

# Table of Contents

|  |                    |
|--|--------------------|
| <b>1. GRAMMAR MAKES A SUPERHERO</b>                    | <b>PAGE 1</b>      |
| <b>2. NONFICTION: "I LIVE IN A REFUGEE CAMP"</b>       | <b>PAGES 2-8</b>   |
| 2.a. Writing Task                                      | 2                  |
| 2.b. preparing to write: Understanding Refugees        | 2-3                |
| 2.c. Close-Reading and Critical-Thinking Questions     | 3                  |
| 2.d. Nonfiction Elements (two levels)                  | 3-4                |
| 2.e. Vocabulary  | 4-5                |
| 2.f. Quizzes (two levels)                              | 5-6                |
| 2.g. Core Skills activities                            | 6-8                |
| 2.h. Video Discussion Questions                        | 8                  |
| <b>3. PLAY: GODS VS. GIANTS</b>                        | <b>PAGES 9-13</b>  |
| 3.a. Writing Task                                      | 9                  |
| 3.b. Preparing to Write: Is Loki a Villain?            | 9                  |
| 3.c. Close-Reading and Critical-Thinking Questions     | 9-10               |
| 3.d. Quizzes (two levels)                              | 10-11              |
| 3.e. Vocabulary  | 11                 |
| 3.f. Literary Elements                                 | 11                 |
| 3.g. Core Skills activities                            | 11                 |
| 3.h. Discussion Questions (pairing)                    | 11-13              |
| <b>4. PAIRED TEXTS: "HOW TO SAVE A BABY ORANGUTAN"</b> | <b>PAGES 14-19</b> |
| 4.a. Writing Task                                      | 14                 |
| 4.b. Close-Reading and Critical-Thinking Questions     | 14, 16             |
| 4.c. Preparing to Write: Why We Need Rainforests       | 16                 |
| 4.d. Quizzes (two levels)                              | 16-17              |
| 4.e. Vocabulary  | 17                 |
| 4.f. Core Skills activities                            | 17-19              |
| <b>5. FICTION: "THE MESSAGE"</b>                       | <b>PAGES 20-25</b> |
| 5.a. Writing Task                                      | 20                 |
| 5.b. Preparing to Write: What Happened?                | 20-21              |
| 5.c. Close-Reading and Critical-Thinking Questions     | 21-22              |
| 5.d. Quizzes (two levels)                              | 22-23              |
| 5.e. Literary Elements                                 | 23-24              |
| 5.f. Core Skills activities                            | 25                 |
| <b>6. DEBATE: "SHOULD INSTAGRAM GET RID OF LIKES?"</b> | <b>PAGES 26-27</b> |
| 6.a. Writing Task                                      | 26                 |
| 6.b. Vocabulary  | 27                 |

# Table of Contents

|  |                    |
|--|--------------------|
| <b>7. SHORT READ: “MAC AND CHEESE MANIA”</b> ..... | <b>PAGES 28-29</b> |
| 7.a Writing Task .....                             | 28                 |
| 7.b Vocabulary .....                               | 28-29              |
| <br><b>8. POEM: “WOULD I STILL ME?”</b> .....      | <br><b>PAGE 30</b> |
| 8.a Poetry Analysis .....                          | 30                 |

## “Grammar Makes a Superhero”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### NEBULA

Question: How do you turn someone into a bald, blue-skinned cyborg space pirate? Answer: Very slowly. For the *Guardians of the Galaxy* movie, transforming actress Karen Gillan into the alien Nebula took makeup artists more **than** **then** four hours a day. (In later films, the process was faster **than** **then** that—about 2.5 hours.)

Step one was to cover Gillan’s hair with a tight cap. Next, pieces of artificial blue skin were glued to her face and head. Makeup was **than** **then** used to cover the parts of her skin that were still exposed. Finally, Gillan popped in a pair of creepy black contact lenses, and BOOM! Nebula was born.

#### THANOS

One character that couldn’t be created with makeup and costumes is Thanos, the 8-foot-tall, 700-pound space monster who wipes out half of all life in the universe in *Avengers: Infinity War*. This giant purple supervillain was played by actor Josh Brolin, but what we see on-screen is entirely digital.

During filming, Brolin wore sensors all over his face and body. The sensors captured every move he made. Digital effects teams **than** **then** reproduced Brolin’s performance using computer graphics. This was no easy job. For *Infinity War*, it took more **than** **then** 300 people nearly two years to bring Thanos to life.

#### BLACK PANTHER

Black Panther is the king and defender of Wakanda, a fictional country in Africa. He wears a suit that looks cooler **than** **then** any other superhero outfit in the Marvel universe. (That’s our humble opinion anyway. Sorry, Captain America.)

The suit is sleek and shimmery, thanks to costume designer Ruth E. Carter, who decorated it with a triangle pattern inspired by art from the (real) African country of Botswana.

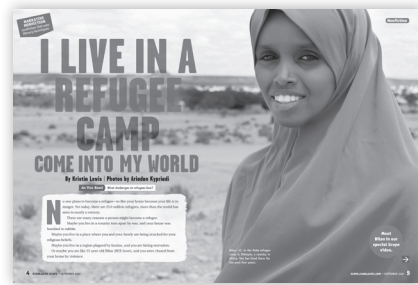
The costume itself is made of two layers of stretchy, skin-tight material. But the suit was a little *too* tight. When actor Chadwick Boseman put it on, he could barely breathe. Luckily, he got used to it. Wakanda forever!

### ANSWERS TO ACTIVITY SHEET

#### THEN VS. THAN

1. then
2. than
3. then
4. than
5. than
6. then
7. than
8. than
9. then
10. Sam ran faster than Ashley.
11. Put a half cup of flour in a bowl, then add two eggs and stir until smooth.
12. I would rather play soccer than baseball.

## "I Live in a Refugee Camp"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 9

Answers will vary. Sample response:

Bilan, the 15-year-old girl whose story is told in Kristin Lewis's article "I Live in a Refugee Camp," faces many challenges as a refugee. For one thing, when she and her family fled their home country of Somalia, Bilan had to leave her friends and almost all of her possessions behind (6). Saying goodbye to friends and giving up familiar, treasured belongings was surely a huge challenge. And, as Lewis points out, it wasn't just that Bilan had to give things up; she had to get used to a very different life (8).

Now, living in a refugee camp, Bilan faces many day-to-day challenges. For example, she has to carry out difficult daily chores such as bringing water to her family from a well and collecting firewood from outside of the camp (6). Lewis writes that collecting firewood requires "trekking far outside the relative safety of the camp," which frightens her (8). Another incredibly difficult challenge: As a refugee, Bilan's future is uncertain. She does not know when she will be able to leave the camp to either go back home or be resettled in a new country (8-9).

Fortunately, there are some things being done to help refugees like Bilan. Aid organizations and governments around the world have set up refugee camps where refugees are provided with shelter, food, medicine, and protection (7). Some governments are allowing refugees to be resettled in their countries. This means refugees are permitted to get jobs, go to school, and live in apartments or houses alongside everyone else (8). Countries like Ethiopia are working with aid organizations to help improve the lives of refugees who have not been resettled and are still awaiting their next step.

For example, Ethiopia passed a law that allows refugees in Ethiopia to legally go to school and get jobs, driver's licenses, and bank accounts (9). But Lewis explains that this is not the case in most countries with large refugee populations. She writes, "Ethiopia is unusual in the way it treats refugees . . . the UNHCR hopes that the Kobe camp will serve as an example of how countries can give refugees a path forward" (9).

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: UNDERSTANDING REFUGEES

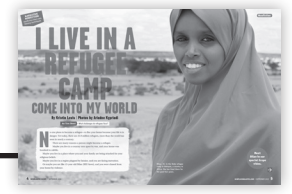
Answers will vary; students' notes should be similar to the following.

##### Challenges:

- Bilan had to leave most of her friends and most of her possessions behind when she left Somalia for Ethiopia (6).
- In the refugee camp, Bilan faces many day-to-day challenges, including bringing water to her family from a well and collecting firewood outside of the camp (8).
- As a refugee, Bilan's future is uncertain. She does not know when she will be able to leave the camp to either go back home or be resettled in a new country (8-9).

##### What is being done to help:

- Aid organizations and governments around the world have set up refugee camps where refugees are provided with shelter, food, medicine, and protection (7).
- Some governments are allowing refugees to be resettled in their countries. This means refugees are permitted to get jobs, go to school, and live in apartments or houses alongside everyone else (8-9).
- Countries like Ethiopia are working with aid



## “I Live in a Refugee Camp” cont’d

organizations to help improve the lives of refugees who have not been resettled and are still awaiting their next step. For example, Ethiopia passed a law that allows refugees in Ethiopia to legally go to school and get jobs, driver’s licenses, and bank accounts (9).

### “I LIVE IN A REFUGEE CAMP” CLOSE-READING QUESTIONS

1. The author may switch to second person to help readers imagine themselves as refugees in each of the scenarios the author describes. This draws readers in by evoking empathy.
2. Lewis may introduce Bilan this way in order to make Bilan more relatable and to help readers feel connected to her.
3. The author lists three examples of refugees through time. Each group fled its homeland for a different reason—war, persecution, famine. These are the same reasons listed in the introduction.
4. The purpose is to show that there have been refugees throughout history as well as to explain how the UNHCR was formed.
5. Life in the Kobe camp seems to be safer and more comfortable than life in other camps. Lewis writes that some camps have food and water shortages, insufficient bathroom facilities, and outbreaks of diseases. In comparison, Lewis writes, the Kobe camp is clean and well organized, and it has durable shelters and sufficient food and water (7-8).
6. Lewis means that they are not sure what is going to happen to them. They are mostly waiting to find out when—if ever—they can return home or be resettled somewhere else. Many are not able to get an education or a job, which likely adds to the uncertainty.
7. Lewis’s tone is approving. After ticking off the ways Ethiopia helps refugees, Lewis writes, “But Ethiopia is unusual in the way it treats refugees. Unfortunately, many countries with large refugee populations do not allow refugees to integrate into society.” This statement shows that she approves of how Ethiopia treats refugees.
8. The sidebar helps the reader understand what a refugee is by providing the definition of the word. The sidebar also provides the definitions of two related terms that often get confused.

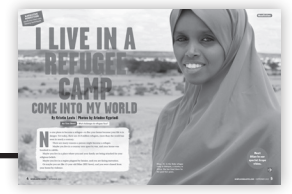
### “I LIVE IN A REFUGEE CAMP” CRITICAL-THINKING QUESTIONS

1. Students may say yes because she is doing well in school, has friends, and plans to be a doctor. On the other hand, she faces challenges, including uncertainty about her future and lack of a permanent home.
2. Students may say that it is important because refugees are people in crisis who need help. Learning more about their lives can evoke empathy and kindle support.

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

Answers will vary but should be similar to the following:

1. The photo helps readers understand that the story takes place somewhere remote, and likely somewhere very different from where most readers live. The photo shows a vast desert dotted with white shelters. (Answers will vary.)
2. The photographs show Bilan cooking dinner over a fire, shopping at the market, getting water from a well, and doing school work. From these photos, you can infer that Bilan does not live in a regular home and lives in some sort of camp. You can also infer that Bilan’s life is challenging. For example, one photo shows Bilan cooking over a small fire—not a stove in a kitchen. Another photo shows Bilan filling a large plastic container with water, which likely means that where she lives does not have running water.
3. The sidebar helps the reader understand what a refugee is by providing the definition of the word. The sidebar also provides the definitions of two related terms that often get confused.
4. I predict this article will be about a teenage girl who lives in a refugee camp in Africa. (Answers will vary.)
5. **A.** The author gives a chronological account of the world’s refugee crisis and what has been done to help.  
**B.** I know the author uses a chronological structure because she uses words and phrases that indicate the passage of time, including “In the ancient world,” “In the 1600s,” “And in the 1840s,” “When the war ended in 1945,” “But in the following years,” and “Today” (pp. 6-7).
6. You can infer that Bilan is positive and resilient. Instead



## “I Live in a Refugee Camp” cont’d

of dwelling on the negative changes in her life, Lewis writes that she “decided to make the best of it.”

7. The author’s tone is approving. After ticking off the many ways Ethiopia helps refugees, Lewis writes, “But Ethiopia is unusual in the way it treats refugees. Unfortunately, many countries with large refugee populations do not allow refugees to integrate into society.” This statement shows that she approves of how Ethiopia treats refugees.
8. As a refugee, Bilan faces many challenges. (Answers will vary slightly.)
9. In 2015, Bilan and her family joined the hundreds of thousands of refugees who have fled Somalia. Somalia was a difficult and dangerous place to live. There was a violent civil war going on, as well as widespread droughts. To escape, Bilan and her family fled to the Kobe refugee camp in Kenya. Conditions at some refugee camps can be difficult, but the Kobe camp has much to offer. The Kobe camp is clean, organized, and has a steady supply of water and food. The camp also has a health clinic, a school, and a market.

Bilan faces many challenges, such as not having running water, but Bilan remains focused on her future. Bilan started school and made new friends. She hopes to become a doctor and treat refugees for free.

### READ, THINK, EXPLAIN:

#### IDENTIFYING NONFICTION ELEMENTS

##### \*Lower Level (LL)

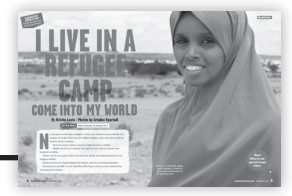
1. The photo helps readers understand that the story takes place somewhere remote, and likely somewhere very different from where most readers live. The photo shows a vast desert dotted with white shelters. (Answers will vary.)
2. The photographs show Bilan cooking dinner over a fire, shopping at the market, getting water from a well, and doing school work. From these photos, you can infer that Bilan does not live in a regular home and lives in some sort of camp. You can also infer that Bilan’s life is challenging. For example, one photo shows Bilan cooking over a small fire—not a stove in a kitchen. Another photo shows Bilan filling a large plastic container with water, which likely means that where she lives does not have running water.
3. The sidebar helps the reader understand what a refugee

is by providing the definition of the word. The sidebar also provides the definitions of two related terms that often get confused.

4. I predict this article will be about a teenage girl who lives in a refugee camp in Africa. (Answers will vary.)
5. B
6. You can infer that Bilan is a positive and resilient person. Instead of dwelling on the negative changes in her life, Lewis writes that she “decided to make the best of it.”
7. A. approving  
B. I know the author is using an approving tone because after ticking off the many ways Ethiopia helps refugees, Lewis writes, “But Ethiopia is unusual in the way it treats refugees. Unfortunately, many countries with large refugee populations do not allow refugees to integrate into society.” This statement shows that she approves of how Ethiopia treats refugees.
8. A. Students should cross out Detail #3.  
B. Detail #3 is about the purpose of refugee camps. This detail does not show that refugee camps can have difficult living conditions.
9. Students should cross out A, C, and F.

### “I LIVE IN A REFUGEE CAMP” VOCABULARY

1. B
2. A
3. B
4. B
5. A
6. B
7. A
8. A
9. B
10. The cake recipe said to integrate the eggs and the vanilla, so I put them in a bowl and whisked them together.
11. We had an inadequate amount of food and drinks available on movie night because far more people showed up than expected.
12. I have had it for three years and used it a lot and it’s still in great condition.



## “I Live in a Refugee Camp” cont’d

### “I AM A REFUGEE” QUIZ

#### \*Higher Level (HL)

1. B (key ideas and details; R.2)
2. B (key details; R.1)
3. C (text structure; R.5)
4. C (vocabulary; R.4)
5. D (central ideas; R.2)
6. B, D (author’s purpose; R.2)
7. In her article “I Live in a Refugee Camp,” author Kristin Lewis explains that though “a refugee camp is certainly not a place where most people would choose to live,” the Kobe camp in Ethiopia where Bilan lives has “much to offer” (7). Lewis writes that while life in most camps is bleak, the Kobe camp is clean, well organized, and has the essentials: food, water, durable shelters, and a health clinic (7-8). Bilan is also able to attend school there and shop in markets where people are able to do things like purchase food, personal items, and repair their cell phones (8). Most importantly, the Kobe camp is different from most refugee camps in the way that it helps refugees integrate into a new society. This is because Kobe camp is located in Ethiopia, a country that, Lewis writes, “is unusual in the way it treats refugees” (9). Lewis explains that the UNHCR, the aid organization that set up the Kobe camp, and the government of Ethiopia work together to help refugees in ways that should “serve as an example of how countries can give refugees a path forward” (9). For example, while many countries with large refugee populations do not allow refugees to integrate into society at all, Ethiopia passed a monumental law this year that allows refugees to do things like go to school, get jobs, and get driver’s licenses and bank accounts just as regular Ethiopians do (9). As a result, refugees in the Kobe camp can start new lives in Ethiopia—owning their own businesses, having their own farms, and attending college (9). Based on this information, the Kobe camp is different because it does more to support refugees than many camps do. (key ideas and details, writing explanatory text; R.1, R.2, W.2)
8. Fifteen-year-old Bilan, whose story is told in Kristin Lewis’s article “I Live in a Refugee Camp,” is resilient beyond measure. Bilan has been enduring unimaginable hardships since 4 years go, when she was chased from her home by violence. She and her family were forced to

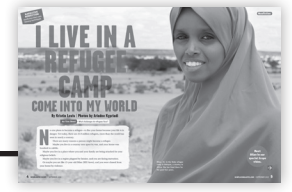
leave their home country of Somalia—a place where she once had a nice home, went to school, and had many friends—after the government collapsed and civil war, drought, and famine made living there too difficult and dangerous (6). Bilan had to leave everything behind to journey to the Kobe refugee camp in Ethiopia. At the Kobe camp, Bilan quickly realized she would have to live a life completely different from the one she had known. She now lives in a small shelter without water or a stove, and Lewis writes, she has to “fetch firewood for cooking, trekking far outside the relative safety of the camp,” which frightens her (8). But Bilan doesn’t let the fear or the challenges of living in a refugee camp defeat her. Lewis goes on to write, “But early on, Bilan made a choice. She decided to accept her new life—and to make the best of it. ‘I had to adapt,’ she says simply” (8). Bilan’s attitude here makes clear that she is a person who can endure difficult situations; she knows that is what has to be done to get through them. Though life has been challenging for the past four years in the Kobe camp, Bilan “relishes the moments of joy” (9). She is a top student in her school, cracks jokes to make her mother smile, has made new friends, and is passionate about her dream of becoming a doctor who treats refugees for free (9). The way Bilan lives her life in Kobe camp shows that she is able to see beyond the current challenges she faces to a future full of hope for her and those like her. Not only is Bilan resilient, she will one day help others be resilient too. (supporting a claim, explanatory writing; R.1, R.2, W.2)

### “I AM A REFUGEE” QUIZ

#### \*Lower Level (LL)

1. B (key ideas and details; R.2)
2. B (key details; R.1)
3. C (text structure; R.5)
4. C (vocabulary; R.4)
5. D (central ideas; R.2)
6. B, D (author’s purpose; R.2)
7. In her article “I Live in a Refugee Camp,” author Kristin Lewis explains that though “a refugee camp is certainly not a place where most people would choose to live,” the Kobe camp in Ethiopia where Bilan lives has “much to offer” (7). She writes that while life in most camps





## “I Live in a Refugee Camp” cont’d

is bleak, the Kobe camp is clean, well organized, and it has the essentials: food, water, durable shelters, and a health clinic (7-8). Bilan is also able to attend school there and shop in markets where people are able to do things like purchase food, personal items, and repair their cell phones (8). Most importantly, the Kobe camp is different than most refugee camps in the way that it helps refugees integrate into a new society. This is because Kobe camp is located in Ethiopia, a country that, Lewis writes, “is unusual in the way it treats refugees” (9). Lewis explains that the UNHCR, the aid organization that set up the Kobe camp, and the government of Ethiopia work together to help refugees in ways that should “serve as an example of how countries can give refugees a path forward” (9). For example, while many countries with large refugee populations do not allow refugees to integrate into society at all, Ethiopia passed a law this year that allows refugees to do things like go to school, get jobs, and get driver’s licenses and bank accounts just as regular Ethiopians do (9). As a result, refugees in the Kobe camp can start new lives in Ethiopia—owning their own businesses, having their own farms, and attending college (9). Based on this information, the Kobe camp is different because it does more to support refugees than many camps do. (key ideas and details, writing explanatory text; R.1, R.2, W.2)

8. Fifteen-year-old Bilan, whose story is told in Kristin Lewis’s article “I Live in a Refugee Camp,” is resilient beyond measure. Bilan has been enduring unimaginable hardships since 4 years go, when she was chased from her home by violence. She and her family were forced to leave their home country of Somalia—a place where she once had a nice home, went to school, and had many friends—after the government collapsed and civil war, drought, and famine made living there too difficult and dangerous (6). Bilan had to leave everything behind to journey to the Kobe refugee camp in Ethiopia. At the Kobe camp, Bilan quickly realized she would have to live a life completely different from the one she had known. She now lives in a small shelter without water or a stove, and Lewis writes, she has to “fetch firewood for cooking, trekking far outside the relative safety of the camp,” which frightens her (8). But Bilan doesn’t

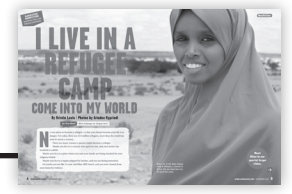
let the fear or the challenges of living in a refugee camp defeat her. Lewis goes on to write, “But early on, Bilan made a choice. She decided to accept her new life—and to make the best of it. ‘I had to adapt,’ she says simply” (8). Bilan’s attitude here makes clear that she is a person who can endure difficult situations; she knows that is what has to be done to get through them. Though life has been challenging for the past four years in the Kobe camp, Bilan “relishes the moments of joy” (9). She is a top student in her school, cracks jokes to make her mother smile, has made new friends, and is passionate about her dream of becoming a doctor who treats refugees for free (9). The way Bilan lives her life in Kobe camp shows that she is able to see beyond the current challenges she faces to a future full of hope for her and those like her. Not only is Bilan resilient, she will one day help others be resilient too. (supporting a claim, explanatory writing; R.1, R.2, W.2)

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Higher Level (HL)

1. The article is mainly about a 15-year-old refugee named Bilan. (Students may also say the article is about refugees around the world.)
2. Somalia, where Bilan and her family are from, became a dangerous place to live when Bilan was a kid. After the government collapsed in 1991, civil war broke out and violence swept the country. Somalia has also faced devastating droughts, which have led to famine.
3. Bilan and her family fled Somalia and moved to a refugee camp in Ethiopia.
4. Today Bilan lives in the Kobe refugee camp with her family. In Kobe, Bilan and her family are provided with the necessities to survive: reliable sources of food and water, durable shelters, and medicine. Bilan even attends school at the camp and is hoping to go on to medical school one day. However, life in a refugee camp brings challenges for Bilan and her family as well. For example, the family has already been in the camp for four years and it is uncertain when they will be able to leave or what their next step will be. Additionally, although life in the Kobe camp may be better than life in other refugee camps around the world, Bilan still faces difficulties. For example, her and her family do not have running water. Instead, Bilan must





## “I Live in a Refugee Camp” cont’d

fetch her family water from the camp’s well.

5. Answers will vary.

### Sample Summary:

In 2015, Bilan and her family joined the hundreds of thousands of refugees who have fled Somalia. Somalia was a difficult and dangerous place to live. There was a violent civil war going on, as well as widespread droughts. To escape, Bilan and her family fled to the Kobe refugee camp in Kenya. Conditions at some refugee camps can be difficult, but the Kobe camp has much to offer. The Kobe camp is clean, organized, and has a steady supply of water and food. The camp also has a health clinic, a school, and a market.

Bilan faces many challenges, such as not having running water, but Bilan remains focused on her future. Bilan started school and made new friends. She hopes to become a doctor and treat refugees for free.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

In 2015, Bilan and her family joined the hundreds of thousands of refugees who have fled Somalia. Somalia was a difficult and dangerous place to live. There was a violent civil war going on, as well as widespread droughts. To escape, Bilan and her family fled to the Kobe refugee camp in Kenya. Conditions at some refugee camps can be difficult, but the Kobe camp has much to offer. The Kobe camp is clean, organized, and has a steady supply of water and food. The camp also has a health clinic, a school, and a market.

Bilan faces many challenges, such as not having running water, but Bilan remains focused on her future. Bilan started school and made new friends. She hopes to become a doctor and treat refugees for free.

### CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

#### \*Higher Level (HL)

1. D
2. B; I chose B because the statement is about the purpose of refugee camps. This detail does not show that refugee camps can have difficult living conditions.
3. Refugees in Ethiopia are offered many opportunities that allow them to better integrate into society. (Answers will vary.)

4. Answers will vary but may include:

“So much was left behind: treasured photographs, favorite clothes, beloved books. They crossed over the border into Ethiopia with little more than the clothes they were wearing.” (p. 6); “She would no longer live in a home in a big city. She would live in a small shelter in the middle of a vast and empty desert.” (p. 8); “She would also have to fetch firewood for cooking, trekking far outside the relative safety of the camp—and that frightened her.” (p. 8)

### CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

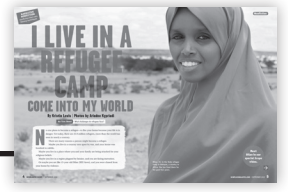
#### \*Lower Level (LL)

1. A, C, D
2. Refugees in Ethiopia are offered many opportunities to integrate into society. (Answers will vary.)

### CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary but should be similar to the following:

1. The photo helps readers understand that Bilan lives somewhere remote, and likely somewhere very different from where most readers live. The photo shows a vast desert dotted with white shelters. (Answers will vary.)
2. The photographs show Bilan cooking dinner, shopping at the market, getting water, and doing school work. These photos help readers understand what Bilan’s life in the Kobe camp is really like. For example, one photo shows Bilan cooking over a small fire—not a stove in a kitchen. Another photo shows Bilan filling a large plastic container with water. These two photos help you understand the challenges that Bilan faces living in a refugee camp.
3. The author may have included this photo to help readers relate to Bilan by showing Bilan doing something that readers of the article probably do often: take selfies with friends. The author may have also included the photo to show that although she faces challenges as her life as a refugee, Bilan still experiences moments of fun and joy.
4. The subheadings of the second section, “Crisis After Crisis,” has a dramatic tone. The tone shifts to sympathetic with the subheadings, “What’s Next?” and “World of Uncertainty.” The tone then shifts to hopeful at the end of the article with the subheading, “Vision for the Future.”

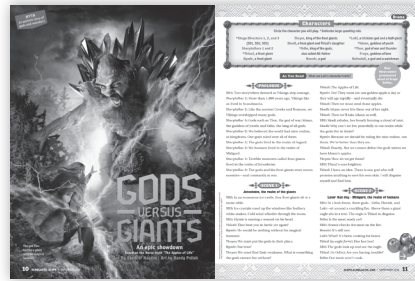


## “I Live in a Refugee Camp” cont’d

### VIDEO DISCUSSION QUESTIONS

1. Answers will vary slightly. Here is a sample response: A refugee is a person forced to leave his or her country because of war, famine, violence, or persecution.
2. The mood of the video shifts from joyful to serious. Somber music begins to play as the narration explains the difficult chores Bilan must do everyday at the Kobe camp. In the previous section, the visuals showed Bilan hanging out with her friends and playing volleyball. In this section, the visuals show Bilan carrying a heavy water jug and cooking dinner over a fire.
3. The section about Bilan’s life in the Kobe camp helps you better understand what Bilan’s everyday life is like. The footage and photos of Bilan with her family in their bamboo shelter, as well as the images of Bilan at school and in the market, give you a better understanding of what the Kobe camp is like and what Bilan does every day. The section also gives you a better sense of the challenges that Bilan faces in the camp by showing some of the chores Bilan has, such as fetching water from the camp’s well.
4. Lewis means that it is not easy for refugees to get an education.

## Gods Versus Giants



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 15

Answers will vary. Sample answer:

A villain is an evil or cruel character. Though Loki certainly has his faults, I do not think he is a villain. He is selfish and cowardly, but he never sets out to harm anyone, and he does ultimately solve the problem that he creates.

Loki does do some terrible things. He tricks Idunn into following him into Midgard so that the frost giant Thiazi can kidnap her and keep her magical apples for the giants. This not only leads to Idunn being held captive in a locked room, it also puts all of the gods in mortal danger: Without the magical apples that Idunn supplies, the gods age quickly and cannot survive for long. Loki leads Idunn to Thiazi because the day before, Thiazi, in the form of a giant eagle, captured Loki and then threatened to drop Loki from the sky unless he agreed to deliver Idunn to the giants. Though Loki tried to refuse, saying, “No. Not that!,” he quickly caved in order to save himself (12). He is, as Thiazi describes him on page 11, “willing to do anything to save his own skin.”

In addition to helping Thiazi kidnap Idunn, Loki also keeps what he has done a secret even as the gods begin to age and weaken. It is only after he is dragged in from the field where he is hiding and pressed for information that he confesses—and it is only after the goddess Freya threatens him that he comes up with a plan to rescue Idunn. Again, Loki is acting cowardly and in his own interest—but the fact is that he does come up with, and successfully carry out, a plan to resolve the horrible problem he has created; he rescues Idunn by turning into a giant falcon, turning her into a walnut, and flying off with her. Therefore, though he may be a coward and rather unlikable, he is not a villain

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: IS LOKI A VILLAIN?

Answers will vary.

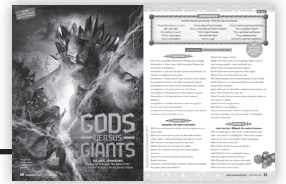
##### Bad Stuff Loki Does:

- 1. What he does and why it's bad:** Loki tricks Idunn into following him into Midgard so that the frost giant Thiazi can kidnap her and keep her magical apples for the giants. As Loki and Idunn are leaving Asgard and Idunn expresses concern that the giants might steal her magical apples, Loki lies right to Idunn's face, telling her, “I would never let that happen” (13). And then Loki delivers Idunn to Thiazi. Not only does this put Idunn in a terrible situation of being held captive by Thiazi (he keeps her “locked in a dark room” (14), it puts all of the gods in mortal danger. This is because Idunn supplies the gods with magical apples that they need to eat in order to remain immortal—and without the apples, the gods cannot survive for long.

**Why he does it:** Loki promises to deliver Idunn to Thiazi to save himself when Thiazi, in the form of a giant eagle, captures Loki and flies into the air with him. Thiazi threatens to drop Loki from the sky unless Loki agrees to deliver Idunn to the frost giants. Although Loki initially resists this request, saying, “No. Not that!” (12), he quickly gives in and agrees in order to save himself.

- 2. What he does and why it's bad:** When the gods discover that Idunn is missing and, deprived of the magic apples, they begin to age, Loki keeps what he has done a secret for several days. With each day that passes, the gods grow older and weaker.

**Why he does it:** Why Loki keeps his secret is not stated



## Gods Versus Giants cont'd

explicitly, but it seems he is hoping to escape blame or punishment for what he has done.

### Good Stuff Loki Does:

1. **What he does and why it's good:** Loki thinks of a way to rescue Idunn from Thiazi and then he does rescue her. He does this by using Freya's falcon-feather cloak to turn into a falcon, flying to Thiazi's castle, and turning Idunn into a walnut so he can carry her in his talons back to Asgard. In rescuing Idunn, Loki not only frees her from her captivity, but also saves all of the gods from dying of old age.

**Why he does it:** Freya is threatening to kill Loki when he comes up with the plan to rescue Idunn. So you can infer that Loki rescues Idunn to once again save his own skin.

### What Other Characters Say About Loki:

1. Thiazi describes Loki as a god who will "do anything to save his own skin" (11).
2. Thor calls Loki a coward (14).
3. Freya says, "Loki was always going to betray us. His father was a frost giant. His loyalties are divided" (14).
4. Odin tells Loki, "One day your treachery will be your end" (15).

### Is Loki a villain?

Answers will vary. Some students may say that yes, Loki is a villain, because he arranged for Idunn to be kidnapped by the gods' enemies the frost giants and then kept his knowledge of what happened to Idunn to himself until he was threatened. These students may argue that these were cruel acts that led to Idunn being held captive and almost led to the deaths of all the gods, and that Loki did these things for purely selfish reasons. Other students may say that while Loki is a coward and certainly did some awful things, he is not a villain because he did not set out to harm anyone; he just did whatever seemed necessary to save his own skin without much thought to the consequences of his actions. Plus, he redeemed himself by rescuing Idunn and bringing her back to Asgard.

## GODS VERSUS GIANTS

### CLOSE-READING QUESTIONS

1. It is very cold inside the castle. Details that create this atmosphere are the ice crystals on the windows, the cold wind whistling through the room, and Skadi's breath creating a cloud of mist.
2. Skadi's father, Thiazi, wants to overthrow the gods. Skadi

thinks the gods and the giants can live peacefully in their separate realms.

3. You can infer from Thiazi's "Hee hee hee"—and the fact that Thiazi knows the meat has been cursed and is able to remove the curse—that Thiazi is the one who cursed the meat.
4. Thiazi is provoking Loki to attack him so that he'll have an excuse to grab Loki; that way, Thiazi will have a chance to make a deal with Loki in private. You can assume this is all part of the idea that Thiazi mentions at the end of Scene 1.
5. In the play, Loki carries out two plans: one to have Idunn kidnapped by Thiazi, and the other to bring her back. In both cases, Loki is acting to save himself, first from Thiazi and then from the gods.
6. Odin means that if Loki is loyal to no one, no one will be loyal to him. If he keeps doing things that harm others, he'll end up with a lot of people who want to kill him and no one to help him.
7. The Storytellers provide background information. The Stage Directors describe the action on the stage as it happens.

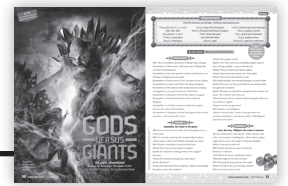
## GODS VERSUS GIANTS CRITICAL-THINKING QUESTIONS

1. Answers will vary. Some students might say that Thiazi does deserve to die because his plan to steal Idunn's apples nearly killed the gods. Others might say that Thiazi was only fighting for his people and did not deserve what happened to him.
2. Answers will vary. Some students might say that the story does not have a moral but simply illustrates the struggle between the gods and the giants. Other students might say the story does have a moral. They might say, for example, that Thiazi's death shows that trying to battle the gods is fruitless or that Loki's actions show it's possible to correct bad choices that you make.
3. Answers will vary. Some students might say that the story has no hero; others might say that Loki is the hero because he saves the day.

## GODS VERSUS GIANTS QUIZ

### \*Higher Level (HL)

1. B (character interaction; R.3)



## ***Gods Versus Giants cont'd***

2. A, B (text evidence; R.1)
3. B (figurative language; R.4)
4. D (vocabulary; R.4)
5. C (summarizing; R.2 )
6. C (key ideas and details; R.2)
7. In Scene 7 of Spencer Kayden's play *Gods Versus Giants*, Idunn says, "Your blood runs with deception, Loki." Idunn means that means that being sneaky, dishonest, and underhanded is part of Loki's essential nature and that he cannot be trusted. I agree with Idunn's assessment of Loki's character, because on multiple occasions throughout the play, Loki could have told the truth and corrected his mistakes, but instead, he continued to lead Idunn and the other gods to believe things that were not true in order to save his own skin. For example, when Thiazi releases Loki back to the ground at the campfire at the end of Scene 2, Hoenir asks Loki, "What was that all about?" Instead of being honest and telling the other gods about Thiazi and the frost giants' plans to steal Idunn's apples, Loki just mumbles, "Nothing." Then in Scene 3, Loki furtively approaches Idunn and speaks to her as if he truly cares about her, saying, "My dear Idunn," when really he is about to trick her into believing there are apples even better than hers in Midgard so that he can lure her out of Asgard and keep his deal with Thiazi. Then in Scene 4, when Idunn voices concerns about her safety outside of Asgard, Loki lies to her again, saying, "I will protect you" and "I would never let happen," only to stand idly by as Thiazi flies off with her. After Idunn is taken, Loki goes into hiding and doesn't tell the truth until Scene 6 when the gods are fuming mad at him and threatening him. Only when Freya draws her sword on Loki does he offer to bring Idunn back. For these reasons, I do not think that if given a choice between lying to others for some personal gain or telling the truth, Loki would ever tell the truth. (character, supporting a claim; R.3, R.2, W.1)

5. C (summarizing; R.2 )
6. C (key ideas and details; R.2)
7. In Scene 7 of Spencer Kayden's play *Gods Versus Giants*, Idunn says, "Your blood runs with deception, Loki." I agree with Idunn that Loki is sneaky and dishonest, because on multiple occasions, Loki could have told the truth and corrected his mistakes, but instead, he continued to lead Idunn and the other gods to believe things that were not true in order to save his own skin. For example, when Thiazi releases Loki back to the ground at the campfire at the end of Scene 2, Hoenir asks Loki, "What was that all about?" Instead of being honest and telling the other gods about Thiazi and the frost giants' plans to steal Idunn's apples, Loki just mumbles, "Nothing." Then in Scene 3, Loki approaches Idunn and speaks to her as if he truly cares about her, saying, "My dear Idunn," when really he is about to trick her into believing there are apples even better than hers in Midgard so that he can lure her out of Asgard and keep his deal with Thiazi. Then in Scene 4, when Idunn voices concerns about her safety outside of Asgard, Loki lies to her again, saying, "I will protect you" and "I would never let happen," only to stand idly by as Thiazi flies off with her. After Idunn is taken, Loki goes into hiding and doesn't tell the truth until Scene 6 when the gods are fuming mad at him and threatening him. Only when Freya draws her sword on Loki does he offer to bring Idunn back. For these reasons, I do not think that if given a choice between lying to others for some personal gain or telling the truth, Loki would ever tell the truth. (character, supporting a claim; R.3, R.2, W.1)

### **GODS VERSUS GIANTS QUIZ**

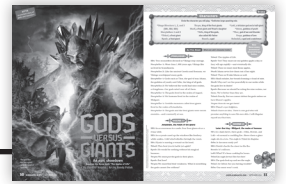
#### **\*Lower Level (LL)**

1. B (character interaction; R.3)
2. A, B (text evidence; R.1)
3. B (figurative language; R.4)
4. D (vocabulary; R.4)

### **GODS VERSUS GIANTS VOCABULARY PRACTICE**

1. I worried that my sister might lose my favorite hat, but I begrudgingly let her borrow it.
2. It took all the bravery Mia could muster to get on stage and sing the national anthem in front of everyone.
3. Long ago, people thought the Earth was flat, but today that idea seems preposterous.
4. Tim sidled over to Matt to pass him a note.
5. The police finally caught up with the criminal who had been selling fake celebrity autographs, and his years of deception came to an end.





## ***Gods Versus Giants cont'd***

6. B
7. B
8. A
9. B

### **LITERARY ELEMENTS: CHARACTER THINKING TOOL**

Answers will vary.

1. **A.** To “save your own skin” is to protect yourself from danger, trouble, or difficulty, usually without any concern for the well-being of others.  
**B.** Answers will vary.
2. Answers will vary but might include dishonest, deceptive, reckless, scheming, self-preserving, manipulative, and heartless. Support may include that in Scene 3, Loki “sidles” over to Idunn and speaks to her as if he cares about her deeply, saying, “My dear Idunn,” when in fact he is about to deceive her, which is deceptive and heartless behavior. Students might also note that he is like a con-artist, luring Idunn into a trap with the question, “What if they’re better than yours?” about the magical apples he is pretending to have seen. In Scene 4, when Idunn is worried about her safety, Loki doesn’t hesitate to tell flat-out lies to her face, saying, “I will protect you” and “I would never let happen.” Then when Thiazi grabs Idunn and she is screaming for help, Loki doesn’t show any sense of remorse; he simply stands there and watches them fly away.
3. Sample answer: A coward is a person who lacks the courage or character needed to face a challenge or to endure dangerous or unpleasant things. (Answers to the second question will vary.)
4. **A.** Answers will vary.  
**B.** Answers will vary.
5. Students may say that Loki wants to correct his mistake by rescuing Idunn and keeping the gods alive. Or they may say that Loki agrees to bring Idunn back for the same basic reason he tricked her into getting captured by Thiazi: to save his own skin. After all, the gods are threatening to punish Loki severely if he does not bring Idunn back.
6. Answers will vary.

### **CORE SKILLS: MOOD**

Answers will vary.

1. thrilling
2. **A.** Scene 8 is thrilling because it is a chase scene in which the outcome determines the fate of the gods. The gods are all dying because they have not eaten their Apples of Life in days. Dreadfully weak, they must get Thiazi off Loki’s trail by building a burning pile of wood near Asgard’s entrance. If they are unable to build this blockade or if the blockade does not work, they will surely die.  
**B.** The characters yell and talk with urgency about what about what they must do, making the situation feel even more high-stakes. You can feel the intensity and excitement in their commands to one another such as “Hurry!” and “Light the fire. . . now!” Hoenir also points out, “If we lose Idunn, we lose everything.” Then Thor yells, “Aaaaaaaaah!” as he lifts his hammer. Readers can feel the thunder rumble and see the lightning strikes that he summons. As the flames rise higher, Loki is barely able to soar above them. Finally, Thiazi yells, “Noooooo!” in defeat and crumbles into a pile of ash. This exciting dialogue and electrifying imagery contribute to the thrilling mood.  
(Responses to the activity on pages 2 and 3 will vary.)

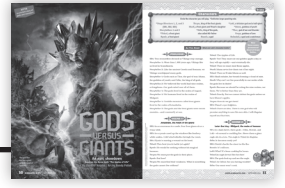
### **DISCUSSION QUESTIONS (“A DAY IN THE LIFE”)**

Answers will vary.

1. Life for Viking children was more difficult than it is for most American families today. Kids in Viking society had to work to help their families survive. For example, in the first paragraph, the writer explains that the young boy in the story must get up very early. In the second paragraph we learn that he has to get up early to help his father in the fields. The writer describes the work as “hard.” The writer also explains that the boy’s sister picked the berries that he ate for breakfast, which shows that Viking girls had chores to do as well.
2. Based on information in the essay, I think Norse mythology was important to the Vikings and that it was a large part of their lives. I can tell this from the fact that the boy in the essay sings songs about Norse gods while he works and listens to stories from Norse mythology before he goes to bed.

**section continues >>**





## ***Gods Versus Giants cont'd***

3. According to information in the essay, Viking women had domestic responsibilities—meaning they took care of the home. You can infer this from several details in the essay. For example, in the first paragraph, Braun explains that the mother is tending to the fire. In the third paragraph, Braun writes, “In the afternoon, your mother, sisters, and grandparents busily spin flax to make your family’s winter clothing.” These details tell you that women took care of the home in Viking society.

## “How to Save a Baby Orangutan”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 19

Answers will vary. Sample response:

As made clear in Mackenzie Carro’s article “How to Save a Baby Orangutan” and the infographic “Why We Need Rainforests,” rainforests are vital to maintaining the planet’s health and must be protected.

In her article, Carro writes, “Since the 1980s, about 30 percent of Borneo’s rainforests have been cleared by humans. Hundreds of millions of trees have been cut down for timber, coal mines, and palm oil plantations” (16). She goes on to explain that this deforestation has been a catastrophe for orangutans—shrinking their habitat and food source, and decimating their populations by almost 80 percent since the 1950s (16-18). It is clear that if we don’t protect rainforests, soon there will be no more orangutans. Later, Carro emphasizes the greater importance of protecting the rainforest for orangutans as she cites Dr. Signe Preuschoft, the founder of a rehabilitation center for orangutans orphaned by deforestation: “Preuschoft points out that protecting orangutans benefits more than just orangutans. Borneo’s rainforest is one of the most diverse ecosystems on the planet. If humans protect the rainforest for orangutans, says Preuschoft, they will indirectly protect thousands of other important plants and animals” (18). We must understand that rainforests are not only home to orangutans, but countless important plant and animal species. We must protect rainforests to protect and preserve them all.

“Why We Need Rainforests” takes this idea even further, helping readers understand that not only is the rainforest home to half of the world’s plant and animal species (19), its existence affects the health of the entire planet—and every person, plant, and animal living on it. The infographic

makes clear the urgent threat rainforests face, stating, “If deforestation continues at the current rate, rainforests could vanish within the next 100 years” (19). The infographic also shows the vital roles that rainforests play in Earth’s wellbeing, making clear the threats that we will face if we don’t protect them. For example, 40 percent of the air we breathe that is produced by the trees and plants in rainforests (19). We need rainforests to simply breathe. Rainforests are also crucial to the water cycle (19). Without them, we won’t have the clouds and rain necessary for the fresh water needed by plants and animals—including humans. Rainforests also absorb harmful carbon dioxide, helping regulate Earth’s climate. Without rainforests, carbon dioxide will trap heat in the atmosphere (19). And rainforests provide many foods, flavorings, and plants used to make medicines. Without rainforests, we won’t have many of the spices, fruits, and flavorings we use daily, or be able to make 70 percent of the medicines we currently use to treat cancer (19). These facts and statistics make clear that deforestation is threatening the most important ecosystems on Earth, ecosystems that need our protection urgently.

### ANSWERS TO ACTIVITY SHEETS

#### “HOW TO SAVE A BABY ORANGUTAN” AND “WHY WE NEED RAINFORESTS” CLOSE-READING QUESTIONS

1. Young orangutans cannot survive alone in the wild because for the first seven or so years of their lives, orangutans are “completely dependent” on their mothers (17). It takes years for young orangutans to learn critical survival skills, so if they are on their own, they might, for example, starve to death or be killed by predators.
2. Carro expresses concern for orangutans and rainforests.

section continues >>



## “How to Save a Baby Orangutan” cont’d

### PREPARING TO WRITE: WHY WE NEED RAINFORESTS

Answers will vary slightly.

| Question   | “How to Save a Baby Orangutan”  | “Why We Need Rainforests”  |
|--|---|--|
| What threats do rainforests face?                            | <ul style="list-style-type: none"> <li>• “Since the 1980s, about 30 percent of Borneo’s rainforests have been cleared by humans. Hundreds of millions of trees have been cut down for timber, coal mines, and palm oil plantations” (16).</li> <li>• Because of deforestation, orangutans’ habitats are shrinking, as is their food source (16).</li> </ul>   | <ul style="list-style-type: none"> <li>• Rainforests are disappearing because humans are clearing them for lumber, coal, ranches, and farms (19).</li> <li>• “If deforestation continues at the current rate, rainforests could vanish within the next 100 years” (19).</li> </ul>   |
| Why are rainforests important? Why should they be protected? | <ul style="list-style-type: none"> <li>• “Since 1950, orangutan populations have declined by about 80 percent, and orangutans are now in danger of extinction” (18). If we don’t protect rainforests, there will be no more orangutans.</li> <li>• Preuschoft points out that protecting orangutans benefits more than just orangutans. Borneo’s rainforest is one of the most diverse ecosystems on the planet. “If humans protect the rainforest for orangutans,” says Preuschoft, “they will indirectly protect thousands of other important plants and animals” (18). Rainforests are not only home to orangutans, but countless other important plant and animal species. We must protect rainforests to protect and preserve them all.</li> </ul> | <ul style="list-style-type: none"> <li>• “40 percent of the air we breath is produced by the trees and plants in rainforests” (19). We need rainforests to live.</li> <li>• “50 percent of all plants and animal species on Earth live in rainforests” (19). Protecting the rainforest protects countless plants, animals, and biodiversity.</li> <li>• “Rainforests play a big role in the water cycle” (19). Without rainforests, we won’t have the clouds and rain we need.</li> <li>• Rainforests absorb harmful carbon dioxide, helping regulate Earth’s climate. Without rainforests, carbon dioxide will trap heat in the atmosphere (19).</li> <li>• Rainforests provide many foods, flavorings, and plants used to make medicines. Without rainforests we won’t have many of the spices, fruits, and flavorings we use daily, or be able to make 70 percent of the medicines we currently use used to treat cancer (19).</li> </ul> |



## “How to Save a Baby Orangutan” cont’d

She describes the death of Gerhana’s mother as a “disaster” and writes that “sadly,” it is not uncommon for an orangutan to be killed by hunters (16). She also writes, “As much as the Forest School is doing for orangutans, the problem is bigger than the school can solve on its own” (18), presenting the threat to orangutans as a problem that should be solved. In addition, Carro paraphrases Dr. Signe Preuschoft’s statement that rainforests contain “thousands of other important plants and animals” (18). Carro does not disagree, so you can infer that she, too, believes rainforests are valuable and should be protected.

3. The infographic states that 50 percent of all plant and animal species on Earth live in rainforests, which supports the idea that protecting rainforests will protect many species. The infographic also states that rainforests absorb carbon dioxide, produce many of the foods and flavorings we eat, and are a habitat for plants used to treat cancer. All these facts support the idea that plants in the rainforest are “important.”
4. It explains why rainforests are important and highlights some of the threats that they face.

### “HOW TO SAVE A BABY ORANGUTAN” AND “WHY WE NEED RAINFORESTS” CRITICAL-THINKING QUESTIONS

1. Students might suggest that the sidebar was included to encourage readers’ concern for or interest in orangutans. Or they might say that the sidebar simply adds interesting information about orangutans that is not in the article. Answers about the sidebar’s effect will vary.
2. If the article were turned into an infographic, it would contain a lot less detail and would likely not be presented as a narrative. Students might say that an infographic about Gerhana’s rescue and orangutans in Borneo would not have the same emotional impact that the article has.
3. Answers will vary.
4. Ideas might include: reducing consumption of processed foods and products; raising awareness about the effects of logging, mining, ranching, and farming in the rainforest; supporting environmental organizations; and supporting politicians who fight for rainforest protection.

### PAIRED-TEXT QUIZ

#### \*Higher Level (HL)

1. C (vocabulary; R.4)
2. C (summarizing; R.2)
3. C (key ideas and details; R.2)
4. A (figurative language; R.4)
5. B (author’s purpose; R.6)
6. A, D (synthesis, key ideas and details; R.9, R.2)
7. When the naturalist John Muir said, “When one tugs at a single thing in nature, he finds it attached to the rest of the world,” he meant that in nature, nothing exists in isolation; everything is connected. Disturbing one piece of it can disturb it all. This idea applies to Mackenzie Carro’s article “How to Save a Baby Orangutan” and her infographic “Why We Need Rainforests,” as Carro discusses how humans have “tugged” at rainforest ecosystems through deforestation, setting off a domino effect of destruction. On page 16, Carro explains that 30 percent of Borneo’s rainforests have been cleared by humans for timber, coal mines, and palm oil plantations. As a result of cutting down trees, orangutans’ habitat has shrunk drastically. Not only are the apes losing their home, but also their food source, as the trees that have been cleared once produced the fruit and plants they eat.  
Later in the article, the idea of everything being connected in nature comes up again, but in a positive light, as Carro quotes Dr. Signe Preuschoft, who says, “protecting orangutans benefits more than just orangutans” (18). According to Dr. Preuschoft, efforts to protect orangutans by ending deforestation would “indirectly protect thousands of other important plants and animals” (18). Additionally, as Carro’s infographic makes clear, protecting the planet’s rainforests would not only benefit the plants and animals that live there, but also all humans and the Earth. That’s because rainforests regulate the planet’s climate, play an important role in its water cycle, produce the air we breathe, and provide foods, flavorings, and medicines that are used by people (19). Carro’s explanation of the role of the Earth’s rainforests makes clear that “tugging” on these unique ecosystems will have a disastrous effect on all that is attached to them—or a positive one, depending on the choices we make. (interpreting text; key ideas and details, synthesis, explanatory writing; R.2, R.4, R.9, W.1)



## “How to Save a Baby Orangutan” cont’d

### PAIRED-TEXT QUIZ

#### \*Lower Level (LL)

1. C (vocabulary; R.4)
2. C (summarizing; R.2)
3. C (key ideas and details; R.2)
4. A (figurative language; R.4)
5. B (author’s purpose; R.6)
6. A, D (synthesis, key ideas and details; R.9, R.2)
7. The idea that in nature, nothing exists alone and everything is connected applies to Mackenzie Carro’s article “How to Save a Baby Orangutan” and infographic “Why We Need Rainforests,” because Carro discusses how humans have “tugged” at rainforest ecosystems through deforestation, setting off a domino effect of destruction. On page 16, Carro explains that 30 percent of Borneo’s rainforests have been cleared by humans for timber, coal mines, and palm oil plantations. As a result of cutting down trees, orangutans’ habitat has shrunk drastically. Not only are the apes losing their home, but also their food source, as the trees that have been cleared once produced the fruit and plants they eat.

Later in the article, the idea of everything being connected in nature comes up again, but in a positive light, as Carro quotes Dr. Signe Preuschoft, who says, “protecting orangutans benefits more than just orangutans” (18). According to Dr. Preuschoft, efforts to protect orangutans by ending deforestation would “indirectly protect thousands of other important plants and animals” (18). Additionally, as Carro’s infographic makes clear, protecting the planet’s rainforests would not only benefit the plants and animals that live there, but also all humans and the Earth. That’s because rainforests regulate the planet’s climate, play an important role in its water cycle, produce the air we breathe, and provide foods, flavorings, and medicines that are used by people (19). Carro’s explanation of the role of the Earth’s rainforests makes clear that “tugging” on these unique ecosystems will have a disastrous effect on all that is attached to them—or a positive one, depending on the choices we make. (interpreting text; key ideas and details, synthesis, explanatory writing; R.2, R.4, R.9, W.1)

### VOCABULARY PRACTICE

1. B; A habitat is the environment that an animal naturally calls home. This book is a photo journey through an African elephant’s habitat.
2. D; Malnutrition is an unhealthy condition that results from not eating properly. This book helps doctors recognize and treat malnutrition.
3. C; The researcher in this book studies gorillas who are nonhuman primates, making her a primatologist.
4. B
5. A
6. A
7. B
8. B
9. A
10. B

### CORE SKILLS WORKOUT: TONE

1. Answer provided on the lower-level version. On the higher-level version, answers will vary. Sample response:
  - Carro describes the Forest School as an “extraordinary place in the heart of the rainforest” (17), showing she finds the school and the work they do to be unusual and remarkable.
  - The details Carro chose to include about caregivers’ response when Gerhana was first brought in—that they “sprang to action” and then “worked around the clock—feeding and hydrating Gerhana, giving him medicine and belly rubs—to keep him alive”—show that she admires their dedication (17).
  - Carro writes that though Gerhana still has a lot to learn, “Fortunately, his many human moms and dads will be at his side, helping him every step of the way” (18). You can tell she thinks Gerhana is lucky to be at the Forest School with caregivers she views warmly, like loving parents.
2. Answers should be similar to upset, angry, critical, disapproving, concerned, etc.
  - Carro writes, “Sadly, this scenario is not uncommon, as more and more of the rainforest where orangutans live is destroyed” (16), making clear that she finds deforestation and the damage it does to orangutans’ habitat upsetting.
  - She also writes, “For orangutans like Gerhana, this



## “How to Save a Baby Orangutan” cont’d

deforestation is a catastrophe” (16). Her use of the word *catastrophe* shows that she views deforestation not just as a problem, but as a devastating disaster.

- Her inclusion of the statistics on page 16—that “Since the 1980s, 30 percent of the Borneo’s rainforests have been cleared by humans,” and “Hundreds of millions of trees have been cut down for timber, coal mines, and palm oil plantations”—emphasizes the scale of deforestation’s destruction.
  - Carro writes, “As much as the Forest School is doing for orangutans, the problem is bigger than the school can solve on its own” (18). She then gives the suggestion to “write to your favorite brands and ask them what they are doing to ensure the palm oil in their products is being produced in a way that does not harm rainforests” (18). Here, she is presenting deforestation as a serious problem that we all must work to solve.
  - On page 18, Carro explains that Borneo’s rainforest is one of the most diverse ecosystems on the planet and that protecting it for orangutans will indirectly protect countless other important plants and animals. These details show how valuable she considers rainforests and how critical she finds it to stop deforestation.
3. Students might say that Carro’s tone as she writes about orangutans is concerned, sympathetic, etc. They may also note that at other times, her tone is awe-inspired or admiring.
- Carro uses powerful language and creates imagery that shows how concerned she is for orangutans and evokes sympathy for orangutans in readers: “Gerhana lay in the dirt—sick, starving, and alone. Death was closing in” (16); “Orphaned babies are doomed. Some starve. Many others are illegally captured and sold to private zoos, where they are forced to live in captivity” (17); “Only six months old and unable to climb trees by himself, Gerhana would have been stranded. All he could have done was cry out—miserable, starving, and alone” (17); “Since 1950, orangutan populations have declined by about 80 percent, and orangutans are now in danger of extinction” (18).
  - The sidebar “5 Ways Orangutans Are Just Like Us” showcases amazing things these apes do that may encourage readers’ interest in and concern for orangutans.
4. Carro likely wrote this article to raise awareness and

encourage action around the plight of orangutans and the problem of deforestation. She wants her audience to think about the products they use every day that have an effect on rainforest ecosystems, ways they can help solve this problem, and the consequences of not protecting rainforests.

### CORE SKILLS WORKOUT: TEXT STRUCTURE

1. In the introduction of “How to Save a Baby Orangutan,” the author first describes a baby orangutan named Gerhana laying helplessly in the dirt. Then the author describes the Borneo rainforest where Gerhana lives. She includes vivid details such as “bright-green jungle,” “fluffy brown monkeys,” and “Lizards the size of crocodiles” to help readers picture the wonders of the rainforest.
2. A. sequence of events  
B. I know the author is using a sequence-of-events structure because she uses words and phrase that indicate the passage of time, such as “On January 30, 2018,” “immediately,” “six-hour ride,” “After they arrived,” and “around the clock.”
3. In the section “Important Skills,” the author compares how baby orangutans learn in the wild with how baby orangutans learn at the Forest School.
4. A. problem and solution  
B. I know the author is using a problem-and-solution structure in this section because at the start of the section, the author presents a problem: the orangutan population is in danger of extinction. Then, the author goes on to provide a possible solution to this problem by suggesting that consumers contact companies that use palm oil in their products and ask them whether rainforests are being harmed as a result of the production of their products.

### CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

#### \*Higher Level (HL)

1. A. C  
B. A  
C. A
2. C; I chose C because it shows that there has been a large decline in orangutan populations.
3. A, D, and E; Evidence B does not support the statement





## “How to Save a Baby Orangutan” cont’d

because it states how resilient orangutans are. This does not support that idea that baby orangutans need their mothers in the wild.

4. B; Choice A uses paraphrase. Choice C does not provide a source for the information provided.
5. A; Choice B uses a direct quote. Choice C does not provide a source for the information provided or a sentence explaining why the information is relevant.
6. Answers will vary. Here is a sample response:  
Baby orangutans need their mothers because they cannot survive alone in the wild without them. In the article, “How to Save a Baby Orangutan,” author Mackenzie Carro explains that this is because for the first seven or so years of their lives, orangutans are “completely dependent” on their mothers (17). It takes years for young orangutans to learn critical survival skills, Carro writes, so if they are on their own, they might, for example, starve to death or be killed by predators.

### CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

#### \*Lower Level (LL)

1. B, D
2. B; I chose B because it provides an example of one way that orangutans rely on rainforests: for food.
3. Baby orangutans are dependent on their mothers in the wild. (Answers will vary)

## "The Message"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### Writing Prompt, page 29

Answers will vary. Here is a sample response:

In Sarah McCarry's story "The Message," the woman in the message is Astra—from the future. McCarry doesn't directly state who the woman is, but instead gives readers clues.

One way I know that the woman in the message is Astra is because of the details McCarry includes about eye color. On page 26, Astra says, "There was something familiar about her. 'Oma?' I whispered. But this woman wasn't my grandmother. This woman's eyes were blue, not green like Oma's." Later, when Astra is destroying the ag module, she says, "I opened a safety locker. In its shiny silver door, I caught the glint of my earrings. Rio had given them to me for my birthday—blue to match the color of my eyes" (28). That the woman in the message and Astra both have blue eyes is a clue that the woman in the message is Astra. (That Astra at first thinks the woman is Oma is also a clue; Astra is picking up on a family resemblance between herself and Oma.)

The scarf that the woman in the message is wearing also provides a clue to the woman's identity. Astra mentions the blue scarf with silver threads that the woman is wearing multiple times. She first mentions it when she is describing the woman she sees on the holo in front of her, saying, "Wrapped around her neck was a midnight-blue scarf embroidered with silver thread" (26). Then, she mentions it again when she plays the message for Rio, saying, "The silver threads in the woman's blue scarf caught the light" (27). At the end of the story, when Astra's mother gives her a handmade blue scarf with Einstein's equations embroidered in silver and Astra describes the "midnight-blue wave of fabric" as "familiar" (29), readers understand that it is the same blue

scarf the woman was wearing in the message—and Astra must be the one who is wearing it.

There are other details in the story that support this inference as well. For example, Astra says that the woman in the message "wore a rumpled regulation jumpsuit" (26). Later, when Astra describes what she is wearing to the Landing Day celebration, she says, "I'd traded my regulation jumpsuit for my favorite dress coveralls . . ." (27). Since the colonists wear regulation jumpsuits, it makes sense that the woman in the video is someone from the *Vida*.

When Astra describes the scene behind the woman in the holo, she says, "And although I couldn't make out the background very well, I could tell it wasn't the *Vida*. It looked like old pictures I'd seen of Earth, except that the sky was a smeary green and the ground was rocky and barren" (27). If the woman is not on the *Vida* nor on Earth, it makes sense that she might be on Rubin 23V—where Astra herself will be living when she is older.

Lastly, at the conclusion of the story, Astra says, "I wrapped the scarf around my neck and thought of Oma in her garden, of what she'd say to me if only I could tell her what I'd done. And then I realized: Maybe someday I could" (29). This line makes it clear that Astra realizes that the woman in the message is an older version of herself—and that she will one day succeed in proving Einstein's theories of space-time and, as she puts it, sailing back up the river of time.

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: WHAT HAPPENED?

Answers will vary.

1. In Sarah McCarry's story "The Message," the woman in

section continues >>



## “The Message” cont’d

the message was Astra—from the future.

2. One way I know the woman in the message is Astra is because of the details McCarry includes about the woman’s eye color.

**Text Evidence:** “There was something familiar about her. ‘Oma?’ I whispered. But this woman wasn’t my grandmother. This woman’s eyes were blue, not green like Oma’s.” (p. 26); “I’d traded my regulation jumpsuit for my favorite dress coveralls and my sparkly blue earrings.” (p. 27); “I opened a safety locker. In its shiny silver door, I caught the glint of my earrings. Rio had given them to me for my birthday—blue to match the color of my eyes.” (p. 28)

**Commentary:** McCarry has Astra mention the woman’s eye color when she describes the woman’s appearance as she is watching on the holo. Later, connections between the woman’s eye color and Astra’s eye color are made when Astra mentions the sparkly blue earrings she is wearing and the fact that they match her eyes. These details help readers understand that the woman is actually Astra.

3. Another reason I know the woman in the message is Astra because of the details McCarry includes about the woman’s scarf.

**Text Evidence:** “Wrapped around her neck was a midnight-blue scarf embroidered with silver thread.” (p. 26); “The silver threads in the woman’s blue scarf caught the light.” (p. 27); “That night, our last on the *Vida*, my mom gave me a present. ‘I planned to give this to you on Landing Day, but I want you to have it now,’ she said. I peeled away the wrapping— and gasped. A familiar wave of midnight-blue fabric spilled across my hands, embroidered with Einstein’s equations in silver thread. ‘Where did you get this?’ I asked in amazement. ‘I made it,’ my mom said, her eyes shining. ‘I know how much you love Einstein.’” (p. 29)

**Commentary:** McCarry has Astra mention the blue scarf with silver threads that the woman is wearing several times—when she is describing the woman she sees on the holo in front of her, and then again when she plays the message for Rio. At the end of the story, when Astra’s mother gives her a handmade midnight-blue scarf with Einstein’s equations embroidered in silver, readers understand that it is the same blue scarf the woman was

wearing in the message—and Astra must be the one who is wearing it.

Other details students may say helped readers understand the woman in the message is future Astra include:

- **Text Evidence:** “She wore a rumpled regulation jumpsuit.” (p. 26) and “I’d traded my regulation jumpsuit for my favorite dress coveralls and my sparkly blue earrings.” (p. 27); **Commentary:** Since the colonists also wear regulation jumpsuits, it makes sense that the woman in the video is someone from the *Vida*.
- **Text Evidence:** “There was something familiar about her. ‘Oma?’ I whispered. But this woman wasn’t my grandmother.” (p. 26); **Commentary:** Since Astra and Oma are related, it makes sense that an older version Astra might look like Oma.
- **Text Evidence:** “And although I couldn’t make out the background very well, I could tell it wasn’t the *Vida*. It looked like old pictures I’d seen of Earth, except that the sky was a smeary green and the ground was rocky and barren” (p. 27); **Commentary:** Since Astra recognizes that the woman is not on the *Vida* nor on Earth, it makes sense that the woman might be someone who lives on Rubin 23V in in the aftermath of some future disaster.
- **Text Evidence:** “I wrapped the scarf around my neck and thought of Oma in her garden, of what she’d say to me if only I could tell her what I’d done. And then I realized: Maybe someday I could.” (p. 29); **Commentary:** This line makes clear that Astra realizes the woman in the message is her and that she will one day succeed in proving Einstein’s theories of space-time and sailing back up the river of time.

### “THE MESSAGE” CLOSE-READING QUESTIONS

1. The story takes place in the first half of the 2300s—about 300 years from now.
2. These paragraphs are in italics to set them off because they are a kind of prologue and not part of the chronological narrative.
3. Students should infer that a holo is a device for digital reading, a more advanced version of a tablet or smartphone. The name “holo” suggests that the device projects holograms—which, later in the story, it does.
4. These lines help you understand the significance of Astra’s decision to destroy the ag module because



## “The Message” cont’d

they show that food is a limited resource and that the colonists might starve to death.

5. As these lines reveal, Astra does not see herself as the brilliant person she is. Rather, she sees herself as a disappointment, as is revealed by what she says on page 26: “I could never remember my chores or where I was supposed to be . . .”
6. Astra likely wants Oma’s advice because Astra feels Oma understood her best. Astra says on page 26 that although her parents love her, she is very different from them. Astra may think that her parents, like Rio, will refuse to even consider that she should follow the instructions from the woman in the message.
7. Astra realizes that the woman in the holo is Astra—a few years in the future. This tells her that she will succeed in finding a way to travel back through time, or at least send messages through time. That is how her older self was able to send her younger self the message.
8. Answers may include that Astra thinks of Oma because she has just realized that she, Astra, will realize her dream of traveling back through time and may see Oma again. Another possible reason is that Astra has realized that she made the right decision, and she is thinking of the one person who likely would have told her to follow her instincts.

### “THE MESSAGE” CRITICAL-THINKING QUESTIONS

1. Answers will vary, but students are likely to say that by saving the colony Astra will gain confidence. Other people may have more respect and admiration for her and put more trust in her.
2. Students might say that it would be exciting to be the first to colonize another planet and rewarding to help build a new way of life. Challenges would include spending so long confined to the ship, dealing with unknowns, and knowing that mistakes could have major consequences. Like pioneers settling new lands on Earth, the settlers of Rubin 23V would face many struggles as they set up a society in a place where nothing has yet been established.
3. Answers will vary.
4. They may have called the ship *Vida* because they hoped it would carry them to a new life.
5. Some students may say yes, because climate change

and overpopulation threaten Earth; if we want to survive, we may need to go to other planets. Others may say no—we should devote all our efforts to saving Earth.

### “THE MESSAGE” QUIZ

#### \*Higher Level (HL)

1. D (summarizing; R.2)
2. B (key ideas & details; R.2)
3. A (vocabulary; R.4)
4. D (character; R.3)
5. C (theme; R.2)
6. B, D (text evidence; R.2)
7. The event foreshadowed is the destruction of the ag module, where the ship’s food crops are grown. Astra introduces the idea that food is a limited resource aboard the *Vida* when she recalls the time she accidentally caught a protein on fire. The author uses this detail to set up Astra’s internal conflict when she receives the message telling her to destroy the ag module. Despite knowing how important food is to the colonists’ survival and having been chastised for wasting it in the past, Astra destroys the ag module because she believes it to be in the best interest of everyone. This time, she is praised for destroying food because it was contaminated as she suspected. (analyzing how ideas develop over the course of a text, writing explanatory text; R.3, W.2)
8. Astra’s future self traveled back in time from Rubin 23V to leave the holo drive for herself. One detail from the story that supports this inference is the eye color of the woman in the message. Astra says of the woman, “There was something familiar about her. ‘Oma?’ I whispered. But this woman wasn’t my grandmother. This woman’s eyes were blue, not green like Oma’s” (26). Then later when Astra is in the ag module, she says, “I opened a safety locker. In its shiny silver door, I caught the glint of my earrings. Rio had given them to me for my birthday—blue to match the color of my eyes” (28). Readers can infer that the blue eyes belonging to a woman that reminds Astra of Oma is actually Astra herself. Another detail that supports this inference is the “midnight-blue scarf embroidered with silver thread” that the woman is wearing in the message. Astra mentions the scarf twice. Then, at the end of the story,



## “The Message” cont’d

Astra’s mother gives her a handmade midnight-blue scarf with Einstein’s equations embroidered in silver. Readers can infer that it is the same blue scarf the woman was wearing in the message and that Astra is the one who was wearing it. (inference, using text evidence, explanatory writing; R.1, W.1)

### “THE MESSAGE” QUIZ

#### \*Lower Level (LL)

1. D (summarizing; R.2)
2. B (key ideas & details; R.2)
3. A (vocabulary; R.4)
4. D (character; R.3)
5. C (theme; R.2)
6. B, D (text evidence; R.2)
7. The event foreshadowed is the destruction of the ag module, where the ship’s food crops are grown. Astra introduces the idea that food is a limited resource aboard the *Vida* when she recalls the time she accidentally caught a protein on fire. The author uses this detail to set up Astra’s internal conflict when she receives the message telling her to destroy the ag module. Despite knowing how important food is to the colonists’ survival and having been chastised for wasting it in the past, Astra destroys the ag module because she believes it to be in the best interest of everyone. This time, she is praised for destroying food because it was contaminated as she suspected. (analyzing how ideas develop over the course of a text, writing explanatory text; R.3, W.2)
8. At the end of the story, Astra realizes she traveled back in time to leave the holo drive for herself. One detail from the story that supports this inference is the eye color of the woman in the message. Astra says of the woman, “There was something familiar about her. ‘Oma?’ I whispered. But this woman wasn’t my grandmother. This woman’s eyes were blue, not green like Oma’s” (26). Then later when Astra is in the ag module, she says, “I opened a safety locker. In its shiny silver door, I caught the glint of my earrings. Rio had given them to me for my birthday—blue to match the color of my eyes” (28). Readers can infer from the fact that Astra has blue eyes, and that Oma does not, that the woman in the message is Astra. (inference, using text evidence, explanatory writing; R.1, W.1)

### LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. Part of Astra’s interest in time travel came from Oma, who is the one who got Astra interested in Einstein and his theories of space-time (25). Astra notes that she used to “spend hours and hours” in the ag module, “talking with Oma about Einstein and time travel while she tended to her plants” (26). Time travel was clearly a shared passion that connected Astra and Oma. Since Oma’s death, Astra has become more intent on figuring out how to “sail back up the river of time,” so that she can see Oma again (25).
2. Astra is finding it difficult to deal with Oma’s death. She says, “I knew she couldn’t live forever . . . but understanding something in your head is different than accepting it in your heart” (25). This line suggests that it has been difficult for Astra to accept life without Oma. The fact that Astra can no longer bring herself to visit the ag module—the one place, she says on page 26, where she felt like herself, when she was in there with Oma—also reveals that Astra is still struggling with the death of her beloved grandmother.
3. These lines help you understand that Astra is a voracious reader and they suggest that Astra is a bit of a loner—she’d rather spend time alone than at a social event.
4. Astra means that although Rio knows Astra is almost certainly going to turn down his invitation to play soccer, he keeps asking her anyway. Astra is also saying that Rio is the kind of person who hopes for and expects good things to happen. Perhaps Rio continues to ask Astra if she wants to play because he is a good friend and wants her to feel included, or perhaps he just really wants her to play and he thinks that eventually he’ll wear her down and she’ll say yes.
5. Oma meant that Astra is unique and does not conform to standards—that she does what she wants to do and is not constrained by what is considered “normal.” Oma uses the idiom as a compliment, but Astra doesn’t seem to see her differentness as a good thing; she seems to see herself as a misfit and a disappointment. When Rio, says, “Look, I know you’re smarter than everyone on this ship—” Astra is surprised, revealing that she does not see herself as the brilliant person she is. Her image of herself is also revealed by what she says on page 26: “I





## “The Message” cont’d

could never remember my chores or where I was supposed to be— even when my dad posted the ship’s schedule in my bunk pod. I knew they loved me, but I think all three of us wondered whether I’d snuck onto the ship from another planet.”

6. Answers will vary.
7. **A.** Simply entering the ag module must have been hard for Astra, as she hadn’t been able to go near it since Oma died. On top of that, destroying the teff meant destroying something that Oma had worked hard on—and one of the last physical traces of Oma that existed. Destroying the teff was also a huge risk—food was a limited resource on the *Vida* and there was a real danger of the colonists starving to death without the crop they’d been counting on. Additionally, Astra’s best friend was adamant that following the instructions in the message and destroying the teff would be a mistake. But in the end, Astra trusted her instincts and the advice that Oma had once given her: “Not everyone is going to understand you . . . what matters most is that you understand yourself” (27).
- B.** Astra’s decision—which turned out to be the right one—might increase her confidence. She might find it easier to trust her own instincts in the future. She also might find it a little easier to deal with Oma’s death, because now that she knows that she will one day figure out a way to send messages through time, meaning that she will one day be able to communicate with Oma again.

### LITERARY ELEMENTS: GENRE EXPLORATIONS

#### Page 1

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

**Takes place in the future:** Astra says that Einstein lived 400 years ago, and since Einstein lived from 1879-1955, this story must take place in the first half of the 2300s.

**Involves space and/or space travel:** Oma and Astra have always been obsessed with Einstein’s theories of space-time and hope to one day find a way to “sail back up the river of time.” The woman in the holo message Astra receives is her, a few years in the future, showing that she will eventually discover how to travel back through time. The story itself takes place in space.

**Portrays other worlds, universes, or dimensions:** The story takes place on a generation ship that is traveling

toward a new world, Rubin 23V, the closest habitable planet to Earth.

**Grounded in science:** Astra is able to prove Albert Einstein’s theories of space-time; Rubin 23V seems like a planet that could sustain life—Astra talks about looking forward to its real gravity and nonrecycled air, and the ship is growing teff seedlings to transplant into Rubin 23V’s soils; A ship like the *Vida* wouldn’t be able to carry enough food, air, or water for a trip that long, but the *Vida* recycles its air and has an ag module that supplements the dehydrated food they brought along.

**Takes place in the aftermath of a disaster or at the end of a civilization:** Astra says, “None of the pioneers expected to see Rubin 23V, of course; they knew how long the journey would take. They’d chosen to go into space—and to die in space—to give their grandchildren a chance at a better future” (25). These lines make clear that the *Vida* pioneers did not set out for Rubin 23V in the name of space exploration. Rather, they sacrificed their lives so that humans could start a new world after life on Earth had become too bleak. One might infer that Earth no longer offered humans a promising future because of an increase in the severity of present-day problems such as climate change, overpopulation, and war.

**Expresses concerns about present-day issues:** N/A

**Has futuristic technology:** Astra uses a digital device for reading called a “holo” that seems like an advanced version of a tablet. Later in the story, a similar device projects holograms; A ship like the *Vida* couldn’t exist today, technology for protecting humans from the radiation of long-term space living hasn’t yet been developed (28).

**Has extraterrestrial life-forms:** N/A

#### Page 2

1. Answers will vary.
2. Answers will vary.
3. Answers will vary. Students may say that it seems possible that we will one day discover other habitable planets in the universe, as well as how to travel through space for long periods of time. Students may also say that it seems possible that we will start looking for other places to live if we reach a point where the Earth is in total crisis.





## “The Message” cont’d

### CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers may include:
  - “Rio is the golden child of the Vida. Everyone loves him. He’s first in our class, he’s a third-gen rep on the ship’s council, and he makes everyone he talks to feel important. He’s even good at sports.” (p. 25)
  - “One of my favorite things about Rio is that even though he’s known me my entire life, he still asks me whether I want to play soccer. He’s a true optimist.” (p. 26)
3. You can infer from these lines that the woman is distressed and has been something terrifying or traumatic. The red-rimmed eyes suggest that she has been crying or has not gotten enough sleep. Her hollow cheeks suggest that she is sick or starving. The “ugly scratch on her cheek” could suggest that she has experienced violence.
4. Answers may include:
  - “People put their survival in my parents’ hands. Then there was me. I could never remember my chores or where I was supposed to be—even when my dad posted the ship’s schedule in my bunk pod.” (p. 26)
  - “Rio threw up his hands. ‘Look, I know you’re smarter than everyone on this ship—’ ‘You do?’ I said, startled. ‘I am?’” (p. 27)
5. Answers will vary.

# “Should Instagram Get Rid of Likes?”



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

|  | Nick  | Kira   |
|--|---|--|
| line(s) that express the central idea, or central claim                | “But here’s the thing: Hiding likes doesn’t go far enough. I think you should get rid of likes altogether.”   | “The like feature is the best part of Instagram. You should keep it—and likes should stay public too.”   |
| two pieces of evidence that support the central idea, or central claim | <p>“For example, a few weeks ago I posted a photo of me and my dog, Barley. Well, I got one measly like—and it was from my mom. I was so embarrassed that all my followers could see that I only got one sad little like that I deleted the photo. Then I looked at my friends’ photos that got hundreds of likes and felt even worse.”</p> <p>“And did you see that recent report released by the Royal Society for Public Health in the U.K.? It found that Instagram was the most harmful social media platform for young people’s well-being. It actually makes us feel anxious and depressed.”</p> | <p>“Part of the fun of Instagram is scrolling through my feed and liking my friends’ posts—it’s a way to show support.”</p> <p>“Sure, if you don’t get a lot of likes on a post, you might be bummed. But you shouldn’t be. It’s not like anyone “disliked” your post, which you can do on other (meaner!) apps. Instagram likes are purely positive. Whether you get 1, 10, or 1,000, you should feel great.”</p> |
| line(s) that express the counterargument                               | “I know getting likes is supposed to make us feel good.”  | “Still, I understand that Instagram can negatively affect your self-esteem when you start comparing your likes to other people’s.”   |
| line(s) that contain the rebuttal                                      | “But in reality, only getting a lot of likes makes us feel good. Getting a small number makes us feel awful.”   | “But if Instagram really wants to help its users feel better about themselves, you should get rid of the comments feature, or monitor it better. A lot of nasty cyberbullying goes on in Instagram comments.”  |



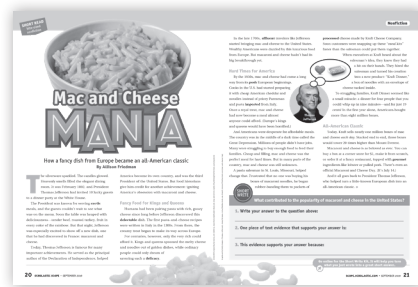
## “Should Instagram Get Rid of Likes?” cont’d

### ANSWERS TO ACTIVITY SHEETS

#### VOCABULARY PRACTICE

1. A
2. B
3. B
4. A
5. A
6. C; A *Monitor* is a device or person that watches something closely, and Julia believes the aliens have been watching her.
7. A; Something that is authentic is real and true to the original. This cookbook teaches people how to make authentic Cuban fare.
8. D; Measly means “too small in size or amount,” which is how Miranda regards the bag of jelly beans before discovering that the beans are actually magical.

## “Mac and Cheese Mania”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 21:

As Allison Friedman explains in her article “Mac and Cheese Mania,” it was the affordability and convenience of macaroni and cheese that contributed to its popularity in the United States. When mac and cheese was first introduced to the U.S. 200 years ago at a fancy White House dinner, it was a luxurious European dish that only the wealthy could afford. For this reason, it wasn't very popular. But as time passed, American cooks found ways to create their own versions of mac and cheese using non-imported ingredients, making it much more affordable. During the Great Depression, this affordability made it a staple for struggling families. But even then, mac and cheese was still unknown in many parts of the country (21). It was only after Kraft teamed up with a clever pasta salesman and started selling noodles and processed cheese packaged together that the dish really took off. The company sold more than eight million boxes in the first year alone (21).

### ANSWERS TO ACTIVITY SHEETS

#### “MAC AND CHEESE MANIA” QUIZ

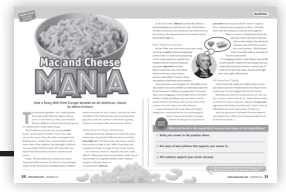
##### \*Higher Level (HL)

1. B (vocabulary; R.4)
2. D (key ideas & details; R.2)
3. B (text evidence; R.1)
4. C (key ideas and details; R.2)
5. B (text structure; R.5)
6. C (summarizing; R.2)
7. Macaroni and cheese has continued to evolve since it was first introduced in the U.S. 200 years ago at a fancy White House dinner. At the time, it was a luxurious dish that only the wealthy could afford (20). But as time passed, American cooks found ways to create their own versions of mac and cheese using non-imported ingredients, making it much more affordable (21). The fact that mac and cheese was affordable made it a staple for struggling families during the Great Depression (21). Then after Kraft teamed up with a clever pasta salesman who sold noodles and processed cheese banded together, the convenience of mac and cheese increased its popularity even more (21). Today, mac and cheese remains as popular as ever, whether people are eating the cheap classic recipe or fancier recipes with inventive new twists (21). (analyzing how events interact, writing explanatory text; R.3, W.2)

#### “MAC AND CHEESE MANIA” QUIZ

##### \*Lower Level (LL)

1. B (vocabulary; R.4)
2. D (key ideas & details; R.2)
3. B (text evidence; R.1)



## “Mac and Cheese Mania” cont’d

4. C (key ideas and details; R.2)
5. B (text structure; R.5)
6. C (summarizing; R.2)
7. Macaroni and cheese has continued to evolve since it was first introduced in the U.S. 200 years ago at a fancy White House dinner. At the time, it was a luxurious dish that only the wealthy could afford (20). But as time passed, American cooks found ways to create their own versions of mac and cheese using non-imported ingredients, making it much more affordable (21). The fact that mac and cheese was affordable made it a staple for struggling families during the Great Depression (21). Then after Kraft teamed up with a clever pasta salesman who sold noodles and processed cheese banded together, the convenience of mac and cheese increased its popularity even more (21). Today, mac and cheese remains as popular as ever, whether people are eating the cheap classic recipe or fancier recipes with inventive new twists (21). (analyzing how events interact, writing explanatory text; R.3, W.2)

## “Would I Still Be Me?”



### ANSWERS TO ACTIVITY SHEET

#### ANALYZING POETRY

Answers will vary. The following are provided as sample answers only.

1. The speaker describes some of her food preferences.
2. In the second stanza, the speaker describes different food preferences that she could have. She is asking, “What if instead of the things I like” (the things described in the first stanza), “I liked these other things instead? Would that change who I am?”
3. In the third stanza, the speaker names two of her fashion preferences. In the fourth stanza, the speaker names some different fashion preferences she might have and asks whether having those different fashion preferences would change who she is.
4. a. Students should circle “I like.”  
b. Students should circle “I also like.”  
c. Students should circle the word “But.”  
d. Students should circle the word “But.”  
e. Students should circle “if I” in lines 14, 18, 21, 24, 27, 29, 30, and 32.  
f. Students should circle “what if” in lines 27, 29, 30, and 32.
5. In stanzas 5-7, the speaker does not name specific things that she likes, but rather names some general categories—hair style, Instagram handle, using TikTok, and where she lives—and ponders whether changing any of those things would change who she is. In other words, in stanzas 5-7, the reader doesn’t learn what the speaker’s hairstyle is, what the speaker’s Instagram handle is, what kind of videos the speaker puts on TikTok, or where the speaker lives in the way that the

reader learns, in stanza 1, what kind of food the speaker likes and in stanza 3, what kind of clothes the speaker wears.

6. It seems likely that the speaker finds the things she names in stanzas 8-10 more important to making her who she is than the things she names earlier in the poem. For one thing, she begins stanza 8 with “But what if,” which suggests a shift; she has suggested that preferring different foods, wearing different clothes, changing her Instagram handle, etc., wouldn’t really change who she is, but what if she is now asking, she changed these things? She seems to be saying that changing these things would be different. Also, the things the speaker refers to in stanzas 8-10—giggling a lot, being a rule-follower, being afraid of heights, etc.—seem a bit more personal, private, or significant than the more superficial preferences she named earlier.
7. In these lines, the speaker seems to be revealing the most private detail about herself in the whole poem: her feeling of smallness when she gazes at the stars.
8. “Wouldn’t I still be me?” has the connotation of “I would still be me.” “Would I still be me?” sounds like a real question—like the person asking thinks the answer could be (and maybe is likely to be) “no.”
9. Putting the line on its own adds emphasis to the line and helps give the poem a strong, thoughtful ending. Also, the question “Would I still be me?” is a follow-up question to all of the questions posed in stanzas 8-10, and if “Would I still be me?” were part of stanza 10, this might not be as clear.
10. Answers will vary.