregation in the United States
Henson and Peary's expedition(s): map of Henson and Peary's routes through Greenland, photos of the crew, newspaper clips showing headlines after the discovery and awards given, photos of Inuit people, clothing they wore, sleds, model of an igloo, sound clips of Inuit language, model of foods they ate and ways they used the resources and animals of their environment

Henson's legacy: photo of Henson's headstone at Arlington National Cemetery, newspaper articles from the time about the expedition, interviews with Henson's descendants and/or historians

other: other ignored figures from history, the Arctic today

2. When and where was Henson born?
 What was Henson's dream?
 How did Henson become an explorer?
 How were Henson's opportunities limited compared to Peary's?
 What made Henson a great explorer?
 What challenges did the crew face on their expeditions?
 What happened after their discovery?
3. Answers will vary.
4. Answers will vary.

“FROZEN DREAMS”

CLOSE-READING QUESTIONS

1. Tarshis includes many details that convey how dangerous the Arctic is. For example, she writes that there are



“Frozen Dreams” cont’d

“blinding blizzards” and “frigid water” (5). She also explains that not even polar bears—creatures that thrive in the cold—go there, which shows just how inhospitable the region is. These details are important to the story because they help the reader understand what Matthew Henson was facing as well as how courageous he was to have braved such a dangerous place.

2. As a white man, Peary had many opportunities and was educated as an engineer. Henson did not have the same opportunities and battled constant discrimination. He was largely self-educated and had to take low-level jobs for which he was overqualified. But both men were adventurous, and determined, and dreamed of exploring the world and reaching the North Pole.
3. Because of these friendships, Henson learned important survival skills from the Inuit that “no other American or European Arctic explorer” had (8). The Inuit taught Henson to hunt, to icefish, and to drive a sled. This knowledge would be key to success in Henson and Peary’s Arctic exploration.
4. The illustrated map shows where the North Pole is located on a three-dimensional illustration of the globe. The map also shows Henson and Peary’s route, features some of the animals that live in the Arctic, and indicates how Henson and Peary’s expedition traveled (by boat and by dogsled).
5. She means events and accomplishments that have gone unrecognized. She means it is as though these events are in the dark, shadowy corners of a room where no one can see them.
6. The title has two meanings. On one level, it refers to Henson’s dream of reaching the North Pole—a frozen land. On another level, it refers to how Henson’s dream was almost stopped, or “frozen,” by the injustices that he endured: He was not given a proper job title or acknowledgment of his skill, and he received little recognition for his achievements.

ensure that they become a part of our acknowledged history and are honored and remembered. Learning about their lives also gives us a more complete understanding of our past.

2. Answers will vary. Students may say that humans explore because we are curious about our world. Another reason could be that we are looking for something in particular, the way early European Arctic explorers wanted to find an ocean route to Asia. Humans may also want to explore because they crave fame and accolades.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS *Higher Level (HL)

Answers will vary but should be similar to the following:

1. The headline “Frozen Dreams” looks like it’s carved out of ice. The illustration shows Matthew Henson and a team of sled dogs barreling through a rugged and frigid environment. The headline, subtitle about Henson’s discovery of the North Pole, and the brutal conditions shown in the illustration create a mood of suspense that makes readers want to learn more about Henson’s dangerous adventures.
2. This sidebar helps readers imagine what day-to-day life was like for Henson and other explorers who braved the brutal conditions of the Arctic. The author may have included this sidebar to help readers better understand what Henson’s journey to the North Pole was like.
3. The map helps readers understand where the North Pole is located. It also helps readers better visualize Henson and Peary’s trip by showing the route the explorers took, how they traveled (by boat and by dogsled), and some of the kinds of animals that the men might have encountered in the Arctic.
4. The first subheading, “Kingdom of Ice,” has a dramatic and awe-inspiring tone. As the article continues, the subheadings change to a hopeful and positive tone (“Growing Dreams” and “Fierce Ambitions”). The tone then shifts to foreboding and grim with the subheadings “Blubber and Blood” and “Frozen Toes.” Finally, the tone becomes hopeful and positive again in the article’s final subtitle, “Out of the Shadows.”
5. The mood of the introduction is terrifying and suspenseful as Tarshis tells the story of Henson’s final

“FROZEN DREAMS” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say it is unjust that men and women who made enormous contributions to the world have been overlooked or ignored because of discrimination. By learning about these people, we



“Frozen Dreams” cont’d

approach to the North Pole. She includes sensory details such as “blinding blizzards” and “enormous slabs of sea ice floated on deathly cold ocean water” to help readers understand the brutality of the region’s environment and to evoke feelings of terror and suspense. Her use of vivid verbs such as *trudging*, *wobbled*, *tumbled*, and *clawed*, and the simile, “The frigid water hit his skin like millions of piercing needles” also contribute to the intense, terrifying mood. She then heightens the suspense even more by explaining that Henson had already dedicated nearly 20 years of his life to becoming the first person to reach the North Pole. Knowing how long Henson has worked for this dream makes the mood even more suspenseful. She ends the introduction by saying, “Now it seemed it would all end here, in the icy depths of the Arctic Ocean.” This increases the suspense even more, leaving readers anxious and uncertain about what will happen to Henson.

6. **A.** The author gives a chronological account of Henson’s life before joining Peary’s crew.
B. I know the author is giving a chronological account of Henson’s life because she uses words and phrases that indicate the passage of time, such as “around age 11,” “when he was 13,” “for the next few years,” “at age 19,” and “eventually.”
7. You can infer that Olive’s teacher didn’t believe that Olive’s uncle could have discovered the North Pole because he was an African American, and because of this, his part in exploring the North Pole had largely been ignored by history.
8. The Inuit played a key role in Peary and Henson’s success.
9. **Sample Summary:**

On April 6, 1909, American explorers Matthew Henson and Robert Peary became two of the first people to reach the North Pole. Previously, Henson had worked for Peary as a cabin boy on Peary’s expedition to Central America. After exploring Central America, Peary and Henson took a series of trips to explore the Arctic. Peary wanted to be the first man to reach the North Pole. While in the Arctic, the men sought the help of the local Inuit people to help them survive the region’s harsh conditions. The Inuit provided them with clothing and boots, helped them to build sleds and gather other supplies for their trip, and taught Henson how to hunt,

icefish, and drive a dogsled. In 1909, on their sixth trip to the Arctic, disaster struck. The men were just days away from reaching the North Pole when Henson slipped and fell into the freezing waters of the Arctic Ocean and almost died. Luckily, Henson was saved by one of the Inuit members of the crew, Ootah. Three days later, Henson, Peary, and the rest of the crew reached the North Pole.

When Henson and Peary returned to America, Peary received credit for discovering the North Pole and earned a reputation as one of history’s great explorers. Henson did not receive credit for his part in the expedition and his achievements were mostly ignored because of widespread racism in the U.S. at the time Henson was alive. Finally, in 1988, Henson received credit for being a co-discoverer of the North Pole and his body was moved to Arlington National Cemetery.

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

***Lower Level (LL)**

Answers will vary but should be similar to the following:

1. The headline “Frozen Dreams” looks like it’s carved out of ice. The illustration shows Matthew Henson and a team of sled dogs barreling through a rugged and frigid environment. The headline, subtitle about Henson’s discovery of the North Pole, and the brutal conditions shown in the illustration create a mood of suspense that makes readers want to learn more about Henson’s dangerous adventures.
2. This sidebar helps readers imagine what day-to-day life was like for Henson and other explorers who braved the brutal conditions of the Arctic. The author may have included this sidebar to help readers better understand what Henson’s journey to the North Pole was like.
3. The map helps readers understand where the North Pole is located. It also helps readers better visualize Henson and Peary’s trip by showing the route the explorers took, how they traveled (by boat and by dogsled), and some of the kinds of animals that the men might have encountered in the Arctic.
4. The first subheading, “Kingdom of Ice,” has a dramatic and awe-inspiring tone. As the article continues, the subheadings change to a hopeful and positive tone (“Growing Dreams” and “Fierce Ambitions”). The tone



“Frozen Dreams” cont’d

then shifts to foreboding and grim with the subheadings “Blubber and Blood” and “Frozen Toes.” Finally, the tone becomes hopeful and positive again in the article’s final subtitle, “Out of the Shadows.”

5. **A. B**

B. Tarshis creates a terrifying and suspenseful mood by including sensory details such as “blinding blizzards” and “enormous slabs of sea ice floated on deathly cold ocean water” to help readers understand the brutality of the region’s environment and the intense dangers that Henson was up against. Her use of vivid verbs such as *trudging*, *wobbled*, *tumbled*, and *clawed*, and the simile, “The frigid water hit his skin like millions of piercing needles” also contribute to the intense, terrifying mood. She then heightens the suspense even more by explaining that Henson had already dedicated nearly 20 years of his life to becoming the first person to reach the North Pole. Knowing how long Henson has worked for this dream makes the mood even more suspenseful. She ends the introduction by saying, “Now it seemed it would all end here, in the icy depths of the Arctic Ocean.” This increases the suspense even more, leaving readers anxious and uncertain about what will happen to Henson.

6. **B**

7. You can infer that Olive’s teacher didn’t believe that Olive’s uncle could have discovered the North Pole because he was an African American, and because of this, his part in exploring the North Pole had largely been ignored by history.

8. **A.** Students should cross out Detail #1.

B. Detail #1 is about Peary and Henson looking for a route to the North Pole. It does not show how the Inuit were key to Peary and Henson’s success.

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

7. Author Lauren Tarshis helps readers understand what it would have been like to be in the Arctic with Henson and Peary through the use of sensory details and other descriptive language, the sidebar “If You Went With Matthew Henson to the North Pole . . .,” and other details about the two explorers’ Arctic expedition. In the article’s introduction, Tarshis writes, “All around [Henson] stretched the frozen wilderness of the Arctic, a forbidding region of brutal cold and blinding blizzards. Enormous slabs of sea ice floated on the deathly cold water. No human being could survive here for long” (5). The phrases “frozen wilderness,” “forbidding region,” “brutal cold,” “blinding blizzards,” and “deathly cold” help readers understand that Henson and Peary were in a harsh and extremely cold environment, while Tarshis’s description of “enormous slabs of sea ice” floating on the sea creates a clear image in readers’ mind of what the two explorers saw in the Arctic. Tarshis further helps readers understand the Arctic environment in the section “Blubber and Blood,” when she explains that getting to the North Pole meant traveling on foot and by dogsled for weeks through “punishing cold and ferocious blizzards” (7).

The sidebar “If You Went With Matthew Henson to the North Pole . . .” on pages 8-9 also helps readers understand what it would have been like to be in the Arctic with Henson and Peary by providing details about what you would eat, drink, and wear in the North Pole, as well as where you would sleep, how you would travel, and the danger of frostbite that you would face. This information gives readers a clear idea of what daily life in the Arctic was like for the two men: far from comfortable or easy.

Other details that Tarshis includes to help readers understand what it would have been like to be with Henson and Peary are that they faced many near-disasters, including getting lost in blizzards and nearly starving to death. And, Tarshis explains, Peary lost eight of his toes to frostbite, while Henson nearly lost his life when he slipped off the ice into the frigid sea (5, 8-9). All of these details make it clear that to be with Henson and Peary in the Arctic would have been to face painfully cold weather, extreme challenges, and great danger. (author’s craft; writing explanatory text; R.4, R.5, R.6, W.2)

“FROZEN DREAMS” QUIZ

*Higher Level (HL)

1. C (mood; R.4)
2. B (text structure; R.5)
3. D (key ideas; R.2)
4. C, D (text evidence; R.1)
5. A (vocabulary; R.4)
6. D (supporting details; R.2)



“Frozen Dreams” cont’d

8. In the article “Frozen Dreams,” author Lauren Tarshis develops the idea that during his life, Matthew Henson did not get the credit he deserved.

One way that Tarshis develops this idea is through information about Henson’s early life and work experience. She explains that even though Henson had sailed around the world for years and become a highly skilled sailor and carpenter, he “could not get the kind of highly skilled work he was qualified for” (6). Because of racism and racist laws that mandated segregation in the U.S. at that time, the best job he could get was stocking shelves in a hat shop (6). Tarshis goes on to explain that when Peary met Henson, despite being impressed by Henson’s experience, Peary offered Henson a job as a cabin boy, which was “far beneath his qualifications” (7). Even after Peary worked with Henson in Central America and witnessed the complex work he did, Tarshis writes, “Peary would never treat Henson as an equal” and would offer Henson only the job of “manservant” on his Arctic expedition (7). These details show that Henson was given no credit for the skilled work he had done—work that he would, in fact, continue to do as part of Peary’s crew.

Tarshis further develops the idea that Henson did not get the credit he deserved by explaining the importance of his contributions to Peary’s crew on their Arctic expeditions and how these contributions were not acknowledged. She explains that it was through the close relationships Henson forged with the Inuit that he learned important survival skills that “no other American or European Arctic explorer” had (8). The Inuit taught Henson to hunt, to icefish, and to drive a sled—knowledge that was critical to the success of Henson and Peary’s Arctic exploration. Nevertheless, Tarshis writes, when Henson and Peary returned from their expedition, only Peary got credit for discovering the North Pole. History books, Tarshis explains, mostly ignored Henson’s achievements. To support the idea that Henson’s role in the Arctic expedition was not acknowledged, Tarshis includes the anecdote that when Henson’s niece told her classmates that her uncle was a famous explorer, she was punished for lying. It was not until decades later, after Henson’s death, that Henson finally got the credit he was due (9). (analyzing the development of ideas over

the course of a text, writing explanatory text; R.3, W.2)

“FROZEN DREAMS” QUIZ

*Lower Level (LL)

1. C (mood; R.4)
2. B (text structure; R.5)
3. D (key ideas; R.2)
4. C, D (text evidence; R.1)
5. A (vocabulary; R.4)
6. D (supporting details; R.2)
7. The sidebar “If You Went With Matthew Henson to the North Pole . . .” on pages 8-9 helps readers understand what it would have been like to be in the Arctic with Henson and Peary. It provides details about what you would eat, drink, and wear in the North Pole, as well as where you would sleep, how you would travel, and the danger of frostbite that you would face. This information gives readers a clear idea of what daily life in the Arctic was like for the two men: far from comfortable or easy. (craft and structure, text features; writing explanatory text; R.4, R.5, R.6, W.2)
8. In the article “Frozen Dreams,” author Lauren Tarshis develops the idea that during his life, Matthew Henson did not get the credit he deserved.

One way that Tarshis develops this idea is through the information she provides about Henson’s early life and work experience. She explains that even though Henson had sailed around the world for years and become a highly skilled sailor and carpenter, he “could not get the kind of highly skilled work he was qualified for” (6). Because of racism and racist laws that mandated segregation in the United States at that time, the best job he could get was stocking shelves in a hat shop (6). Tarshis goes on to explain that when Peary met Henson, despite being impressed by Henson’s experience, Peary offered Henson a job as a cabin boy, which was “far beneath his qualifications” (7). And even after Peary worked with Henson in Central America and witnessed the complex work he did, Tarshis writes, “Peary would never treat Henson as an equal” and would offer Henson only the job of “manservant” on his Arctic expedition (7). These details show that Henson was given no credit for the skilled work he had done—work that he would, in fact, continue to do as part of Peary’s crew.



“Frozen Dreams” cont’d

Tarshis further develops the idea that Henson did not get the credit he deserved by explaining the importance of his contributions to Peary’s crew on their Arctic expeditions and how these contributions were not acknowledged. She explains that it was through the close relationships Henson forged with the Inuit that he learned important survival skills that “no other American or European Arctic explorer” had (8). The Inuit taught Henson to hunt, to icefish, and to drive a sled—knowledge that was critical to the success of Henson and Peary’s Arctic exploration. Nevertheless, Tarshis writes, when Henson and Peary returned from their expedition, only Peary got credit for discovering the North Pole. History books, Tarshis explains, mostly ignored Henson’s achievements. To support the idea that Henson’s role in the Arctic expedition was not acknowledged, Tarshis includes the anecdote that when Henson’s niece told her classmates that her uncle was a famous explorer, she was punished for lying. It was not until decades later, after Henson’s death, that Henson finally got the credit he was due (9). (analyzing the development of ideas over the course of a text, writing explanatory text; R.3, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is about Matthew Henson, an American explorer and one of the first people to reach the North Pole.
2. The article describes how two Americans, Matthew Henson and Robert Peary, discovered the North Pole together.
3. Leading up to the discovery of the North Pole, Matthew Henson faced many obstacles. The biggest obstacles he faced were racism and discrimination. Although he was a skilled sailor and carpenter, he struggled to find a job. Once he started working as a cabin boy on expeditions with naval engineer Robert Peary—who never treated him as an equal—he faced obstacles such as frigid temperatures, dangerous blizzards, starvation, and a near-deadly fall into the water.
4. Thanks to the relationships Henson forged with the Inuit, he learned survival skills that no other explorers had at that time, such as icefishing and driving dogsleds. This knowledge was key to their crew’s

success. After discovering the North Pole, Henson lived a quiet life as a messenger with his wife in New York City and only Peary got credit for discovering the North Pole. Due to widespread racism, Henson was mostly ignored by the world and history books for years. But America began to change in the 1960s. Years after his death in 1988, Henson’s body was moved to Arlington National Cemetery, a burial ground for the country’s heroes.

5. Answers will vary.

Sample Summary:

On April 6, 1909, American explorers Matthew Henson and Robert Peary became two of the first people to reach the North Pole. Previously, Henson had worked for Peary as a cabin boy on Peary’s expedition to Central America. After exploring Central America, Peary and Henson took a series of trips to explore the Arctic. Peary wanted to be the first man to reach the North Pole. While in the Arctic, the men sought the help of the local Inuit people to help them survive the region’s harsh conditions. The Inuit provided them with clothing and boots, helped them to build sleds and gather other supplies for their trip, and taught Henson how to hunt, icefish, and drive a dogsled. In 1909, on their sixth trip to the Arctic, disaster struck. The men were just days away from reaching the North Pole when Henson slipped and fell into the freezing waters of the Arctic Ocean and almost died. Luckily, Henson was saved by one of the Inuit members of the crew, Ootah. Three days later, Henson, Peary, and the rest of the crew reached the North Pole.

When Henson and Peary returned to America, Peary received credit for discovering the North Pole and earned a reputation as one of history’s great explorers. Henson did not receive credit for his part in the expedition and his achievements were mostly ignored because of widespread racism in the U.S. at the time Henson was alive. Finally, in 1988, Henson received credit for being a co-discoverer of the North Pole and his body was moved to Arlington National Cemetery.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

On April 6, 1909, American explorers Matthew Henson and Robert Peary became two of the first people to reach the North Pole. Previously, Henson had worked for Peary as



“Frozen Dreams” cont’d

a cabin boy on Peary’s expedition to Central America. After exploring Central America, Peary and Henson took a series of trips to explore the Arctic. Peary wanted to be the first man to reach the North Pole. While in the Arctic, the men sought the help of the local Inuit people to help them survive the region’s harsh conditions. The Inuit provided them with clothing and boots, helped them to build sleds and gather other supplies for their trip, and taught Henson how to hunt, icefish, and drive a dogsled. In 1909, on their sixth trip to the Arctic, disaster struck. The men were just days away from reaching the North Pole when Henson slipped and fell into the freezing waters of the Arctic Ocean and almost died. Luckily, Henson was saved by one of the Inuit members of the crew, Ootah. Three days later, Henson, Peary, and the rest of the crew reached the North Pole.

When Henson and Peary returned to America, Peary received credit for discovering the North Pole and earned a reputation as one of history’s great explorers. Henson did not receive credit for his part in the expedition and his achievements were mostly ignored because of widespread racism in the U.S. at the time Henson was alive. Finally, in 1988, Henson received credit for being a co-discoverer of the North Pole and his body was moved to Arlington National Cemetery.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. D
2. C; I chose C because the detail is about Henson’s relationship with the Inuit. The detail is not about how the Arctic is a brutal environment.
3. The Inuit played a key role in Peary and Henson’s success. (Answers may vary.)
4. Answers may include:
“But history books mostly ignored his achievements—along with the achievements of most African Americans and indigenous people.” (p. 9); “These laws mandated racial segregation, keeping African Americans separate from white people in schools, in restaurants, on trains, and many other places.” (p. 6); “The laws were designed to make it difficult for African Americans to participate in society—to own property, make money, vote, get a good education—to exercise the rights that were supposed to be everyone’s under the Constitution.” (p. 6); “Henson was rarely mentioned, except as Peary’s

‘manservant.’” (p. 8); “But Peary would never treat Henson as an equal.” (p. 7)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. C, D, E
2. The Inuit played a key role in Peary and Henson’s success. (Answers may vary.)

CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary but should be similar to the following:

1. The headline “Frozen Dreams” looks like it’s carved out of ice. The illustration shows Matthew Henson and a team of sled dogs barreling through a rugged and frigid environment. The headline, subtitle about Henson’s discovery of the North Pole, and the brutal conditions shown in the illustration create a mood of suspense that makes readers want to learn more about Henson’s dangerous adventures.
2. This sidebar helps readers imagine what day-to-day life was like for Henson and other explorers who braved the brutal conditions of the Arctic. The author may have included this sidebar to help readers better understand what Henson’s journey to the North Pole was like.
3. The map helps readers understand where the North Pole is located. It also helps readers better visualize Henson and Peary’s trip by showing the route the explorers took, how they traveled (by boat and by dogsled), and some of the kinds of animals that the men might have encountered in the Arctic.
4. The first subheading, “Kingdom of Ice,” has a dramatic and awe-inspiring tone. As the article continues, the subheadings change to a hopeful and positive tone (“Growing Dreams” and “Fierce Ambitions”). The tone then shifts to foreboding and grim with the subheadings “Blubber and Blood” and “Frozen Toes.” Finally, the tone becomes hopeful and positive again in the article’s final subtitle, “Out of the Shadows.”

CORE SKILLS WORKOUT: TEXT STRUCTURE

Answers will vary but should be similar to the following:

1. In the first four paragraphs of the introduction of “Frozen Dreams,” the author describes the most difficult part



"Frozen Dreams" cont'd

of Matthew Henson's trip to the North Pole. The author describes the brutal conditions Henson battled against and how he fell into the frigid Arctic Ocean when he was just days away from reaching the North Pole. At the end of the fourth paragraph, she describes Henson in the freezing water, leaving the reader eager to learn his fate.

2. A. sequence of events

B. I know the author is using a sequence-of-events structure because she writes about events in Henson's life in the order in which they occurred. She uses words and phrases that invoke the passage of time, such as "around age 11," "when he was 13," "for the next few years," "at age 19," and "eventually."

3. A. problem and solution

B. I know the author is using a problem-and-solution structure because she first presents a problem: Henson slipping and falling into the freezing Arctic water just miles from the North Pole. Then, she presents the solution to this problem: One of the Inuit men, Ootah, grabs Henson and pulls him out of the water, saving his life and allowing the expedition to continue. Three days later, Henson plants the American flag in the snow at the North Pole. (Students may also say the author uses a sequence-of-events or description structure.)

many people about their experience.

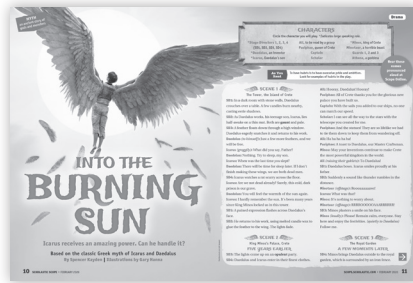
4. Answers will vary.

VIDEO DISCUSSION QUESTIONS

Answers will vary.

- 1.** Matthew Henson was one of the first people to reach the North Pole. He wasn't remembered for this accomplishment until years later because of racist attitudes in the United States.
- 2.** Prejudice is the dislike of a person or group because of their race, religion, or another factor. Discrimination is the unfair treatment of others based on differences in such things as age, race, or gender. Examples of racism and discrimination in the video include how Garrett Morgan's heroism in the 1916 explosion was ignored because he was African American and how Mary Anning was left out of scientific groups because she was a woman.
- 3.** All of the stories end by telling about how the person was finally recognized for his or her important achievements many years later. All five people were awarded important medals, featured in movies, or given a chance to speak to

Into the Burning Sun



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Answers will vary. Sample response:

In the play *Into the Burning Sun*, the goddess Athena says, “It is a wise man who knows his limits—and does not attempt to reach beyond them.” This idea is developed throughout the play as the characters of Daedalus and Icarus anger the gods and then are punished by them for being full of pride and giving humans what the gods see as too much power.

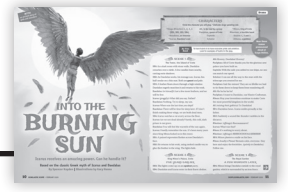
Daedalus is a master craftsman, as is established in Scene 2 when he is celebrated at a party thrown by King Minos of Crete. Pasiphae, the Queen of Crete, thanks Daedalus for the “glorious new palace” he built and notes that the statues he built are “so lifelike we had to tie them down to keep them from wandering off.” In addition, a ship captain praises the sails that Daedalus created and a scholar praises the powerful telescope that Daedalus built (11). Daedalus’s remarkable abilities are referred to again in Scene 4. He has been given the task of building an enclosure for a ferocious beast called the Minotaur, and his young son, Icarus, suggests that the enclosure will be so great that Daedalus’s name will be praised forever. This comment suggests that Icarus sees his father as god-like—and that Icarus thinks others will see Daedalus this way too. Icarus then suggests that one day, Daedalus might be able to invent something that allows them to fly.

It is after Icarus makes this suggestion that Athena appears and issues her warning about wise men knowing their limits and not attempting to go beyond them. She also says, “Do you not know the path of hubris? It leads only to destruction!” (12), emphasizing the same idea.

Despite Athena’s warning, Daedalus does find a way to fly. When he and Icarus are unjustly imprisoned, Daedalus

builds enormous wings for them so that they can escape. Daedalus warns Icarus not to fly too close to the sea nor too close to the sun, so that his wings are not destroyed by the water or melted by the sun. But Icarus, caught up in the excitement of flying, ignores his father’s warning. He flies too close to the sun and his wings melt, sending him to his death. This event further develops the idea that humans should know their limits and not attempt to push beyond them: Icarus aims too high (literally and figuratively) and is punished for it with death. Daedalus, too, is punished for having too much ambition and confidence; he loses his beloved son as a result of creating the wings. Athena underscores this idea in the final scene of the play when she tells Daedalus, “Hubris brings misery” and explains that Icarus was not capable of wielding the power of flight, that “Only the gods can do that” (14).

The poem “Reconsidering Icarus,” by Jennifer Dignan, offers a different point of view about ambition and confidence. The poem suggests that without “outsize ambition, outside courage, outsize confidence,” humans might never have advanced from living in caves, let alone gone on to all of our significant achievements in areas such as architecture, the arts, medicine, and technology. Dignan makes this point as she lists important advancements and innovations through time and then asks, “would any of it have come about / had no one ever dipped / into the spray of breaking waves / or soared to where the sun could melt / the wax on their beautiful wings?” Here, Dignan is alluding to the myth of Icarus and Daedalus, suggesting that Icarus’s ambition and confidence are the very qualities that allow humans to achieve great things. Dignan is suggesting that we look at Icarus not as a foolish young man full of hubris, but as a young man with big dreams who might have done glorious things—someone worthy of admiration.



Into the Burning Sun cont'd

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: THE MYTH OF ICARUS

Answers will vary.

1. Scene 2:

- Daedalus is celebrated at a party thrown by King Minos of Crete. Pasiphae, the Queen of Crete, thanks Daedalus for the “glorious new palace” he built and notes that the statues he built are “so lifelike we had to tie them down to keep them from wandering off” (11).
- A sea captain praises the sails that Daedalus created (11).
- A scholar praises the powerful telescope that Daedalus built (11).

Scene 4:

- Daedalus has been given the task of building an enclosure for a ferocious beast called the Minotaur. His young son, Icarus, suggests that the enclosure will be so great that Daedalus’s name will be praised forever, like a god’s (14).
- Icarus then suggests that one day, Daedalus might be able to invent something that allows them to fly (14).

Scene 7:

- Daedalus does create wings that allow Icarus and himself to fly. He makes them so that they can escape their unjust imprisonment.

2. Scene 4:

- Athena issues her warning “It is a wise man who knows his limits—and does not attempt to reach beyond them” after Icarus suggests that Daedalus find a way for humans to fly. She also says, “Do you not know the path of hubris? It leads only to destruction!” (12).

Scenes 6-7:

- Daedalus warns Icarus not to fly too close to the sea nor too close to the sun, so that his wings are not destroyed by the water or melted by the sun. But Icarus, caught up in the excitement of flying, ignores his father’s warning. He flies too close to the sun and his wings melt, sending him to his death. This punishes both Icarus and Daedalus.

Scenes 8:

- Speaking to Daedalus about Icarus’s death, Athena says, “Did I not warn you? Hubris brings misery,” and

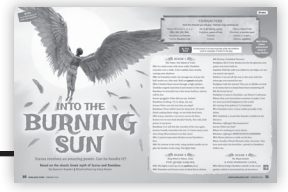
“He was not capable of wielding the power of flight. Only the gods can do that” (14).

3. The poem “Reconsidering Icarus,” by Jennifer Dignan, offers a different point of view about ambition and confidence. The poem suggests that without “outsize ambition, outside courage, outsize confidence,” humans might never have advanced from living in caves, let alone gone on to all of our significant achievements in areas such as architecture, the arts, medicine, and technology. Dignan makes this point as she lists important advancements and innovations through time and then asks, “would any of it have come about / had no one ever dipped / into the spray of breaking waves / or soared to where the sun could melt / the wax on their beautiful wings?” Here, Dignan is alluding to the myth of Icarus and Daedalus, suggesting that Icarus’s ambition and confidence are the very qualities that allow humans to achieve great things. Dignan is suggesting that we see Icarus not as a foolish young man full of hubris, but as a young man with big dreams who might have done glorious things—someone worthy of admiration.

INTO THE BURNING SUN CLOSE-READING QUESTIONS

1. In terms of chronology, the events in Scene 1 take place near the end of the story. The playwright likely begins this way to build suspense and give clues about the story and the characters. We learn, for example, that a father and son are trapped in a prison and are planning an escape. We also learn that King Minos put them there, so when we meet Minos in the next scene, we are suspicious of him.
2. The toy is significant to the story because it foreshadows Icarus’s doomed flight. It also shows that he is fascinated by the idea of flying.
3. Icarus is reckless when he takes flight because he lets himself be carried away by the thrill and ignores the obvious danger of flying so close to the sun.
4. The gods are portrayed as demanding, vengeful, commanding, and powerful—but also as compassionate. Poseidon is demanding when he requires Minos to sacrifice his prize bull, and he is vengeful and powerful when he punishes Minos by sending him the Minotaur. Athena is commanding and asserts her authority when she issues Daedalus and Icarus a strict warning not to

section continues >>



Into the Burning Sun cont'd

attempt to wield the powers of the gods, but she also shows compassion by warning them; had Daedalus and Icarus listened, Icarus would have lived. Athena also shows compassion when she offers comfort to Daedalus in the final scene.

INTO THE BURNING SUN CRITICAL-THINKING QUESTIONS

1. Answers will vary but could be similar to one of the following: We should not attempt more than we can achieve; humility is admirable; humans should respect their natural limits and not try to take on the role of gods; we shouldn't let emotion cloud our reason; we should listen to our parents.
2. Some students may say that no, they did not deserve their fate because they were being unfairly held prisoner by an evil king. Other students may say that the pair did deserve their fate because Athena issued them a clear warning and they ignored it.
3. Answers will vary, but students will likely say yes. Minos imprisons Daedalus and Icarus even though they have committed no crime.

INTO THE BURNING SUN QUIZ

***Higher Level (HL)**

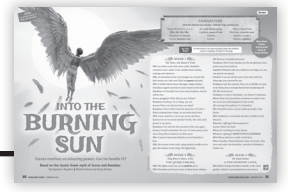
1. C (craft and structure; R.5)
2. C (inference; R.2)
3. D (inference, key ideas; R.1, R.3)
4. B, D (craft and structure; R.5)
5. A (summarizing; R.2)
6. B (theme; R.2)
7. Spencer Kayden's adaptation of the Greek myth of Daedalus and Icarus, *Into the Burning Sun*, warns against having hubris. Throughout the play, the characters of Daedalus and Icarus anger the gods with their excessive pride and ambition, and eventually, they pay the ultimate price for it.

When the audience meets Daedalus, he is being celebrated at a party thrown by King Minos in Crete. Daedalus is King Minos's "Master Craftsman" and has just built a "glorious new palace" for the king (11). The king's subjects all praise Daedalus for his spectacular work. A ship captain praises the sails that Daedalus created for their ships and a scholar praises the powerful

telescope that Daedalus built. In addition, the queen tells Daedalus that the statues he built are "so lifelike we had to tie them down to keep them from wandering off" (11). These lines show that Daedalus's abilities are not only remarkable, they also give the people of Crete great power.

Later, Daedalus is tasked with building an enclosure for a terrible beast called the Minotaur. Icarus, Daedalus's son, suggests that whatever his father builds will be so clever that his name will be remembered forever (12). Full of pride, he goes on to praise the incredible things his father creates, pondering whether one day, Daedalus could invent something that would allow them to fly. At this, the goddess Athena appears with a flash of light and issues Daedalus and Icarus a stark warning: "Little mortals! Do you not know the path of hubris? It leads only to destruction!" She adds, "I come with a warning. Daedalus, your inventions give humans great power. But remember that some powers are not yours to give" (12). Athena's appearance and words make clear that the power of flight belongs to the gods, that they do not want to share that power, and that Daedalus's abilities and ambition are a threat to them. She parts, warning Icarus, "It is a wise man who knows his limits—and does not attempt to reach beyond them" (13), further emphasizing the idea that pride and ambition may lead to the two's destruction.

Against Athena's warnings, Daedalus does seize the power of flight. When he and Icarus are unjustly imprisoned, Daedalus builds enormous wings for them so that they can escape out of the tower window. When Icarus tries on the wings for the first time, he exclaims, "They work! Father, I am a god!" (14), a comment that surely enrages Athena and the rest of the gods. Daedalus warns Icarus not to fly too close to the sea nor too close to the sun, so that his wings are not destroyed by the water or melted by the sun. But Icarus gets caught up in the excitement of flying and ignores his father's warning. He flies too close to the sun and his wings melt, sending him to his death (14). This event serves as a tragic warning against hubris: Icarus's hubris gets the best of him and he is punished for it with death. Daedalus, too, is punished for having too much ambition and confidence; he loses his beloved son as a result of



Into the Burning Sun cont'd

creating the wings. Athena underscores this idea in the final scene of the play when she tells Daedalus, “Hubris brings misery” and explains that Icarus was not capable of wielding the power of flight, that “Only the gods can do that” (14). (theme, development of ideas, text evidence, explanatory writing; R.1, R.2, R.3, W.2)

INTO THE BURNING SUN QUIZ

***Lower Level (LL)**

1. C (craft and structure; R.5)
2. C (inference; R.2)
3. D (inference, key ideas; R.1, R.3)
4. B, D (craft and structure; R.5)
5. A (summarizing; R.2)
6. B (theme; R.2)
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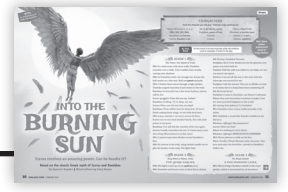
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INTO THE BURNING SUN VOCABULARY

1. intricate
2. incur
3. discreet
4. opulent
5. gaunt
6. B
7. A
8. B



Into the Burning Sun cont'd

- 9. B
- 10. A
- 11. A
- 12. A

LITERARY ELEMENTS: GENRE EXPLORATIONS

Page 1

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

Has imaginary creatures or beasts: The Minotaur is a flesh-eating beast with the head of a bull and the body of a man.

Has heroes or heroines with superhuman abilities:
N/A

Teaches lessons about humans emotions and behaviors: The myth suggests that too much pride and ambition can cause you to be foolish and put yourself in dangerous situations. It also shows that it is important to obey elders, heed warnings, and not overstep the limits of our abilities.

Explains the creation of the world: N/A

Explains events in nature: The myth doesn't explain a natural event per say, but does offer an explanation for how the Icarian Sea got its name. According to the myth, it is the body of water where Icarus fell to his death and is named after him.

Comes from long ago: The myth of Daedalus and Icarus dates back to ancient Greece.

Reflects a culture's values: Daedalus possesses unmatched skill as an inventor, artist, and problem-solver—qualities that were likely admired in Greek society. Also, Athena visits Daedalus and Icarus, warning them about their behavior and urging them to use good judgement before the gods punish them; this reflects ancient Greek society's belief in and value of the wisdom and power of the gods.

Has nonhuman or immortal characters: Includes the characters of Athena and Poseidon, who are immortal gods.

Page 2

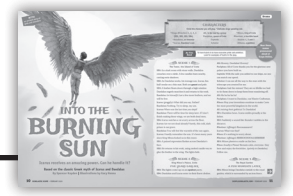
1. Answers will vary.
2. Answers will vary. Here is a sample response: Daedalus falls from the noble status of King Minos's Master Craftsman and being one of the most skilled inventors, builders, artists, and problem-solvers in the world. His

tragic flaw is hubris: his ambition to attempt amazing feats and give humans powers that belong to the gods, such as flight. After Athena warns Daedalus not to challenge the gods and step outside the bounds of his human limitations, he ignores her and uses the power of flight to escape the prison in which King Minos has placed him and his son, Icarus. Daedalus thinks Athena will be understanding of his circumstances, but this turns out to be a life-changing mistake. For this crime, the gods send Icarus to his death, as the sun melts the wax on his wings and causes him to plummet into the sea. Causing his son's downfall and destruction is in a sense Daedalus's own downfall and destruction. In the end, he carves a special door for Athena and lays his wings down before her, vowing never to fly again, showing that he has come to an understanding of what he did wrong.

POETRY ANALYSIS: "RECONSIDERING ICARUS"

1. The poet is talking about early humans. The second stanza, in which the poet writes, "would we ever have left our caves?" helps you understand this, along with the details of early human life in the first stanza: living in a place with rough stone walls and dirt floors (i.e., a cave) and hearing wild animals outside.
2. The poet is using "absent" as a preposition to mean "without."
3. The poet is asking whether, without a great deal of ambition, courage, and confidence, human beings would or could have advanced from the way we lived in prehistoric times. She is asking if humans would have ever started living in houses instead of caves—and, you can assume, if humans would have made all the other discoveries and innovations that we have made over the centuries—or if we would have just continued along, living in caves, forever.
4. They are all significant human achievements, though they cover a wide span of activity, including architecture (the pyramids), the arts (the Mona Lisa and Shakespeare's plays), medicine (heart surgery), and technology (cars, airplanes, iPhones, rockets).
5. They are listed roughly in chronological order of when they were first achieved or created.
6. The poet is alluding to the Greek myth of Icarus and

section continues >>



Into the Burning Sun cont'd

Daedalus, specifically to the warning Daedalus gives Icarus not to fly too low and close to the sea (“had no one ever dipped/into the spray of the breaking waves”) nor to fly too high and close to the sun (“or soared to where the sun could melt/the wax on their beautiful wings”) and to the moment when Icarus ignores his father’s warning and flies so high that the sun destroys his wings.

7. The poet is asking whether human beings would ever achieve anything significant without a good deal of ambition, courage, and confidence—what the ancient Greeks called hubris. She is asking if we could ever change our lives or put forth new ideas without daring to break barriers. It seems that the poet would answer “no.” Her questions seem designed to suggest that human achievement requires great ambition, courage, and confidence.
8. The poet “reconsiders” Icarus because she offers a new perspective on his courage and ambition from the perspective offered in the Greek myth. In the myth, Icarus is punished for being full of hubris—for trying to be like the gods. The poet suggests that Icarus’s ambition and confidence are in fact admirable and valuable qualities—qualities that allow humans to achieve great things. The title of the poem helps you understand the allusion in the last stanza and it helps you understand that the poet is offering a different way of looking at Icarus, suggesting that we see him not as a foolish, over-confident, over-ambitious young man, but as a young man with big dreams who might have done glorious things.

CORE SKILLS: MOOD

Answers will vary.

1. Answers will vary but should be similar to *suspenseful*, *bleak*, *despairing*, *depressing*, *gloomy*, *grim*, etc.
2. **A.** In this scene, a father and a son are trapped in a prison and planning an escape. They have been there for many years and are in poor health; if they don’t get out soon, they will surely die. The risk the two are about to take, coupled with the depressing alternative if their escape attempt fails, contribute to the bleak and suspenseful mood.
- B.** Chronologically, the events in Scene 1 take place

near the end of the story. Having these events come first builds suspense: Readers want to know why Icarus and Daedalus are in prison and whether their escape attempt will be successful. Had the story started with Scene 2—five years earlier at an opulent party in King Minos’s Palace—readers would not have the same feeling of anxious uncertainty about what will happen to Daedalus and Icarus.

C. This scene takes place in the top of a tower, in a “dark room with stone walls.” The only light is from a few candles, which cast “eerie shadows” as Icarus says he “barely remembers the warmth of the sun.” Icarus watches “a rat scurry across the floor” where he sleeps on a “thin mat.” These details show how dark, cold, and miserable this place is, contributing to the bleak mood.

3. Answers will vary.

“The Rise of Fandoms”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary. Sample response:

As made evident in Kristin Lewis’s articles “The Rise of Fandoms” and “Is Fandom Good for You?,” fandoms can be both positive and negative.

In “The Rise of Fandoms,” Lewis makes clear that fan culture can be extremely positive. She explains that groups that unite around a shared passion do not merely share their love of certain people or things; they are incredibly creative communities that make and share memes, videos, podcasts, artwork, and works of fan fiction related to the things and people they love (16-17). Not only that, fandoms host fun events like conventions and festivals for people to dress up, play, and celebrate their enthusiasm and shared interests in person (17). These activities and events are all about celebration, positivity, and shared enthusiasm. Perhaps the most positive side of fan culture? The online and real-world spaces where fandoms exist create communities—places where everyone has somewhere to be themselves and fit in and feel like they belong (17-19). Some fandoms even take their positivity and passion a step further and use their influence as a force for good in the world, like the Harry Potter Alliance, which does advocacy work around issues like civil rights and literacy in the name of the values the Harry Potter series promotes (18).

In “Is Fandom Good For You?,” Lewis explains another aspect of fan culture’s positivity: how it benefits people’s social and emotional health. She explains that humans have a primal need to belong to a group, and fandoms fill that need; they make us feel “safe, supported, and cared about” (19). Lewis also cites a psychotherapist who says that fandoms help

build self-esteem and establish identity, and Lewis refers to studies that link being part of a community like a fandom with a lowered risk of anxiety and depression (19).

However, fan culture can also be negative. In “The Rise of Fandoms,” Lewis explains that sometimes fandom can become toxic as fans’ obsession turns into a sense of ownership (18). She explains that this ownership can lead fans to defend their fandoms “with the ferocity of a mama bear protecting her cubs” and that “sometimes these deep feelings can lead to nasty behavior that ruins the joy for everyone” (18). For example, when the members of fandoms don’t get their way, they sometimes take to the internet with the negativity they feel and bully celebrities, writers, and other fans on social media (18). Lewis cites an instance involving an actress from *Star Wars: The Last Jedi* who was targeted on Instagram with racist comments from fans. Sadly, things got so bad that she had to delete her account (18). In “Is Fandom Good for You?,” Lewis notes that fandom obsession can become toxic in another way as well: It can take over people’s lives, causing them to neglect their friends, family, and important responsibilities like schoolwork (19).



“The Rise of Fandoms” cont’d

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: EXPLORING FANDOM

	“The Rise of Fandoms”	“Is Fandom Good for You?”
How can fan culture be positive?	<ul style="list-style-type: none"> • These groups are highly creative, making memes, videos, podcasts, artwork, and works of fan fiction related to the things and people they love. (p. 16-17) • Fandoms create communities—places where everyone has somewhere to be themselves and fit in and feel like they belong. (p. 17) • Fandoms host fun and positive events like conventions and festivals for people to dress up, play, and celebrate their enthusiasm and shared interests. (p. 17) • Fandoms can use their influence as a force for good in the world, like the Harry Potter Alliance, which does advocacy work around poverty, literacy, and civil rights. (p. 18) 	<ul style="list-style-type: none"> • Humans have a primal need to belong to a group, and fandoms fill that need—they make us feel safe, supported, and cared about. (p. 19) • Being part of a fandom helps you positively develop your identity and build your self-esteem. (p. 19) • The sense of community fandoms offer is good for your mental and emotional health and can lower the risk of depression and anxiety. (p. 19) • Being part of a fandoms is a source of joy. Fandoms offer a fun, shared, bright spot in a world that can often seem stressful, frightening, and often divisive. (p. 19)
How can fan culture be negative?	<ul style="list-style-type: none"> • Fandom can become toxic when fans’ obsession turns into a sense of ownership, which can lead to nasty behavior. (p. 18) • When fans or fandoms don’t get their way, they may take to the internet with their negativity, bullying celebrities, writers, and other fans on social media. For example, an actress from <i>Star Wars: The Last Jedi</i> was targeted on Instagram last year with racist comments from fans. It was so bad that she ended up deleting her account. (p. 18) • Warring fandoms can causing cliquy behavior and conflict at school. (p. 18) • Fandoms can use the internet and their influence for negative purposes, like when upset Marvel fans posted fake bad reviews to discourage others from seeing <i>Captain Marvel</i>. (p. 18) 	<ul style="list-style-type: none"> • Sometimes people let fandom take over their lives, neglecting friends and family or avoiding homework to devote more and more time to being a superfan. (p. 19)



“The Rise of Fandoms” cont’d

“THE RISE OF FANDOMS” CLOSE-READING QUESTIONS

1. Lewis draws you into her article by describing a scene that is likely to be familiar and interesting to most readers: fans waiting for the arrival of “America’s favorite celebrity.” Then Lewis surprises readers by revealing that the celebrity is not a current star but Charles Dickens, a writer from the past. This surprise helps create interest and makes readers want to learn more.
2. The author likely included this list to support the idea that there are many fandoms.
3. The author uses a compare-and-contrast structure. She compares what it was like to be a fan in the past with what it is like to be a fan today. The author uses this structure to show how the fan experience has changed over time.
4. This comparison helps you understand how intense the passion of a superfan can be.
5. The details about Charles Dickens and the fandoms described in the sidebar contribute to the article by supporting the idea that superfans and fandoms are not new. They also contribute to the article by showing how fan culture has changed.

“IS FANDOM GOOD FOR YOU?” CLOSE-READING QUESTION

1. Lewis means that fandoms can be a source of joy and relief when the world feels cruel or frightening. Fandoms can lift you up by channeling your energy and focus into something positive.

“THE RISE OF FANDOMS” AND “IS FANDOM GOOD FOR YOU?” CRITICAL-THINKING QUESTIONS

1. Answers will vary, but students may say that social media has also made it easier for fans to interact with celebrities. For example, fans can now send tweets or direct messages to celebrities—and some celebrities will respond and have conversations with their fans. Social media has also enabled fans to display their passion on a public platform. For example, fans can post fan art and fan fiction that they create.
2. Answers will vary.
3. Some may say it’s fine for fans to express their opinions; others may say that the Star Wars fans went too far.
4. Answers will vary. Some students may say artists should

express themselves however they want, regardless of their fans’ opinions. Others may say that keeping a fan base happy is important to being successful.

5. Answers will vary. Students may say that while fandoms do contribute to society in many positive ways, when these groups get out of control, they can also affect society in negative ways.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. B (text structure; R.6)
2. A (key ideas and details; R.2)
3. B (key ideas and details; R.2)
4. C (key ideas and details; R.2)
5. C (central idea; R.2)
6. A (synthesis, central ideas; R.9, R.2)
7. The subtitle of “The Rise of Fandoms” states that “superfans today have more power than ever.” According to the article, these powers include the ability to influence pop culture and to be a force for good in the world. Author Kristin Lewis explains that “thanks to technology and social media, enormous numbers of superfans are joining together in what have come to be known as fandoms” (16). It is in these large numbers that fandoms find strength and the power to influence the world around them. For example, Lewis writes that “a loyal, active fan base can persuade a movie studio to make a sequel, like *Camp Rock 2*, or help a new artist sell out a world tour, which just happened to 18-year-old singer Billie Eilish” (18). Fandoms are even sometimes able to get movie studios and artists to alter the work itself, as was the case when Sonic the Hedgehog fans convinced a movie studio to redesign the character’s teeth (18). These details make clear that the way in which superfans are connected gives them a powerful voice and a seat at the table when it comes to pop culture decision-making.

One of the more uplifting powers superfans have is the ability to work for positive social change. Lewis cites the Harry Potter Alliance, whose members, inspired by the values of Albus Dumbledore from the Harry Potter series, engage in advocacy work around poverty, literacy, and civil rights (18). (key ideas and details, explanatory writing; R.2, W.2)



“The Rise of Fandoms” cont’d

8. As explained in Kristin Lewis’s article “The Rise of Fandoms,” one way that belonging to a fandom can be harmful or negative is when fandoms participate in online bullying. Lewis explains that sometimes, a fan’s obsession turns into a sense of ownership over the person or thing they love (18). She says that this ownership can lead fans to defend their fandoms “with the ferocity of a mama bear protecting her cubs” and that “these deep feelings can lead to nasty behavior that ruins the joy for everyone” (18). For example, when fans don’t get their way, they sometimes take to the internet with the negativity they feel, targeting and bullying celebrities, writers, and other fans on social media (18). Lewis cites an instance involving Kelly Marie Tran, an actress from *Star Wars: The Last Jedi*, who was targeted on Instagram with racist comments from Star Wars fans. Sadly, things got so bad that Tran had to delete her account (18). This fandom’s behavior was harmful to Tran but also unhealthy for the fans participating in such negativity—and it likely took joy out of the movie’s release for others. Luckily, Katie Pascuite, a 15-year-old Star Wars devotee, offers some great advice for protecting yourself from this sort of negativity. On social media, she says, you should stay positive and block whoever is being toxic. “Don’t even respond,” she advises (18). By not participating in negative or harmful conversations and shutting down bullies who behave badly by ignoring them, we can protect ourselves and others from toxicity.

Another way that belonging to a fandom can be harmful is if the fandom starts to take over your life. In her article “Is Fandom Good for You?,” Lewis notes that devoting all of your time and energy to a fandom can cause you to neglect your friends, family, and important responsibilities such as schoolwork (19). To prevent this from happening, Lewis recommends moderation, allowing fandom to be a bright spot in your life, not your entire life. (key ideas and details, explanatory writing; R.2, W.2)

4. C (key ideas and details; R.2)

5. C (central idea; R.2)

6. A (synthesis, central ideas; R.9, R.2)

7. The subtitle of “The Rise of Fandoms” states that “superfans today have more power than ever.” According to the article, these powers include the ability to influence pop culture and to be a force for good in the world. Author Kristin Lewis explains that “thanks to technology and social media, enormous numbers of superfans are joining together in what have come to be known as fandoms” (16). It is in these large numbers that fandoms find strength and the power to influence the world around them. For example, Lewis writes that “a loyal, active fan base can persuade a movie studio to make a sequel, like *Camp Rock 2*, or help a new artist sell out a world tour, which just happened to 18-year-old singer Billie Eilish” (18). Fandoms are even sometimes able to get movie studios and artists to alter the work itself, as was the case when Sonic the Hedgehog fans convinced a movie studio to redesign the character’s teeth (18). These details make clear that the way in which superfans are connected gives them a powerful voice and a seat at the table when it comes to pop culture decision-making.

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PAIRED-TEXT QUIZ

*Lower Level (LL)

1. B (craft and structure; R.6)
2. A (interpreting text; R.4)
3. B (key ideas and details; R.2)



“The Rise of Fandoms” cont’d

media (18). Lewis cites an instance involving Kelly Marie Tran, an actress from *Star Wars: The Last Jedi*, who was targeted on Instagram with racist comments from Star Wars fans. Sadly, things got so bad that Tran had to delete her account (18). This fandom’s behavior was harmful to Tran but also unhealthy for the fans participating in such negativity—and it likely took joy out of the movie’s release for others. Luckily, Katie Pascuite, a 15-year-old Star Wars devotee, offers some great advice for protecting yourself from this sort of negativity. On social media, she says, you should stay positive and block whoever is being toxic. “Don’t even respond,” she advises (18). By not participating in negative or harmful conversations and shutting down bullies who behave badly by ignoring them, we can protect ourselves and others from toxicity. (key ideas and details, explanatory writing; R.2, W.2)

VOCABULARY PRACTICE

1. Tia has listened to the entire Taylor Swift canon.
2. The group is well-known for its environmental advocacy
3. Tim looked haggard after having a stomach bug for three days.
4. Several disgruntled audience members asked for their money back.
5. Dale’s grandpa is a savvy business owner. His grocery store has been open for 35 years.
6. B
7. A
8. B
9. A
10. A

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. C
B. C
C. B
2. C; I chose C because it shows that superfans have been around since the 1840s.
3. C, D; Evidence E does not support the statement because it shows how celebrities support their fandoms. This does not show how fandom can have a dark side.

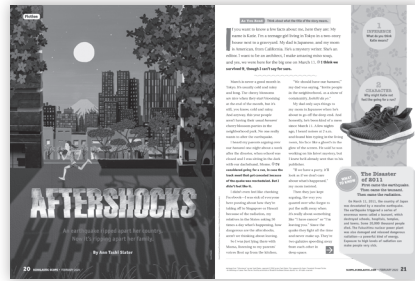
4. A; Choice B does not provide the author’s name or a sentence explaining why the information is relevant. Choice C does not provide a source for the information in quotes.
5. B; Choice A does not provide a source for the information that is paraphrased or a sentence explaining why the information is relevant. Choice C uses a direct quote.
6. Answers will vary. Here is a sample response:
Fandoms have an incredible power to bring people together and build community. For example, in her article “The Rise of Fandoms,” author Kristin Lewis writes that being part of a fandom means that you can “connect with fellow fans all over the world, sharing opinions, trivia, and jokes and making memes, videos, and podcasts” (17). She also quotes a 15-year-old who says that her fandoms provided her with a group of people who she could talk to and who wouldn’t judge her for her interests. In other words, being part of a fandom allows people from all over to bond and connect.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. A, C
2. C; I chose C because it shows a way that technology has changed fandom: Cell phones and the internet have made fans more connected and have provided fans a way to stay constantly informed and up-to-date on the celebrities they admire.
3. Fandom can have a dark side. (Answers will vary slightly.)

“Aftershocks”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Answers will vary. Sample response:

“Aftershocks,” the title of Ann Tashi Slater’s story set just after the 2011 earthquake and tsunami in Japan, has both literal and figurative meanings. Literally, “Aftershocks” refers to the small earthquakes that follow the main earthquake that hit Japan on March 11. These aftershocks pose a threat to Katie, the main character, and her family throughout the story. It is clear that there have been quite a few aftershocks because Katie says that anytime an aftershock occurs, her dad shouts at her family to get under the table and her mom grabs an earthquake survival kit (22). And later, Katie’s dad says to her, “What I’m saying is, there’s nothing to worry about. The nuclear power plant is 150 miles from Tokyo, the aftershocks are going down—” (22). Literal aftershocks are also mentioned when Katie says that she doesn’t want to check Facebook because all of her relatives in the U.S. are always asking how dangerous the aftershocks are and if Katie’s family is thinking of leaving because of them (21).

Figuratively, the story’s title refers to all of the disruptions and emotional disturbances in Katie and her family’s lives after the 2011 earthquake. For instance, Katie runs for her school’s track team, but after the disaster, she doesn’t want to run anymore. Her lack of enthusiasm for something she used to enjoy seems to be a result of the fear and sadness she feels. Another emotional aftershock Katie deals with is the way the disaster has affected her parents—both individually and as a couple. For example, both of her parents are losing sleep over the stress of what has happened, just as Katie herself has been having nightmares. She says that her dad “has been a mess” (21) and that her

mom has been on a “tidiness campaign,” cleaning everything in their house obsessively (24). Additionally, the earthquake has caused tension and distance to form between Katie’s parents, as she explains when she says, “Since the quake they fight all the time and never make up. They’re two galaxies speeding away from each other in deep space” (21). Katie worries that her family might split apart the same way several other families at her school did after the quake. The distress of Katie’s parents and the disconnect between them are all effects—or aftershocks—of the earthquake.

Katie also has trouble understanding why the disaster happened and dealing with the guilt she feels about the terrible suffering in other parts of Japan. When school starts up again, Katie’s science class discusses fault lines and tectonics plates, and Katie says to her teacher, “‘But what I don’t get is why the world has to be so sketchy. Couldn’t we manage without fault lines?’” (24) She is really asking why there has to be such stress, struggle, and uncertainty in life—difficult events that are beyond her control. She describes a nightmare she had that was filled with the sound of the people who lost their lives in Tohoku sighing as a wave was about to crash down on her, suggesting that she is feeling overwhelmed with anxiety, fear, and sadness about what has happened, and what might still be yet to come. All of these disruptions and emotional disturbances are figurative aftershocks of the big earthquake that hit Katie’s country.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: AFTERSHOCKS

Answers will vary slightly.

1. The literal aftershocks that Katie experiences in the story are the small earthquakes called aftershocks that

section continues >>



“Aftershocks” cont’d

continue to occur after the large earthquake and tsunami that hit Japan on March 11.

2. Answers may include the following:

- “I was sick of everyone here posting about how they’re taking off to Singapore or Hawaii because of the radiation, my relatives in the States asking 50 times a day what’s happening, how dangerous are the aftershocks, aren’t we thinking about leaving.” (p. 21)
- “He coughs. ‘What I’m saying is, there’s nothing to worry about. The nuclear power plant is 150 miles from Tokyo, the aftershocks are going down—’” (p. 22)
- “An aftershock rattles the house and we jump. But amazingly, my dad doesn’t shout at me to get under a table, and my mom doesn’t run for the earthquake kit. When the house stops shaking, we sit quietly, looking at the stars.” (p. 25)

3. The figurative aftershocks that Katie experiences in the story are all of the disruptions and emotional disturbances in Katie and her family’s life after the 2011 earthquake.

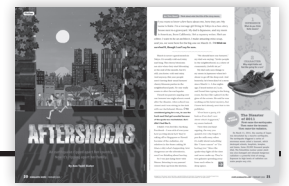
- 4.**
- “I’d considered going for a run, in case the track meet that got canceled because of the quake was rescheduled. But I didn’t feel like it.” (p. 21)
 - “My dad only says things to my mom in Japanese when he’s about to go off the deep end. And honestly, he’s been kind of a mess since March 11.” (p. 21)
 - “Since the quake they fight all the time and never make up. They’re two galaxies speeding away from each other in deep space.” (p. 21)
 - “I knew what my mom was doing while they were fighting. She was tidying up, her red hair loose around her shoulders, her mascara smudged and her blue eyes tired. She’s always been laid back about domestic things, but since March 11, the house has been so clean I wouldn’t be surprised if she scrubbed the roof tiles.” (p. 22)
 - “The ramen is heavy and oily in my stomach, and this thing starts cartwheeling through my mind: Maybe my dad isn’t working on his book in the middle of the night. Maybe he’s making a plan for just the two of us to go away, like Risa’s dad.” (p. 22)
 - “I try to stay awake because I’ve been having nightmares.” (p. 23)
 - “Everyone laughs, but I’m not joking. They should

have put me on the Design Committee. I’d have designed a world without earthquakes. And while I was at it, without volcanoes, floods, tornadoes, and droughts. Why couldn’t the Earth just be one big, smooth ball, turning forever and ever in harmony with the heavens?” (p. 24)

- “She sighs. ‘Your father and I are . . . just going through a bit of a difficult time. Nothing for you to worry about, baby.’ Sounds to me like: *Don’t worry, we’ve just hit a bit of an iceberg.*” (p. 24)

“AFTERSHOCKS” CLOSE-READING QUESTIONS

1. Katie means that she thinks her family made it through the earthquake without any permanent damage to their lives—in particular, to her parents’ marriage—but it’s too soon for her to say for sure. She could also be referring to the possibility of her family being hurt during a future aftershock.
2. Katie’s lack of enthusiasm for running is a response to the earthquake. Maybe she doesn’t want to be away from her family, maybe she is scared of being outside during an aftershock, or maybe she is feeling sad.
3. The earthquake and its aftershocks—some of which may still be to come—are terrifying events over which Katie’s mom has no control. Cleaning may give her a sense of control. It may make her feel like she can put everything—including her relationship with Katie’s dad—back the way it belongs.
4. It helps you understand how strange and unsettled life in Tokyo is. It brings up feelings of unease, bewilderment, etc., because the sight of a dog on its own in Tokyo is, Katie says, unusual under normal circumstances—and the contrast between this dog’s apparent lack of worry and “real life” is disorienting. The contrast highlights the fear and loss that many people are experiencing.
5. The earthquake’s shattering of the glass protecting the happy family photo is symbolic of how the earthquake broke the sense of safety and security that Katie and her parents had about their lives.
6. Katie may be using the drifting apart of the continents as a metaphor for the way her parents are drifting apart.
7. Katie is saying that challenges present us with opportunities to improve. She is saying that if we



“Aftershocks” cont’d

never had to find a way through difficult experiences, we would never learn anything. This is a very different idea than she expressed earlier, when she wished for the Earth to be “one big, smooth ball, turning forever and ever in harmony with the heavens” and questioned the point of trying dangerous things because of the possibility of failure.

8. The messy desk could be a sign that Katie’s mom is softening in her effort to control everything and is willing to deal with the messy emotions of working things out with Katie’s dad. Another way to look at it: Katie sees the messy desk as a sign that her mom is returning to her old self. That Katie’s dad’s plan is part of the mess may seem like a sign of Katie’s parents closing the distance between them.

“AFTERSHOCKS” CRITICAL-THINKING QUESTIONS

1. Answers will vary, but students may offer that a traumatic experience like an earthquake can affect the way we feel about everything. It can make us moody, sad, or angry, and can make it hard for us to get along with others.
2. Students may say that Katie and her parents discovered the strength they have inside themselves. And perhaps their relationship will be even stronger after making it through a difficult time; perhaps they have gained an awareness of the fragility of their relationships and of life itself—which will help them appreciate these things even more going forward.

“AFTERSHOCKS” QUIZ

*Higher Level (HL)

1. B (inference; R.1)
2. D (symbolism; R.3)
3. A, D (mood; R.4)
4. C (character development; R.3)
5. D (text evidence; R.2)
6. C (theme; R.2)
7. Katie, her mom, and her dad cope with the disaster in different ways. Katie seeks reassurance from others that everything is going to be okay. For example, when she and her dad hear a news broadcast about rising radiation levels, she asks him “Is this ever going to be over?” and “When are they going to get things under

control?” hoping, it seems, for an answer that will make her feel better (22). Katie also spends time thinking about happier times and trying to figure out what went wrong to cause both the earthquake and the tension between her parents. For example, she stares at a photo taken of her family on a vacation in Paris and wishes for “a message for me from the universe, some answer or clue to how my parents could be so happy then and not now” (23). And at school, she asks why fault lines are necessary (24). Katie also internalizes her feelings, at one point sitting in the dark as she listens to her parents fight (21), and at another telling a therapist that she is “basically fine” and noting that the people in Tohoku suffered much more than the people, like Katie, in Tokyo (24).

Katie’s mom, meanwhile, channels her anxiety into cleaning and organizing. Katie notes that after her mom and dad put away the items that were thrown off their shelves during the earthquake, her mom just never stopped tidying (22). Katie’s mom washes the curtains and keeps the kitchen sink “so clean it sparkles in the moonlight” (23). She also insists that Katie keep everything extremely clean and neat. “If it’s not my lunch bag,” Katie says, “it’s putting away my clothes or straightening the books of my shelf.” Katie’s mom even makes her brush their dog’s teeth (24). Another thing Katie’s mom does to cope with the disaster is force Katie to carry a large emergency kit with her at all times (23). Knowing that Katie has this emergency kit probably makes her mom feel slightly reassured that if there is a severe aftershock, Katie will be okay.

As for Katie’s dad, he copes with the disaster by trying to return to life as normal and denying that there is anything wrong. At the beginning of the story, Katie describes a fight between her parents. Her mom wants to cancel their usual *hanami* cherry blossom party but her dad wants to have it, insisting that they should invite people from the neighborhood as a show of community (21). Katie’s dad generally tries to downplay the disaster and his feelings of anxiety and grief. When Katie asks him, “Is this ever going to be over?” he seems to not know what she’s talking about. He then tells Katie, “Don’t worry. Everything is okay” (22). But as Katie explains, her dad doesn’t really feel like everything is okay; every time



“Aftershocks” cont’d

there is an aftershock, Katie says, her dad screams at her to get under the table (22). It seems that Katie’s dad is trying to convince Katie—and himself—that everything is fine, but that’s not how he really feels.

And so, although Katie, her mom, and her dad cope with the disaster in different ways, they are all ultimately trying to do the same thing: find a way for everything to feel under control.

8. Over the course of the story, Katie comes to accept and even embrace that challenges and uncertainty are a part of life, and she becomes more positive and hopeful that her current situation will improve. At the beginning of the story, a week after the earthquake, Katie feels depressed, as is revealed by the fact that she is sitting with her dog in the dark, not feeling like going for a run (although she is normally a devoted runner), not wanting to check Facebook, not, it seems, wanting to do anything at all (21). A couple weeks later, she is at Starbucks with her friend Hana and when Hana talks about families they know separating because of the earthquake, Katie pushes her latte away and stares out the window at a dog that Katie describes as “all perky ears and jaunty tail, like it hasn’t heard the news about real life” (22). That Katie loses her appetite and describes the dog in such a gloomy way reveals how anxious and despairing Katie still feels.

Not long after this, Katie tells her dad that she wants to leave Tokyo (22). This wish reflects Katie’s desire to avoid her problems; she is hoping that by running away, life will improve. When school starts up again, Katie’s science class discusses fault lines and tectonics plates, and Katie says to her teacher “But what I don’t get is why the world has to be so sketchy. Couldn’t we manage without fault lines?” Katie then asks the reader, “Why couldn’t the Earth just be one big, smooth ball, turning forever and ever in harmony with the heavens?” (24). These questions reveal Katie’s desire for life to be free from struggle and uncertainty.

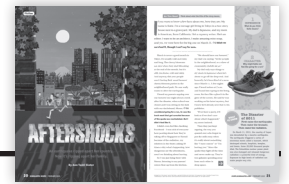
Katie’s perspective begins to change, however, after a conversation with her mom. Katie’s mom says that it’s important to attempt something big in life. Katie, still craving safety and security above all else, says, “Maybe, but think about all the people who don’t make it. What’s the point if you end up dying . . . ?” (24) But then, that

evening, Katie’s perspective begins to change. She goes out for a run, even though she doesn’t feel like it—which is a sign that Katie is already beginning to change: Instead of giving into her feeling of not wanting to do anything, she is fighting it. And while she is running, she thinks this: “My mom’s right. Even though you don’t always know what’s going to happen, or why, you have to keep going. And I guess it’s like that with lots of things, including earthquakes and marriages” (25). Katie looks out on Tokyo and sees it not as bleak but as beautiful, the lights like “a quilt of fireflies.” She thinks about how maybe the universe is designed the way it is because “. . . if there weren’t any obstacles in our path, we’d be like rocks or plants, with no chance of becoming anything more than what we already are. I mean, it’s this chance that makes us human” (25). Katie has come to see challenges and uncertainty as not only inevitable, but as valuable—she sees them as what allows us to grow.

“AFTERSHOCKS” QUIZ

*Lower Level (LL)

1. B (inference; R.1)
2. D (symbolism; R.3)
3. A, D (mood; R.4)
4. C (character development; R.3)
5. D (text evidence; R.2)
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LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. Katie sounds like she is addressing someone who is about to ask her if she was in Japan for the 2011 earthquake—perhaps because she is asked this question a lot, or because she knows that it is often someone’s first thought when she mentions living in Japan. When Katie says that she thinks her family survived but she isn’t sure yet, she means that they made it through the disaster alive, but that there may have been some sort of damage to her family that she doesn’t quite understand or know the extent of yet. She could also be referring to the possibility of her family being hurt during a future aftershock.
2. **A.** After the earthquake, Katie doesn’t like checking Facebook because it only intensifies the negative emotions she is feeling. Seeing her friends’ posts about leaving Japan makes her feel worse about her family’s decision to stay, and being bombarded with messages of concern from relatives only reminds her of the threat of radiation and aftershocks, making her anxiety about it all even worse.
B. Answers will vary.
3. Katie’s parents’ arguing causes her a lot of stress. After her conversation with Hana at Starbucks about families they know that have split apart, Katie pushes her latte away. When she talks to her dad about leaving Japan and her dad responds that they shouldn’t leave Katie’s behind, Katie’s ramen suddenly feels “heavy and oily” in her stomach. Clearly she is worried about her parents drifting further and further apart and concerned that her family might split apart entirely: The thought makes her lose her appetite and feel sick to her stomach.



“Aftershocks” cont’d

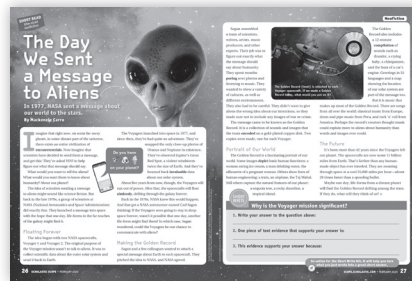
4. In Katie’s dream, the wave that is about to crash on her may represent her fear of an impending disaster—an aftershock, a tsunami, a nuclear meltdown, her parents’ divorce. That Katie compares the wave to a sculpture she saw in Paris that portrays a wave about to crash down on three people is particularly symbolic; the three people likely represent, in Katie’s mind, her mom, her dad, and herself. In the dream, as Katie watches the wave crest over her, she can hear all the people of Tohoku who lost their lives sighing; this may reveal how intensely the trauma of what happened outside of Tokyo is affecting Katie, perhaps causing her to feel guilty for surviving when so many others did not.
5. Katie is using fault lines as a metaphor for uncertainty and chaos in the world and in her life in particular. When she asks why there have to be fault lines, she is really asking why there have to be challenges and stresses and disasters in life—difficult events that are beyond her control.
6. Katie describes the jasmine vines on her veranda as “blue and cold,” the cats and sirens outside as “yowling” and “whining,” and the shadows on her shoji screens as “tangled up in a design so complicated it’s exhausting.” The traumatic experience Katie is going through seems to be overwhelming her, affecting her perspective on everything that surrounds her—she is seeing suffering, chaos, and disconnection everywhere she looks.
7. Katie goes for a run after some time has passed. She’s returned to school, seen a therapist, and talked to her parents and friends a bit about her worries. Perhaps all of these things help her find the strength to go running again. While she is running, her mom’s words about understanding what we can’t control and always trying to move forward begin to make sense to Katie. The way Katie describes the city is very different from her prior descriptions of her surroundings; she says the city reminds her of the storybooks she loved when she was little and notes the “lights of the dim city spread out below like a quilt of fireflies.” Katie also prays to the gods to help the people in Tohoku and to keep her parents together, identifying what it is that worries her most. Her earlier ideas about the pointlessness of everything seem to be fading—she is realizing that difficult times are part of being human, and she seems

to have a more positive and hopeful perspective about things getting better.

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers may include:
 - “And anyway, this year people aren’t having their usual *hanami* cherry blossom parties in the neighborhood park. No one really wants to after the earthquake.” (p. 21)
 - “The streets are deserted, like we’re on an abandoned movie set, and the shops and restaurants are dim because the power plants have been damaged and everyone has to save energy.” (p. 22)
 - “And even though dogs in Tokyo are always on a leash, a black terrier emerges alone from one of the side streets and trots past.” (p. 22)
3. You can infer that Katie is feeling stressed, scared, and overwhelmed. Just as Katie is being overpowered by the wave in her dream, she feels overwhelmed and as if she is being crushed by the stressors in her life. She is living with the uncertainty of whether or not she is safe from aftershocks and radiation. She is also wondering if her parents will be able to salvage their relationship. Lastly, she is agonizing over all of the people who lost their lives in Tohoku—and perhaps feeling guilty that she survived.
4. Katie holds on to her memories of Paris because it was a time when her family was at their happiest. They were together, safe, and connected in a special place, and they were celebrating her parents’ 15th year of marriage. She brings Paris up often because she is longing for her family to be as it was during that trip, before the earthquake.
5. To Katie, the messy veranda and desk are signs that her mom is returning to her old self—to who she was before the earthquake. Katie viewed her mom’s cleaning as a strange effort to control the things around her, rather than actually deal with the messy emotions of working things out with her dad. Katie feels especially excited because her dad’s family evacuation plan is part of the mess on the desk. Katie takes this as a sign of her parents reconciling and her family staying together.

“The Day We Sent a Message to Aliens”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 27:

As Mackenzie Carro makes clear in her article “The Day We Sent a Message to Aliens,” the Voyager mission is significant because the Voyager 1 and Voyager 2 spacecrafts have “beamed back invaluable data about our system” (26). They’ve enabled humans to observe our outer planets in ways we’d never imagined. For example, they took the only close-up photos we have of Uranus and Neptune, observed Jupiter’s Great Red Spot, and have now traveled “farther than any human object has ever traveled”—11 billion miles from Earth (27). Additionally, the Voyager spacecrafts have carried into deep space a message known as the Golden Record that is intended for extraterrestrials. These contributions and achievements make the Voyager mission incredibly significant.

ANSWERS TO ACTIVITY SHEETS

“THE DAY WE SENT A MESSAGE TO ALIENS” QUIZ

*Higher Level (HL)

1. B (figurative language; R.4)
2. D (vocabulary; R.4)
3. D (text structure; R.5)
4. C (key ideas; R.1)
5. B (supporting details; R.5)
6. B (author’s purpose; R.6)
7. Answers will vary. A strong response will reference details about the contents of the Golden Record from the article and reflect the information that the Golden Record was sent into space on Voyager 1 and Voyager 2.

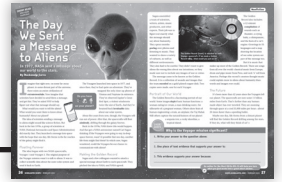
“THE DAY WE SENT A MESSAGE TO ALIENS” QUIZ

*Lower Level (LL)

1. B (figurative language; R.4)
2. D (vocabulary; R.4)
3. D (text structure; R.5)
4. C (key ideas; R.1)
5. B (supporting details; R.5)
6. B (author’s purpose; R.6)
7. Answers will vary. A strong response will reference details about the contents of the Golden Record from the article and reflect the information that the Golden Record was sent into space on Voyager 1 and Voyager 2.

“THE DAY WE SENT A MESSAGE TO ALIENS” VOCABULARY

1. B; In the interviews, dogs are describing—or depicting—their owners.
2. A; The lessons Allie learns are very precious to her—in

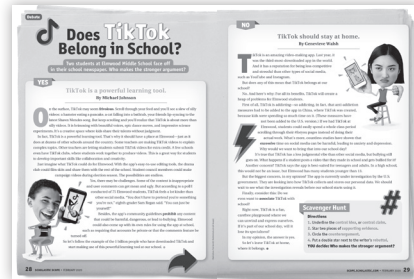


“The Day We Sent a Message to Aliens” cont’d

other words, they are invaluable.

3. D; Extraterrestrials are beings from outside of Earth, like the aliens Jason brings home in his backpack.
4. C; Paul, who lives life without a plan and is ready to discover whatever life has in store for him, is an example of someone living “aimlessly.”
5. invaluable
6. compilation
7. pored
8. extraterrestrial

“Does TikTok Belong in School?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	Michael Johnson	Genevieve Walsh
line(s) that express the central idea, or central claim	“In fact, TikTok is a powerful learning tool. That’s why it should have a place at Elmwood—just as it does at dozens of other schools around the country.”	“But does any of this mean that TikTok belongs at our school? No. And here’s why: For all its benefits, TikTok will create many problems for Elmwood students.”
two pieces of evidence that support the central idea, or central claim	<p>“A few schools even have TikTok clubs, where students work together to produce videos. This is a great way for students to develop important skills like collaboration and creativity.”</p> <p>“But according to a poll I conducted of 75 Elmwood students, TikTok feels a lot kinder than other social media.”</p>	<p>“If we had TikTok at Elmwood, students could easily spend a whole class period scrolling through their #foryou pages instead of doing their actual work.”</p> <p>“TikTok says the app is best-suited for teenagers and adults. In a high school, this would not be an issue, but Elmwood has many students younger than 13.”</p>
line(s) that express the counterargument	“Yes, there may be challenges. Some of the content is inappropriate and user comments can get mean and ugly.”	“It’s true that TikTok has a less judgmental vibe than other social media . . .”
line(s) that contain the rebuttal	<p>“But according to a poll I conducted of 75 Elmwood students, TikTok feels a lot kinder than other social media.”</p> <p>“Besides, the app’s community guidelines prohibit any content that could be harmful, dangerous, or lead to bullying.”</p>	“. . . but bullying still goes on. What happens if a student posts a video that they made in school and gets bullied for it?”

“Does TikTok Belong in School?” cont’d

ANSWERS TO ACTIVITY SHEETS

“DOES TIKTOK BELONG IN SCHOOL?” VOCABULARY

1. B
2. B
3. A
4. prohibit
5. excessive
6. associate
7. Excessive; Excessive describes something that is done to the extreme or too much.
8. Prohibited; Prohibited means “not allowed” and the show is about things that were not allowed by law.
9. Frivolous; Frivolous means “silly and unnecessary,” like the “useless” things that celebrities bought.