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“Grammar’s Kid Inventions”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

HIP-HOP

On August 11, 1973, DJ Kool Herc, 18, threw a back-**to/two**-school party for his younger sister in the Bronx in New York City. Little did he know that it would become known as the first hip-hop party ever.

Herc, whose real name is Clive Campbell, had come up with a new way **to/two** play music. He noticed that dancers loved the section of music known as the break, when all instruments stop playing except the drums. Herc found the break in different songs and switched back and forth between them. The dancers went wild—and Herc went down in history as one of the founders of hip-hop.

SWIM FINS

Today, Benjamin Franklin is famous for many things—such as helping to write the U.S. Constitution. But Franklin was also quite the inventor. As an adult, he created bifocal glasses and the rocking chair.

When he was 11, Franklin came up with an early form of swim fins. He cut **to/two** pieces of wood into ovals. Holding one in each hand, he found he was able to swim much faster, just as he’d hoped. He made fins for his feet **to/two**. Today, fins similar to the ones Ben invented are worn by swimmers around the world. Thanks, Ben!

POPSICLES

In the sweltering heat of summer, a Popsicle is **to/two** refreshing to turn down. Did you know this frosty treat was invented by a kid? In 1905, 11-year-old Frank Epperson used a wooden stir stick to combine some powdered drink mix and water in a cup. Epperson left his drink—with the stick

still in it—outside overnight. The next morning, the drink was frozen solid. So he ate it, using the stick as a handle.

Epperson named his delightful discovery the “Epsicle,” combining his last name and the word *icicle*. Years later, his children called it “Pop’s ‘sicle,” and the name we know was born.

ANSWERS TO ACTIVITY SHEET

TO, TOO, AND TWO

1. D
2. C
3. B
4. A
5. Answers will vary

“The Bear Attacks That Changed America”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Answers will vary.

The relationship between grizzly bears and humans has changed greatly over time. As author Lauren Tarshis explains in her article “The Bear Attacks that Changed America,” the human-grizzly bear relationship has gone from one of humans respecting grizzly bears, to humans fearing and killing grizzlies, to humans mistreating the grizzlies in our national parks, to humans once again trying to treat grizzly bears with the respect they deserve.

Tarshis explains that the relationship between grizzly bears and humans began more than 12,000 years ago, when the first people arrived in North America (6). At this time, Tarshis writes, grizzly bears lived up and down the western part of the continent (6). The various tribes in this part of North America all shared a deep respect and admiration for bears. For example, Tarshis writes, “To the Hopi people, bears were sacred beings, gifted with extraordinary powers of healing” (7).

As time went on, however, a different view of grizzly bears began to emerge. In the 1800s, Lewis and Clark launched an expedition of the American West. Tarshis explains that during their journey, the explorers recorded stories of their interactions with grizzly bears that portrayed the bears as “monsters—essentially mindless killers with a taste for human flesh” (7). This incorrect portrayal of the bears led humans to fear grizzlies and see them as a threat. As a result, over the next several decades, settlers in the American West killed a staggering number of grizzlies (7). Ultimately, as Tarshis explains, America’s grizzlies were “chased from their ancestral habitats” into the confines of two national parks, Glacier and Yellowstone, where the animals were protected by law (7).

Eventually, scientists came to understand that Lewis and Clark’s portrayal of grizzlies was not accurate. In the mid-20th century, Tarshis writes, scientists came to understand that although grizzlies are incredibly powerful creatures, they are also “shy and will almost always avoid a human if possible” (7). This information helped humans understand that grizzly bears were not “mindless killers,” but fascinating and extraordinary creatures that deserved our respect and protection.

However, up until the late 1960s, the human-grizzly bear relationship in our national parks was still problematic. Although humans had begun to fear grizzlies less, people were still not doing all that was required to protect the bears. For example, in Glacier, humans had begun leaving trash all over the park (8-9). In some cases, humans were even deliberately leaving out garbage to attract grizzly bears so that park visitors could watch the bears for entertainment (9). As a result, the bears became dependent on garbage as a food source. This dependence, in turn, caused the bears to lose their natural fear of humans and venture into more-crowded parts of the park (9). This led to a tragic situation for both humans and grizzlies in Glacier. In August 1967, two young women were killed by two different grizzly bears (9). Both grizzlies, as well as two cubs, were euthanized as a result (9). After the tragic “night of the grizzlies,” it was clear that both humans and grizzlies needed better protection in our national parks. As a result, leaders in Glacier and other national parks began to make sweeping changes to better protect both humans and wildlife. For example, Tarshis explains that rangers cleaned up the trails and began to “aggressively” enforce rules against littering (10). Bear-proof trash cans were also installed in parks and garbage pits like those in Glacier were closed (10). The changes marked a move back to a better relationship between humans and grizzlies, in which humans treat the bears with the respect they deserve.

section continues >>



“The Bear Attacks That Changed America” cont’d

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: CHANGING ATTITUDES

Answers will vary.

1. The first inhabitants of North America shared a deep respect and admiration for bears. For example, Tarshis writes, “To the Hopi people, bears were sacred beings, gifted with extraordinary powers of healing” (7).
2. Lewis and Clark portrayed grizzly bears as mindless killers and monstrous creatures. This led Americans to fear grizzly bears and see them as a threat. As a result, settlers in the American West felt justified in killing great numbers of grizzlies.
3. In the mid-20th century, scientists came to understand that although grizzlies are incredibly powerful creatures, they are also “highly intelligent” and “shy and will almost always avoid a human if possible” (7). This information from scientists helped humans understand that grizzly bears were not “mindless killers,” but fascinating and extraordinary creatures that deserved our respect and protection.
4. The relationship between humans and grizzly bears in Glacier National Park was problematic up until the late 1960s. Humans had come to view grizzlies as a source of entertainment and were not doing their part to protect the park’s grizzlies and their habitats. In her article, Tarshis explains that humans had begun leaving trash all over the park (8-9). The abundance of garbage in the park caused the bears to become dependent on garbage as a food source. This dependence, in turn, caused the bears to lose their natural fear of humans and venture into more-crowded parts of the park (9). In some cases, humans were even deliberately leaving out garbage to attract grizzly bears so that park visitors could watch and interact with the bears for their own entertainment (9). This led to a tragic situation for both humans and grizzlies in Glacier. In August 1967, two young women were attacked and killed by two different grizzly bears (9). Both grizzlies, as well as two cubs, were euthanized as a result (9).
5. After the “night of the grizzlies,” the relationship between humans and grizzly bears in Glacier National Park improved. After the attacks, it was clear that

much more had to be done to protect both humans and grizzlies in the park. The litter all over the park was putting the safety of humans at risk, as evidenced by the attacks, as well as the health of the bears. The garbage was unhealthy for the bears’ diets and the glass found in the paw and mouth of the euthanized bears was surely from glass bottles or jars people left in the park. As a result, sweeping changes were made throughout Glacier and other national parks. For example, Tarshis explains that rangers cleaned up the trails and began to “aggressively” enforce rules against littering (10). Bear-proof trash cans were also installed in parks and garbage pits like those in Glacier were closed (10). These kinds of changes were made to not only help ensure that there were no more grizzly bear attacks, but also to allow the bears to go back to living and eating normally. The changes marked a move back to a better relationship between humans and grizzlies, in which humans treat the bears with the respect they deserve.

“THE BEAR ATTACKS THAT CHANGED AMERICA” CLOSE-READING QUESTIONS

1. First, Tarshis uses imagery to pull readers in, describing “glittering lakes” and “majestic forests and rugged peaks.” Vivid verbs like peering, perched, and slinking help readers imagine Glacier’s creatures. This description, along with the details that the boys were cooking over a campfire, sleeping under the stars, and marveling at bears, create a mood of peace and awe that shifts to one of suspense when Tarshis writes, “That was about to change,” “Unimaginable terror was just ahead,” and “Two horrific grizzly attacks would soon shatter the peaceful beauty of Glacier National Park.” These indications that dramatic events will soon occur make readers want to continue reading.
2. The main purpose of these sections is to show how grizzly bears went from being cherished and deeply respected creatures for thousands of years to being seen as nightmarish killers to be feared and destroyed.
3. The abundance of garbage in the park caused the bears to become dependent on garbage as a food source. This dependence, in turn, caused the bears to lose their natural fear of humans and venture into more-crowded parts of the park. The garbage was unhealthy for the

section continues >>



“The Bear Attacks That Changed America” cont’d

bears’ diets and caused injuries as well; the glass found in the paw and mouth of the euthanized bears was surely from glass bottles or jars people left in the park.

4. Tarshis is expressing disapproval of the bear feedings. She is implying that it was wrong for people to lure the bears and treat them as entertainment.
5. This sentence reminds readers of information Tarshis shared earlier: Grizzly bears avoid humans unless surprised or threatened. By telling readers that these bears attacked humans without being surprised or threatened, Tarshis is pointing out that the bears were not acting normally—that some other force was at play in their behavior.

“THE BEAR ATTACKS THAT CHANGED AMERICA” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Some students may point out that grizzlies are important because they play a critical role in their forest ecosystems. Other students may say that grizzlies are not monsters but are extraordinary creatures with remarkable skills, such as their ability to hibernate through winter. Others may argue for the intrinsic value of all creatures
2. Answers will vary.
3. Changes like these demonstrate the park’s changed view that humans are visitors in the animals’ homes, not the other way around, and that grizzlies need protection from humans just as much as humans need protection from grizzlies

“THE BEAR ATTACKS THAT CHANGED AMERICA” QUIZ *Higher Level (HL)

1. B, C (text structure; R.5)
2. D (vocabulary, author’s craft; R.4)
3. C, D (key ideas and details; R.2)
4. D (text features; R.5)
5. D (inference; R.1)
6. A, B (key ideas and details; R.2)
7. Allowing grizzly bears to eat human food led to two fatal bear attacks in Glacier National Park in August 1967 because having access to human food led to changes to the bears’ natural behavior. As Lauren Tarshis explains in “The Bear Attacks That Changed America,” grizzly bears normally avoid humans and attack only

if they are taken by surprise or feel threatened (6, 8). But, Tarshis explains, feeding human food to a wild animal can “permanently change the animal’s habits and relationship to the natural environment” (9). This is exactly what happened in Glacier. Thanks to human visitors, Glacier had become strewn with food garbage, which grizzly bears were eating. Some people were even using garbage to deliberately lure grizzlies into contact with humans. For example, at a hotel in the park, workers dumped leftover food into an outdoor pit to attract grizzly bears for the entertainment of hotel guests (9). As a result, Tarshis explains, the bears lost their natural shyness toward humans and came to associate humans with getting food (9). Eating garbage also had a negative effect on the bears’ health: Tarshis notes that the two bears responsible for the fatal attacks in the park were both injured, likely by broken glass, and one of them was malnourished (10). Being in this injured and starving condition likely made the bears even more desperate for food, and therefore more willing to come in contact with humans. Tragically, these changes in the bears’ behavior and dependence on humans for food led to two separate fatal attacks in Glacier in August of 1967, when two young women were attacked in their tents as they slept. (cause and effect, key ideas, writing explanatory text; R.1, R.5, W.2)

8. The changes that were made in Glacier National Park after “the night of the grizzlies” support the National Park Service’s founding mission: to protect wild places and the creatures that live there. These changes, which author Lauren Tarshis describes on page 10 of “The Bear Attacks That Changed America,” included cleaning up the park and ordering the aggressive enforcement of rules against littering and illegal camping. These two changes support the mission to protect wild places by ensuring that the wilderness would be clean and that damage to natural areas would be minimized. The new focus on keeping the park clean—along with the installment of bear-proof trash cans and cables from which campers could hang their food—also meant that bears would no longer have access to human food, which supports the mission to protect wild creatures, because eating human food is not only unhealthy for bears but can affect their behavior in ways that makes it dangerous for



“The Bear Attacks That Changed America” cont’d

bears and humans to co-exist in the park. Other changes to the park, such as closing trails where grizzlies have been spotted and relocating aggressive bears to remote areas of the park, also serve to keep humans and grizzlies apart, allowing the bears to live their lives as nature intended—which is just what the National Park Service’s founding mission calls for. (key ideas, writing explanatory text; R.1, W.2)

“THE BEAR ATTACKS THAT CHANGED AMERICA” QUIZ

*Lower Level (LL)

1. B, C (text structure; R.5)
2. D (vocabulary, author’s craft; R.4)
3. C, D (key ideas and details; R.2)
4. D (text features; R.5)
5. D (inference; R.1)
6. A, B (key ideas and details; R.2)
7. The effect of allowing grizzly bears in Glacier National Park to eat human food was that at least some of the bears lost their natural avoidance of humans and came to see humans as a source of food, which ultimately led to two fatal bear attacks in the park. As Lauren Tarshis explains in her article “The Bear Attacks That Changed America,” grizzly bears normally avoid humans and attack only if they are taken by surprise or feel threatened (6, 8). But, Tarshis explains, feeding human food to a wild animal can “permanently change the animal’s habits and relationship to the natural environment” (9). This is exactly what happened in Glacier. Thanks to human visitors, Glacier had become strewn with food garbage, which grizzly bears were eating. Some people were using garbage to deliberately lure grizzlies into contact with humans. At a hotel in the park, for example, workers dumped leftover food into an outdoor pit to attract grizzly bears for the entertainment of hotel guests (9). As a result, Tarshis explains, the bears lost their natural shyness toward humans and came to associate humans with getting food (9). Eating garbage also had a negative effect on the bears’ health: Tarshis notes that the two bears responsible for the fatal attacks in the park were both injured, likely by broken glass, and one of them was malnourished (10). Being in this injured and starving condition likely made the bears even more desperate for food, and therefore more

willing to come into contact with humans. Tragically, these changes in the bears’ behavior and dependence on humans for food led to two separate fatal attacks in Glacier in August of 1967, when two young women were attacked in their tents as they slept. (cause and effect, key ideas, writing explanatory text; R.1, R.5, W.2)

8. After “the night of the grizzlies,” one change that was made in Glacier National Park was to aggressively enforce rules against littering, as Lauren Tarshis explains in “The Bear Attacks That Changed America” (10). Another change was that bear-proof trash cans were installed in the park (10). Both of these changes helped stop grizzly bears from eating human food, which is not only unhealthy for the bears’ diets, but also leads to changes in bear behavior that make it dangerous for humans to be in the park with the bears. Making sure that grizzlies do not have access to human food helps ensure that grizzlies in Glacier will live their lives the way nature intended, eating a healthy diet and staying away from humans, which is what the National Park Service’s mission to protect the creatures that live in wild places calls for. (key ideas, writing explanatory text; R.1, W.2)

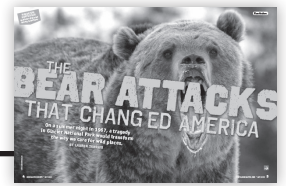
“THE BEAR ATTACKS THAT CHANGED AMERICA” VOCABULARY PRACTICE

1. A
2. B
3. A
4. A
5. salvage
6. transformation
7. fearsome
8. prohibits

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

1. The photograph shows a large grizzly bear roaring straight at the reader. This close-up picture of the bear’s sharp teeth and drool-covered mouth make the bear seem scary and formidable. The headline mentions “bear attacks,” and the subheading mentions “tragedy.” The subheading explains that these attacks led to a change in the way we care for wild places. All of these elements



“The Bear Attacks That Changed America” cont’d

- together create a dramatic, tense, and serious mood.
- The infographic helps you understand more about grizzly bears: where they live, what they eat, and how they hunt. The infographic also gives information about the physical appearance of grizzly bears, including how large they can be. This information helps the readers understand what amazing, complex, and powerful creatures grizzly bears are.
 - The photographs and captions reveal that national parks today are doing a better job at protecting wild animals than the parks did in the past. The caption explains that in the past, people purposely left food scraps out to lure bears to tourists for entertainment. Now, garbage is kept in bear-proof trash cans and there are signs reminding park visitors to not interfere with wildlife. This information shows that national parks have changed for the better.
 - I think the article will be about a tragic grizzly bear attack and the effect this attack had on our national parks. (Answers will vary)
 - A.** The author gives a chronological account of how grizzly bears have been viewed and treated over the years.

B. I know the author is using a chronological or sequence-of-events structure because she uses words and phrases that indicate the passage of time, such as “as they crossed,” “when Lewis and Clark returned,” “In the coming decades,” and “By the time.”
 - The mood in the first part of the introduction is light and calm as the author describes the beauty of Glacier National Park, the park’s wildlife, and the good time Steve and John were having on their trip. Then, the mood shifts to suspenseful and anxious with the lines, “That was about to change” and “unimaginable terror was just ahead” (6). The mood remains suspenseful and tense throughout the remainder of the introduction as the author explains that grizzly bear attacks were about to “shatter the peaceful beauty of Glacier National Park” (6).
 - The author is using a disappointed tone. It is clear through the author’s use of the word “failed” that she feels disappointed and upset by the inaction of leaders at Glacier. (Answers will vary slightly.)
 - The “night of the grizzlies” led to positive changes in Glacier National Park.
 - In the summer of 1967, 14-year-olds Steve Ashlock and

John Cook were enjoying the outdoors while on a camping trip in Glacier National Park. One night, the boys spotted a grizzly bear roaming around their campsite. Although people knew that grizzly bears could be dangerous, attacks were rare, and people like Steve and John generally weren’t afraid of them. But the bear Steve and John saw was acting strangely. It was very skinny and was not getting scared off no matter how much noise the boys made. It was not the bear’s fault that it was acting strangely though. The bear was acting this way because of humans. At the time, Glacier was overrun with litter left behind by park visitors. Some of Glacier’s grizzlies had begun to rely on that garbage for survival. The bears’ reliance on human garbage caused the bears to lose their natural shyness towards humans and begin wandering into more populated areas of the park. This led to two deadly grizzly bear attacks at Glacier National Park in August 1967.

As a result of these attacks, sweeping changes were made in Glacier and the rest of America’s national parks. All of the garbage was cleaned up, rules about littering were strictly enforced, and bear-proof trash cans were placed at campsites. New procedures were also created to help keep bears away from humans, such as closing trails where bears had been spotted and keeping picnic areas away from camping areas. Since then, Glacier has become a safer place for both humans and wildlife.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

- The photograph shows a large grizzly bear roaring straight at the reader. This close-up picture of the bear’s sharp teeth and drool-covered mouth make the bear seem scary and formidable. The headline mentions “bear attacks,” and the subheading mentions “tragedy.” The subheading explains that these attacks led to a change in the way we care for wild places. All of these elements together create a dramatic, tense, and serious mood.
- The infographic helps you understand more about grizzly bears: where they live, what they eat, and how they hunt. It also gives information about the physical characteristics of grizzly bears, including how large they can be. This information helps you understand what amazing, complex, and powerful creatures grizzly bears are.



“The Bear Attacks That Changed America” cont’d

3. The photographs and caption reveal that national parks are doing a better job at protecting wild animals today than in the past. The caption explains that in the past, people purposely left food scraps out to lure bears to tourists for entertainment. Now, garbage is kept in bear-proof trash cans and there are signs reminding park visitors to not interfere with wildlife. This information shows that national parks have changed for the better.
4. I think the article will be about a tragic grizzly bear attack and the effect this attack had on our national parks. (Answers will vary)
5. C
6. B
7. It is clear through the author’s use of the word “failed” that she feels disappointed and upset by the inaction of leaders at Glacier. (Answers will vary slightly.)
8. **A.** Students should cross out detail #3.
B. Detail #3 states that park leaders knew there was a trash problem in Glacier. It doesn’t show that the grizzly attacks in 1967 led to positive changes for the park.
9. B, D, F

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mainly about grizzly bears in America, specifically those that live in Glacier National Park. (Students might also say that the article is about Steve Ashlock and John Cook.)
2. The main problem described in the article is that in the mid-1900s, America’s national parks—whose mission is to protect wild places and the creatures that live there—became an unhealthy and unsafe place for grizzly bears and humans. Two women were killed in bear attacks after the grizzly bears in Glacier National Park began relying on human garbage as a source of food.
3. The problem was caused by humans who were leaving garbage all over Glacier and this garbage attracted the bears. In some areas, people even purposely lured the bears in with garbage pits and “lunch counters.” The bears started to completely rely on humans as a food source, losing their natural shyness toward them and leading them to venture into more crowded parts of the park.

4. To solve the problem, park rangers and leaders took control of the garbage problem in our national parks. All of the garbage was cleaned up, rules about littering were strictly enforced, and bear-proof trash cans were placed at campsites. They also created new procedures to help keep bears away from humans, such as closing trails where bears had been spotted and keeping picnic areas away from the camping areas.
5. Answers will vary. Students might mention Steve Ashlock and John Cook, the two teenagers who narrowly escaped a grizzly attack. They might also mention the history of grizzly bears in America.

Summary:

In the summer of 1967, 14-year-olds Steve Ashlock and John Cook were enjoying the outdoors while on a fishing trip in Glacier National Park. One night, the boys spotted a grizzly bear roaming around their campsite. Although people knew that grizzly bears could be dangerous, attacks were rare, and people generally weren’t afraid of them. But the bear Steve and John saw was acting strangely. It was very skinny and was not scared off no matter how much noise the boys made. It was not the bear’s fault that it was acting strangely though. The bear was acting this way because of humans. At the time, Glacier was overrun with litter left behind by park visitors. Some of Glacier’s grizzlies had begun to rely on that garbage for survival. The bears’ reliance on human garbage caused the bears to lose their natural shyness towards humans and begin wandering into more populated areas of the park. This led to two deadly grizzly bear attacks in Glacier in August 1967.

As a result of these attacks, sweeping changes were made in Glacier and the rest of America’s national parks. All of the garbage was cleaned up, rules about littering were strictly enforced, and bear-proof trash cans were placed at campsites. New procedures were also created to help keep bears away from humans, such as closing trails where bears had been spotted and keeping picnic areas away from camping areas. Since then, Glacier has become a safer place for both humans and wildlife.



“The Bear Attacks That Changed America” cont’d

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

In the summer of 1967, 14-year-olds Steve Ashlock and John Cook were enjoying the outdoors while on a camping trip in Glacier National Park. One night, the boys spotted a grizzly bear roaming around their campsite. Although people knew that grizzly bears could be dangerous, attacks were rare, and people generally weren’t afraid of them. But the bear the boys saw was acting strangely. It was very skinny and was not scared off no matter how much noise the boys made. It was not the bear’s fault that it was acting strangely though. The bear was acting this way because of humans. At the time, Glacier was overrun with litter left behind by park visitors. Some of Glacier’s grizzlies had begun to rely on that garbage for survival. The bears’ reliance on human garbage caused the bears to lose their natural shyness towards humans and begin wandering into more populated areas of the park. This led to two deadly grizzly bear attacks at Glacier National Park in August 1967.

As a result of these attacks, sweeping changes were made in Glacier and the rest of America’s national parks. All of the garbage was cleaned up, rules about littering were strictly enforced, and bear-proof trash cans were placed at campsites. New procedures were also created to help keep bears away from humans, such as closing trails where bears had been spotted and keeping picnic areas away from camping areas. Since then, Glacier has become a safer place for both humans and wildlife.

CORE SKILLS WORKOUT: TEXT FEATURES

1. The photograph shows a large grizzly bear roaring straight at the reader. This close-up picture of the bear’s sharp teeth and drool-covered mouth make the bear seem scary and formidable. The headline mentions “bear attacks,” and the subheading mentions “tragedy.” The subheading explains that these attacks led to a change in the way we care for wild places. All of these elements together create a dramatic, tense, and serious mood.
2. The map helps readers understand where Glacier National Park is located in the United States. The map also includes a photograph that shows some of Glacier’s beautiful natural features, such as its “glittering lakes,”

“rugged peaks,” and “majestic forests.”

3. The infographic helps you understand more about grizzly bears: where they live, what they eat, and how they hunt. The infographic also gives information about the physical characteristics of grizzly bears, including how large they can be. This information helps readers understand what amazing, complex, and powerful creatures grizzlies are.
4. The photographs and captions illustrate the differences between what national parks did with garbage and food scraps before the deadly grizzly attacks in 1967 and what national parks did after. Before the attacks, people purposely left food scraps out to lure in bears. Now, garbage is kept in bear-proof trash cans. The editors likely included these photos to help the reader visualize and understand the transformation that occurred in Glacier and the rest of the country’s national parks.

CORE SKILLS WORKOUT: TEXT STRUCTURE

1. In the first five paragraphs of the introduction, the author describes Steve and John’s camping trip to Glacier National Park, including a grizzly sitting on their first day. She also describes Glacier National Park itself, including details about things one might see there, such as crowds of visitors, stunning lakes, forests, and wildlife.
2. **A.** Cause and effect
B. I know the author uses a cause-and-effect structure because she first describes a cause: Humans were leaving litter and garbage all over Glacier National Park, and some were even using garbage to lure the bears into contact with humans. She explains that at one hotel, “Dozens of guests would then crowd onto a balcony, clapping and hooting as they watched grizzlies fight over leftover hot dogs and chili” (9). Then, she explains the effect of these actions: Grizzlies began to depend on human garbage for survival and stopped being shy around humans.
3. **A.** List
B. I know the author uses a list structure because she lists the many measures that were taken to make Glacier a safer place for animals and people. For example, she writes “rangers cleaned up the trails and campgrounds” and “new cables were installed so campers could hoist their food bags up higher than a grizzly could reach” (10). (Students may also say the author uses a problem-and-solution structure here.)



“The Bear Attacks That Changed America” cont’d

CORE SKILLS WORKOUT: TONE

1. D
2. D
3. C
4. A
5. A
6. In “A Transformation,” Tarshis’s tone is approving and optimistic as she describes the changes that have been made in Glacier National Park. Tarshis begins by describing the changes that were made to prevent bears from eating garbage and human food, such as enforcing rules against littering, installing bear-proof trash cans, and providing cables for campers to use to hang their food, as well as changes to keep humans and bears separated, such as closing trails where grizzlies have been spotted and relocating aggressive bears to remote parts of the park. Tarshis then describes these changes as having been very effective. “These new rules,” she writes, “brought about lasting changes.” She notes that they have made Glacier “cleaner,” “healthier,” and “safer” for both animals and humans. That Tarshis describes the changes in such positive terms reveals that she approves of them and is optimistic about the future relationship between grizzlies and humans in Glacier.

CORE SKILLS WORKOUT: MOOD

Answers will vary slightly.

1. Words: dramatic, serious
Why I chose these words: The photograph shows a large grizzly bear roaring straight at the reader. This close-up picture of the bear’s sharp teeth and drool-covered mouth make the bear seem formidable. The headline mentions “bear attacks,” and the subheading mentions “tragedy.” The subheading explains that these attacks led to a change in the way we care for wild places. Together, these elements create a dramatic and serious mood.
2. **A.** awe-inspiring, peaceful
B. Tarshis tells the story of two boys going on a fishing trip in a national park. She describes how they hiked miles to escape the hordes of people and honking cars, and were now cooking over a campfire and sleeping under the stars. She then describes them not just

spotting a group of bears, but marveling at the bears with great respect and awe. Tarshis writes, “What luck!”, inviting the reader to join in the boys’ feeling of being fortunate to have such an experience.

C. Tarshis helps readers visualize Glacier National Park and understand what it would be like to experience its peacefulness and awe-inspiring splendor through her use of imagery such as “several glittering lakes” and “one million acres of majestic forests and rugged peaks.” Vivid verbs like *peering*, *perched*, and *slinking* help readers imagine the feeling of being surrounded by magnificent creatures in their natural habitat. These descriptive details help create a peaceful and awe-inspiring mood.

D. With these lines, the mood shifts dramatically—it goes from peaceful and awe-inspiring to serious, suspenseful, and frightening. When Tarshis writes, “That was about to change” and then informs readers that “unimaginable terror was just ahead” and “two horrific grizzly attacks would soon shatter the peaceful beauty,” readers are snapped out of the peaceful beauty of the park as well and made to feel anxious and uncertain about what may happen next.

3. Answers will vary.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. B
2. C; I chose C because this statement is about what a grizzly bear eats. It does not show how a grizzly bear is powerful or strong.
3. Humans contributed to the grizzly bear crisis in Glacier National Park. (Answers will vary)
4. Answers will vary, but may include:
“They also installed bear-proof trash cans to ensure that grizzlies could not eat garbage.” (p. 10); “Garbage pits like those at Granite Park were closed.” (p. 10); “Campgrounds were revamped so that picnic areas were set up at a distance from where people slept, and new cables were installed so campers could hoist their food bags up higher than a grizzly could reach.” (p. 10); “If a grizzly was spotted near a trail, the trail would be closed. Aggressive bears would be relocated to remote parts of the park.” (p. 10)

section continues >>



“The Bear Attacks That Changed America” cont’d

CORE SKILLS WORKOUT:

CENTRAL IDEAS AND DETAILS

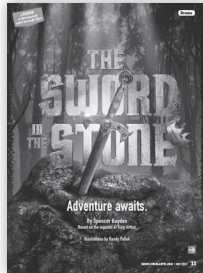
*Lower Level (LL)

1. A, D, E
2. The “night of the grizzlies” led to positive changes in Glacier National Park. (Answers will vary slightly.)

VIDEO DISCUSSION QUESTIONS

1. Tarshis is making the point that the revision stage of writing is extremely important. By sharing that her first drafts are always terrible—but that her stories always get better as she keeps working on them—Tarshis is showing that writing is a process and that a piece of writing will require many rounds of editing before it is finished.
2. Answers will vary.
3. Answers will vary.

The Sword in the Stone



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 16

Answers will vary depending on what scenes students choose to reimagine.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: CREATING YOUR SCENE

Answers will vary.

THE SWORD IN THE STONE CLOSE-READING QUESTIONS

1. In Scene 1, the nobles are bickering about who should take over as king. Their conversation reveals that they are not united and that they are motivated by pride and ambition rather than by concern for their country. Their dialogue also helps readers understand events that come later in the play, such as when, in Scene 3, Ector says that the nobles are constantly waging war on each other, and why Igraine felt it necessary to keep Arthur's identity secret.
2. Kay is aggressive, prideful, and ambitious. He also has a bad temper. He angrily stomps out of the room when his family tries to give him advice in Scene 3. In Scene 6, he is quick to yell at Arthur for leaving the sword behind, even though Kay is actually the one who forgot it. Students may also say that Kay is dishonest and power-hungry, based on the fact that he lies about having removed the sword from the stone. At the end of the play, Arthur says that Kay has a good heart, so perhaps this is also true.
3. A virtue is an admirable quality or trait. Edith means

that being tenderhearted is a good thing and something to be proud of. She is disagreeing with Kay, who seems to believe that the compassion that Arthur shows is a weakness rather than a strength.

4. A united, coordinated effort is required to defend the country; if the nobles are fighting each other, such an effort is not possible. The nobles might become distracted by their efforts to defeat one another and not pay enough attention to the Saxons, or the nobles might prioritize victory over one another above the country as a whole. The Saxons might also be able to manipulate the warring nobles, pitting one group against the other.
5. The fact that Arthur asks Kay to be one of his knights shows that Arthur is forgiving and values unity over revenge. After all, as king, Arthur could punish Kay easily.

THE SWORD IN THE STONE CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that it helps us understand a society from the past. Or they might say that the qualities the story celebrates—patience, generosity, and compassion—are qualities that people still admire and aspire to today. The story's lasting appeal is surely also due to the fact that it is a lot of fun, packed with mystery, drama, and magic.
2. Answers will vary. Some students may say that it was wrong of Lady Igraine to keep Arthur's identity a secret because it is never right to lie and it is cruel to leave a child wondering where he or she came from. Other students may say that Lady Igraine did what she had to do to keep Arthur safe and that she knew that when the time was right, he would learn the truth.
3. Answers will vary.
4. Answers will vary.



The Sword in the Stone cont'd

THE SWORD IN THE STONE QUIZ

***Higher Level (HL)**

1. B (inference; R.1)
2. D (inference, text structure; R.4, R.5)
3. A (vocabulary; R.4)
4. C (key ideas, text structure; R.2, R.5)
5. A, D (inference, key ideas and details; R.1, R.2)
6. A (summarizing; R.2)
7. In the play, the author portrays Arthur as kind, gentle, forgiving, and courageous. In Scene 3, we learn that Arthur nurses baby birds back to health, which shows that Arthur is a kind and gentle person. In Scene 8, after Arthur pulls the sword from the stone and learns that he is king, he does not turn against his brother Kay, who has deceived and betrayed Arthur—and treated him poorly for years. Instead, Arthur asks Kay to be one of his knights. This shows that Arthur is forgiving and values unity over revenge. Arthur also shows courage throughout the play. In Scene 3, he says that he longs “to join my countrymen on the battlefield.” In Scene 8, when Arthur learns that he is king, he does not hesitate to take on the job of unifying a country in the midst of a crisis. These details show that Arthur is very brave. (character, writing explanatory texts; R.3, W.2)
8. In Scene 2, Merlin states that “dark years lie ahead” for Britain. Later on in the play, his prediction turns out to be true. In Scene 3, which is set 15 years after Merlin makes his statement, Ector says that the nobles do nothing but wage war against each other. This shows that Britain is experiencing a time of instability and violence. In Scene 4, when Merlin visits the Archbishop, the Archbishop says, “Britain is a lawless pit. No one should travel alone, lest they be set upon by thieves and murderers.” In Scene 8, the Archbishop says, “For 15 years, this country has suffered. Is it not time to stand together?” Both Ector and the Archbishop’s comments show that Britain did indeed experience the “dark years” that Merlin predicted it would. (interpreting text, key ideas and details, supporting a claim; R.4, R.2, W.1)

3. A (vocabulary; R.4)
4. C (key ideas, text structure; R.2, R.5)
5. A, D (inference, key ideas and details; R.1, R.2)
6. A (summarizing; R.2)
7. Arthur is kind, gentle, forgiving, and courageous. In Scene 3, we learn that Arthur nurses baby birds back to health, which shows that Arthur is a kind and gentle person. In Scene 8, after Arthur pulls the sword from the stone and learns that he is king, he does not turn against his brother Kay, who has deceived and betrayed Arthur—and treated him poorly for years. Instead, Arthur asks Kay to be one of his knights. This shows that Arthur is forgiving and values unity over revenge. Arthur also shows courage throughout the play. In Scene 3, he says that he longs “to join my countrymen on the battlefield.” In Scene 8, when Arthur learns that he is king, he does not hesitate to take on the job of unifying a country in the midst of a crisis. These details show that Arthur is very brave. (character, supporting a claim; R.3, W.1)
8. In Scene 2, Merlin states that “dark years lie ahead” for Britain. Later on in the play, his prediction turns out to be true. In Scene 3, which is set 15 years after Merlin makes his statement, Ector says that the nobles do nothing but wage war against each other. This shows that Britain is experiencing a time of instability and violence. In Scene 4, when Merlin visits the Archbishop, the Archbishop says, “Britain is a lawless pit. No one should travel alone, lest they be set upon by thieves and murderers.” In Scene 8, the Archbishop says, “For 15 years, this country has suffered. Is it not time to stand together?” Both Ector and the Archbishop’s comments show that Britain did indeed experience the “dark years” that Merlin predicted it would. (interpreting text, key ideas and details, supporting a claim; R.4, R.2, W.1)

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. For most of the play, Kay seems like an aggressive person who has a bad temper. In Scene 3, he is irritated by his family’s enjoyment of music and announces that he is going to joust instead of spend time with them. He criticizes Arthur for being tenderhearted, insisting that it is more important to learn to protect the family (by becoming a strong fighter) than to be kind and gentle. When his family tries to give him advice, his temper

THE SWORD IN THE STONE QUIZ

***Lower Level (LL)**

1. B (inference; R.1)
2. D (inference, text structure; R.4, R.5)



The Sword in the Stone cont'd

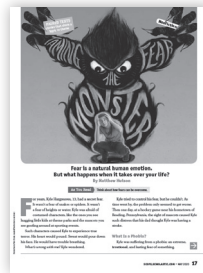
grows, as evidenced by how he rolls his eyes and stomps out of the castle. His mother, Lady Edith, says, “One day, he will realize he has nothing to prove,” suggesting that Kay feels the constant need to prove himself. In Scene 6, Kay is even more aggressive and bad-tempered, yelling at Arthur and degrading him and blaming him for something he didn’t do. Scene 7 reveals Kay to be dishonest and power-hungry as he lies to everyone about pulling the sword from the stone so that he can be king. However, at the very end of the play, Kay does apologize—and Arthur says that Kay has a good heart—so perhaps there is good in Kay after all.

2. Arthur is kind, gentle, forgiving, humble, and courageous. In Scene 3, his gentleness is shown through the way he enjoys playing music with his family and through Kay’s remark (which is intended as a criticism) that Arthur nurses baby birds back to health; Ector then says that Arthur’s tenderheartedness is a virtue. Arthur also shows courage and a willingness to fight for his country when he says that he longs to join his countrymen on the battlefield. In Scene 6, Arthur proudly tells two women at the tournament that Kay is his brother and has just become a knight, revealing that Arthur does not feel any bitterness toward his brother, despite the mean way that Kay treats him. The extent to which this is true is made clear in Scene 8, when Arthur immediately accepts Kay’s apology and tells Kay, “I know your heart is good.” Arthur then invites Kay to become one of his knights, demonstrating how very forgiving Arthur is. He feels no desire to punish Kay for what has happened in the past and expects only the best out of Kay and out of all of Britain’s people, saying, “Together we will find our way out of the darkness and into the light.” Arthur presents himself humbly, promising to do his best to unite the people of Britain; he is revealing that he sees his role as king as one of service, and that he sees unity and working together as the path to success.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Speeches will vary, but should stay true to the aspects of Arthur’s character that students identified in question 2.

VOCABULARY PRACTICE

1. vied
2. fanfare
3. conjure
4. hearth
5. destiny
6. heir
7. melee
8. A
9. A
10. A

“Taming the Fear Monster”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary. Sample response:

Nelson Mandela once said, “I learned that courage was not the absence of fear, but the triumph over it.” I think he meant that being courageous does not mean having no fear, it means taking action despite your fear—in other words, not letting your fear stop you from doing what you need or want to do. The article “Taming the Fear Monster” by Matthew Hutson and the folktale “Conquering Fear” both describe boys who shows courage in the way that Mandela defines it.

“Taming the Fear Monster” describes the experience of 13-year-old Kyle Hargreaves, who suffered from masklophobia: an extreme fear of people in masks and costumes, like the mascots at sporting events and the costumed characters at theme parks (17-18). To overcome his phobia, Kyle sought help from mental health professionals at the Child Study Center at Virginia Tech. He was treated with a technique called Exposure Response and Prevention, during which he was gradually exposed to people wearing costumes. He started by interacting with a man wearing the body of a costume but not the head. After a while, the man put on the costume’s head as well, and eventually, other costumed characters joined Kyle and the man. Kyle continued to interact with costumed characters several times a week for a month (19).

Kyle was able to interact with these costumed characters not because his fear suddenly disappeared, but because he triumphed over it. As Hutson explains, during Kyle’s treatment, “Kyle was anxious every step of the way” (19). He started to panic when he first encountered the man in the

costume, but he stayed and faced his fear, and eventually he became calm. Kyle became anxious again when the man put on the head of the costume, but again, refused to give into his fear. By sticking with the treatment, Kyle was able to attend an event called “Gobblerfest,” at which he interacted with many costumed characters, and he was able to go on a family trip to Disney World (19). Kyle was able to do these things because during his treatment, he showed just the kind of courage Mandela describes in his quote.

Miobe, the main character in “Conquering Fear,” does not suffer from a phobia the way Kyle does, but is a generally fearful person. The folktale describes him as “shy and fearful of the world around him” (20). In fact, his name means “frightened one” (20). Over the course of the story, Miobe is afraid of the darkness, of howling wolves, of talking to people he doesn’t know, and of a monster that he believes lives at the top of a mountain that he resolves to slay.

Like Kyle, Miobe makes up his mind to overcome his fear. He packs a bag and sets off into the world on his own to “find what he feared—and to conquer it” (20). When, on his first night alone, Miobe feels scared of the darkness, he says to himself, “I see you, but will conquer you, fear” (20). Similarly, when he is frightened of the sound of wolves howling, he says to himself, “I will conquer you, fear,” and he walks toward, rather than away from, the sound (20). He does the same thing when he is afraid to approach the elders of the village he arrives in, and as he climbs the mountain toward the monster he intends to slay. (“Miobe shivered and his heart fluttered, but he was determined,” the story says, showing how fearful Miobe was as he started up the mountain (21). Not once does Miobe allow his fear to stop him from doing what he means to do, and in this way he—like Kyle—shows courage in the way Mandela defines it: not as the absence of fear, but as the triumph over it.



“Taming the Fear Monster” cont’d

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: CONQUERING FEAR

- Answers will vary, but should be along the lines of:
Mandela meant that being courageous does not mean having no fear, it means taking action despite your fear—in other words, not letting your fear stop you from doing what you need or want to do.
- A.** Kyle had masklophobia: an extreme fear of people in masks and costumes, like the mascots at sporting events and the costumed characters at theme parks (17-18).
B. To overcome his phobia, Kyle sought help from mental health professionals at the Child Study Center at Virginia Tech. He was treated with a technique called Exposure Response and Prevention, during which he was gradually exposed to people wearing costumes. He started by interacting with a man wearing the body of a costume but not the head; after a while, the man put on the costume’s head as well, and eventually, other costumed characters joined Kyle and the man. Kyle continued to interact with costumed characters several times a week for a month (19). Kyle was able to interact with these costumed characters not because his fear suddenly disappeared, but because he triumphed over it. As author Matthew Hutson explains, during Kyle’s treatment, “Kyle was anxious every step of the way” (19). He started to panic when he first encountered the man in the costume, but he stayed and faced his fear, and eventually he became calm. Kyle became anxious again when the man put on the head of the costume, but again, Kyle refused to give into his fear. By sticking with the treatment, Kyle was able to attend an event called “Gobblerfest,” at which he interacted with many costumed characters, and to go on a family trip to Disney World (19).
- A.** The folktale’s first sentence describes Miobe as a boy who was “shy and fearful of the world around him.” In other words, Miobe was fearful of just about everything. In fact, his name means “frightened one” (20). Over the course of the story, Miobe is afraid of the darkness, of howling wolves, of talking to people he doesn’t know, and of a monster that he believes lives at the top of a mountain that he resolves to slay.
B. Miobe makes up his mind to overcome his general

fearfulness by packing a bag and setting off into the world on his own to “find what he feared—and to conquer it.” When, on his first night alone, Miobe feels scared of the darkness, he says to himself, “I see you, but will conquer you, fear.” Similarly, when he is frightened of the sound of wolves, he says to himself, “I will conquer you, fear,” and he walks toward, rather than away from, the sound (20). He does the same thing when he is afraid to approach the elders of the village he arrives in, and as he climbs the mountain toward the monster he intends to slay. (“Miobe shivered and his heart fluttered, but he was determined,” the story says, showing how fearful Miobe was as he started up the mountain.) In other words, Miobe triumphs over his fear through fierce determination for what he means to do, regardless of how scared he feels.

“TAMING THE FEAR MONSTER” CLOSE-READING QUESTIONS

- Fear was taking over Kyle’s life. It not only affected him physically, with symptoms like extreme sweating and trouble breathing, it also affected his ability to fully enjoy his life. His terror caused him to avoid going places and doing things that would be otherwise fulfilling, such as attending sporting events, going to amusement parks and restaurants, and other places where he might encounter a costumed character.
- Author Matthew Hutson explains that fear is a reaction in the brain, a natural survival tool that helps us react quickly when we face potential danger (18). A phobia is “an extreme, irrational, and lasting fear of something” (17)—fear that has escalated to unfounded feelings of terror that can take over a person’s life.

“CONQUERING FEAR” CLOSE-READING QUESTIONS

- Miobe seems to be motivated by the teasing he gets from his friends and family. He sets off on his quest after they tell him that they call him Miobe because it means “frightened one” and laugh at him for being afraid.
- The darkness of night, howling wolves, and the idea of meeting strangers who might be unkind to him frighten Miobe. Each time he feels fear, he walks toward it and speaks aloud to himself, self-coaching with positive



“Taming the Fear Monster” cont’d

affirmations about conquering that fear. Arriving at the village and meeting other people who are afraid of the world around them also seem to help him find some bravery.

3. The villagers have been hiding from the monster—not going to school, not farming, not even leaving the house. When they point to the monster on the mountain, Miobe sees nothing. It’s only after they describe the monster in detail—its crocodile head, its gigantic hippopotamus body, the smoke and fire shooting out of its dragon-like snout—that Miobe is able to see the monster. The fear the villagers and Miobe feel isn’t caused by anything truly dangerous, but rather by exaggerated fantasies.
4. The elder understands that the villagers and Miobe built something up to be much bigger and scarier than it actually was. The true monster, then, is fear itself.
5. From the bottom of the mountain, Miobe thinks the monster looks “bigger and more fiery than any dragon” because he is afraid of what lies ahead. The monster becoming smaller as Miobe gets closer to it represents his shrinking fear. The bravery it takes for him to go up the mountain leads him to see that there is nothing to be afraid of after all.
6. Students will likely offer ideas similar to: Avoiding our fears can make them worse; we can overcome our fears by facing them; fear can cause us to imagine things as much scarier than they actually are; most of the time, fear isn’t caused by anything truly dangerous.

“TAMING THE FEAR MONSTER” AND “CONQUERING FEAR” CRITICAL-THINKING QUESTION

1. Answers will vary.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. B, D (key ideas and details; R.1)
2. B (key ideas; R.2)
3. C (key ideas; R.1)
4. B (interpreting text, inference; R.4, R.1)
5. A (author’s purpose; R.6)
6. A (central ideas, theme; R.2)
7. As Matthew Hutson explains on page 19 of his article “Taming the Fear Monster,” the Exposure Response and Prevention technique can help someone overcome a phobia by gradually exposing the person to the thing

that frightens them in a safe and controlled way. Here’s how it works: The person is exposed to whatever they are afraid of, sees that nothing bad happens and waits until they feel calm, and then comes a little closer to the thing they are afraid of. This process is repeated again and again until eventually, the person’s feelings of fear decrease or even disappear. For example, when mental health professionals at the Child Study Center used the Exposure Response and Prevention technique to help Kyle Hargreaves overcome his phobia of costumed characters, Kyle started by interacting with a man wearing the body of a costume but not the head. Once Kyle became calm, the man put the head of the costume on as well. After a while, when Kyle became calm again, more costumed characters arrived, and they all played basketball with Kyle (19). By the end of this day, writes Hutson, Kyle’s fear had dissipated: He was able to attend an event at which there were many costumed characters (19). Kyle did, however, need to interact with costumed characters several times a week for a month to make sure that his phobia did not return. (key ideas and details; explanatory writing; R.1, W.2)

8. In “Conquering Fear,” when an elder tells Miobe, “Our village is threatened by a monster,” the elder is correct—but the monster is not the kind of monster the elder thinks it is. The elder thinks that a literal monster—a horrible beast, like a dragon or a giant hippopotamus—lives at the top of the mountain overlooking the village and that this creature will eat anyone who goes outside. As a result, all of the village children are hiding inside, not going to school. Meanwhile, the adults are neglecting their work in the fields, failing to plant crops and allowing goats, sheep, and cows to wander freely. But when Miobe decides to climb the mountain and slay the monster, he does not find the fire-breathing beast that the villagers described to him. Instead, he finds a small, harmless toad, which he brings down the mountain and presents to the elder. The elder asks the toad its name and then says, “Miobe has brought us the monster. Its name is fear” (21). In other words, there was a monster that was terrifying the villagers and stopping them from going about their daily lives: their own fear. (theme, supporting a claim; R.2, W.1)



“Taming the Fear Monster” cont’d

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. B, D (key ideas and details; R.1)
2. B (key ideas; R.2)
3. C (key ideas; R.1)
4. B (interpreting text, inference; R.4, R.1)
5. A (author’s purpose; R.6)
6. A (central ideas, theme; R.2)
7. As Matthew Hutson explains on page 19 of his article “Taming the Fear Monster,” the Exposure Response and Prevention technique is a way of helping someone overcome a phobia by gradually exposing the person to the thing that frightens them in a safe and controlled way. This technique helped Kyle Hargreaves overcome his extreme fear of costumed characters. Under the care of professionals at the Child Study Center, Kyle started by interacting with a man wearing the body of a costume but not the head. Once Kyle became calm, the man put the head of the costume on as well. After a while, when Kyle became calm again, more costumed characters arrived, and they all played basketball with Kyle (19). By the end of this day, writes Hutson, Kyle’s fear had dissipated: He was able to attend an event at which there were many costumed characters (19). Kyle did, however, need to interact with costumed characters several times a week for a month to make sure that his phobia did not return. (key ideas and details; explanatory writing; R.1, W.2)
8. In “Conquering Fear,” the villagers believed that a literal monster was living at the top of the mountain overlooking their village. They told Miobe that the monster had the head of monstrous crocodile and the body of a gigantic hippopotamus, and that it shot fire from its snout like a dragon. They believed this creature would eat anyone who went outside. As a result, all of the village children were hiding inside, not going to school. Meanwhile, the adults were neglecting their work in the fields, failing to plant crops and allowing goats, sheep, and cows to wander freely. But when Miobe decided to climb the mountain and slay the monster, he found only a small, harmless toad, which he brought down the mountain and presented to an elder. The elder asked the toad its name and then said, “Miobe has brought us the monster. Its name is fear” (21). In other words, the monster that was actually threatening the villagers and stopping them from going about their

daily lives was not a giant, bloodthirsty beast; it was their own fear. (theme, supporting a claim; R.2, W.1)

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

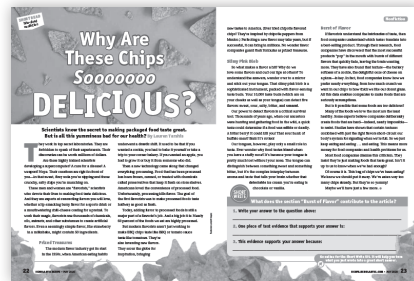
1. A. C
B. B
C. A
2. C; I chose C because it provides a statistic that shows that a lot of people suffer from phobias in the U.S.
3. A, C, E; Evidence D does not support the statement because it describes what happens in the body during the flight-or-fight response, which does not show how someone with a phobia can have an extreme reaction to the thing they fear.
4. C; Choice A uses paraphrase. Choice B does not provide a source for the information provided or make clear why the text evidence is relevant.
5. A; Choice B does not provide a source for the information from the article. Choice C uses a direct quote (which does not include a citation and which does not flow smoothly into the paragraph).
6. Answers will vary. Here is a sample response:
Fear and a phobia are two very different things. In his article “Taming the Fear Monster,” author Matthew Hutson explains that fear is a reaction in the brain, a natural survival tool that helps us react quickly when we face potential danger (18). A phobia is “an extreme, irrational, and lasting fear of something” (17)— fear that has escalated to unfounded feelings of terror that can take over a person’s life. In other words, fear is a natural reaction we all have sometimes. A phobia is a serious problem that can interfere with someone’s quality of life.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. A, D
2. C; I chose C because it provides a statistic that shows that a lot of people suffer from phobias in the U.S.
3. People with phobias can have extreme reactions when faced with the thing they fear. (Answers will vary slightly.)

“Why Are These Chips *Sooooooo* Delicious?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

In the article “Why Are These Chips *Sooooooo* Delicious?” by Lauren Tarshis, the section “Burst of Flavor” contributes the information that the work that food flavorists and food companies do to make food highly appealing may be leading people to eat in unhealthy ways. Tarshis explains that “food companies know how we prefer nearly everything” and then notes that “Some experts believe companies deliberately create foods that are hard—indeed, nearly impossible—to resist.” Just the right combination of textures and flavors, Tarshis writes, can “short-circuit” our body’s system for telling us when we are full, causing us to eat much more than we should of foods that are often unhealthy to start with.

ANSWERS TO ACTIVITY SHEETS

“WHY ARE THESE CHIPS *Sooooooo* DELICIOUS?” QUIZ

*Higher Level (HL)

1. B (text structure; R.5)
2. B (literary devices; R.4)
3. A (author’s craft, text structure; R.4, R.5)
4. B (vocabulary; R.4)
5. A, D (key ideas and details, text structure; R.2, R.5)
6. C (key ideas, text evidence; R.2, R.1)
7. Tarshis draws readers into her article by describing a group of people and what they do in dramatic language without explaining who exactly these people are. She provides several details that are likely to be intriguing to readers. For example, Tarshis writes that the people

“work in top secret laboratories” and are “forbidden to speak of their experiments” (22). These details create suspense and make readers want to find out who Tarshis is describing. Tarshis then poses a series of questions about who these people could be and what they could be doing. She writes, “Are these highly trained scientists developing a supercomputer? A cure for a disease? A weapon?” (22). These questions continue to build suspense and interest. Then Tarshis surprises the reader by revealing that the group she has been referring to are food flavorists and that their “top secret experiments” are some of the tasty foods and drinks we consume all the time. This surprise helps create interest and makes readers want to learn more. (author’s craft, writing explanatory text; R.4, W.2)

“WHY ARE THESE CHIPS *Sooooooo* DELICIOUS?” QUIZ

*Lower Level (LL)

1. B (text structure; R.5)
2. B (literary devices; R.4)
3. A (author’s craft, text structure; R.4, R.5)
4. B (vocabulary; R.4)
5. A, D (key ideas and details, text structure; R.2, R.5)
6. C (key ideas, text evidence; R.2, R.1)
7. Tarshis draws readers into her article by describing a group of people and what they do in dramatic language without explaining who exactly these people are. She provides several details that are likely to be intriguing to readers. For example, Tarshis writes that the people “work in top secret laboratories” and are “forbidden to speak of their experiments” (22). These details create suspense and make readers want to find out who Tarshis is describing. Tarshis then poses a series of questions about who these people could be and what they could



“Why Are These Chips *Sooooooo* Delicious?” cont’d

be doing. She writes, “Are these highly trained scientists developing a supercomputer? A cure for a disease? A weapon?” (22). These questions continue to build suspense and interest. Then Tarhis surprises the reader by revealing that the group she has been referring to are food flavorists and that their “top secret experiments” are some of the tasty foods and drinks we consume all the time. This surprise helps create interest and makes readers want to learn more. (author’s craft, writing explanatory text; R.4, W.2)

“WHY ARE THESE CHIPS *SOOOOOOO* DELICIOUS?”

VOCABULARY

1. B; This book explains which wild plants are safe to eat, or in other words, which ones are edible.
2. A; This book describes both the delicious, or scrumptious, meals that the author has tried, as well as the awful ones.
3. C; This book helps readers turn their boring, or bland, meals into exciting ones.
4. A
5. B
6. A
7. B
8. extract
9. drastic
10. scrumptious

“All the Right Notes”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Answers will vary.

ANSWERS TO ACTIVITY SHEETS

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Answer provided.
2. Genevieve's classmates don't think she has any musical ability—they find no enjoyment when she plays the tenor sax.
3. "She liked how Mr. Tamez tapped his foot all the time, even when no music was being played, because there was always music playing inside of him." (p. 24); "And Mr. Tamez's foot resumed tapping—with fervor, as if a whole jazz band were playing in his head." (p. 25)
4. Mr. Tamez doesn't think it is going well at all and that Genevieve should play an instrument that doesn't take as much skill as the tenor sax does. His normally tapping foot is still, showing that this might be a tough conversation. After first complimenting Genevieve on her work ethic, he suggests what is perhaps the easiest instrument to play possible, one that she couldn't ruin a concert with: the triangle.
5. Genevieve clearly loves playing the tenor sax and doesn't care about being the best or even being good at it—she plays for the pure enjoyment of it, and that is enough for her. When Mr. Tamez recognizes this positive attitude of hers, he feels bad for even thinking about taking away her joy, as made evident by the "rain

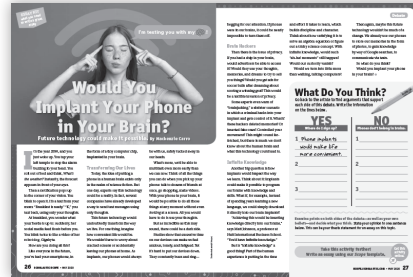
cloud" that passes over his face. The smile that spreads across his face once she begins laughing and playing terribly again, shows that he knows that this is what is important, too.

6. "Josh looked up, grinned, and shouted, "Go, Genevieve! Go!" He snatched his tuba and played along, but softly, so as not to drown her out. Tara grabbed her piccolo and played in harmony. Ankur swallowed his cheese and riffed on his trumpet. And Mr. Tamez's foot resumed tapping—with fervor, as if a whole jazz band were playing in his head. They slowly formed a circle, jamming together on their weird little tune."

"ALL THE RIGHT NOTES" VOCABULARY

1. Mr. Scott thought his students had done a commendable job painting the mural.
2. Terry opened the window to clear the room of its musty smell.
3. Dan heard his grandfather's voice bellow above the noise of the crowd.
4. A
5. A
6. B
7. A
8. A
9. B
10. A

"Would You Implant Your Phone in Your Brain?"



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. Phone implants would make life more convenient.
2. Phone implants could help us all learn faster. Acquiring knowledge would no longer take years of school and study.
3. We are already on our phones all the time and our phones are already a huge part of our lives. A phone implant in your brain wouldn't actually be much different.

NO!

1. Research has shown that excessive screen time can be bad for our health. If our phones were in our brains, it would be even harder for us to "power down" and take breaks from our phones.
2. Being able to "download" knowledge into a phone implant could erode certain qualities, such as discipline and character, that come from putting in the time it takes to learn new things.
3. The brain is still not fully understood, and implanting your phone in your brain could result in you exposing yourself to dangerous scenarios, such as "brainjacking."
4. A phone implant could make your personal thoughts, feelings, and memories available to advertisers who are looking to manipulate you into buying things.

ANSWERS TO ACTIVITY SHEETS

"WOULD YOU IMPLANT YOUR PHONE IN YOUR BRAIN?" QUIZ

*Higher Level (HL)

1. D (point of view; R.6)
2. A (author's purpose; R.6)
3. C (text structure, analyzing an argument; R.5, R.8)
4. C (author's purpose; R.6)
5. In the section "Brain Hackers," author Mackenzie Carro asks a series of questions. The purpose of these questions is to make the reader consider the potential consequences of having a phone implanted in your brain. For example, Carro writes "If you had a chip in your brain, would advertisers be able to access it? Would they use your thoughts, memories, and dreams to try to sell you things?" These questions are meant to help the reader think about how a smartphone implant could cause privacy issues. Then, after Carro explains the concept of "brainjacking," she writes "What if these hackers deleted memories? Or inserted fake ones? Controlled your movement?" These questions help the readers consider the negative ways that this technology could be used and how a smartphone implant could potentially put someone's safety at risk. (author's craft, text structure, key ideas; R.6, R.5, R.2)

"WOULD YOU IMPLANT YOUR PHONE IN YOUR

section continues >>

“Would You Implant Your Phone in Your Brain?” cont’d

BRAIN?” QUIZ

*Lower Level (LL)

1. D (point of view; R.6)
2. A (author’s purpose; R.6)
3. C (text structure, analyzing an argument; R.5, R.8)
4. C (author’s purpose; R.6)
5. In the section “Brain Hackers,” author Mackenzie Carro asks a series of questions. The purpose of these questions is to make the reader consider the potential consequences of having a phone implanted in your brain. For example, Carro writes “If you had a chip in your brain, would advertisers be able to access it? Would they use your thoughts, memories, and dreams to try to sell you things?” These questions are meant to help the reader think about how a smartphone implant could cause privacy issues. Then, after Carro explains the concept of “brainjacking,” she writes “What if these hackers deleted memories? Or inserted fake ones? Controlled your movement?” These questions help the readers consider the negative ways that this technology could be used and how a smartphone implant could potentially put someone’s safety at risk. (author’s craft, text structure, key ideas; R.6, R.5, R.2)

“WOULD YOU IMPLANT YOUR PHONE IN YOUR BRAIN?” VOCABULARY PRACTICE

1. A
2. A
3. B
4. A
5. A
6. A
7. A
8. B
9. Answers will vary.
10. Answers will vary.
11. Answers will vary.

“Nature’s Firefighters”



ANSWERS TO ACTIVITY SHEETS

COLON OR SEMICOLON?

1. Mrs. Addison works all day at the bank; in addition, she takes classes in the evening.
2. There's something you should know about playing "hide-and-seek" with Ali: She always hides under the bed.
3. I brought everything I needed to the swimming pool: my bathing suit, a towel, sunscreen, and snacks.
4. Cleo stayed up past midnight; as a result, she could barely keep her eyes open during algebra the next day.
5. I have not sees the Hunger Games movie; however, I did read the Hunger Games books.
6. second sentence
7. first sentence
8. first sentence

STAYING ON TOPIC

The following should be crossed out

1. Her boat was pink and white.
2. Several other teenagers have also sailed around the world solo.
3. I really admire her spirit and courage.
4. Jessica ate 576 chocolate bars over the course of her trip.
5. I want to try sailing now.

VARY YOUR WORDS

Answers will vary.

I had a wonderful time with my family on Saturday. My dad made us a delicious breakfast of blueberry pancakes. Then we all went to the park. The weather was sunny and warm, and our dog, Robert, had a

fabulous time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was hilarious! For supper, we ordered pizza from Famiglio's. Their pizza is the best in town!

VARY YOUR SENTENCES

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

I went camping last weekend. My brother, who is three years older than I am, came along. We brought a lot of stuff, including a tent, sleeping bags, hiking shoes, snacks, and fishing poles. On Saturday afternoon we hiked down to the lake and tried to catch fish, but nothing was biting. Just as we were about to give up, I caught a huge trout! That was a great dinner.

“Advice for Eighth Grade”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 32

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

“ADVICE FOR EIGHTH GRADE” POETRY ANALYSIS

Answers will vary. The following are sample answers only.

- The speaker is someone who has finished eighth grade. She is imagining that she could talk to herself at a younger age, right before she begins eighth grade.
- The title is important because it sets up the poem—it lets the reader know that the poem is the advice that someone would, with the benefit of hindsight, give to himself or herself. Without the title, the poem might be kind of confusing.
- five
 - Each stanza contains advice about one situation.
 - All of the stanzas are numbered and have five lines, the fifth and sixth of which are indented. In addition, the first word of the first line of each stanza is “when.”
 - In each stanza, the first three lines describe a situation the listener will find himself or herself in, and the last two lines offer advice about what the listener should do in that situation.
- Answers will vary, but students may say that the nonsense words and silly names make the poem less specific to a particular person’s life, so it’s easier for a variety of readers to relate to it. For example, if the poet had written “green pen” instead of “dopkeep” in the first stanza, readers might be less likely to think about what

the “dopkeep” could be in their own life. Students might also say that the nonsense words and silly names give the poem a playful tone and draw the reader in by encouraging him or her to think about what the words might be standing in for.

- Answers will vary.
- The advice the speaker gives is for types of situations that many readers might find themselves in—losing something they treasure, hesitating to try something because of fear of failure, being told something upsetting and feeling the world is falling apart, getting in a fight with a friend, and thinking about doing something risky and unwise—and the advice the speaker gives could apply to anyone in those situations, regardless of the particular details.
- Answers will vary.

PREPARING TO WRITE: “ADVICE FOR EIGHTH GRADE”

Answers will vary.