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“Grammar’s Monsters of the Deep”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

THE MIDNIGHT ZONE

These three unusual-looking fish can all be found in the deep ocean, more than 3,000 feet below the surface. This region is called the midnight zone because **its/it's** dark as midnight there. No sunlight reaches that far down.

Its/It's impossible for humans to survive in the midnight zone without special equipment. But many creatures thrive in this dark, cold underworld.

FASCINATING FINDS

Scientists and adventurers have been exploring the deep sea since the late 1800s, yet much of it remains unexplored. Thanks to technology, however, **its/it's** become increasingly possible to study the creatures that live far below the surface.

Recently, scientists have made many fascinating finds. They've discovered a sea worm that shoots sparks from **its/it's** body when threatened. They've spotted the fangtooth—one of the deepest-dwelling fish ever found. And they've studied the viperfish, which spears **its/it's** prey with **its/it's** long teeth. What monstrous wonders will scientists find next?

CHOMP!

The deep-sea anglerfish, pictured at left, is one the largest fish that inhabits the midnight zone. It can grow up to 40 inches long. With pale eyes, wrinkled skin, and spiky teeth, the anglerfish is the stuff of nightmares.

Its/It's secret weapon is a bony rod that sticks out from **its/it's** head like a fishing pole. At the tip of this bony rod is a small, glowing light. Nearby fish are dazzled by this light. When they swim up to get a closer look—CHOMP!—the anglerfish gulps them down.

ANSWERS TO ACTIVITY SHEET

ITS VS. IT'S

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

“Deadly Hits”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 8

Responses will vary. Students’ PSAs should include key ideas and details, drawn from the article and infographic, about the dangers of concussions and how young athletes can stay safe. An excellent PSA will also be attention-getting and convincing.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: YOUR PSA

Answers will vary.

“DEADLY HITS”

CLOSE-READING QUESTIONS

1. Tarshis helps readers understand that a concussion is a serious injury by using vivid—even violent—imagery to describe what happens to the brain. She writes that when Zack suffered a concussion, “his brain shook violently against the inside of his skull.” Tarshis goes on to explain that when Zack hit his head, “billions of cells in his brain had been injured.” This tells you that a concussion is a serious injury.
2. Tarshis is using a metaphor to compare Zack’s concussed brain to a bomb that is about to explode. This comparison helps the reader understand how dangerous it is to continue playing a sport when you have a concussion.
3. Zack’s coach allowed Zack to continue playing because he had not been trained to recognize or test for signs of a concussion. Because Zack seemed OK on the outside, his coach did not think he was putting Zack at risk by

letting him back on the field.

4. These questions emphasize the idea that Zack’s head trauma was preventable. They also help the reader understand the things that could have been done to prevent Zack’s injury, as well as what can be done to prevent similar injuries from occurring in the future.
5. To glamorize something is to make it look appealing and exciting. Tarshis means that when Madden NFL showed injured players staggering around the field, the game was sending the message that playing a sport while injured was not just OK but even tough, cool, or heroic. By removing this feature, the game makers are no longer glorifying playing sports while injured.
6. Students will likely say that Tarshis’s attitude toward Zack, his coach, and his family is sympathetic and that she does not place blame on them for Zack’s injury. Throughout the article, Tarshis makes it clear that if they had been informed about concussions, they would have acted differently.

“DEADLY HITS”

CRITICAL-THINKING QUESTIONS

1. In the article, Tarshis lists several benefits of playing football, including that the game can build discipline and character. She also writes that for many young people, football offers a way to pay for college and get a good education. Students may say that young athletes might find these benefits to be worth the risk of serious injury that football brings.
2. Answers will vary. Students may say that sportscasters stopped highlighting the most brutal hits on television because doing so glorified violence in football and sent the message that dangerous hits deserve admiration. Students may also say that by celebrating brutal hits,

section continues >>



“Deadly Hits” cont’d

sportscasters were encouraging players to behave irresponsibly.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The letters in the headline “Deadly Hits” look like they have been jolted and broken apart. The image shows athletes playing football, and the players colliding with each other. Two of the players’ helmets are colliding. One has painful expression on his face. This image of a violent, painful collision, along with the word “deadly” in the headline and the words “life-altering brain-injury” in the subheading, create a dark and tense mood. The features invoke feelings of worry in readers and make them think about the dangers young athletes face when playing what some might see as a harmless game.
2. This information helps readers understand that professional football can be a dangerous sport due to the fact that many players suffer repeated hits to the head. Getting hit in the head often can cause permanent damage and disease, such as CTE. The information also reveals how football leagues are changing their rules to help protect players and prevent them from suffering as many hits to the head.
3. The infographic reveals to readers both the prevalence and dangers of concussions in youth sports. It also teaches readers how to recognize a concussion and what to do if they suspect they or someone else might have one.
4. I predict this article will be about a teenage boy’s recovery from a serious sports injury and how his family is trying to keep other young athletes safe.
5. **A.** The author presents the problems that led to Zack’s traumatic brain injury, then presents solutions to those problems.
B. The author first explains the problems that led to Zack’s traumatic brain injury: coaches and athletes being uninformed about concussions, and the fact that there were no rules in place to protect players who suffer concussions. Then, she explains the solutions to those problems: Zack’s parents created the Lystedt Law, the NFL is investing in brain research and passing tougher

rules about concussions, and Pop Warner and other youth football leagues have implemented special training and stricter rules.

6. This scenario is less likely to happen today because stricter rules and regulations have been passed surrounding concussions and youth sports. For example, the Lystedt Law, which prohibits young athletes with suspected concussions from returning to the game without medical clearance, has been passed in all 50 states.
7. The author’s tone is admiring. You can tell the author admires and respects Zack and his family from the way she describes Zack’s recovery. She writes, “In addition to relearning how to speak and eat, Zack spent most of high school in a wheelchair, doing 30 to 40 hours of physical therapy every week, working with the same gritty strength that made him a star on the field.” Describing Zack as having “gritty strength” clearly shows that the author admires Zack and his resilience. She also goes on to explain that Zack and his parents remain “advocates for safety in youth sports” and that their work has changed the way people think. By calling the Lystedts “advocates” and saying that their work has changed the way people think, the author is showing that she admires the Lystedts and thinks that they have done important and impressive work.
8. Concussions and related brain injuries can be difficult to detect.

9. Sample Summary:

On October 12, 2006, 13-year-old Zack hit his head during a football game and suffered a concussion. Zack sat out of the game for a bit, but then told his coach he was OK to return to the field and play. At the time, Zack’s coach did not know how to look for the signs of a concussion, nor did he understand how serious of an injury a concussion is, so he allowed Zack back onto the field. After several more jolts to his head, Zack collapsed. His brain was swelling and bleeding. Doctors had to operate to save his life. Zack was in a coma for three months and when he woke up, he could not talk, and he could not eat or walk on his own.

After helping their son recover, Zack’s parents worked hard to prevent the same thing from happening to other young athletes. They worked with lawmakers



“Deadly Hits” cont’d

and doctors to develop the Lystedt Law, which prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional.

Zack has worked hard to recover from his injury. He can now eat, talk, and walk with a cane. Today, Zack travels the country telling his story and educating young athletes and coaches about the dangers of concussions.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The letters in the headline “Deadly Hits” look like they have been jolted and broken apart. The image shows athletes playing football, and the players colliding with each other. Two of the players’ helmets are colliding. One has painful expression on his face. This image of a violent, painful collision, along with the word “deadly” in the headline and the words “life-altering brain-injury” in the subheading, create a dark and tense mood. The features invoke feelings of worry in readers and make them think about the dangers young athletes face when playing what some might see as a harmless game.
2. This information helps readers understand that professional football can be a dangerous sport due to the fact that many players suffer repeated hits to the head. Getting hit in the head often can cause permanent damage and disease, such as CTE. The information also reveals how football leagues are changing their rules to help protect players and prevent them from suffering as many hits to the head.
3. The infographic reveals to readers both the prevalence and dangers of concussions in youth sports. It also teaches readers how to recognize a concussion and what to do if they suspect they or someone else might have one.
4. I predict this article will be about a teenage boy’s recovery from a serious sports injury and how his family is trying to keep other young athletes safe.
5. Zack’s parents created the Lystedt Law, the NFL is investing in brain research and passing tougher rules about concussions, and Pop Warner and other youth football leagues have implemented special training and

stricter rules.

6. This scenario is less likely to happen today because stricter rules and regulations have been passed surrounding concussions and youth sports. For example, the Lystedt Law, which prohibits young athletes with suspected concussions from returning to the game without medical clearance, has been passed in all 50 states.
7. The author’s tone is admiring. You can tell the author admires and respects Zack and his family from the way she describes Zack’s recovery. She writes, “In addition to relearning how to speak and eat, Zack spent most of high school in a wheelchair, doing 30 to 40 hours of physical therapy every week, working with the same gritty strength that made him a star on the field.” Describing Zack as having “gritty strength” clearly shows that the author admires Zack and his resilience. She also goes on to explain that Zack and his parents remain “advocates for safety in youth sports” and that their work has changed the way people think. By calling the Lystedts “advocates” and saying that their work has changed the way people think, the author is showing that she admires the Lystedts and thinks that they have done important and impressive work.
8. A. Students should cross out detail # 2.
B. Detail #2 is about how attitudes toward football have changed. It does not show that brain injuries can be difficult to detect.
9. Students should cross out A, C, and F.

“DEADLY HITS” QUIZ

*Higher Level (HL)

1. C (figurative language; R. 4)
2. B (central idea; R.2)
3. A (text structure; R.5)
4. A (vocabulary; R.4)
5. C (supporting details; R.1)
6. A (author’s purpose; R.6)
7. Throughout her article “Deadly Hits,” author Lauren Tarshis develops the idea that head injuries can be serious even if they seem to be minor. One way she supports this idea is by illustrating how invisible concussions can be. She tells the story of middle school football player Zackery Lystedt, who came out of a game



“Deadly Hits” cont’d

to rest after a hard hit to the head. Tarshis writes that everything seemed OK as he sat on the bench with his teammates, and how in less than 15 minutes, Zack told his coach he was ready get back in the game. But unbeknownst to Zack, Tarshis writes, “. . . billions of cells in his brain had been injured by the impact” (6). Like Zack, we may not be aware of what is happening inside our heads after a hard hit, and therefore may treat a major injury as if it were a minor one. Tarshis writes that mild traumatic brain injuries like the one Zack sustained “leave no outward marks,” making it difficult for a coach or even a doctor to detect one (6). And in the infographic on page 8, when Tarshis lists concussion symptoms to watch for—such as sensitivity to light, confusion, and vomiting—she notes that “some symptoms of a concussion might not show up right away.” This information makes clear that there can be a delay in a person’s ability to recognize that they have a concussion, further supporting the idea that head injuries can be much more serious than they seem.

Tarshis also emphasizes that a mild traumatic brain injury can become much more serious if the person gets hit in the head again before the original injury heals. On page 7, she writes that “in Zack’s case, it was not the initial concussion that caused his brain to bleed and swell. It was those second, third, and fourth small knocks to his head that happened after he went back into the game.” In other words, what started as a fairly minor injury quickly became much more serious. This same idea is presented in the sidebar “Brain Disease and Professional Football,” where Tarshis cites a study of NFL football players who suffered permanent brain damage from repeated hits to the head (7). (analyzing the development of ideas over the course of a text, writing explanatory text; R.3, W.2)

8. According to Lauren Tarshis’s article “Deadly Hits,” the sport of football has become safer in recent years. Tarshis explains that compared to a decade ago, doctors, coaches, and players now have a much better understanding of the dangers of concussions. For example, because of brain research like that cited in the sidebar “Brain Disease and Professional Football,” we now know how serious and risky repeated hits to the head are. Because of this new knowledge, the NFL has made stricter

tackling rules to protect players—and implemented serious penalties for breaking them (7). As a result of these changes, the NFL’s concussion rates have fallen by 29 percent over the last year (7). Youth football leagues are following suit with new rules, limited tackling, and special training programs for recognizing brain injuries (7). Another major step toward making the sport of football safer has been the passing of the Lystedt Law (or ones like it)—now passed in all 50 states—which “prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional” (7). As Tarshis makes clear, the terrible injury Zack sustained could have been prevented had he not returned to the field after his initial concussion; the law named after him aims to prevent other young players from suffering a similar fate. (key ideas and details, writing explanatory text; R.1, W.2)

“DEADLY HITS” QUIZ

*Lower Level (LL)

1. C (figurative language; R. 4)
2. B (central idea; R.2)
3. A (text structure; R.5)
4. A (vocabulary; R.4)
5. C (supporting details; R.1)
6. A (author’s purpose; R.6)
7. In her article “Deadly Hits,” author Lauren Tarshis develops the idea that head injuries can be serious even if they seem to be minor. One way she supports this idea is by illustrating how invisible concussions can be. She tells the story of middle school football player Zackery Lystedt, who came out of a game to rest after a hard hit to the head. Tarshis writes that everything seemed OK as he sat on the bench with his teammates, and how in less than 15 minutes, Zack told his coach he was ready get back in the game. But unbeknownst to Zack, Tarshis writes, “. . . billions of cells in his brain had been injured by the impact” (6). Like Zack, we may not be aware of what is happening inside our heads after a hard hit, and therefore may treat a major injury as if it were a minor one. Tarshis writes that mild traumatic brain injuries like the one Zack sustained “leave no outward marks,” making it difficult for a coach or even a doctor to detect one (6). And in the infographic on page 8, when



“Deadly Hits” cont’d

Tarhis lists concussion symptoms to watch for—such as sensitivity to light, confusion, and vomiting—she notes that “some symptoms of a concussion might not show up right away.” This information makes clear that there can be a delay in a person’s ability to recognize that they have a concussion, further supporting the idea that head injuries can be much more serious than they seem. (analyzing the development of ideas over the course of a text, writing explanatory text; R.3, W.2)

8. According to Lauren Tarhis’s article “Deadly Hits,” the sport of football has become safer in recent years. Tarhis explains that compared to a decade ago, doctors, coaches, and players now have a much better understanding of the dangers of concussions. For example, because of brain research like that cited in the sidebar “Brain Disease and Professional Football,” we now know how serious and risky repeated hits to the head are. Because of this new knowledge, the NFL has made stricter tackling rules to protect players—and implemented serious penalties for breaking them (7). As a result of these changes, the NFL’s concussion rates have fallen by 29 percent over the last year (7). Youth football leagues are following suit with new rules, limited tackling, and special training programs for recognizing brain injuries (7). Another major step toward making the sport of football safer has been the passing of the Lystedt Law (or ones like it)—now passed in all 50 states—which “prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional” (7). As Tarhis makes clear, the terrible injury Zack sustained could have been prevented had he not returned to the field after his initial concussion; the law named after him aims to prevent other young players from suffering a similar fate. (key ideas and details, writing explanatory text; R.1, W.2)

8. frantic
9. sustain
10. coma
11. glamorized
12. implement

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is about Zackery Lystedt, a former football player who suffered a life altering brain injury while playing.
2. The article describes the traumatic brain injury (TBI) Zack suffered while playing football in middle school. In 2006, Zack suffered from a concussion followed by multiple hits to the head after he returned to the game. Those hits caused severe trauma to Zack’s brain and resulted in him needing extra care for the rest of his life.
3. Immediately after the event, Zack’s brain was bleeding and swelling and he was in intense pain. He required surgery and was in a coma for three months. After waking from the coma, Zack had to re-learn how to walk, eat, and talk.
4. After Zack’s brain injury, Zack’s parents began working with lawmakers and the doctors who treated Zack’s injury to develop the Lystedt Law. This law prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional. Since then, the Lystedt Law or similar laws have been passed in all 50 states.
5. Today, Zack plays an important role in helping to keep youth sports players safe. Zack travels the country telling his story to help educate young athletes and coaches about the dangers of concussions. He works to spread the important message he learned that “no game is more important than your life.”
6. Answers will vary.

Sample Summary:

Zackery Lystedt suffered a devastating brain injury while playing football. On October 12, 2006, 13-year-old Zack hit his head during a game and suffered a concussion. Zack sat out of the game for a bit, but then told his coach he was OK to return to the field and play. At the time, Zack’s coach did not know how to look for

VOCABULARY PRACTICE

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



“Deadly Hits” cont’d

the signs of a concussion, nor did he understand how serious of an injury a concussion is. Ultimately, after several more jolts to his head, Zack collapsed on the field. His brain was swelling and bleeding. Doctors had to operate to save his life. Afterward, he would remain in a coma for three months. When he woke up, Zack could not talk, and he could not eat or walk on his own. After helping their son recover, Zack’s parents worked hard to prevent the same thing from happening to other young athletes. They worked with lawmakers and doctors to develop the Lystedt Law, which prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional.

Zack has worked hard to recover from his injury. He can now eat, talk, and walk with a cane. Today, Zack travels the country telling his story and educating young athletes and coaches about the dangers of concussions.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Zackery Lystedt suffered a devastating brain injury while playing football. On October 12, 2006, 13-year-old Zack hit his head during a game and suffered a concussion. Zack sat out of the game for a bit, but then told his coach he was OK to return to the field and play. At the time, Zack’s coach did not know how to look for the signs of a concussion, nor did he understand how serious of an injury a concussion is. Ultimately, after several more jolts to his head, Zack collapsed on the field. His brain was swelling and bleeding. Doctors had to operate to save his life. Afterward, he would remain in a coma for three months. When he woke up, Zack could not talk, and he could not eat or walk on his own. After helping their son recover, Zack’s parents worked hard to prevent the same thing from happening to other young athletes. They worked with lawmakers and doctors to develop the Lystedt Law, which prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional.

Zack has worked hard to recover from his injury. He can now eat, talk, and walk with a cane. Today, Zack travels the country telling his story and educating young

athletes and coaches about the dangers of concussions.

CORE SKILLS WORKOUT:

CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. B
2. D; I chose D because this statement is about how common mild concussions are among young football players. This statement does not show that brain injuries can be difficult to detect.
3. The Lystedts are powerful advocates for safety in youth sports. (Answers will vary slightly.)
4. Answers may include:
“Today, it’s against NFL rules to tackle headfirst, and doing so comes with stiff penalties. Players who get a hit to the head are immediately evaluated.” (p. 7);
“Some teams, especially those with younger players, have eliminated tackling altogether.” (p. 7); “The NFL has donated millions of dollars to brain research. It has also instituted stricter rules to protect players.” (p. 7)

CORE SKILLS WORKOUT:

CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, B
2. The Lystedts are powerful advocates for safety in youth sports. (Answers will vary slightly.)

CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary but should be similar to the following:

1. The letters in the headline “Deadly Hits” look like they have been jolted and broken apart. The image shows athletes playing football, and the players colliding with each other. Two of the players’ helmets are colliding. One has a painful expression on his face. This image of a violent, painful collision, along with the word “deadly” in the headline and the words “life-altering brain-injury” in the subheading, create a dark and tense mood. The features invoke feelings of worry in readers and make them think about the dangers young athletes face when playing what some might see as a harmless game.
2. The infographic reveals to readers both the prevalence and dangers of concussions in youth sports. It also teaches readers how to recognize a concussion and what to do if they suspect they or someone else might have



“Deadly Hits” cont’d

one. The author may have included this infographic to help keep young athletes safe and to help prevent other young athletes from experiencing the kind of injury the 13-year-old football player in the article experienced.

3. This information helps readers understand how dangerous repeated hits to the head can be and how they can cause permanent damage and disease. It also helps readers understand how head injuries are impacting football players and how football leagues are changing their rules to help prevent players from suffering as many hits to the head.
4. I predict this article will be about a teenage boy’s recovery from a serious sports injury and how his family is trying to keep other young athletes safe.

CORE SKILLS WORKOUT: TEXT STRUCTURE

Answers will vary but should be similar to the following:

1. The author writes about the concussion Zack suffered while playing football back in 2006. She explains how late in the first half, Zack tackled another player and smacked his own head against the turf in the process. Afterward, Zack remained on the field, clutching his head in pain, before eventually getting up and walking to the bench to rest.
2. **A.** Cause and effect
B. I know the author is using a cause-and-effect structure because she presents a cause: Zack suffered a concussion followed by multiple other hits to the head. She then explains the effect of those repeated hits: Zack’s brain bled and swelled and led to a serious brain injury.
3. **A.** Problem and solution
B. I know the author is using a problem-and-solution structure because she first explains the problems that led to Zack’s traumatic brain injury: coaches and athletes being uninformed about concussions, and the fact that there were no rules in place to protect players who suffer concussions. Then, she explains the solutions to those problems: Zack’s parents created the Lystedt Law, which prohibits young athletes with suspected concussions from returning to the game without medical clearance. She also explains that the NFL is investing in brain research and passing tougher rules about concussions and that Pop Warner and other youth football leagues

have implemented special training, stricter rules, and limited tackling.

CORE SKILLS WORKOUT: TONE

1. A
2. C
3. D
4. B
5. B
6. In the last section of the article, Tarshis describes Zack with an admiring tone. She describes his recovery as “long and difficult,” which shows that she appreciates how hard Zack has had to work since his accident. She also writes, “In addition to relearning how to speak and eat, Zack spent most of high school in a wheelchair, doing 30 to 40 hours of physical therapy every week, working with the same gritty strength that made him a star on the field. Today, Zack can walk with the assistance of a cane” (8). The choice to provide details of Zack’s challenges, plus the phrase “gritty strength,” convey a sense of great admiration for Zack. Tarshis also highlights the work Zack has done and continues to do to improve safety in youth sports, noting that it “has helped change the way many players—and coaches, parents, and fans—think.” Again, Tarshis is describing Zack in a positive, approving, and admiring way, highlighting his successes and acknowledging his hard work.

The Night of Terror



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 16

Answers will vary. Sample response:

Spencer Kayden's play *The Night of Terror*—inspired by real events—illustrates the major challenges that suffragists in the U.S. had to overcome in their fight for the right to vote: a lack of public support, intimidation and punishment from authorities, and racism within their movement.

Suffragists were greatly challenged by a lack of public support. Kayden explains in the captions that suffragists “were attacked, yelled at, and frequently arrested” (10) and “harshly criticized for continuing to work for the vote during wartime” (13). In the play's prologue, Lucy and Hazel, two suffragists, tell the audience that in fighting for the right to vote, women are mocked, scorned, and attacked (10). This is illustrated in the play in Scene 2, when Franny sees a protest in front of the White House and says, “Doesn't the President have enough to deal with? Our country is at war” (11). After some of the protesters are arrested, Franny says, “They should be ashamed. Why aren't they helping with the war effort?” (12). Franny's sentiments are reflected in bystanders' responses to the protesters: One yells, “Stop harassing President Wilson!” and another shouts, “This is unpatriotic! It is treason!” A third asks, “Who will raise the children if the women start voting?” (12). Franny's and the bystanders' comments are representative of one of the major challenges that suffragists faced: Much of the American public did not support the idea of women voting, either because they didn't think women deserved to have a voice in government at all, or because they thought there were more important concerns at the time.

Suffragists also faced serious intimidation and punishment from authority in their fight for the right to

vote. In Scene 2, the suffragists are arrested during a protest. One of the police officers cruelly dumps out the basket of sandwiches that Maud brought for her mother and the other suffragists, revealing his hostility towards the suffragists. Roy notes that his mother is “arrested all the time,” showing that it was commonplace for suffragists to be arrested for speaking out. The women are then unjustly sentenced to 60 days in a workhouse, even though they did nothing illegal. As Uncle Walter says in Scene 4, “in America, people are supposed to be free to express their opinions” (14), but the judge sentences the women anyway, in what is clearly an attempt to silence them. As shown in Scenes 5 and 6, the women are treated horrifically at the workhouse. On a night that came to be known as the Night of Terror, one of them is thrown against the bars of her cell so hard that she blacks out. Another spends a whole night in handcuffs. Another is twice slammed into a bench by guards. The women are also isolated from each other and, when they refuse to eat, harshly force-fed in a way that causes them to gasp and choke. This abuse at the hands of prison staff is surely meant to intimidate and discourage the women and other suffragists from continuing their work.

The informational text on page 14, “How Racism Divided the Suffrage Movement,” explains that many black women also faced the challenge of “intense discrimination within the suffrage movement.” They were, the article states, “often alienated and ignored.” The article gives the example of a parade for women's suffrage that took place on March 3, 1913, in which the white organizers told all of the black women to go to the back of the parade. The article also explains that because of the racism within the suffrage movement, black women formed their own organizations to make sure that their communities were represented in the fight for women's right to vote.



The Night of Terror cont'd

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: THE FIGHT TO WIN THE VOTE

Answers will vary.

Type of challenge	lack of public support	intimidation/punishment by authority	racism
Evidence	<ul style="list-style-type: none"> • “They were attacked, yelled at, and frequently arrested.” (caption, p. 10) • “Suffragists were harshly criticized for continuing to work for the vote during wartime.” (caption, p. 13) • Lucy and Hazel—two suffragists—tell the audience that in fighting for the right to vote, women are mocked, scorned, and attacked. (play, Prologue, p. 10) • Watching suffragists protest in front of the White House, Franny says, “Doesn’t the President have enough to deal with? Our country is at war.” After some of the protesters are arrested, Franny says, “They should be ashamed. Why aren’t they helping with the war effort?” (play, Scene 2, pp. 11-12) • During the suffragists’ protest in front of the White House, Bystander 1 yells, “Stop harassing President Wilson!” and Bystander 2 shouts, “This is unpatriotic! It is treason!” Bystander 3 asks, “Who will raise the children if the women start voting?” (play, Scene 2, pp. 11-12) <p>[continued on next page]</p>	<ul style="list-style-type: none"> • “They were attacked, yelled at, and frequently arrested.” (caption, p. 10) • “In 1917, 33 women from the National Woman’s Party were arrested while picketing outside the White House. They were imprisoned at the Occoquan Workhouse, a jail where inmates were forced to work without pay. On November 14, the women were beaten and tortured. That date became known as the Night of Terror.” (caption, p. 15) • Several of the suffragists are arrested during the protest. One of the police officers cruelly dumps out the basket of sandwiches that Maud brought for her mother and the other suffragists, revealing his hostility for the suffragists. Roy notes that his mother is “arrested all the time,” showing that it was commonplace for suffragists to be arrested for speaking out. (Scene 2, pp. 11-12) <p>[continued on next page]</p>	<ul style="list-style-type: none"> • Many black women faced the challenge of “intense discrimination within the suffrage movement.” They were, the article states, “often alienated and ignored.” The article gives the example of a parade for women’s suffrage that took place on March 3, 1913, in which the white parade organizers told all of the black women to go to the back of the parade. The article explains that because of the racism within the suffrage movement, black women formed their own organizations to make sure that their communities were represented in the fight for women’s right to vote. (informational text, p. 14)



The Night of Terror cont'd

Type of challenge	lack of public support	intimidation/punishment by authority	racism
Evidence	<ul style="list-style-type: none"> • Aunt Kate reads a letter to Franny that Franny's mother wrote before she died. In the letter, Franny's mother writes, "Do you know that if James were to die, Franny and I would likely be unable to keep the farm? Why? Because we're women." (play, Scene 3, p. 13) 	<ul style="list-style-type: none"> • The suffragists who were arrested for picketing in front of the White House are unjustly sentenced to 60 days in a workhouse—a type of jail. The women did nothing illegal—as Uncle Walter says, "in America, people are supposed to be free to express their opinions"—but the judge sentences them anyway, in what is clearly an attempt to silence them. (play, Scene 4, pp. 13-14) • At the workhouse, the women are treated horrifically. On a night that came to be known as the Night of Terror, one of them is thrown against the bars of her cell so hard that she blacked out. Another spends a whole night in handcuffs. Another is twice slammed into a bench by guards. The women were also isolated from each other and, when they refused to eat, harshly force-fed in a way that caused them to gasp and choke. This abuse at the hands of prison staff was surely meant to intimidate the women and discourage them and other suffragists from continuing their work to get women the vote. (play, Scenes 5 and 6, pp. 14-15) 	



The Night of Terror cont'd

THE NIGHT OF TERROR CLOSE-READING QUESTIONS

1. At the start of the play, Franny can't understand why women are protesting during wartime. She seems to think it's inappropriate. She feels that the President and servicemen like her father have bigger problems to deal with because of the war. After she reads a letter revealing that her late mother was a suffragist and then witnesses her aunt's mistreatment, she begins to understand why women must fight to have the same rights as men.
2. Aunt Kate is using "voices" to mean voting rights; she is referring to how voting gives people the ability to make their needs and values known. When she says that without the vote, women "are not really citizens," she means that without the ability to vote, women are citizens of the U.S. only insofar as they live there—they do not have the rights and protections that she thinks all citizens should have.
3. Hazel is implying that the movement is growing in strength, and that if the judge imprisons these women for expressing their opinions—a right that is supposed to be guaranteed in the U.S.—it will only inspire more people to join their cause.
4. The sashes symbolize Franny's change of spirit about the women's suffrage movement. By making and wearing a sash, she proudly commits to the cause.
5. The text features show that the movement faced many challenges, but that suffragists met these challenges with strength and determination. For example, on page 10, the caption explains that even though members of the National Woman's Party "were attacked, yelled at, and frequently arrested," they refused to give up. The informational text (14) explains that because of racism, black suffragists "were often alienated and ignored" by white suffragists. In response, black suffragists formed their own organizations and continued to work for justice.
6. Suffragists organized, protested, marched, and participated in public acts of defiance, such as burning copies of President Wilson's speeches. They also published information about their treatment in the workhouse. (These practices are known as "nonviolent resistance.")

THE NIGHT OF TERROR CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Students may say the movement is not over and may

recall the recent women's marches, Malala Yousafzai and her crusade for girls' education, or the fact that we have never had a female president. Other movements they may mention: Greta Thunberg and environmental activism, Black Lives Matter, and access to clean water.

3. Answers will vary.

THE NIGHT OF TERROR QUIZ

***Higher Level (HL)**

1. B (inference; R.1)
2. D (key ideas and details; R.1)
3. C, D (text evidence, text structure; R.3, R.5)
4. B (key ideas and details; R.2)
5. A (author's craft; R.5)
6. C (central ideas and details; R.2)
7. The challenges that suffragists faced included opposition and abuse from both the public and the government. In addition, black suffragists faced the challenges of racism and discrimination within the suffrage movement itself. In the play *The Night of Terror*, the opposition and abuse from the public that suffragists faced is demonstrated in Scene 2, when suffragists who are picketing in front of the White House are verbally and physically attacked by members of the public. One bystander shouts "Stop harassing President Wilson!" while another yells "This is unpatriotic! It is treason!" Another bystander asks, "Who will raise the children if the women start voting?" (12). These comments reveal the attitudes of many of those who opposed the suffrage movement: They believed that World War I should be the priority of the President and of all U.S. citizens and that it was inappropriate or even disloyal to the country to focus on the suffrage movement during a time of war. What's more, as you can infer from the comment of the bystander who asks who will take care of the children if women can vote, many people held sexist views, believing that women's roles should be limited to the home—that politics and business were the domain of men.

The physical abuse that women faced from the public is demonstrated in Scene 2 as well, when bystanders start tearing the suffragists' banners out of their hands. When Aunt Kate is knocked to the ground by these bystanders, she comments, "At least they're not throwing tomatoes today" (12), which reveals that

section continues >>



The Night of Terror cont'd

sometimes, members of the public went so far as to throw fruit at the suffragists.

That members of law enforcement and the government also opposed and mistreated suffragists is illustrated when the police arrest the protesters despite the fact that they are not breaking any laws. And the police don't merely arrest the women—they treat them with scorn: A police officer snatches a basket of sandwiches that Aunt Kate's daughter made for the suffragists and dumps the sandwiches on the ground (12). Later, a judge unjustly sentences the women to 60 days in the workhouse and while they are there, they are, as the caption on page 15 states, "beaten and tortured."

Black women faced an additional challenge in their fight for women's suffrage, as the informational text "How Racism Divided the Suffrage Movement" explains. "Many black women faced intense discrimination within the suffrage movement," the article states. "They were often alienated and ignored." The article then gives an example of this as it describes a historic women's parade on March 3, 1913. The white parade organizers, states the article, told black participants that they had to march at the back of the parade. Because of the racism within the suffragist movement, black women formed their own organizations to fight for the vote. (key ideas and details, synthesizing, writing explanatory texts; R.1, R.9, W.2)

8. When Aunt Kate says of the public, "Only when they understand will they become our allies," she means that the public will not support the suffragists unless the public learns what happened to the women who were imprisoned in the workhouse—that they were unjustly sentenced and then were beaten and tortured. Aunt Kate's comment could also be intended more generally; perhaps she is saying that people will not support suffragists unless they understand why the right to vote is so important to women. Aunt Kate does turn out to be right: When information about the women's mistreatment reaches the public through *The Suffragist* newspaper, the public is outraged—and this leads to increased support for the suffrage movement. Uncle Walter expresses this to Franny, Maud, and Roy in Scene 7, saying, "Thanks to you three getting the women's stories published, the government was pressured to release Kate and the others. The movement has more supporters than ever

now!" What Uncle Walter is describing is just what Aunt Kate predicted: When people understood what the suffragists were facing, they became the suffragists' allies. (interpreting text, key ideas, supporting a claim; R.4, R.3, W.1)

THE NIGHT OF TERROR QUIZ

***Higher Level (LL)**

1. B (inference; R.1)
2. D (key ideas and details; R.1)
3. C, D (text evidence, text structure; R.3, R.5)
4. B (key ideas and details; R.2)
5. A (text structure; R.5)
6. C (central ideas and details; R.2)
7. The play *The Night of Terror* and the captions in the play support the idea that suffragists faced disapproving and disrespectful treatment from the public. The caption on page 10 notes that suffragists were "attacked" and "yelled at," and the caption on page 13 states that "Suffragists were harshly criticized for continuing to work for the vote during wartime." Both of these captions make it clear that suffragists faced harsh disapproval from the public. This is demonstrated in the play when suffragists who are picketing in front of the White House are verbally and physically attacked by members of the public. One bystander shouts "Stop harassing President Wilson!" while another yells "This is unpatriotic! It is treason!" Another bystander asks, "Who will raise the children if the women start voting?" (12). These comments reveal the attitudes of many of those who opposed the suffrage movement: They believed that World War I should be the priority of the President and of all U.S. citizens and that it was inappropriate or even disloyal to the country to focus on the suffrage movement during a time of war. What's more, as you can infer from the comment of the bystander who asks who will take care of the children if women can vote, many people held sexist views, believing that women's roles should be limited to the home—that politics and business were the domain of men.

The physical abuse that women faced from the public is demonstrated in Scene 2 as well, when bystanders start tearing the suffragists' banners out of their hands. When Aunt Kate is knocked to the ground by



The Night of Terror cont'd

these bystanders, she comments, "At least they're not throwing tomatoes today" (12), which reveals that sometimes, members of the public went so far as to throw fruit at the suffragists. (key ideas and details, synthesizing, writing explanatory texts; R.1, R.9, W.2)

8. When Aunt Kate suggests that if people understood what happened to the women who were imprisoned in the workhouse, they would become the women's allies, she is right. When information about the women's mistreatment reaches the public through *The Suffragist* newspaper, the public is outraged, and this leads to increased support for the suffrage movement. Uncle Walter expresses this to Franny, Maud, and Roy in Scene 7, saying, "Thanks to you three getting the women's stories published, the government was pressured to release Kate and the others. The movement has more supporters than ever now!" What Uncle Walter is describing is just what Aunt Kate predicted: When people understood what the suffragists were facing, they became the suffragists' allies. (key ideas, supporting a claim; R.4, R.3, W.1)

THE NIGHT OF TERROR VOCABULARY

1. Suffragists are still working hard around the globe.
2. "Listen!" said Owen. "You and I are allies in this fight. We want the same things!"
3. In 1971, the United States made an amendment to the Constitution that lowered the voting age from 21 to 18.
4. A group of people plan to picket outside the governor's office this Saturday. (Answers will vary.)
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. A
9. B
10. A
11. A
12. A

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. **A.** Franny completely admires and supports President Wilson. She stands in awe in front the White House, saying "I can't believe I'm looking at the actual White

House, where the President of the United States lives!"

B. The suffragists are critical of President Wilson. They call him out in their picket signs and have been doing so for months.

C. Franny disapproves of the suffragists' fight for vote. She says that the suffragists should be ashamed of protesting and not helping with the war effort.

2. Franny thinks it is wrong that the suffragists are being charged and fined for obstructing traffic—and then sentenced to 60 days in the workhouse for protesting those charges—when the women did no such thing.
3. At a protest earlier in the play, Aunt Kate's sash is ripped by a bystander and she stumbles to the ground. While Roy and Maud rush to help her, Franny hangs back, not sure about the suffrage movement and everything she is witnessing. In making a new sash for Aunt Kate as well as one for herself, Franny is showing that she has had a change of heart about the women's suffrage movement. The sashes show that Franny is now proudly committed to the cause.
4. The events contributing to Franny's change of opinion about the suffrage movement include seeing how unjustly the suffragists were treated by the police and the judge, and learning about the brutality with which the suffragists were treated at the workhouse. Reading the letter from her late mother and learning that her mother was a suffragist also likely contributed to Franny's change of opinion. The mere fact that Franny learned about the suffragists and their goals—which she knew nothing about before coming to stay with her cousins in D.C.—also likely contributed to the change in her view.
5. Answers will vary.

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. You can infer that Franny hangs back because she feels very uncomfortable in this situation. For one thing, she disapproves of the suffragists' decision to protest and fight for the vote during wartime. She is likely made uncomfortable with the violence of this confrontation and the difference between life in Washington, D.C., and her farm home at home in Nebraska in general.
3. You can infer that Roy and Maud are not terribly worried about or phased by their mother being arrested; to them,

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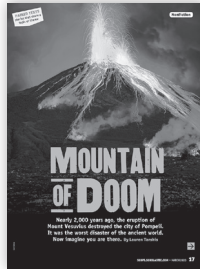


The Night of Terror cont'd

it's just a part of the life of a suffragist.

4. You can infer that Franny can't sleep because of the events of the day: She has been thrown into a whirlwind of activity that she doesn't quite understand or agree with. Worry over her father and feelings of homesickness are likely keeping her up as well.
5. Hazel is implying that the suffrage movement is growing in strength, and that if the judge imprisons the women before him for expressing their opinions—a right that is supposed to be guaranteed in the U.S.—it will only inspire more people to join their cause.
6. Answers will vary but may include:
 - **Franny:** This is wrong! (p. 14)
 - **Franny:** We have to get this published. (p. 15)
 - **Franny:** It's working! People are getting the message. (p. 15)
 - **SD1:** Franny takes two purple-white-and-gold sashes out of her bag. She drapes one over Aunt Kate and the other one over herself.
 - **Franny:** I made these for us. (p. 16)

“Mountain of Doom”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary. Sample response:

In her article “Mountain of Doom,” one way Lauren Tarshis helps the reader understand what it was like to be in Pompeii the day Mount Vesuvius erupted is through her use of descriptive language: vivid words and sensory details that help the reader imagine what people saw, heard, smelled, tasted, or felt. For example, in the introduction, Tarshis writes, “The main street teems with people—women swishing by in long robes, men in tunics, children with leather sandals that slap against the hot stone streets. Vendors shout for your attention, offering slices of juicy melon and sizzling hunks of roasted meat. A parrot calls out from the shoulder of a shopkeeper. ‘Salve!’ he squawks—‘hello’ in Latin, the language of the Roman Empire” (18). This description speaks to all of the five senses, helping the reader imagine the ancient city of Pompeii—its warmth, what people wore and ate, the smells and sounds of the bustling streets. These details also help the reader understand the contrast between what life was like before and after the eruption that no one knew was about to happen. Later, Tarshis describes the smell in the air prior to the eruption of Mount Vesuvius, writing, “They’ll tell you about a pungent smell—like rotten eggs—wafting from the mountaintop” (18). This helps readers imagine how, if you lived in Pompeii, you might have been puzzled by the strange smell in the air—which was in fact a warning sign of the imminent eruption. Tarshis then uses the onomatopoeia “BOOM!” and many vivid verbs to describe the eruption of Mount Vesuvius, including *boils*, *steaming*, *shoots*, *seared*, *shatters*, and *spewing* (18-19). These vivid verbs help readers imagine the violent and terrifying sights and sounds

of the eruption. Tarshis paints a picture with her words, writing that “the intense heat produced by the eruption has turned millions of tons of solid rock into superheated foam. The foam shoots 12 miles into the sky. When it hits the freezing air above Earth, it turns into tiny pebbles called pumice. The pumice spreads out, carried by the wind, and pours down on Pompeii” (19). This moment-by-moment description helps readers understand what was happening to the Earth and the sky as Mount Vesuvius erupted and how exactly Pompeii came to be completely buried in ash and rock. And finally, on page 20, Tarshis writes, “As the volcano loses energy, the molten rock and ash mix together to create boiling waves that rush down the mountain at 180 miles per hour. This burning, poisonous avalanche is known as a pyroclastic flow.” This description illustrates how violent and deadly the eruption was and how quickly the city was swallowed by fire.

Another way Tarshis brings the story to life for reader is by using second-person point of view. In the subheading on page 17, Tarshis tells readers, “Now imagine you are there.” She then continues to speak to readers as though they are walking through the streets of ancient Pompeii, placing them directly in the story and encouraging them to imagine what it would have been like to live in ancient Pompeii and experience the eruption of Mount Vesuvius. Later, as Mount Vesuvius erupts, she gives several commands to the reader such as “run,” “Now!,” “Go with them!,” “Push your way past the donkey carts, and get through the gates of the city,” “Grab hold of the hand of a little boy . . .,” and “Keep moving.” By giving readers these direct orders, Tarshis creates a sense of urgency, terror, and uncertainty—feelings that the people of Pompeii surely experienced on the day Mount Vesuvius erupted.

Lastly, the research Tarshis conducted played an

section continues >>



“Mountain of Doom” cont’d

important role in helping her bring the story to life for readers. In the interview “My Journey to Pompeii,” she says of the story of Vesuvius, “It’s a window into almost everything we know about ancient Rome: what people wore, what they ate, what kids played with, what their homes were like, how people worshipped—all because of what was discovered when Pompeii was excavated” (21). She goes on to explain how she took a look through that window: watching videos, reading books, interviewing experts, going to museums, and even traveling to Pompeii (21). In “Mountain of Doom,” it is clear that her thorough research provided her with valuable information for helping readers better understand the time and place in which her story takes place: She includes details about the clothing people wore, the food they ate, the language they spoke, the religious beliefs they held, the entertainment they enjoyed, how they communicated, the types of goods they bought and sold, and the architecture and artwork that surrounded them. All of these details work together to help the story come alive for readers.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: BRINGING THE STORY TO LIFE

1. • In the introduction, Tarshis writes, “The main street teems with people—women swishing by in long robes, men in tunics, children with leather sandals that slap against the hot stone streets. Vendors shout for your attention, offering slices of juicy melon and sizzling hunks of roasted meat. A parrot calls out from the shoulder of a shopkeeper. ‘Salve!’ he squawks—‘hello’ in Latin, the language of the Roman Empire” (18). This description helps readers imagine the ancient city of Pompeii—its warmth, what people wore and ate, the smells and sounds of the bustling streets. These details also help readers understand the contrast between what life was like before and after the eruption that no one knew was about to happen.
 - Tarshis describes the smell in the air prior to the eruption of Mount Vesuvius, writing, “They’ll tell you about a pungent smell—like rotten eggs—wafting from the mountaintop” (18). This helps readers imagine how, if you lived in Pompeii, you might have been puzzled by the strange smell in the air—which was in fact a

warning sign of the imminent eruption.

- Tarshis uses the onomatopoeia “BOOM!” and many vivid verbs to describe the eruption of Mount Vesuvius. These verbs include *boils*, *steaming*, *shoots*, *seared*, *shatters*, and *spewing* (18-19). These vivid verbs help readers imagine the violent and terrifying sights and sounds of the eruption.
 - Tarshis writes that “the intense heat produced by the eruption has turned millions of tons of solid rock into superheated foam. The foam shoots 12 miles into the sky. When it hits the freezing air above Earth, it turns into tiny pebbles called pumice. The pumice spreads out, carried by the wind, and pours down on Pompeii” (19). This vivid moment-by-moment description helps readers understand what was happening to the Earth and the sky as Mount Vesuvius erupted and how exactly Pompeii came to be completely buried in ash and rock.
 - On page 20, Tarshis writes, “As the volcano loses energy, the molten rock and ash mix together to create boiling waves that rush down the mountain at 180 miles per hour. This burning, poisonous avalanche is known as a pyroclastic flow.” This description illustrates how violent and deadly the eruption was and how quickly the city was swallowed by fire.
2. • In the subheading on page 17, Tarshis tells readers, “Now imagine you are there.” She then speaks to readers as though they are walking through the streets of ancient Pompeii, placing them directly in the story. This choice places readers directly in the story, which encourages them to imagine what it would have been like to live in ancient Pompeii and experience the eruption of Mount Vesuvius.
 - Tarshis gives commands to the reader such as “run,” “Now!,” “Go with them!,” “Push your way past the donkey carts, and get through the gates of the city,” “Grab hold of the hand of a little boy . . .,” and “Keep moving.” By giving readers these direct orders, Tarshis creates a sense of urgency, terror, and uncertainty—feelings that the people of Pompeii surely felt on the day Mount Vesuvius erupted.
 3. In the interview, Tarshis says of the story of Vesuvius, “It’s a window into almost everything we know about ancient Rome: what people wore, what they ate, what kids played with, what their homes were like, how



“Mountain of Doom” cont’d

people worshipped—all because of what was discovered when Pompeii was excavated” (21). Tarshis goes on to explain how she took a look through that window: watching videos, reading books, interviewing experts, going to museums, and even traveling to Pompeii (21). Her thorough research provided her with valuable information for helping readers better understand the time and place in which her story takes place, such as details about the clothing people wore, the food they ate, the language they spoke, the religious beliefs they held, the entertainment they enjoyed, how they communicated, the types of goods they bought and sold, and the architecture and artwork that surrounded them. All of these details work together to make the story come alive for readers.

“MOUNTAIN OF DOOM” CLOSE-READING QUESTIONS

1. Addressing readers directly in present tense and in second person brings them closer to the story. In this case, Tarshis places readers in Pompeii, making them feel as if they are actually in another time and place. This helps readers understand what it must have been like to live in Pompeii and experience the eruption of Vesuvius.
2. Tarshis includes sensory details about the main street in Pompeii such as “women swishing by in long robes,” “leather sandals that slap against the hot stone streets,” “sizzling hunks of roasted meat,” and a parrot that “squawks.”
3. Tarshis includes information about the clothing people wore, the food they ate, the language they spoke, the religious beliefs they held, the entertainment they enjoyed, how they communicated, the types of goods they bought and sold, and the architecture and artwork that surrounded them.
4. Answers will vary. Two similarities are that people ate in fast-food restaurants—though the food back then may not have always been suited to our modern appetites—and that Pompeii had a sophisticated system for bringing water into people’s homes, similar to the one we have today. And while we don’t watch blood sports, ancient Romans’ love of watching gladiators in amphitheaters feels similar to our culture’s love of sports. A key difference is that today we have more advanced technology and a scientific understanding of natural

disasters.

5. Answers will vary but will likely include looms, waking up, boils, steaming, explosive, rumble, seared, shatters, spewing, etc.
6. The mood of these sections is urgent, terrifying, and suspenseful. Tarshis creates this mood by including details about what is happening beneath Earth’s surface, unbeknownst to the people of Pompeii. Additionally, Tarshis gives commands to the reader such as “run,” “Now!,” “Go with them!,” “Push your way past the donkey carts, and get through the gates of the city,” “Grab hold of the hand of a little boy . . .,” and “Keep moving.” These orders add to the sense of urgency, terror, and suspense.

“MOUNTAIN OF DOOM” AND “MY JOURNEY TO POMPEII” CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Students might say that though Vesuvius destroyed Pompeii and the city was buried for nearly 2,000 years, the eruption of Vesuvius also preserved Pompeii in a way that the city can now live on forever, a time capsule for present-day humans to study and admire.
3. Answers will vary. Students may say that learning about the distant past helps us prevent future tragedies by revealing our past mistakes. Students may also say that learning about the past can inspire us by revealing all that humans have accomplished throughout history.
4. Answers will vary.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. A (author’s purpose; R.6)
2. B (vocabulary; R.4)
3. C (key ideas and details; R.2)
4. B, C (supporting details; R.1)
5. C (text structure; R.5)
6. B (text structure, synthesis; R.5, R.9)
7. In her article “Mountain of Doom,” author Lauren Tarshis helps readers feel as if they are in Pompeii during the eruption of Mount Vesuvius through her use of point-of-view and sensory details.

Tarshis writes the story in second person and in present tense. Using this point of view brings readers



“Mountain of Doom” cont’d

close to the story, helping them feel connected to the events being described. That is, readers don’t feel so much that they are learning about the events of Pompeii in 79 A.D. from across a great span of time and distance but rather, that they are experiencing and participating in those events as they unfold. For example, when Tarshis writes, “Now look at the beautiful marble and bronze statues across the street,” the reader imagines looking at the statues through his or her own eyes (18). When Tarshis gives commands to the reader such as “Go with them!” and “Push your way past the donkey carts, and get through the gates of the city” and “Keep moving,” she creates a sense of urgency and terror, helping the reader feel as if he or she is right there, a character in the dramatic story Tarshis is telling.

Tarshis’s use of sensory details also helps readers feel as if they are in Pompeii. These sensory details include descriptions of “women swishing by in long robes” and “leather sandals that slap against the hot stone streets,” as well as descriptions of the “sizzling hunks of roasted meat” for sale and a parrot that “squawks” from a man’s shoulder (18). These details give readers a vivid description of the setting, helping them imagine what Pompeii must have smelled, looked, felt, and sounded like on a typical day. When Vesuvius begins to erupt, Tarshis describes the pyroclastic flow as “boiling waves that rush down the mountain at 180 miles per hour” (20). This highly descriptive language also helps readers feel as if they are not just reading about a terrifying volcanic eruption, but are in the midst of it. (author’s craft, explanatory writing; R.4, W.2)

8. The sidebar “Unlocking the Secrets of Pompeii” contributes to the article by explaining some similarities and differences between life in ancient Rome and life today. For instance, the section “The Food” explains that ruins of bakeries and fast-food restaurants called *thermopolia* were found in Pompeii; both bakeries and fast-food restaurants are common in our world today. The wax tablet and the stylus in the section “The Education” bring to mind digital tablets like iPads and stylus instruments of today and illustrate how far technology has come since ancient times. Another key difference between ancient Rome and modern times that this section reveals is that in ancient Rome, girls did not

go to school as they do now. This suggests that women had different roles and/or rights in ancient Rome than they do in many places today. Lastly, the information in the section “The Social Media” supports the idea that humans’ need for connection is as old as time itself. The messages discovered on Pompeii’s walls are described as being similar to Facebook and Twitter as a way for people to connect with and influence one another. (key ideas and details, text structure, explanatory writing; R.2, R.5, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. A (author’s purpose; R.6)
2. B (vocabulary; R.4)
3. C (key ideas and details; R.2)
4. B, C (supporting details; R.1)
5. C (text structure; R.5)
6. B (text structure, synthesis; R.5, R.9)
7. Tarshis includes sensory details about Pompeii’s main street prior to the eruption of Mount Vesuvius, such as when she describes “women swishing by in long robes,” “leather sandals that slap against the hot stone streets,” “sizzling hunks of roasted meat,” and a parrot that “squawks” (18). These sensory details give readers a vivid description of the setting, helping them understand what Pompeii must have smelled, looked, felt, and sounded like on a typical day. Tarshis also uses sensory details to heighten the emotional effect of her writing, such as when she describes Mount Vesuvius with vivid verbs such as “looms,” “boils,” “steaming,” “rumble,” “seared,” “shatters,” and “spewing.” She writes that “Mixed with hot ash, the pumice falls with painful force and clogs your nose and throat” (19) and describes the pyroclastic flow as “boiling waves that rush down the mountain at 180 miles per hour” (20). These sensory details help readers understand just how violent, destructive, and terrifying the eruption of Mount Vesuvius must have been. (author’s craft, explanatory writing; R.2, W.2)
8. The sidebar “Unlocking the Secrets of Pompeii” adds to readers’ understanding of how life in ancient Rome compares to life today by highlighting some of the similarities and differences. For instance, the section



“Mountain of Doom” cont’d

“The Food” explains that ruins of bakeries and fast-food restaurants called *thermopolia* were found in Pompeii; both bakeries and fast-food restaurants are common in our world today. The wax tablet and the stylus in the section “The Education” bring to mind digital tablets like iPads and stylus instruments of today and illustrate how far technology has come since ancient times. Another key difference between ancient Rome and modern times that this section reveals is that in ancient Rome, girls did not go to school as they do now. This suggests that women had different roles and/or rights in ancient Rome than they do in many places today. Lastly, the information in the section “The Social Media” supports the idea that humans’ need for connection is as old as time itself. The messages discovered on Pompeii’s walls are described as being similar to Facebook and Twitter as a way for people to connect with and influence one another. (key ideas and details, text structure, explanatory writing; R.2, R.5, W.2)

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A, C
B. A
C. B
2. C; I chose C because it provides an example of a type of a modern technology that Pompeii had: a system of aqueducts.
3. A, C, D; Evidence B does not support the statement because it describes Mount Vesuvius in its dormant state, which does not show how violent the eruption of the volcano was.
4. A; Choice B does not provide a sentence explaining why the information is relevant. Choice C does not provide a source for the information provided.
5. B; Choice A does not provide a source for the information provided. Choice C uses a direct quote.
6. Answers will vary. Here is a sample response:
There are both similarities and differences between life in ancient Rome and life today. For example, in the article “Mountain of Doom,” author Lauren Tarshis explains that ruins of bakeries and fast-food restaurants called *thermopolia* were found in the excavation of

Pompeii (19). In other words, ancient Romans enjoyed grabbing a bite to eat on the go, just as we do today. Tarshis also explains that Pompeii had “a sophisticated system of aqueducts—underground tunnels that deliver fresh water to fountains, bathhouses, and homes” (18). This detail reveals that the ancient Romans had a system for bringing water into people’s homes much like the modern plumbing systems we have today. One key difference between life in ancient Rome and life today is that today, we have more advanced technology and a better scientific understanding of natural disasters like volcanoes. Tarshis explains that there wasn’t even a word for volcano in Latin at the time of Vesuvius’s eruption in 79 A.D. (18), while today, scientists have special devices and knowledge that help them predict when a volcano is going to erupt.

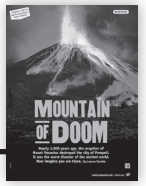
CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. A, D
2. B; I chose B because it provides an example of a type of a modern technology that Pompeii had: a system of aqueducts.
3. There were warning signs signaling the imminent eruption of Mount Vesuvius. (Answers will vary slightly.)

CORE SKILLS WORKOUT: MOOD

1. Answers will vary, but should be similar to urgent, terrifying, suspenseful, violent, etc.
2. By including information about what is happening beneath Earth’s surface, unbeknownst to the people of Pompeii, Tarshis creates a suspenseful, terrifying, and urgent mood. For example, she explains that Mount Vesuvius has been dormant for 1,500 years, which helps explain why the people of Pompeii are unable to recognize or respond to the warning signs of an active volcano. She describes the magma boiling deep below the Earth’s surface and the explosive, poisonous gases that seep up through the crack in the Earth, adding that “nobody understands that the terrible smell is sulfurous gas, part of the explosive brew simmering inside Vesuvius” (18). By providing information about the science behind the imminent volcanic eruption—and the signals that citizens of Pompeii were missing—Tarshis creates feelings



“Mountain of Doom” cont’d

of suspense and fear in the reader.

3. Tarhis addresses readers directly in second-person point of view, giving them commands to help them escape the city and survive the disaster such as “run,” “Now!,” “Go with them!,” “Push your way past the donkey carts, and get through the gates of the city,” “Grab hold of the hand of a little boy . . .,” and “Keep moving.” These short, exclamatory orders read as if Tarhis is shouting at readers as they are fleeing the eruption, contributing to the suspenseful, terrifying, and urgent mood.
4. Tarhis uses vivid imagery such as the onomatopoeia “BOOM!” and vivid verbs such as *rumble*, *boils*, *steaming*, *seared*, *shatters*, *clogs*, and *spewing*. These words help readers imagine the violent and terrifying sights and sounds of the eruption. On page 20, Tarhis writes, “As the volcano loses energy, the molten rock and ash mix together to create boiling waves that rush down the mountain at 180 miles per hour. This burning, poisonous avalanche is known as a pyroclastic flow.” These vivid words and descriptions create a violent and terrifying mood.
5. Answers will vary.

reader as “you” and speaking to the reader as though the reader were in Pompeii. Lauren probably wrote the story this way to encourage readers to imagine what it might have been like to experience the eruption of Mount Vesuvius.

VIDEO DISCUSSION QUESTIONS

1. Narrator Lauren Tarhis describes the eruption as violent and explains that it destroyed towns and cities, such as Pompeii. We see images of a volcano exploding and a city being swallowed by smoke and fire, and hear loud explosion sounds. Together, these details show why the disaster was terrible.
2. Traveling could be helpful for an author because physically visiting a place can help you gather more precise and vivid details about that place, which will in turn help you create a more vivid and accurate setting for your readers. Visiting a place could also help you imagine yourself in the shoes of the people you are writing about. Traveling enables writers to gather certain sensory details (sounds, smells, sights, etc.) that cannot always be found in books or articles.
3. When archaeologists dug up Pompeii, they found buildings, artworks, dishes, clothing, and bodies that had been preserved by ash and rock. These discoveries have helped experts learn about life in ancient Rome.
4. The story is written in second person, addressing the

“The Truth About Binge-Watching”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here’s a sample response to the question on page 23:

In her article “The Truth About Binge-Watching,” author Mackenzie Carro’s attitude toward binge-watching is that we should be more mindful of our habits. While she asserts that binge-watching can be a positive experience—a great way to relax or socialize—she also contends that binge-watching can make us tired, lonely, and sedentary (23). For this reason, she provides simple practices that will enable readers to enjoy the videos they love while preventing binge-watching from going too far. For example, she writes, “You can use Apple’s Screen Time tools to track your time on apps. You can also disable autoplay on many platforms, including YouTube and Netflix” (23). These suggestions, among others, show that Carro’s attitude toward binge-watching is that it should be enjoyed in moderation.

ANSWERS TO ACTIVITY SHEETS

“THE TRUTH ABOUT BINGE-WATCHING” QUIZ

*Higher Level (HL)

1. D (text structure; R.5)
2. D (tone; R.4)
3. A,B (text evidence, tone; R.1, R.4)
4. D (vocabulary, interpreting text; R.4)
5. C (key ideas and details, text structure; R.2, R.5)
6. A,C (key ideas, author’s point of view; R.2, R.6)
7. In her article “The Truth About Binge-Watching,” author Mackenzie Carro writes, “The problem arises when we binge all the time.” Carro gives strong support for this

claim. First, she cites many studies that illustrate how binge-watching all the time can lead to health problems. For example, she cites a 2017 study that found that people who binge-watch regularly are more likely to be chronically tired (23). She also explains that numerous studies show that sitting for long periods of time, which is something that a person does when binge-watching, is bad for your health (23). Carro also points out that people often binge-watch alone and spending too much time alone in front of a screen has been linked to loneliness and depression (23). She further supports the idea that binge-watching too often can cause problems by including a suggestion from a doctor on how to keep binge-watching in check: Set a limit for how much time you will spend watching shows and videos at the start of the week (23). The fact that an expert suggests setting limits on binge-watching supports the idea that binge-watching “all the time” is problematic. To further strengthen her claim, Carro could have included a concrete source to back up her claim that “we often binge-watch by ourselves.” She could also have included specific examples that illustrate how a person’s life can improve when he or she cuts down on binge-watching. For example, Carro could have included a quote from a person who used to binge-watch a lot and has stopped and feels that his or her mental or physical health has improved as a result. (key ideas and details, supporting a claim, writing explanatory text; R.1, R.2, W.2)

“THE TRUTH ABOUT BINGE-WATCHING” QUIZ

*Lower Level (LL)

1. D (text structure; R.5)
2. D (tone; R.4)
3. A,B (text evidence, tone; R.1, R.4)



“The Truth About Binge-Watching” cont’d

4. D (vocabulary; R.4)
5. C (key ideas and details, R.2)
6. A, C (key ideas, author’s point of view; R.2, R.6)
7. In her article “The Truth About Binge-Watching,” author Mackenzie Carro writes, “The problem arises when we binge all the time.” One way Carro supports this claim is by citing several studies that illustrate how binge-watching all the time can lead to health problems. For example, she cites a 2017 study that found that people who binge-watch regularly are more likely to be chronically tired (23). She also explains that numerous studies show that sitting for long periods of time, which is something that a person does when binge-watching, is bad for your health (23). Another way Carro supports her claim is by including a suggestion from a doctor on how to keep binge-watching in check: Set a limit for how much time you will spend watching shows and videos at the start of the week (23). The fact that an expert suggests setting limits on binge-watching supports the idea that binge-watching “all the time” is problematic. (key ideas and details, writing explanatory text; R.1, W.2)

“THE TRUTH ABOUT BINGE-WATCHING” VOCABULARY

Answers will vary for questions 1-3.

1. Alex wants to enlist the help of his classmates to help him with his campaign to ban plastic bags.
2. Julie is upset that she must remain sedentary after her accident.
3. Toby complains chronically.
4. sedentary
5. ingrained
6. enlisted
7. Answer provided.
8. Last week, he left them at home three days in a row.
(Answers will vary.)

"The Roach"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Answers will vary.

ANSWERS TO ACTIVITY SHEETS

FIGURATIVE LANGUAGE

1. **A.**
 1. "With a sickening pop! they'd explode into what looked to Mona like tiny piles of mashed potatoes."
 2. As Mona lay in bed, imagining the roach skittering around in her room on its sticky legs, she thought about springing out of bed to get Edward.
 3. She brought the glass down—thud!

B. Answers will vary. Students might say that it makes the story more fun, vivid, exciting, or dramatic.
2. Answers will vary.
3. **A.** "The roach took off, a missile shooting across the floor."
B. The cockroach Mona was trying to capture and a missile; This comparison illuminates how fast the roach was moving.
4. **A.** Answers will vary. Sample answer: The snow was a white blanket over the town.
B. This comparison illuminates the smoothness of the snow and how it totally covered everything up.
5. **A.** Possible answer: "With a sickening pop! they'd explode into what looked to Mona like tiny piles of mashed potatoes."
B. Smashed cockroaches and mashed potatoes; This comparison illuminates the white, creamy consistency of the cockroaches after Edward smashed them.

6. **A.** Answers will vary. Sample answer: Lee moved across the room like a sailboat gliding across the water.
- B.** This comparison illuminates the ease and grace with which Lee moved.

"THE ROACH" VOCABULARY PRACTICE

1. "I need more than this one dinky piece of pizza for lunch!" said Tina.
2. Mason had a bad fall off his bike. It left him with a bone protruding from his arm.
3. Lydia's little brother tried to sneak into her luggage as a stowaway before she left for her trip.
4. It seemed inevitable that Sydney and Alexa would become friends—they had so much in common!
5. A
6. A
7. B
8. A
9. B
10. B

“Should We Get Rid of Daylight Saving Time?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

YES!

1. Teens are already sleep-deprived. DST can make that problem worse.
2. Car accidents, workplace injuries, and heart attacks all spike during the first week of DST.
3. Seventy percent of Americans say they'd rather not change their clocks.
4. DST was introduced as a way to cut back on energy use, but it's not clear whether or not DST still does save on energy.

NO!

1. DST provides us with an extra hour of sunlight in the spring and early fall and that extra hour of sunlight gives us more time to spend outside, which is good for our health.
2. Most kids adjust to the time change after a few days.
3. DST does help conserve energy in some places.
4. The number of car accidents overall declines during DST.
5. Crime rates drop during DST.

ANSWERS TO ACTIVITY SHEETS

“SHOULD WE GET RID OF DAYLIGHT SAVING TIME?” QUIZ

*Higher Level (HL)

1. C (literary devices; R.4)
2. C (author's purpose, literary devices; R.4)
3. C (text structure, analyzing an argument; R.5, R.8)
4. D (key ideas and details; R.2)
5. The cartoon on page 26 expresses the idea that Daylight Saving Time can negatively affect teens. As Mackenzie Carro explains on page 27, DST can make teens' chronic sleep-deprivation even worse. The cartoon illustrates this problem by depicting a line full of kids filing off the school bus and into school in the early morning with their heads hung low, eyes closed, posture slumped, and belongings dragging; they are lethargic and speechless. The adults in the school building look puzzled and worried about the students' appearance. The caption reads: “Zombies? No, it's the first morning of Daylight Saving Time.” This line, spoken by one of the adults observing the students, makes the point that the beginning of DST makes teens so tired that they become zombie-like and supports Carro's argument that teens have serious trouble adjusting to the time change imposed by DST. (visual literacy, key ideas; R.7, R.2)
6. On page 27, Carro writes, “Some studies show that though car accidents spike right after DST begins, the number of car accidents overall declines during DST.” This information could be used to support the argument that we should not get rid of Daylight Savings Time because it shows that despite the fact that car accidents spike during the first few days of DST, when you look at

“Should We Get Rid of Daylight Saving Time?” cont’d

the bigger picture, DST seems to have a positive effect on road safety. This is in part because, Carro writes, fewer people are driving in the dark during DST, and car accidents are most common when it is dark. Six months of improved road safety is more important than avoiding a day or two of more accidents. (analyzing an argument, supporting a claim; R.8, W.1)

“SHOULD WE GET RID OF DAYLIGHT SAVING TIME?” QUIZ

*Lower Level (LL)

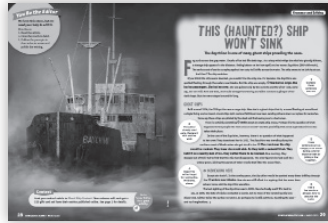
1. C (literary devices; R.4)
2. C (author’s purpose, literary devices; R.4)
3. C (text structure, analyzing an argument; R.5, R.8)
4. D (key ideas and details; R.2)
5. The cartoon on page 26 expresses the idea that Daylight Saving Time can negatively affect teens. As Mackenzie Carro explains on page 27, DST can make teens’ chronic sleep-deprivation even worse. The cartoon illustrates this problem by depicting a line full of kids filing off the school bus and into school in the early morning with their heads hung low, eyes closed, posture slumped, and belongings dragging; they are lethargic and speechless. The adults in the school building look puzzled and worried about the students’ appearance. The caption reads: “Zombies? No, it’s the first morning of Daylight Saving Time.” This line, spoken by one of the adults observing the students, makes the point that the beginning of DST makes teens so tired that they become zombie-like and supports Carro’s argument that teens have serious trouble adjusting to the time change imposed by DST. (visual literacy, key ideas; R.7, R.2)
6. On page 27, Carro writes, “Some studies show that though car accidents spike right after DST begins, the number of car accidents overall declines during DST.” This information could be used to support the argument that we should not get rid of Daylight Savings Time because it shows that despite the fact that car accidents spike during the first few days of DST, when you look at the bigger picture, DST seems to have a positive effect on road safety. This is in part because, Carro writes, fewer people are driving in the dark during DST, and car accidents are most common when it is dark. Six months of improved road safety is more important than avoiding

a day or two of more accidents. (analyzing an argument, supporting a claim; R.8, W.1)

“SHOULD WE GET RID OF DAYLIGHT SAVING TIME?” VOCABULARY

1. A
2. B
3. B
4. A
5. B
6. groggy
7. conserve
8. plummet
9. sleep-deprived
10. horrid

“This (Haunted?) Ship Won’t Sink”



ANSWERS TO ACTIVITY SHEETS

VARY YOUR WORDS

Answers will vary.

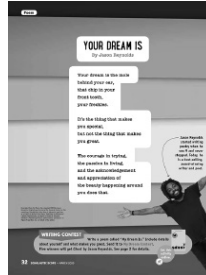
Erin just called with some incredible news. Her family is planning a vacation to the island of St. Croix, and I'm invited! Erin says that St. Croix is wonderful place to visit, with beautiful beaches and lots of opportunities for snorkeling. She promises we'll see some truly extraordinary fish. Erin is a fantastic friend, and her family is great too. I can hardly wait for our island vacation together!

VARY YOUR SENTENCES

Answers will vary. Here is a sample revision of the paragraph:

My brother Don and I made a pizza. To make the dough, we measured out flour, salt, yeast, water, and olive oil. We combined the ingredients and made a ball of dough, which Don kneaded and I rolled out. We put sauce on the pizza, and then we were ready for the toppings: pepperoni on the whole thing and mushrooms on half. (I don't like mushrooms.) Once the toppings were in place, we covered the pizza with cheese and baked it in the oven. We ate the whole thing in 15 minutes.

"Your Dream Is"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 32

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

"YOUR DREAM IS" POETRY ANALYSIS

Answers will vary. The following are sample answers only.

1. They are subtle physical characteristics that make someone unique—little things that are part of what makes someone who they are, appearance-wise.
2. It seems likely that the poet is addressing the reader, whoever he or she might be. The mole, chipped tooth, and freckles are just examples—the reader could imagine replacing them with whatever his or her own unique physical traits might be.
3. In the second stanza, the poet writes that your dream is "the thing that makes you special, but not the thing that makes you great." In the first stanza, he is using the comparison to set this idea up, expressing that a dream is unique to an individual, in the same way that freckles, a chipped tooth, or mole might be, but that a person's dream does not make them great, the same way that having a mole, a chipped tooth, or freckles does not make someone great.
4. Answers should be similar to: When the poet refers to "courage in trying," I think he means the bravery, daring, strength, resolution, etc. to try something—particularly something new or difficult that you aren't sure you can succeed at or that you know won't be easy. By "passion in living," I think the poet means living your life to the

fullest and making the most out of your life. He means following your heart and diving fully into things—not just getting through your days or letting them slip by, but embracing life with enthusiasm and doing things that make you feel strong emotions. By "appreciation of the beauty happening around you," I think the poet means paying attention to and feeling gratitude for all of the goodness and wonder in everyday life—beauty in nature as well as acts of kindness, generosity, bravery, creativity, and so on in other people.

5. Answers will vary.

PREPARING TO WRITE: "MY DREAM IS"

Answers will Vary.