

Table of Contents

1. GRAMMAR HAS A LAUGH	PAGE 1
2. NARRATIVE NONFICTION: "COURAGE IN A TIME OF TERROR"	PAGES 2-8
2.a. Writing Task	2
2.b. Preparing to Write: Remembering Stefania	2-3
2.c. Close-Reading and Critical-Thinking Questions	3
2.d. Quizzes (two levels)	4-5
2.e. Vocabulary	5
2.f. Nonfiction Elements	5-7
2.g. Core Skills activities	7-8
3. PLAY: FAR FROM HOME	PAGES 9-13
3.a. Writing Task	9
3.b. Preparing to Write: The Amazing Turtle Rescue	9-10
3.c. Close-Reading and Critical-Thinking Questions	10
3.d. Quizzes (two levels)	10-12
3.e. Core Skills activities	12
3.f. Literary Elements	12-13
4. PAIRED TEXTS: "THE GREAT STINK"	PAGES 14-19
4.a. Writing Task	14-15
4.b. Preparing to Write: Applying a Quote	15-16
4.c. Close-Reading and Critical-Thinking Questions	16-17
4.d. Quizzes (two levels)	17-18
4.e. Vocabulary	18-19
4.f. Core Skills activities	19
5. FICTION: "THE BROOM DOG"	PAGES 20-23
5.a. Writing Task	20
5.b. Preparing to Write: How Canton Overcomes His Fear	20-21
5.c. Close-Reading and Critical-Thinking Questions	21-22
5.d. Quizzes (two levels)	22-23
6. SHORT READ: "ATTACK FROM OUTER SPACE"	PAGE 24-25
6.a. Writing Task	24
6.b. Quizzes (two levels)	24-25
6.c. Vocabulary	25
7. DEBATE: "DOES CHOCOLATE MILK BELONG IN THE CAFETERIA?"	PAGES 26-27
7.a. Scavenger Hunt	26
7.b. Vocabulary	27

"Grammar Has a Laugh"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

A LANGUAGE WE ALL SPEAK

It doesn't matter where you're from or what language you speak. Everyone understands laughter. In fact, laughter is kind of its own language. It can **imply/infer** everything from nervousness to extreme joy. Most often, though, you can **imply/infer** that when people laugh, they are happy or amused.

DO ANIMALS LOL?

Humans are not the only creatures that crack up. When an ape is tickled, it produces a laugh-like sound—though it's more of a pant-pant-pant than a ha-ha-ha. Some scientists believe that dogs, rats, and dolphins laugh too.

So is it safe to **imply/infer** that animals have a sense of humor? Scientists are still working on the answer to that question. In the meantime, you could tell your hamster a joke and see what happens.

DID YOU LAUGH TODAY?

Ever heard the saying "Laughter is the best medicine"? As the saying **implies/infers**, laughing is good for us. Whether we're chuckling over a silly meme or giggling at a movie, laughing improves our health and well-being.

Studies show that laughing can help us cope during tough times and lift our spirits when we're feeling gloomy. Sharing a laugh can deepen friendships too. And the American Heart Association recommends laughing regularly to keep our hearts healthy.

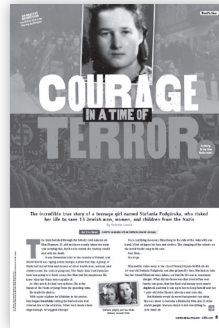
So get out there and guffaw! Or snort. Or chortle. Or cackle. We don't mean to **imply/infer** that one kind of laughter is better than any other!

ANSWERS TO ACTIVITY SHEET

IMPLY VS. INFER

1. implying
2. inferred
3. infer
4. Implying
5. implies
6. inferred
7. inferred
8. inferred
9. Answers will vary

"Courage in a Time of Terror"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Speeches will vary. Students' speeches should include key ideas and details from the article along with their own ideas about why Stefania and Helena should be honored and remembered. A strong speech will also be appropriate to the task, acknowledge the opening of the museum, and address a public audience.

ANSWERS TO ACTIVITY SHEETS

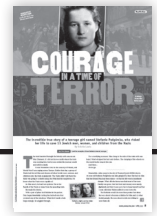
PREPARING TO WRITE: REMEMBERING STEFANIA PODGÓRSKA

Answers will vary.

1. **Where was the cottage located?** Przemyśl, Poland
Who lived there? a teenage Polish girl, Stefania Podgórska, and her younger sister Helena, as well as 13 Jewish men, women, and children who lived hidden in the attic
When did they live there? 1942-1944
Why did they live there? This was during Holocaust, when the Nazis were systematically imprisoning and murdering Jewish people in Poland and throughout Europe. Stefania and Helen, who were Catholic, were protecting the people living in the attic from the Nazis.
2. • Prejudice, violence, and hatred against Jewish people was on the rise in Poland and across Europe (6-7).
• Adolf Hitler and his Nazi party in Germany, the country next door to Poland, unfairly blamed Jewish people for Germany's hardships after World War I, spreading vicious lies and hatred (6-7).

- Hitler invaded countries of Europe and forced Jews into restricted areas of cities called ghettos, stripping them of their homes, possessions, rights, and dignity (7).
 - "It is estimated that half a million Jewish people died from starvation and disease inside the ghettos" (7).
 - From the ghettos, people were sent by train to death camps, as part of what the Nazis called "liquidation," a plan to murder every Jewish person in Europe. Some 8 million people were killed in Nazi death camps (8).
3. • Thirteen people—a mix of men, women, and children—all lived together in a "tiny" attic (9).
• They had to be as quiet as possible (9).
• They went to the bathroom in a bucket that Stefania emptied out at night (9).
• Max Diamant, a friend of Stefania's and the first person that she helped hide, built a false wall in the attic to hide behind when needed (9).
• For a period when two German nurses were living downstairs with Stefania and Helena, the group in the attic had to be even more careful than usual not to make a sound. Max would stay awake at night to gently wake up anyone who snored (10).
 4. Courage is strength in the face of fear, danger, or difficulty.
 5. • "The ghetto was like a prison, surrounded by a wall and patrolled by armed guards," and yet Stefania regularly snuck past the guards to smuggle food in for her friends the Diamants (7-8).
• When Max Diamant showed up injured on Stefania and Helena's doorstep, the sisters, "gave him what little food and medicine they had, cleaned him up as best they could, and put him to bed" (8).
• "Of course she knew the risks; the penalty for helping a Jewish person was death. She did it anyway" (8).

section continues >>



“Courage in a Time of Terror” cont’d

- “As Max recovered, Stefania decided that he would stay with them. But it was dangerous. There were many prying eyes. Every time someone came to the door, Max scrambled to hide under the bed” (8).
 - “The Nazis were in control for hundreds of miles in every direction. Their supporters and spies were everywhere” (8).
 - “It was up to Stefania to feed everyone . . . When shop owners grew suspicious of how much food she bought, she alternated the stores she went to, or sent Helena, who was too young to arouse suspicion” (9).
 - “Stefania was exhausted all the time. But she pressed on” (9).
 - Once, a Nazi officer came to seize Stefania’s cottage and threatened to shoot her if she didn’t leave, but she refused to abandon the 13 people in the attic. Luckily, he changed his mind, but for six months, two German nurses lived downstairs while Max and the others lived in the attic (9-10).
6. Ideas might include that Stefania and Helena stand as shining examples of courage and selflessness and doing what is right, no matter the risk. Students might say that Stefania and Helena are an inspiration, and that their success in saving the lives of 13 people can give us hope that we really can make a difference in the world, or that it’s important to recognize and celebrate what is good in the world—not to give our attention only to what is evil.

“COURAGE IN A TIME OF TERROR”

CLOSE-READING QUESTIONS

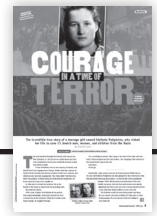
1. The mood is terrifying and suspenseful. Lewis creates this mood by introducing readers to Max at a climactic moment: He is deciding whether to die at the hands of the Nazis or jump from a moving train. Sensory details, such as “Wind whipped his hair and clothes” and “The clanging of the wheels on the metal tracks rang in his ears” also help create the mood, as does the paragraph break between “And then—” and “He let go.”
2. Lewis is using a metaphor to describe the rise of antisemitism in Europe in the 1930s. Her use of “smoldered” helps readers understand that prejudice and hatred had long been present but had been constrained, like embers burning slowly, with smoke but no flame. By writing that antisemitism would soon “explode into

an inferno,” Lewis helps readers understand that this hatred suddenly began to rage out of control like an enormous blazing fire.

3. When Stefania moved to Przemyśl, she found life to be exciting and energizing. She enjoyed the beautiful streets and the delicacies the city had to offer and found a good job working for the Diamants, who treated her like family. When the Nazis took over Poland, everything changed. The Diamants were sent to a ghetto, and Stefania lived in constant worry and fear for them.
4. This section explains how Poland came to be under Germany’s control, starting with Hitler’s rise to power in the 1930s.
5. The character based on Stefania says that visiting the ghetto made her realize that what the Nazis were doing was pure evil—that what was being done to Jewish people was not some sort of “mistake,” and that there was nothing to empathize with or try to understand about Hitler and his followers.

“COURAGE IN A TIME OF TERROR” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students will likely say that Stefania loved the Diamants like family, which likely motivated her to help them. You can infer that she was a selfless person with tremendous courage and empathy, and that she had a strong sense of right and wrong. The excerpt from the novel suggests that she was motivated by a powerful desire to defy the evil she witnessed.
2. Students may offer that when there is no simple answer as to who is at fault, people try to create a simple answer. Having someone to blame may create the sense that justice is possible: If there is someone at fault, there is someone to punish. Racism and other biases also play a role in the unfair assignment of blame.
3. Answers will vary. Students may say that the fact that Stefania risked her life to help others and defy evil shows that people can rise above fear and act with compassion for others. Her courage can serve as an inspiration, and the fact that she saved the lives of 13 people can give us hope that our actions really can make a difference.



“Courage in a Time of Terror” cont’d

“COURAGE IN A TIME OF TERROR” QUIZ

*Higher Level (HL)

1. B (author’s craft; R.5)
2. B (key ideas; R.1)
3. C (text features, inference; R.5, R.1)
4. D (text structure; R.5)
5. A (vocabulary, tone; R.4)
6. B, D (author’s purpose, central ideas; R.6, R.2)
7. The sidebar “Meet the 13” provides information about the 13 people who hid in the attic of Stefania Podgórska’s cottage for two years during the Holocaust. The sidebar includes the name of each person and a few details about what happened to them after World War II ended—details that are not included in the main article. The sidebar was likely included to satisfy the reader’s curiosity about the people mentioned in the main article, and also to honor them: They survived a horrible ordeal and deserve to be recognized. Another reason the sidebar might have been included is to help readers appreciate the impact of Stefania’s action of hiding these people. (text features, key ideas, author’s purpose; R. 5, R.2, R.6)
8. In Kristin Lewis’s article “Courage in a Time of Terror,” both Stefania and Max showed great courage. The first extremely courageous act of Stefania’s that Lewis describes happens after the Diamant family is first forced to move to the ghetto. Stefania, Lewis explains, began smuggling food and supplies to the family, even though, as Lewis writes, “. . . she knew the risks; the penalty for helping a Jewish person was death” (8). The next courageous act of Stefania’s that Lewis describes began in the middle of the night when Max Diamant, having escaped from the Nazis, knocked on Stefania’s door. Max asked Stefania to allow him to stay for just that night, knowing, Lewis writes, that every minute he spent in the apartment put Stefania and her younger sister Helena in danger (8). Not only did Stefania allow Max to stay that night, she insisted that he continue to stay with her. Again, Stefania was well aware of the danger, but she courageously hid her friend in the hopes of saving his life. When Max suggested they move somewhere with space for not only him to hide, but others as well, Stefania agreed, and for two long years, Stefania allowed a total of 13 Jewish people to hide in the attic of her cottage. This meant she had to provide food for them, an act that

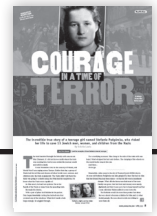
was in and of itself dangerous; Lewis mentions that shop owners sometimes grew suspicious of how much food she was buying (9). Had anyone reported their suspicions to the Nazis and the people in the attic were discovered, Stefania surely would have been killed. But Stefania’s courage never wavered—in fact, many years later, she said she would take all of the extraordinary risks that she took during the Holocaust again (10).

Max, too, showed great courage. He escaped from the Nazis by jumping off a speeding train in the middle of the night and then making his way through Nazi-controlled areas until he arrived at Stefania’s door. Although Max believed that his choices were between being killed by the Nazis and jumping off the train (5, 8), letting go of the moving train was no less a courageous act. When Max suggested that he and Stefania invite other people to hide with him, that too was an act of courage; the more people there were in hiding, the greater the chances of discovery. For one thing, the larger the group, the more food Stefania needed to buy—and the more likely it was that someone would become suspicious. In addition, the more people there were in hiding, the greater the chances were that someone would accidentally make a sound or do something that would give them all away. And if they were discovered, they would surely have been killed. But Max, who must have understood all this, courageously suggested inviting others to the cottage and then welcomed them in. (analyzing the development of individuals, supporting a claim; R.3, W.1)

“COURAGE IN A TIME OF TERROR” QUIZ

*Lower Level (LL)

1. B (author’s craft; R.5)
2. B (key ideas; R.1)
3. C (text features, inference; R.5, R.1)
4. D (text structure; R.5)
5. A (vocabulary, tone; R.4)
6. B, D (author’s purpose, central ideas; R.6, R.2)
7. The sidebar “Meet the 13” provides information about the 13 people who hid in the attic of Stefania Podgórska’s cottage for two years during the Holocaust. The sidebar includes the name of each person and a few details about what happened to them after World War II ended—details that are not included in the main article. The sidebar



“Courage in a Time of Terror” cont’d

was likely included to satisfy the reader’s curiosity about the people mentioned in the main article, and also to honor them: They survived a horrible ordeal and deserve to be recognized. Another reason the sidebar might have been included is to help readers appreciate the impact of Stefania’s action of hiding these people. (text features, key ideas, author’s purpose; R. 5, R.2, R.6)

8. In Kristin Lewis’s article “Courage in a Time of Terror,” Stefania showed great courage. The first extremely courageous act of Stefania’s that Lewis describes is after the Diamant family is first forced to move to the ghetto. Stefania, Lewis explains, began smuggling food and supplies to the family, even though, as Lewis writes, “. . . she knew the risks; the penalty for helping a Jewish person was death” (8). The next courageous act of Stefania’s that Lewis describes began in the middle of the night when Max Diamant, having escaped from the Nazis, knocked on Stefania’s door. Max asked Stefania to allow him to stay for just that night, knowing, Lewis writes, that every minute he spent in the apartment put Stefania and her younger sister Helena in danger (8). Not only did Stefania allow Max to stay that night, she insisted that he continue to stay with her. Again, Stefania was well aware of the danger, but she courageously hid her friend in the hopes of saving his life. When Max suggested they move somewhere with space for not only him to hide, but others as well, Stefania agreed, and for two long years, Stefania allowed a total of 13 Jewish people to hide in the attic of her cottage. This meant she had to provide food for them, an act that was in and of itself dangerous; Lewis mentions that shop owners sometimes grew suspicious of how much food Stefania was buying (9). Had anyone reported their suspicions to the Nazis and the people in the attic were discovered, Stefania surely would have been killed. But Stefania’s courage never wavered—in fact, many years later, she said she would take all of the extraordinary risks that she took during the Holocaust again (10). (analyzing the development of individuals, supporting a claim; R.3, W.1)

3. A
4. B
5. A
6. A
7. prying
8. depleted
9. defies
10. genocide
11. dehumanized

READ, THINK, EXPLAIN:

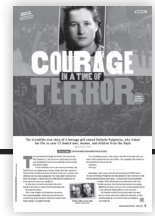
IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

1. The headline “Courage in a Time of Terror” suggests that the situation in the story is a dire one. The main image shows a young woman with a very serious expression. Other images show people being forced to walk through the street at gunpoint, Nazi soldiers, swastikas, and Hitler. In the subheading, some of the phrases that stand out are “risked her life” and “save 13 Jewish men, women, and children from the Nazis.” Together, these features create a very tense and frightening, yet hopeful and triumphant mood.
2. The map on page 6 shows how much power the Nazis had during World War II. The map shows that most of Europe was controlled or occupied by the Nazis in 1942. This helps readers understand how widespread Adolf Hitler’s power was in Europe during World War II.
3. The sidebar provides more information about the 13 men, women, and children who Stefania saved. The sidebar also provides photos of some of the people. The author likely included this information to put faces and names to the 13 people who survived in the cottage, as well as to celebrate the full lives that these men, women, and children went on to live after the war.
4. The subheadings of the first few sections such as, “Fear in the Air,” “Hitler’s Vicious Lies,” “Like a Prison,” and “The Death Camps,” have a somber and fearful tone. The tone shifts to dramatic with the subheading, “A Daring Plan.” The tone then shifts to hopeful at the end of the article with the subheading, “A New Beginning.”
5. The mood is terrifying and suspenseful. The author creates this mood by introducing readers to Max at a climactic moment: He is deciding whether to die at the hands of the

“COURAGE IN A TIME OF TERROR” VOCABULARY PRACTICE

1. A
2. B



“Courage in a Time of Terror” cont’d

Nazis or jump from a moving train. Sensory details, such as “Wind whipped his hair and clothes” and “The clanging of the wheels on the metal tracks rang in his ears” also help create the mood, as does the paragraph break between the lines “And then—” and “He let go.”

6. **A.** The author gives a chronological account of Hitler’s rise to power and how Poland came to be under Germany’s control.

B. I know the author is using a sequence-of-events structure because she describes the events that led to Poland being under Germany’s control in sequential order, using phrases such as “In 1933,” “By 1938,” “In 1939,” and “By the time...”

7. Lewis’s tone as she writes about Stefania is admiring. For example, on page 8, when describing Stefania’s actions to smuggle food into the ghetto, she writes, “Of course she knew the risks; the penalty for helping a Jewish person was death. She did it anyway.” On page 9, she writes, “Stefania was exhausted all the time. But she pressed on.” Clearly, Lewis admires Stefania and is impressed by the great risks she took to protect others in a dark and terrifying time.

8. Stefania was a very courageous and compassionate person. (Answers will vary slightly.)

9. In the 1930s, a teen named Stefania Podgórska lived in Przemyśl, Poland and worked at a grocery store owned by the Diamants, a Jewish family. In Germany, Adolf Hitler and his Nazi party rose to power. In 1939, Hitler and his armies began invading the countries of Europe. After the Nazis invaded Poland in 1939, they forced the Diamants and all other Jewish people into a restricted area of the city called a ghetto. Life in the ghetto was horrific—it was patrolled by armed guards and nobody was allowed in or out. Many died of disease or starvation. At the risk of losing her life, Stefania smuggled food into the ghetto for the Diamants.

In 1942, Max Diamant was forced onto a train that would take him to a death camp. But Max escaped the moving train by cutting through barbed wire and jumping out a window. After he jumped, Max walked back to Stefania’s apartment in Przemyśl. Stefania and her sister Helena agreed to hide Max in their apartment. Eventually, they moved to a cottage with an attic so that it would be easier to hide Max and so they could also hide 12 more

Jewish people.

Stefania and Helena successfully hid Max and the 12 other people in their attic for two years until the war was over. After the war, Stefania and Max got married and moved to the U.S., while Helena became a doctor in Poland. Stefania and Helena were named “Righteous Among Nations,” a great honor that recognizes those who helped Jewish people during the Holocaust.

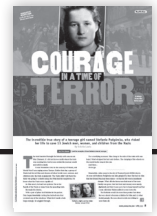
READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. The headline “Courage in a Time of Terror” suggests that the situation in the story is a dire one. The main image shows a young woman with a very serious expression. Other images show people being forced to walk through the street at gunpoint, Nazi soldiers, swastikas, and Hitler. In the subheading, some of the phrases that stand out are “risked her life” and “save 13 Jewish men, women, and children from the Nazis.” Together, these features create a very tense and frightening, yet hopeful and triumphant mood.
2. The map on page 6 shows how much power the Nazis had during World War II. The map shows that most of Europe was controlled or occupied by the Nazis in 1942. This helps readers understand how widespread Adolf Hitler’s power was in Europe during World War II.
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4. The subheadings of the first few sections such as, “Fear in the Air,” “Hitler’s Vicious Lies,” “Like a Prison,” and “The Death Camps,” have a somber and fearful tone. The tone shifts to dramatic with the subheading, “A Daring Plan.” The tone then shifts to hopeful at the end of the article with the subheading, “A New Beginning.”

5. **A. C**

B. The author creates the suspenseful and terrifying mood by introducing readers to Max at a climactic moment: He is deciding whether to die at the hands of



“Courage in a Time of Terror” cont’d

the Nazis or jump from a moving train. Sensory details, such as “Wind whipped his hair and clothes” and “The clanging of the wheels on the metal tracks rang in his ears” also help create the mood, as does the paragraph break between the lines “And then—” and “He let go.”

6. B
7. A. admiring
B. This line shows that Lewis is impressed by Stefania’s courage to take action despite the great risks she faced.
8. A. Students should cross out detail #3.
B. Detail #3 provides information about what life was like for Jewish people in Poland under the control of the Nazis. It does not show how Stefania is compassionate or courageous.
9. Students should cross out B, D, and E.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is about teenager Stefania Podgórska, her younger sister Helena, and 13 Jewish men, women, and children.
2. The world was in the midst of World War II. Adolf Hitler and the Nazi party had risen to power in Germany and controlled or occupied most of Europe, including Poland, where Stefania lived. The Nazis were forcing Jewish people into ghettos and death camps as part of a genocide that became known as the Holocaust.
3. The main problem Stefania, Helena, and the 13 Jewish men, women, and children faced was the threat of being captured and killed by the Nazis. Stefania had to keep 13 people fed and alive without being caught by Nazis or anyone who might turn her in.
4. Stefania found a cottage with an attic in which to hide the 10 adults and 3 children. Max built a false wall for them all to hide behind. For two years, Stefania brought them food and concealed them when anybody visited or came to the door.
5. Every one of the people Stefania hid survived. Stefania married Max and moved to the U.S., while Helena became a doctor in Poland. Stefania and Helena were named “Righteous Among Nations,” an honor that recognizes people who helped Jewish people during the Holocaust.

Summary:

In the 1930s, a teen named Stefania Podgórska lived in Przemyśl, Poland and worked at a grocery store owned by the Diamants, a Jewish family. In Germany, Adolf Hitler and his Nazi party rose to power. In 1939, Hitler and his armies began invading the countries of Europe. After the Nazis invaded Poland in 1939, they forced the Diamants and all other Jewish people into a restricted area of the city called a ghetto. Life in the ghetto was horrific—it was patrolled by armed guards and nobody was allowed in or out. Many died of disease or starvation. At the risk of losing her life, Stefania smuggled food into the ghetto for the Diamants.

In 1942, Max Diamant was forced onto a train that would take him to a death camp. But Max escaped the moving train by cutting through barbed wire and jumping out a window. After he jumped, Max walked back to Stefania’s apartment in Przemyśl. Stefania and her sister Helena agreed to hide Max in their apartment. Eventually, they moved to a cottage with an attic so that it would be easier to hide Max and so they could also hide 12 more Jewish people.

Stefania and Helena successfully hid Max and the 12 other people in their attic for two years until the war was over. After the war, Stefania and Max got married and moved to the U.S., while Helena became a doctor in Poland. Stefania and Helena were named “Righteous Among Nations,” a great honor that recognizes those who helped Jewish people during the Holocaust.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

In the 1930s, a teen named Stefania Podgórska lived in Przemyśl, Poland and worked at a grocery store owned by the Diamants, a Jewish family. In Germany, Adolf Hitler and his Nazi party rose to power. In 1939, Hitler and his armies began invading the countries of Europe. After the Nazis invaded Poland in 1939, they forced the Diamants and all other Jewish people into a restricted area of the city called a ghetto. Life in the ghetto was horrific—it was patrolled by armed guards and nobody was allowed in or out. Many died of disease or starvation. At the risk of losing her life, Stefania smuggled food into the ghetto for the Diamants.

“Courage in a Time of Terror” cont’d

In 1942, Max Diamant was forced onto a train that would take him to a death camp. But Max escaped the moving train by cutting through barbed wire and jumping out a window. After he jumped, Max walked back to Stefania’s apartment in Przemyśl. Stefania and her sister Helena agreed to hide Max in their apartment. Eventually, they moved to a cottage with an attic so that it would be easier to hide Max and so they could also hide 12 more Jewish people.

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CORE SKILLS WORKOUT: TEXT FEATURES

1. The headline “Courage in a Time of Terror” suggests that the situation in the story is a dire one. The main image shows a young woman with a very serious expression. Other images show people being forced to walk through the street at gunpoint, Nazi soldiers, swastikas, and Hitler. In the subheading, some of the phrases that stand out are “risked her life” and “save 13 Jewish men, women, and children from the Nazis.” Together, these features create a very tense and frightening, yet hopeful and triumphant mood.
2. The map on page 6 contributes to the article by showing how much power the Nazis had during World War II. The map shows that most of Europe was controlled or occupied by the Nazis in 1942. This helps readers understand the widespread power of Adolf Hitler and how few options the Diamants and other Jews had in terms of finding a safe place to escape from the Nazis.
3. The sidebar provides more information about the 13 men, women, and children who Stefania saved. The sidebar also provides photos of some of the people. The author likely included this information to put faces and names to the 13 people who survived in the cottage, as well as to celebrate the full lives that these men, women, and children went on to live after the war. This invokes feelings of empathy and helps readers relate to the people Stefania saved and all those persecuted by the Nazis.

4. The subheadings of the first few sections such as, “Fear in the Air,” “Hitler’s Vicious Lies,” “Like a Prison,” and “The Death Camps, have a somber and fearful tone. The tone shifts to dramatic with the subheading, “A Daring Plan.” The tone then shifts to hopeful at the end of the article with the subheading, “A New Beginning.”

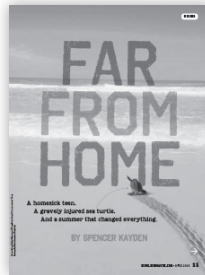
CORE SKILLS WORKOUT: TEXT STRUCTURE

1. The author is describing how Max escaped from a moving train that was on its way to a death camp. The author uses vivid details such as “Max began feverishly cutting the barbed wire” and “Wind whipped his hair and clothes.” This imagery helps the reader imagine Max’s dire situation.
2. **A.** sequence of events
B. I know the author uses a sequence-of-events structure because she uses words and phrases that indicate the passage of time, such as “In 1933,” “By 1938,” “In 1939,” and “By the time...”
3. **A.** problem and solution (Students may also say “sequence of events”)
B. I know the author is using a problem-and-solution structure because first she presents a problem: Max was in constant danger of being found, often having to hide under the bed in Stefania’s tiny apartment. Then, the author presents the solution: Stefania found a cottage with an attic that could hide Max and 12 other people from the Nazis.

VIDEO DISCUSSION QUESTIONS,

1. Germany’s defeat in World War I led to the collapse of the German economy and massive unemployment. When Adolf Hitler came along promising to make Germany strong again, the German people were eager to believe him and support him.
2. Lewis means that Hitler and the Nazis helped to intensify and stir up long-held prejudices against Jewish people.
3. The animated map shows that the Nazis ended up controlling or occupying most of Europe. This helps readers understand the widespread power of Adolf Hitler and the Nazis.
4. Answers will vary.

Far From Home



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 16

Answers will vary. Entries may be in the form of a news article or a podcast and should cover the rescue and release by including:

- a brief summary of what happened and why it is important
- details about the people involved in the event and the roles they played
- details about the places that play an important part in the story
- other important details or quotes that help the audience understand and picture the turtle's rescue and release

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: THE AMAZING TURTLE RESCUE

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

Summary:

A sick green sea turtle was rescued by boat about 10 miles east of Sombrero Beach in the Florida Keys. The animal was taken to the Turtle Hospital in Marathon, Florida, where veterinarians determined that a foreign object was blocking its intestines. Vets operated on the turtle and removed the impaction, which turned out to be a balloon. The turtle spent then spent two months recovering before being released back into the wild.

People

- Elmar: the green sea turtle that was rescued

- Marco and Mel: the teens who spotted the turtle in the water
- Freddy: the owner of the boat who called the authorities about the turtle; Mel's dad
- Dr. Hayes: the veterinarian at the Turtle Hospital who treated Elmar
- Megan: a conservationist at the Turtle Hospital who helped Elmar during his recovery

Places:

- Sombrero Beach in the Florida Keys: the turtle was found about 10 miles east of this beach
- The Turtle Hospital in Marathon, Florida: a facility that rescues and treats injured and sick sea turtles. The Turtle Hospital was responsible for Elmar's successful treatment and release.
- The beach where Elmar is released

Dates:

(Answers will vary as students should make up their own dates.)

- July 1: Elmar's initial rescue from the ocean near Sombrero Beach
- July 22: Elmar's surgery at the Turtle Hospital to remove the impaction in his intestines
- September 22: Elmar's release

Quotes:

- Dr. Hayes: "Turtles ingesting trash is a real problem. The trash causes their intestines to fill with gas, and then they can't dive down to feed."
- Megan: "Not every turtle makes it, but we try to focus on the ones that do."
- Megan: "Elmar is fully healed and ready for release!"
- Other answers will vary.

Other important details:

Answers will vary.



Far From Home cont'd

FAR FROM HOME CLOSE-READING QUESTIONS

1. The author likely included the GPS directions to help readers feel as if they are in the car with Marco and his mother.
2. Marco is upset about moving to Florida. You can tell by the short and sarcastic answers that he gives his mom when she tries to cheer him up. For example, as they drive through the Keys, Teresa says, "Isn't it breathtaking?," and Marco unenthusiastically replies, "I guess." When Teresa tells Marco that he can go out on a boat the next day, Marco replies sarcastically that he "can't wait to sail in shark-infested waters." These remarks show that Marco is upset and cannot see the positive aspects of his new home.
3. Dr. Hayes and Megan help Marco (and therefore readers) understand threats that sea turtles face and how they are being helped.
4. Lita is trying to tell Marco that the actions of individuals, although they may seem small or insignificant on their own, make a difference when you add them up. Change happens when everyone comes together and does their part—no matter how small.
5. At the start of the play, Marco seems annoyed by Mel. In Scene 2, he crosses his arms and seems uninterested in talking to Mel. In Scene 3, Marco "glares" at her when she takes a photo of Elmar. However, by the end of Scene 4, his attitude has changed. After they name Elmar, he gives Mel a high five. In Scene 7, he decides to go to her beach cleanup; in Scene 8, we learn that Marco asked Mel to come to the Turtle Hospital on the day of Elmar's surgery. This shows that Marco has come to see Mel as a friend.
6. Marco seems to view the move as destiny. You can tell from his remarks to Mel about how if he had never moved to the Keys, then they never would have met and saved Elmar.

FAR FROM HOME CRITICAL-THINKING QUESTIONS

1. Answers will vary. Some students may say that sea turtles are important because they help keep marine ecosystems in balance. Others may say that sea turtles are extraordinary and special creatures that have been on our planet for more than 100 million years. Still others may argue for the intrinsic value of all creatures—in other words, the idea that all animals are important, regardless of their benefit to humans.

2. Answers will vary. Students may say education in marine biology and veterinary medicine would be helpful. Important traits include resilience, patience, resourcefulness, compassion, fortitude, and the ability to solve problems and think quickly.
3. The author may have included this sidebar because the play highlights the many threats that sea turtles face, which may leave readers with a desire to help.

FAR FROM HOME QUIZ

***Higher Level (HL)**

1. B (key details; R.2)
2. A (vocabulary; R.4)
3. A (character; R.3)
4. C, D (key ideas, character; R.2, R.3)
5. C (summarizing; R.2)
6. B (theme; R.2)
7. In Spencer Kayden's play *Far From Home*, Marco goes from being upset about his move to Florida to seeing it as destiny, through his experience of helping to rescue a sick sea turtle named Elmar.

When the audience meets Marco in Scene 1, he is in the car with his mom, Teresa, traveling from his old home in Detroit, Michigan, to his new home in the Florida Keys—and he is not happy about it. This is made evident through the short, sarcastic comments he makes as his mom tries to cheer him up. For example, as they drive through the Keys, Teresa says, "Isn't it breathtaking?" and Marco unenthusiastically replies, "I guess." When Teresa tells Marco that he has been invited to go out on a boat the next day, Marco sarcastically replies, "Yay. I can't wait to sail in shark-infested waters" (12). These remarks show that Marco is upset and cannot see the positive aspects of his new home. In Scene 2, when Marco goes out on the boat with Mel and Freddy, he is clearly unhappy to be there: He sits with his arms crossed, speaks glumly, and shows no interest in making friends with Mel.

However, after Mel, Freddy, and Marco discover a sick sea turtle, Marco's attitude slowly begins to change. As Marco and Mel become swept up in the race to save the sea turtle, it seems Marco is able to take his mind off of the difficulties of moving and leaving his friends behind. When a sea turtle specialist allows Marco and



Far From Home cont'd

Mel to name the turtle, they settle on “Elmar,” and then SD1 says, “Mel raises her hand for a high five. Marco smiles and gives her hand a slap” (14). This is the first time Marco displays any enthusiasm or happiness. In the coming weeks, he spends much of his time at the turtle hospital where Elmar is being cared for. And then, after two months, this discussion happens between Mel and Marco while they are feeding Elmar cucumbers in his hospital tank:

Marco: It’s weird

Mel: What is?

Marco: Well, If I hadn’t moved here, then we wouldn’t have been out on the boat, you wouldn’t have taken my picture, I wouldn’t have lost my hat, we wouldn’t have turned back to look for it, and—

Mel:—we wouldn’t have saved Elmar.

Marco: It’s like it was supposed to happen or something.

These lines make clear that Marco’s attitude about his new home has completely changed. He now seems to view his move to Florida as destiny, and he feels thankful for the way his life has unfolded. (key ideas and details, character development, writing explanatory texts; R.1, R.3, W.2)

8. When Lita says to Marco, “Each of us is only a drop of water. But put them all together and you get a mighty sea,” she is trying to help Marco understand that the actions of individuals, although they may seem small or insignificant on their own, make a difference when you add them up. Lita says this to Marco in a moment when he is feeling overwhelmed by the tons of trash on beaches around the world and the millions of sea creatures that die because of it; he thinks that attending a local beach cleanup is pointless in the face of such an enormous problem. Lita is telling her grandson that he is mistaken—that his efforts, when combined with the efforts of others, really can help. This idea is developed through the events of the play as many different people—Marco, Mel, Freddy, members of the Coast Guard, employees and volunteers at the sea turtle hospital where Lamar is taken—play roles in Elmar’s recovery. As Elmar is released back into the ocean, Lita echoes her earlier statement, saying, “Look at all of us, Marco: drops of water that together make a mighty sea.”

This idea is further developed the sidebar on page 16 “How to Help Sea Turtles.” The sidebar states, “Small steps can make a big difference” and then presents small ways that individuals who want to help sea turtles can do so: giving up single-use plastic, picking up trash, volunteering with local conservation groups, and having conversations with others about the struggles sea turtles face. If everyone took just one of these small steps, sea animals would certainly benefit greatly. In Lita’s words, “If everyone does one small thing, all those small things add up. It makes a difference.” (interpreting text, key ideas, synthesis, writing explanatory text; R.4, R.3, R.9, W.2)

FAR FROM HOME QUIZ

***Higher Level (LL)**

1. B (key details; R.2)
2. A (vocabulary; R.4)
3. A (character; R.3)
4. C, D (key ideas, text structure; R.2, R.5)
5. C (summarizing; R.2)
6. B (theme; R.2)
7. In Spencer Kayden’s play *Far From Home*, rescuing Elmar changes Marco’s outlook on his new home in Florida. Marco goes from being upset about moving to Florida to seeing the move as destiny

When the audience meets Marco in Scene 1, he is in the car with his mom, Teresa, traveling from his old home in Detroit, Michigan, to his new home in the Florida Keys—and he is not happy about it. This is made evident through the short, sarcastic comments he makes as his mom tries to cheer him up. For example, as they drive through the Keys, Teresa says, “Isn’t it breathtaking?” and Marco unenthusiastically replies, “I guess.” When Teresa tells Marco that has been invited to go out on a boat the next day, Marco sarcastically replies, “Yay. I can’t wait to sail in shark-infested waters” (12). These remarks show that Marco is upset and cannot see the positive aspects of his new home. In Scene 2, when Marco goes out on the boat with Mel and Freddy, he is clearly unhappy to be there: He sits with his arms crossed, speaks glumly, and shows no interest in making friends with Mel.

However, after Mel, Freddy, and Marco discover a



Far From Home cont'd

sick sea turtle, Marco's attitude slowly begins to change. As Marco and Mel become swept up in the race to save the sea turtle, it seems Marco is able to take his mind off of the difficulties of moving and leaving his friends behind. When a sea turtle specialist allows Marco and Mel to name the turtle, they settle on "Elmar," and then SD1 says, "Mel raises her hand for a high five. Marco smiles and gives her hand a slap" (14). This is the first time Marco displays any enthusiasm or happiness. In the coming weeks, he spends much of his time at the turtle hospital where Elmar is being cared for. And then, after two months, this discussion happens between Mel and Marco while they are feeding Elmar cucumbers in his hospital tank:

Marco: It's weird

Mel: What is?

Marco: Well, If I hadn't moved here, then we wouldn't have been out on the boat, you wouldn't have taken my picture, I wouldn't have lost my hat, we wouldn't have turned back to look for it, and—

Mel:—we wouldn't have saved Elmar.

Marco: It's like it was supposed to happen or something.

These lines make clear that Marco's attitude about his new home has completely changed. He now seems to view his move to Florida as destiny, and he feels thankful for the way his life has unfolded. (key ideas and details, character development, writing explanatory texts; R.1, R.3, W.2)

8. When Lita says to Marco, "Each of us is only a drop of water. But put them all together and you get a mighty sea," she is trying to help Marco understand that the actions of individuals, although they may seem small or insignificant on their own, make a difference when you add them up. Lita says this to Marco in a moment when he is feeling overwhelmed by the tons of trash on beaches around the world and the millions of sea creatures that die because of it; he thinks that attending a local beach cleanup is pointless in the face of such an enormous problem. Lita is telling her grandson that he is mistaken—that his efforts, when combined with the efforts of others, really can help. In the last line of the play, Lita says something similar to Marco; she says, "Look at all of us, Marco: drops of water that

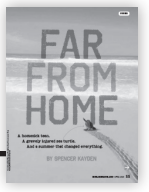
together make a mighty sea." She says this because at that moment, she and Marco are part of crowd that has gathered for the release into the ocean of a Elmar, a sea turtle in whose rescue Marco played a role, and Lamar's rescue and release is the perfect illustration of how change happens when everyone comes together and does their part—no matter how small. (interpreting text, key ideas, writing explanatory text; R.4, R.3, R.9, W.2)

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers will vary slightly but may include:
 - **SD1:** Marco is on a boat with Freddy and his daughter Mel, who has a Polaroid camera around her neck.
 - **SD2:** Marco sits in the back with his arms crossed. (p. 12)
 - **SD3:** Mel points her camera at Marco and snaps a photo. He raises a hand to block his face.
- Marco:** Why did you do that?
Mel: I like to capture people when they don't expect it.
Marco (glumly): Well, next time ask first. (p. 12)
- **SD3:** Mel snaps a picture. Marco glares at her. (p. 13)
3. You can infer that Marco cares a great deal about Elmar and is worried about whether he will be able to recover or not.
4. Answers will vary slightly but may include:
 - **SD1:** Mel raises her hand for a high five. Marco smiles and gives her hand a slap. (p. 14)
 - **Mel:** Only from a distance. You have to stay back so you don't disturb them. Hey, you should come next time
- Marco:** OK. That sounds cool. (p. 15)
- **Marco:** Thanks for being here
Mel: Of course. (p. 15)
5. Marco feels like his move to Florida was part of his destiny. Instead of viewing it with negativity as he used to, he now feels fortunate that he moved and was able to meet Mel and save Elmar.

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. **A.** Marco is upset about moving to Florida. You can tell by the short and sarcastic answers that he gives his mom when she tries to cheer him up. For example, as they drive through the Keys, Teresa says, "Isn't it breathtaking?" and Marco unenthusiastically replies, "I



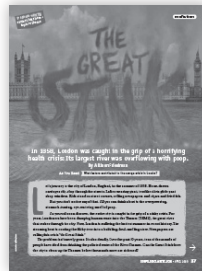
Far From Home cont'd

guess.” When Teresa tells Marco that he is invited to go out on a boat, Marco replies sarcastically that he “can’t wait to sail in shark-infested waters.” These remarks show that Marco is upset and cannot see the positive aspects of his new home.

B. Answers will vary.

2. At first, Marco is so upset about moving to Florida that is not open to being friends with Mel. On Mel’s family’s boat in Scene 2, Marco is moody and unsociable; he sits in the back with his arms crossed and speaks to Mel “glumly.” In Scene 3, Marco still seems annoyed by Mel’s presence when he “glares” at her after she takes the sea turtle’s photo. But the two begin to bond over the turtle’s rescue beginning in Scene 4. Marco smiles at Mel and gives her a high five after they name the turtle Elmar, a combination of their own two names. They end up spending lots of time together at the Turtle Hospital with Elmar over the next few months. Mel invites Marco to join her friends for a beach clean up and also to see sea turtles’ egg-laying and hatching. In the conversation between Mel and Marco in Scene 9, it is clear Marco’s feelings about moving to Florida and having Mel as a friend have completely changed: Marco seems to view it all as his destiny, and he seems happy.
3. Marco is upset because he feels like the problems he is witnessing are too big and overwhelming to solve. He’s not worried about just Elmar’s well-being; he’s worried about the well-being of all sea creatures. While Marco can help care for Elmar at the Turtle Hospital, he feels like there’s nothing he can do for all of the other animals who are suffering. He feels like the little things people are doing around him, like picking up trash on Sombrero Beach, are meaningless. (Answers to the second part of the question will vary.)
4. Answers will vary. Sample response: Marco is compassionate. The fact that Marco spends so much time at the Turtle Hospital—sitting with Elmar, stroking his shell and feeding him, becoming emotional as he talks to Megan about the various turtles’ injuries—shows how concerned he is about Elmar, sea turtles, and all creatures affected by pollution and other harmful activity.
5. Answers will vary, but conversations should stay true to the aspects of Marco’s character students identified in questions 1-4.

"The Great Stink"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary. Sample response:

The expression "Necessity is the mother of invention" means that a great need or a problem encourages creative efforts to meet the need or solve the problem. This certainly applies to the sanitation challenges presented in the articles "The Great Stink" and "Toilets of the Future."

In her article "The Great Stink," author Allison Friedman describes the extreme sanitation challenges of 19th century London. She explains that the city's system for dealing with human waste before the early 1800s—cesspools emptied by a "night soil man"—could not support the city's rapidly growing population (18). A decrease in the demand for night soil, along with flooding cesspools caused by new water-guzzling flush toilets, led people to connect their cesspools directly to sewers that emptied into the River Thames (18). As a result, the Thames became overloaded with human waste, resulting in a crisis known as "The Great Stink": The river became "a bubbling, foul-smelling stew" with an "odor more putrid than the city had ever experienced" (17-18). What made the situation truly dire was that the Thames was the city's source of drinking water. Londoners did not understand that their polluted water was the cause of three recent cholera outbreaks that killed some 30,000 people (at the time, people thought disease was caused by miasma, or smelly air), but they did understand that a new system for waste was desperately needed (19). So government leaders passed a law mandating the construction of a new sewer system that would run underground and carry waste out of the city (19). The new system turned out to be a "technological marvel" that ended the stench, stopped the spread of disease, and even

helped change people's understanding of disease, as Friedman explains when she writes, "In 1866, one final cholera epidemic struck London, but it was limited to a neighborhood that had not yet been connected to the new sewer system. This helped people begin to realize that polluted water, not miasma, was the source of cholera and other diseases. By the 1870s, cholera had vanished from the city" (19). Clearly, London's great need encouraged creative efforts that solved the crisis they faced and changed the course of history.

In her article "Toilets of the Future," author Mackenzie Carro makes clear that sanitation challenges are not a thing of the past. She writes that today, billions of people around the world do not have access to safe sanitation, and that as a result, hundreds of thousands of people die and millions more are sickened each year from human waste that makes its way into food and water sources (20). Carro goes on to explain that the sanitation crisis is worst in developing countries, which makes finding a solution all the more complex: Conventional sewer systems are very expensive and require large amounts of water to operate, and many developing countries lack the money and the resources to build and operate conventional sewer systems (20). But in response to these complex challenges, innovative new toilets are being developed that do not require large amounts of water or a lot of money to safely dispose of waste. Carro explains that some of them even turn waste into a resource. For example, the Nano Membrane toilet burns solid waste into ash, filters liquid waste into clean water that can be used for plants, and generates enough electricity to power the toilet itself, in addition to other small devices (21). Other new toilets utilize heat or worms to transform solid waste into fertilizer (21). The sanitation challenges we currently face and the creative efforts to overcome them show that necessity really is the mother of invention.



“The Great Stink” cont’d

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: APPLYING A QUOTE

1. Answers will vary, but should be similar to: A great need or a problem encourages creative efforts to meet the need or solve the problem.
2. Answers will vary, but should be similar to those provided in the chart below.

“The Great Stink”	
Sanitation Needs and Challenges	Responses to Sanitation Needs and Challenges
<ul style="list-style-type: none"> • London’s system for dealing with human waste before the early 1800s—cesspools emptied by a “night soil man”—could not support the city’s rapidly growing population in the 19th century. A decrease in the demand for night soil, along with flooding cesspools caused by new water-guzzling flush toilets, led people to connect their cesspools directly to the sewers that led to the River Thames. As a result, the Thames became overloaded with human waste (18). • The Great Stink crisis was disgusting. Friedman writes that the river had become “a bubbling, foul-smelling stew” with an “odor more putrid than the city had ever experienced.” She explains that “Londoners fainted in the streets. People miles away threw up after catching a whiff on the wind. Government leaders, who worked in a building beside the Thames, were seen fleeing with tears streaming from their eyes” (17-19). • Friedman writes that at the time of the Great Stink, London “had already suffered three major cholera epidemics. More than 30,000 people had died. Londoners worried that the Great Stink would unleash a new wave of death across the city” (19). • People did not understand how diseases spread. They believed it spread through miasma, or foul-smelling air (19). • Friedman writes that a new crisis is brewing: The sewer systems inspired by London’s new system are getting old and starting to fall apart, as they are overloaded by ever-growing populations and water from heavier storms caused by climate change. She writes, “Under these pressures, the original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow. In some places, waste has been oozing into the drinking water supply” (20). 	<ul style="list-style-type: none"> • Friedman writes that “Even if government leaders didn’t understand exactly why the Great Stink was dangerous, they knew something had to be done—fast.” They knew they needed a new way to get rid of human waste if they wanted to prevent more people from being sickened, so they passed a law mandating the construction of a new sewer system that would run underground and carry waste out of the city (19). • A new sewer system, requiring the work of thousands of workers, 318 million bricks, and 3.5 million pounds of concrete was finished in 1865 (19). • Not only did the system work, it changed people’s understanding of disease. Friedman writes: “In 1866, one final cholera epidemic struck London, but it was limited to a neighborhood that had not yet been connected to the new sewer system. This helped people begin to realize that polluted water, not miasma, was the source of cholera and other diseases. By the 1870s, cholera had vanished from the city” (19).



“The Great Stink” cont’d

“Toilets of the Future”

Sanitation Needs and Challenges

- Sanitation challenges are not a thing of the past: Carro writes that “Today, 4.5 billion people around the world do not have access to safe sanitation—that is, a way to dispose of human waste that won’t harm people or the environment. As a result, untreated human waste ends up in food and water sources. According to the World Health Organization, hundreds of thousands of people die every year from diseases related to unsafe sanitation. Millions more are sickened.” The sanitation crisis is worst in developing countries (20).
- Carro explains that solutions to this challenge are not simple. Conventional sewer systems are very expensive and require large amounts of water to operate; many developing countries lack the money and the resources to build and operate conventional sewer systems (20).
- Carro echoes Friedman’s warning that the U.S. could face a sanitation crisis in the future, writing, “In the U.S., some aging sewers are crumbling under the strain of too many people using them. Some towns are running out of fresh water” (20).

Responses to Sanitation Needs and Challenges

- Innovative new toilets are being developed that do not require large amounts of water or a lot of money to safely dispose of waste. Some of them even turn waste into a resource. For example, the Nano Membrane toilet burns solid waste into ash, filters liquid waste into clean water that can be used for plants, and generates enough electricity to power the toilet itself, in addition to other small devices. Other new toilets utilize heat or worms to transform solid waste into fertilizer (21).

“THE GREAT STINK” CLOSE-READING QUESTIONS

1. Friedman draws readers into her article by addressing them directly and placing them in the story she is telling. She uses sensory details to help readers imagine the time and place—horses clip-clop, women glide, and kids sell newspapers, cigars, and fried fish. She also vividly describes the horrific smell, writing that “the steaming heat is cooking the filthy river into a bubbling, foul-smelling stew” (17) and tells readers that the river has caused tens of thousands of deaths. She finishes with a rhetorical question about whether this crisis can be solved, creating suspense that makes readers want to learn more.
2. Rapid population growth and the migration of people from farms to urban areas increased the amount of waste in London and decreased the demand for night soil. In

addition, water from new flush toilets flooded cesspools, which led people to connect their cesspools directly to the sewers that led to the Thames. As a result, the Thames became overloaded with human waste.

3. A lack of scientific knowledge about bacteria, waterborne illness, and how diseases spread meant people didn’t understand the importance of sanitation. The lack of sanitation led to cholera epidemics. But the construction of London’s sewer system changed the way people understood cholera—it eventually helped them realize that polluted water was the source of disease and that cholera and other diseases could therefore be prevented.
4. The tone could be described as cautionary, as Friedman warns that the sewer systems that were once marvels are now breaking and leaking. The section’s title, “A New Crisis” and the phrase “If we don’t take action” help to create this tone.

section continues >>



“The Great Stink” cont’d

“TOILETS OF THE FUTURE”

CLOSE-READING QUESTIONS

1. The questions encourage readers to consider the consequences of not having toilets. They also help the reader empathize with people who do not have safe sanitation.
2. The toilets presented are innovative because they can be used in places that don’t have conventional sewer systems. Plus, they do not use water, a limited resource. And they all use waste as a resource, putting it to work to perform other important tasks, such as generating electricity and fertilizing plants.
3. Many diseases are spread through water that has been contaminated by human waste.

“THE GREAT STINK” AND “TOILETS OF THE FUTURE”

CRITICAL-THINKING QUESTIONS

1. Students may say that innovation improves our lives, allows humans to survive and thrive, and solves problems, but can also create new problems.
2. A crisis also brings attention to issues that have been neglected and inspires people to make important changes.
3. Answers will vary.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. B (key ideas and details; R.2)
2. B (key ideas and details; R.2)
3. D (text evidence; R.1)
4. A (interpreting words and phrases; R.4)
5. C (author’s purpose; R.6)
6. B, D (synthesis; R.9)
7. As made evident in Allison Friedman’s article “The Great Stink,” the 1858 sewage crisis in London changed the world. For starters, the crisis completely changed the way people understood disease and how it spread. Friedman writes, “At that time, it was widely believed that diseases spread through miasma: dirty, smelly air” (19). This misconception explains why Londoners were so terrified during the Great Stink: They thought that the putrid odor coming from the poop-filled Thames river was sure to cause another outbreak of cholera, of which they’d suffered three in recent decades, resulting in the loss of 30,000 lives (19). Clearly, people did not have

the scientific understanding of bacteria that we have today and didn’t know that “poop is crawling with germs that can cause dozens of diseases, including cholera” (19). But thanks to their new sewer system, they began to realize that it wasn’t the smell of the water making them sick but the water itself: Friedman explains that a year after the sewer system opened, there was one final cholera epidemic, and it was in a neighborhood that had not been connected to the new sewer system yet, and that this people see the connection between contaminated water and the spread of disease (19). And, as Friedman explains, “London’s new sewer system inspired similar projects around the world, including in U.S. cities like New York” (19). In other words, the sewage crisis in London inspired people around the world to make important changes to the way they disposed of waste, ultimately improving human health and well-being. (key ideas and details, explanatory writing; R.2, W.2)

8. Conventional sewer systems, like the one that opened in London in 1865 and described in Allison Friedman’s article “The Great Stink,” and innovative new toilets, like those highlighted in Mackenzie Carro’s article “Toilets of the Future,” are similar in that they are both innovations driven by the need to solve a great problem: how to dispose of human waste in a way that is safe for both humans and the environment. When London’s sewer system opened, it stopped human waste from flowing into the River Thames and in doing so, eradicated cholera—a disease that had taken tens of thousands of lives—from the city (19). Today, sanitation crises persist around the world, and new toilets like those described in Carro’s article are designed to treat human waste so that it doesn’t end up in food and water sources, a problem that according to the World Health Organization, causes hundreds of thousands of people to die every year and sicken millions more (20).

A major difference between conventional sewer systems and innovative new toilets is cost. Friedman writes that the London sewer system “took thousands of workers, 318 bricks, 3.5 million pounds of concrete, and what would be \$6 billion in today’s money” (19). In other words, conventional sewer systems require enormous amounts of money and resources. One can infer that the



“The Great Stink” cont’d

sort of system that requires “roughly 13,000 miles of pipes” (19) also requires enormous amounts of water. By contrast, the toilets featured in Carro’s article require no pipes, no sewers, not even a drop of water. This difference is sure to play a key role in developing safe sanitation systems around the world, as many countries do not have the money or the resources to build conventional sewer systems (20).

Another key difference between conventional sewer systems and the toilets of the future is that the new toilets do more than just dispose of waste: They can actually turn waste into a resource. For example, the Nano Membrane toilet burns solid waste into ash, filters liquid waste into clean water that can be used for plants, and generates enough electricity to power the toilet plus other small devices. Other new toilets utilize heat or worms to transform solid waste into fertilizer and water for plants (21). In places that with limited money, resources, and safe sanitation, these toilets offer even more than a conventional system can. (key ideas and details, synthesis, explanatory writing; R.2, R.9, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. B (key ideas and details; R.2)
2. B (key ideas and details; R.2)
3. D (text evidence; R.1)
4. A (interpreting words and phrases; R.4)
5. C (author’s purpose; R.6)
6. B, D (synthesis; R.9)
7. As made evident in Allison Friedman’s article “The Great Stink,” the London sewage crisis of 1858 changed the way people understood disease and how it spreads. Friedman writes, “At that time, it was widely believed that diseases spread through miasma: dirty, smelly air” (19). This misconception explains why Londoners were so terrified during the Great Stink: They thought that the putrid odor coming from the poop-filled Thames river was sure to cause another outbreak of cholera, of which they’d suffered three in recent decades, resulting in the loss of 30,000 lives (19). Clearly, people did not have the scientific understanding of bacteria that we have today and didn’t know that “poop is crawling with germs that can cause dozens of diseases, including cholera” (19). But

thanks to their new sewer system, they began to realize that it wasn’t the smell of the water making them sick but the water itself: Friedman explains that a year after the sewer system opened, there was one final cholera epidemic, and it was in a neighborhood that had not been connected to the new sewer system yet, and that this people see the connection between contaminated water and the spread of disease (19). (key ideas and details, explanatory writing; R.2, W.2)

8. One major difference between conventional sewer systems and the toilets described in “Toilets of the Future” are different is cost. In her article “The Great Stink,” author Allison Friedman writes that the London sewer system, a conventional sewer system that opened in 1865, “took thousands of workers, 318 bricks, 3.5 million pounds of concrete, and what would be \$6 billion in today’s money” (19). In other words, conventional sewer systems require enormous amounts of money and resources. One can infer that the sort of system that requires “roughly 13,000 miles of pipes” (19) also requires enormous amounts of water. By contrast, the toilets featured in Carro’s article require no pipes, no sewers, not even a drop of water. This difference is sure to play a key role in developing safe sanitation systems around the world, as many countries do not have the money or the resources to build conventional sewer systems (20). (key ideas and details, synthesis, explanatory writing; R.2, R.9, W.2)

VOCABULARY PRACTICE

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

(Responses to questions 6-10 will vary.)

6. saying “hello” and shaking their hand
7. eggshells
8. Without treatment plants, our waterways would be extremely polluted.
9. You should throw it away.
10. No. The United States has countless schools, hospitals, and sanitation systems, and many businesses that produce products and provide services. Most people in the U.S. do not work as farmers.



“The Great Stink” cont’d

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. B
B. B
C. A
2. C; I chose C because it provides an example of a way that London was changing in the 19th century: it was getting bigger.
3. A, B, C; Evidence E does not support the statement because it describes one reason why dealing with waste became a challenge in the 19th century, which does not show why dealing with waste is a challenge today.
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:
Sanitation is important because human waste can spread disease if it is not properly disposed of. As author Allison Friedman writes in her article, “The Great Stink,” “Poop is crawling with germs that can cause dozens of diseases, including cholera” (19). This means that if this dangerous waste were to get into a food or water supply, which is what can happen when waste isn’t properly disposed of, it can lead to widespread illness. For example, in her article Friedman explains how London suffered from several cholera epidemics prior to the construction of a new sewer system in 1865 (18-19). These epidemics were a result of people in London flushing their waste into London’s sewers, which were connected to their main source of drinking water, the River Thames (19). This led to the spread of disease. This example shows how dangerous human waste can be and why safe sanitation is so important.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. B, D
2. C; I chose C because it provides an example of a way that London was changing in the 19th century: it was getting bigger.
3. Dealing with human waste continues to be a challenge

around the world today. (Answers will vary slightly.)

CORE SKILLS WORKOUT: CENTRAL IDEAS & DETAILS

*Higher Level (HL)

1. C
2. C; I chose C because this line describes how bad the smell of the Great Stink was, but it does not support the idea that unsafe sanitation caused major health problems in London.
3. The world is now facing new sanitation challenges. (Answers will vary.)

CORE SKILLS WORKOUT: CENTRAL IDEAS & DETAILS

*Lower Level (LL)

1. A, B, E
2. In the past, unsafe sanitation in London caused major health problems. (Answers may vary slightly.)

"The Broom Dog"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 31

Answers will vary. Sample response:

In Jason Reynolds' short story "The Broom Dog," the character of Canton is devastated after his mother, who is also the crossing guard at his school, is hit by a school bus. After the accident, he lives in fear that she is going to be hit by a school bus again and be killed or seriously injured. But Canton is able to overcome his fear by carrying around a "broom dog"—a broom with a dog's face drawn on it—that is given to him by the school's custodian, Mr. Munch.

After Canton's mother is hit by the school bus, she returns to work after a week and resumes life as normal. Canton, however, is not able to go back to normal so easily. On the first afternoon that his mother does crossing guard duty again, Mr. Munch finds Canton in the bathroom, "sitting on the nasty tile floor in the corner, his head pressed against his knees" (28). When Canton looks up, Mr. Munch can tell he has been crying, and also sees his "chest pumping, heaving like it was hard for him to breathe" (28). The timing of this panic attack shows that Canton is overcome with anxiety about his mother being hit by a bus again. For the next year, Canton feels like he has to make it out to the corner before the first cross each day to watch his mom do her job. Each time she steps into the street, his chest becomes "inflated like a balloon" (30), showing the stress and fear her job now causes him.

But Canton is slowly able to overcome this fear thanks to his relationship with Mr. Munch. When Mr. Munch finds Canton having a panic attack in the bathroom during that first week, he squats down on the floor with him and helps him calm down through breathing exercises. The next day, Mr. Munch checks on Canton after class and invites him to the custodian

closet, where he gives Canton the "broom dog" he made for him: an old broom head with a face and ears added to it that is intended to be something like an emotional support animal for Canton. The broom dog indeed ends up being like a security blanket or a beloved stuffed animal for Canton; whenever he watches his mom step into the crosswalk, he runs his fingers through the "hair" of the broom dog, which he begins calling "Dusty." The broom dog serves as a familiar object that is able to comfort Canton when he is feeling anxious, and it likely reminds Canton of Mr. Munch's affection and concern for him. After a year, when the broom dog is falling apart from wear and tear, Canton realizes that things have gotten better—that he's gone from constantly worrying to feeling more secure, and that he no longer needs the broom dog.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: HOW CANTON OVERCOMES HIS FEAR

1. A. Marked lines should include some of the following:
 - "To Canton, a school bus is also a cannon-ball. A thing that almost destroyed him. Almost made him motherless." (p. 27)
 - "But the whole thing was devastating to Canton." (p. 28)
 - "But not Canton. He didn't go back to normal." (p. 28)
 - "The afternoon his mother returned to the corner to guide students across the street, Mr. Munch found Canton in the bathroom after school, sitting on the nasty tile floor in the corner, his head pressed against his knees. 'Canton, what you doing in here?' Mr. Munch asked.

“The Broom Dog” cont’d

When Canton lifted his head up, Mr. Munch could see he’d been crying. He could also see that Canton’s chest was pumping, heaving like it was hard for him to breathe. Like it would break open.” (p. 28)

- “When they made it to the corner, where Ms. Post was working, Canton wrapped his arms around his mother and squeezed. Held her so tight she winced, her shoulder still a sack of broken bone.” (p. 28)

- “How you feeling?”

‘I’m okay.’

‘Still got the jitters?’

Canton nodded, just slightly, trying to hide his embarrassment.” (p. 28)

- “. . . all this was just a way to keep his mind off his mother and the fear of a school bus swiping her again.” (p. 29)

- “And whenever Ms. Post had to step into the street, blow her whistle, raise her hand to stop traffic, whenever Canton’s chest would become an inflated balloon . . .” (p. 30)

- “Had to get to the corner before the first cross. That was his thing. For a year and a week.” (p. 30)

B. Marked lines should include some of the following:

- “Mr. Munch got down on the floor with him. Squatted beside him and talked him through some breathing exercises.

‘Come on, Canton. Count to 10 with me. One, two, three . . .’ And then, ‘Now let’s go back to one. Ten, nine, eight . . .’ Eventually Canton could breathe. Could talk. Could stand.” (p. 28)

- “Nothing. But what I *did* was buy her a dog.’

‘A dog?’

‘Yep.’

They stopped at the custodian closet. The old man pushed the pile of middle school debris into the corner, then pulled out a million keys, flipping through them like pages of a book. ‘Not because she needed something else to care for—no dog can take the place of our baby girl—but I read this thing about emotional support animals.’

‘What’s that?’

‘Basically it’s like having a dog to make you feel better.’ (p. 29)

- “Well . . . I couldn’t just buy you a dog. Your mom might not be okay with that. But I thought maybe this could help.’ Mr. Munch reached into a locker and pulled out the head of a broom—the sweeping part—which he’d detached from the broomstick. The straw was curled and mangled as if Mr. Munch had been cleaning the sidewalk for, like, 20 years with it. He had drawn big black circles on one side like eyes. And an oval with a tic-tac-toe board in the middle of it, which Canton assumed was the mouth. At the top, two pieces of cloth, cut into ears and glued in place.” (pp. 29-30)

- “And whenever Ms. Post had to step into the street, blow her whistle, raise her hand to stop traffic, whenever Canton’s chest would become an inflated balloon, he would run his fingers through the broom dog’s hair. Eventually, he named it Dusty. It’s strange, the things that work.” (p. 30)

- “It’s been a year since Mr. Munch gave Canton the broom dog. A year since the first panic attack, a year and a week since the accident, and things have gotten better.” (p. 30)

- “The broom dog had just become a thing he had, a thing he knew was there if he needed it, but it had been a long time, he realized, since he’d actually needed it.” (p. 31)

2. **A.** Canton is afraid that his mother, who is crossing guard, will be hit by a school bus and killed or seriously injured.

B. Canton overcomes his fear by carrying around a “broom dog”—a broom with a dog’s face drawn on it—that is given to him by the school’s custodian, Mr. Munch.

“THE BROOM DOG” CLOSE-READING QUESTIONS

1. Students might note the heavy repetition of words, phrases, and sentence structures. Students might also note the use of fragments. The repetition and the use of nontraditional sentence structure, as well as the large number of metaphors and the highly rhythmic quality of the writing, make the introduction similar to a poem.
2. Answers will vary.
3. The sentences serve as a transition: The author moves from writing about a school bus in general to writing about what a school bus is to Canton in particular. These

"Broom Dog" cont'd

sentences also introduce Canton and the central conflict of the story, and they draw the reader in by raising questions about how a school bus almost made Canton motherless.

4. These similes help you understand how absolutely terrified Canton feels when he learns that his mother was hit by a bus—how suddenly, everything in his world disappears except the accident. The whistle is like the one that Ms. Post uses in her job as a crossing guard, and yellow is the color of the bus that hit her; it's as if Canton looks at his own skin and sees yellow because his mind is so overwhelmed by the thought of the bus.
5. The author includes these details to create a sense of place and bring the school and the other students to life. They help the reader picture the school hallways as Mr. Munch and Canton walk through them.
6. Mr. Munch is kind, thoughtful, and compassionate. He might have a slightly grumpy exterior (p. 28 suggests that he complains a lot), but the way he squats on the bathroom floor and calms Canton down, as well as the way he takes Canton to his mother and then steps in for Ms. Post, reveal that he is very kind. The love Mr. Munch expresses for his family, the story he tells about getting his wife a dog, and, most of all, the broom dog he makes for Canton also show Mr. Munch to be thoughtful and compassionate.
7. Answers will vary. Students might offer that the broom dog is like a security blanket or a beloved stuffed animal for a young child—it is a familiar object that offers security and boosts confidence just because it has been assigned that job. Students might also say that the broom dog reminds Canton of Mr. Munch's affection and concern for him.
8. The introduction is, like Canton's assignment, a record of "human environmental interaction." The introduction describes the many ways that kids on a school bus interact; Canton observes the many ways his classmates interact at the street corner.
9. Canton has gone from being skeptical of the broom dog to being dependent on the broom dog to no longer needing and almost forgetting about the broom dog. The changes in Canton's feelings about the broom dog reflect his feelings about his mom and the accident: He's gone

from constantly worrying to feeling more secure. The fact that by the end of the story, the broom dog has come to resemble a school bus is significant: It's as though the bus and the broom dog have morphed, symbolizing that the bus has lost its terrifying grip on Canton, becoming, like the broom dog, just another thing.

"THE BROOM DOG" CRITICAL-THINKING QUESTIONS

1. Canton's walk is, for one thing, when he realizes he no longer needs the broom dog. It might also be an opportunity to spend time with his mom and to observe the world around him. (Answers will vary.)
2. Answers will vary. Students might suggest talking about his or her own feelings with a trusted friend, family member, counselor, or therapist.

"THE BROOM DOG" QUIZ

*Higher Level (HL)

1. B (inference; R.1)
2. D (text evidence; R.1)
3. C, D (figurative language, text structure; R.4, R.5)
4. C (analyzing the development of an idea, author's craft; R.3, R.4)
5. A (text structure, key ideas and details; R.5, R.2)
6. B (summarizing; R.2)
7. Mr. Munch and Canton have a close, affectionate relationship. Mr. Munch cares about Canton almost as if Canton were one of Mr. Munch's own children. One detail that shows their closeness is that Canton hangs out with Mr. Munch after school while waiting for his mother to get off work (28). Canton likely wouldn't do this unless he enjoyed spending time with Mr. Munch. The affection between Mr. Munch and Canton is also demonstrated through the way Mr. Munch supports Canton after his mother's accident. On page 28, Mr. Munch helps Canton calm down during a panic attack and then brings Canton to his mother. When he sees that Canton needs a moment with his mom, Mr. Munch steps in for Ms. Post as the crossing guard (28). Another thing that shows the closeness between Mr. Munch and Canton is when Mr. Munch makes Canton the broom dog. By doing this, Mr. Munch is showing that he has been thinking about Canton and is willing to go the extra mile to make him

“Broom Dog” cont’d

feel better. Finally, that Mr. Munch shares with Canton personal details about his wife and her anxiety over their daughter reveals that Mr. Munch trusts and feels close to Canton. (character, text evidence, supporting analysis; R.3, R.1, W.1)

“THE BROOM DOG” QUIZ

*Lower Level (LL)

1. B (inference; R.1)
2. D (text evidence; R.1)
3. C, D (figurative language, text structure; R.4, R.5)
4. C (analyzing the development of an idea, author’s craft; R.3, R.4)
5. A (text structure, key ideas and details; R.5, R.2)
6. B (summarizing; R.2)
7. There are many details in “The Broom Dog” that show that Mr. Munch and Canton have a close relationship. One detail that shows their closeness is that Canton hangs out with Mr. Munch after school while he waits for his mother to get off work (28). Canton likely wouldn’t do this unless he enjoyed spending time with Mr. Munch. The affection between Mr. Munch and Canton is also demonstrated through the way Mr. Munch supports Canton after his mother’s accident. On page 28, Mr. Munch helps Canton calm down during a panic attack and then brings Canton to his mother. When he sees that Canton needs a moment with his mom, Mr. Munch steps in for Ms. Post as the crossing guard (28). Another thing that shows the closeness between Mr. Munch and Canton is when Mr. Munch makes Canton the broom dog. By doing this, Mr. Munch is showing that he has been thinking about Canton and is willing to go the extra mile to make him feel better. Finally, that Mr. Munch shares with Canton personal details about his wife and her anxiety over their daughter reveals that Mr. Munch trusts and feels close to Canton. (character, text evidence, supporting analysis; R.3, R.1, W.1)

“Attack From Outer Space”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here’s a sample response to the question on page 25:

As made evident in author Justin O’Neill’s article “Attack From Outer Space,” our understanding of space rocks has become more scientific over time. O’Neill explains that in ancient times, Greek and Romans thought that rocks that fell from the sky were “sacred messages from the gods,” Egyptians called them “metal of heaven,” and Mongolians thought comets were a “harbinger of doom” (25). These details make clear that ancient cultures didn’t have an explanation for space rock events and thought that rocks falling from the sky or shooting across the sky must be religious in origin. O’Neill goes on to explain that “it wasn’t until the 1700s that scientists understood that the rocks came from space” (25). Today, we understand that space rocks are leftovers from the formation of solar system billions of years ago and that they mostly stay in the asteroid belt between Mars and Jupiter. Not only do we know what space rocks are made of and how they vary in shape and size, we’re able to track them with powerful telescopes so that we can protect our planet in the event that a large one is headed in our direction.

ANSWERS TO ACTIVITY SHEETS

“ATTACK FROM OUTER SPACE” QUIZ

*Higher Level (HL)

1. A (key ideas and details; R.2)
2. B (author’s craft; R.4)
3. C (figurative language; R.4)
4. A (figurative language; R.4)

5. D (tone, R.4)

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

7. The section “Planet Protectors” contributes to the article by providing information about what is being done to protect Earth from space rock events like those described in the article. Author Justin O’Neill sets readers’ minds at ease in this section by detailing the work that scientists around the world are doing to keep Earth safe. He explains how “NASA, America’s space agency, uses telescopes to track large asteroids, and it is building more powerful telescopes that can spot smaller rocks” (25). He goes on to provide examples of ideas NASA has come up with for what to do in the event of a space rock heading directly toward Earth, such as blasting it apart with bombs or lasers (25). This information helps readers understand that we have scientists who are true planet protectors with their eyes on the sky, ready to take action if a large space rock is heading toward Earth. (key ideas and details, text structure; writing explanatory text; R.1, R.5, W.2)

“ATTACK FROM OUTER SPACE” QUIZ

*Lower Level (LL)

1. A (key ideas and details; R.2)
2. B (author’s craft; R.4)
3. C (figurative language; R.4)
4. A (figurative language; R.4)
5. D (tone, R.4)
6. C (text features; R.5)

7. The section “Planet Protectors” contributes to the article by providing information about what is being done to protect Earth from space rock events like those described in the article. Author Justin O’Neill sets readers’ minds at ease in this section by detailing the work that



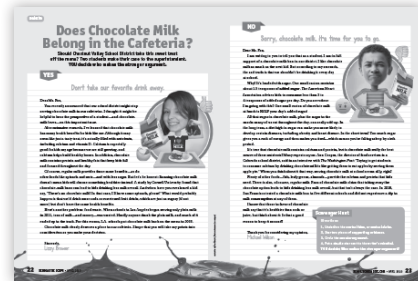
“Attack From Outer Space” cont’d

scientists around the world are doing to keep Earth safe. He explains how “NASA, America’s space agency, uses telescopes to track large asteroids, and it is building more powerful telescopes that can spot smaller rocks” (25). He goes on to provide examples of ideas NASA has come up with for what to do in the event of a space rock heading directly toward Earth, such as blasting it apart with bombs or lasers (25). This information helps readers understand that we have scientists who are true planet protectors with their eyes on the sky, ready to take action if a large space rock is heading toward Earth. (key ideas and details, text structure; writing explanatory text; R.1, R.5, W.2)

“ATTACK FROM OUTER SPACE” VOCABULARY

1. hurtling
2. vaporized
3. harbinger
4. catastrophe
5. A
6. A
7. B
8. harbinger
9. hurtling
10. catastrophe

“Does Chocolate Milk Belong in the Cafeteria?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	Lizzy Brewer	Michael Wilson
line(s) that express the central idea, or central claim	“Chocolate milk clearly deserves a place in our cafeteria.”	“I am in full support of a chocolate milk ban in our district.”
two pieces of evidence that support the central idea, or central claim	<p>“Although it may seem like just a tasty treat, it’s actually filled with nutrients, including calcium and vitamin D. Calcium is especially good for kids my age because we are still growing, and calcium helps build healthy bones.”</p> <p>“When schools in Los Angeles began serving only plain milk in 2011, tons of milk—and money—was wasted.”</p>	<p>“One small carton contains about 1.5 teaspoons of added sugar. The American Heart Association advises kids to consume less than 3 to 4 teaspoons of added sugar per day. . . One small carton of chocolate milk at lunch is HALF your day’s added sugar!”</p> <p>“Plenty of other foods—fish, leafy greens, almonds—provide the calcium and protein that kids need.”</p>
line(s) that express the counterargument	“Of course, regular milk provides those same benefits—as do other foods like spinach and nuts—and with less sugar.”	“It’s true that chocolate milk contains calcium and protein . . .”
line(s) that contain the rebuttal	“But let’s be honest: Banning chocolate milk doesn’t mean kids will choose something healthier instead. A study by Cornell University found that chocolate-milk bans can lead to kids drinking less milk overall. And when have you ever heard a kid say, ‘There’s no chocolate milk? In that case, I’ll have some spinach, please!’”	“. . . but is chocolate milk really the best source of these nutrients? Many experts say no.”

“Does Chocolate Milk Belong in the Cafeteria?” cont’d

ANSWERS TO ACTIVITY SHEETS

“DOES CHOCOLATE MILK BELONG IN THE CAFETERIA?”

VOCABULARY

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