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“Grammar’s Cave of Glowing Goo”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

STARRY NIGHT SKY

New Zealand is famous for dazzling caves like this one. Twinkling blue lights dangle from the ceiling, creating what looks like a starry night sky. The lights are made by glowworms, which are *bioluminescent*—meaning they have the ability to glow.

Each year, these caves attract a huge number/amount of visitors—and it’s easy to see why. They are nothing short of breathtaking.

GOOEY DEATH TRAPS

The glowworm’s glow isn’t just a pretty light show. It’s part of a death trap. Here’s how it works: First, the glowworm makes a tube of snot-like mucus. Then it spits up a bunch of silky threads and hangs them from the tube.

If you think that’s gross, wait until you hear what happens next. On each thread, the glowworm coughs up a considerable number/amount of sticky mucus. It places the mucus in drops, like beads on a string. When glowworms are hungry, they light up. The hungrier they are, the greater the number/amount of light they produce.

Other bugs mistake the lights for stars. They fly upward, only to get stuck in the goo. Then along comes the glowworm to gobble them up. Yum!

A SHORT LIFE

Glowworms look like clear gummy worms, but they actually aren’t worms. They are the larvae of an insect called the fungus gnat.

There are four stages in the life cycle of the fungus gnat. First comes the egg stage, which lasts about three weeks.

(Eggs are laid year-round, but the largest number/amount of eggs are laid during the winter months.) When the egg hatches, out comes the glowworm. For the next six to nine months, the glowworm eats enormous numbers/amounts of food.

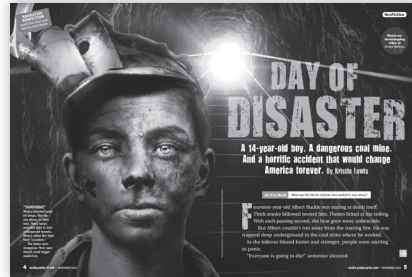
Then the pupal stage starts, and the glowworm transforms into the gnat. By then, the days of snot strings are over. The gnats have no mouths and never eat. They live for only about two days—just enough time to mate and lay eggs.

ANSWERS TO ACTIVITY SHEET

NUMBER VS. AMOUNT

1. number
2. number
3. amount
4. number
5. amount
6. number
7. number
8. amount
9. amount
10. number
11. Answers will vary.

"Day of Disaster"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Speeches will vary. Sample speech:

My fellow citizens,

Today, November 13th, 2019, commemorates the 110th anniversary of the Cherry Mine disaster. I speak today not only to honor the lives lost, but to remind us of the value in remembering our country's rich history, including its disasters, injustices, and tragedies.

On that tragic November day in 1909, 259 workers at the Cherry Mine in Illinois needlessly lost their lives in a massive fire. Hundreds of miners—many of them children—were working in the mine at the time it caught fire. Instead of being told to evacuate, workers were ordered to continue working. Coal—not people—continued to be hoisted to the surface for at least 30 minutes while the fire spread. Eventually, some people were evacuated, but many were not notified of the fire until it was far too late to escape; the Cherry Mine lacked basic fire safety features such as an alarm system that could notify workers in case of an emergency. Many more workers could have escaped from the mine if they had been notified of the fire sooner. Even more shocking and cruel, the mine company decided to seal off the mine's air shaft in an attempt to starve the fire of oxygen and extinguish it. This trapped more than 200 miners inside the burning mine.

The Cherry Mine disaster did leave behind an important legacy: It enraged the public, which led to new safety rules as well as laws requiring companies to pay victims of workplace disasters. The Cherry Mine disaster also helped fuel the movement to end child labor in the United States by shedding light on the problem.

It is my hope that by commemorating this event, we remind ourselves of the human cost of greed and the importance of having laws to protect workers.

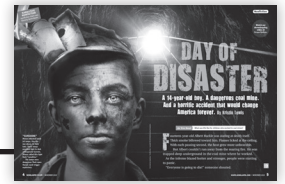
Thank you for sharing in this day with me, and may we never forget the struggles of previous generations and the sweeping changes that have made our lives safer and better today.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: CHERRY MINE SPEECH

Answers will vary slightly.

1. On November 13, 1909, 259 workers at the Cherry Mine in Illinois lost their lives in a massive fire. Hundreds of miners were working in the mine at the time it caught fire, but many were not notified of the fire until it was too late to escape. Some miners were ordered to continue working while the fire was blazing. Although some miners did manage to escape, hundreds were trapped underground after the company that owned the Cherry Mine decided to seal off the mine's entrance in order to put the fire out.
2. • The Cherry Mine lacked basic fire safety features such as an alarm system that could notify workers of a fire or disaster (9). Many more workers could have escaped from the mine if they had been notified of the fire sooner.
 - Instead of being told to evacuate the mine, some workers were ordered to continue working as the fire spread. Coal continued to be hoisted to the surface for at least 30 minutes while the fire burned (9).
 - The mine company sealed off the mine's air shaft in an attempt to starve the fire of oxygen and extinguish it. This trapped more than 200 miners inside the burning



“Day of Disaster” cont’d

mine (10).

3. • The Cherry Mine disaster helped lead to new safety rules as well as laws requiring companies to pay victims of workplace disasters (10).
 - The Cherry Mine disaster also helped fuel the movement to end child labor in America by shedding light on the problem (10).
4. Learning about the disaster can help people understand the human cost of greed, the challenges that children and their families faced at the turn of the century, and the importance of having laws to protect workers. Students may also say that learning about how Americans from all over donated money to help those affected by the disaster can strengthen our faith in humanity. And students may say that learning about the Cherry Mine disaster helps them understand how the struggles of previous generations helped lead to sweeping changes that have made our lives safer today. (Answers will vary.)

“DAY OF DISASTER”

CLOSE-READING QUESTIONS

1. The mood is terrifying and suspenseful. Lewis creates feelings of terror by using vivid language to describe the intensity of the fire. She creates suspense by revealing to readers that Albert is trapped underground.
2. Lewis is using foreshadowing. By writing that the miners “thought” that their day would be ordinary, Lewis is hinting that their day would not be ordinary at all. This foreshadowing creates suspense and draws the reader into the story.
3. These details are important to the story because they explain that, at the time of the Cherry Mine disaster, coal was an important energy source for many different industries. They help put the events of the article into historical context.
4. Lewis supports her statement by listing the many dangers that coal miners faced, including cave-ins, toxic gases, and the risk of explosions and fires. She also explains how physically difficult coal mining is.
5. These questions help the reader relate to Albert while providing more detail about his life.
6. This section reveals how little concern was shown for the safety of workers. Lewis writes that coal continued to be brought up to the surface for 30 minutes after the

fire started—while the miners were kept underground. The section also reveals how unsafe conditions were by explaining that there were no alarms or warning systems in place.

“DAY OF DISASTER”

CRITICAL-THINKING QUESTIONS

1. Students will likely say yes. The Cherry Mine disaster helped lead to new safety rules, as well as laws requiring companies to pay victims of workplace disasters. The Cherry Mine disaster also helped the movement to end child labor in America.
2. Answers will vary. Students may say that learning about the disaster can help people understand the human cost of greed, the challenges that children and their families faced at the turn of the century, and the importance of having laws to protect workers. Students may also say that learning about how Americans from all over donated money to help those affected by the disaster can strengthen our faith in humanity. And students may say that learning about it helps them understand how the struggles of previous generations helped lead to sweeping changes that have made our lives safer today.

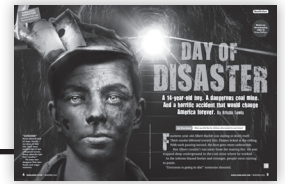
READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image shows a very young coal miner who looks tired and dirty. He is in a dark tunnel and there is a bright light behind him which looks like it might be fire. This image creates an ominous and eerie mood. The headline and subheading add to this ominous mood because they refer to danger, disaster, and a “horrific accident.”
2. The sidebar suggests that working in a coal mine was dirty, difficult work for kids.
3. The sidebar “What Is Coal?” helps you understand what coal is and how it produces energy.
4. I predict this article will be about a boy involved in a deadly coal mine disaster.
5. **A.** The author describes the job of a coal miner in the early 1900s and explains why kids worked in the mines.
B. The author describes what coal miners did—how they blasted, cut, shoveled, and hoisted coal day after day.



“Day of Disaster” cont’d

Then she explains why kids were doing this work as well as adults. Many children had to work to help support their families.

6. The mood of the section is terrifying, desperate, and suspenseful. Author Kristin Lewis creates this mood by describing the growing fire with figurative language, writing that the flames were “licking at the ceiling” and “like a ravenous monster, the fire was consuming everything in its path.” Her use of dialogue also helps readers imagine the miners’ fear, as she writes, “If you don’t give us a cage, we’re all going to choke!” someone screamed.” At the end of the section, Lewis continues to create suspense as she explains that hundreds of miners were trapped and asks, “How would they know they needed to get out—fast? There were no alarms. No cell phones. For many, the only warning was the smell of smoke.”
7. The author’s tone is admiring and impressed as she describes the public’s response to the disaster. She highlights how the public “rallied” to help the people of Cherry, noting that “thousands of dollars in donations poured into Cherry from around the country.” She writes about how the public’s outrage brought about what she describes as “important change” in America, such as new safety rules and laws to protect workers, along with the rise of a movement to ban child labor at last.
8. Coal mining in 1909 was extremely dangerous.
9. On November 13, 1909, 14-year-old Albert Buckle lived through a coal mine disaster that would change American history. Albert worked in the Cherry Mine in Illinois. Mines were extremely hazardous, however, the Cherry Mine was new and modern, and said to be the safest mine in America.

On that November day, an oil lamp dripped oil on a cart of hay, setting it ablaze. The fire spread to the wooden beams that supported the mine’s tunnels and was soon burning out of control. Albert was able to escape, but 259 people lost their lives.

The public was outraged and the disaster led to important changes in work safety rules, child labor laws, and worker protections in the United States.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

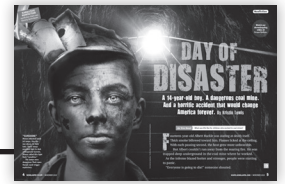
*Lower Level (LL)

1. The image shows a very young coal miner who looks tired and dirty. He is in a dark tunnel and there is a bright light behind him which looks like it might be fire. This image creates an ominous and eerie mood. The headline and subheading add to this ominous mood because they refer to danger, disaster, and a “horrific accident.”
2. The sidebar suggests that working in a coal mine was dirty, difficult work for kids.
3. The sidebar “What Is Coal?” helps you understand what coal is and how it produces energy.
4. I predict this article will be about a boy involved in a deadly coal mine disaster.
5. The mine had no alarm system to tell miners to evacuate. (Students might also say that some miners were told to continue working as the fire burned.)
6. B
7. A. admiring
B. I know the author’s tone is admiring and impressed in this section because as she describes the public’s response to the disaster, she highlights how the public “rallied” to help the people of Cherry, noting that “thousands of dollars in donations poured into Cherry from around the country.” She also writes about how the public’s outrage brought about what she describes as “important change” in America, such as new safety rules and laws to protect workers, along with the rise of a movement to ban child labor at last.
8. A. Students should cross out Detail #3.
B. Detail #3 is about how coal was improving travel in America. This detail does not show how coal mining was dangerous in 1909.
9. Students should cross out C, E, and F.

“DAY OF DISASTER”

VOCABULARY

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



“Day of Disaster” cont’d

7. A
8. ventilation
9. saga
10. hoist
11. dissipated

“DAY OF DISASTER” QUIZ

*Higher Level (HL)

1. D (text structure; R.5)
2. C (figurative language; R.4)
3. B (interpreting text; R.4)
4. B (vocabulary; R.4)
5. A (summarizing; R.2)
6. C (key ideas & details; R.2)
7. In her article “Day of Disaster,” author Kristin Lewis portrays coal mining in the early 20th century as a difficult and dangerous job. She tells the story of child miner Albert Buckle from the early 1900s, who started work at 6:30 in the morning and had only one day off each week. She explains that miners like Albert worked deep underground in cold, damp air, and to see in the dark, they wore oil lamps with open flames on their hats that could trigger explosions (4-6). Lewis describes how coal mines at the time were full of other hazards such as cave-ins, lethal underground gases, and fires (6). When describing Albert’s job as a trapper she writes, “If a mule team came speeding along and you didn’t open the door, they could crash—crushing the mules, the driver, maybe even you” (8). Lewis also describes mining coal as tough and dirty work. She writes, “They cut out the coal with heavy tools, their backs aching” and that the breaker boys who picked small pieces of rock out of the coal “sat hunched over for hours, their fingers frozen and bloody” (8). These details show how unsafe and difficult coal mining was.
8. Throughout her article “Day of Disaster,” author Kristin Lewis presents photos, captions, and other text features that help readers better understand coal mining and child labor. For example, the sidebar “Children of the Coal Mines” on pages 7-8 illustrates how young the children who worked in coal mines were. Seeing photos of their filthy, exhausted faces helps readers better understand and visualize the information about the child workers Lewis provides in the article. In addition, the sidebar

provides information about the various roles the children filled in the mines—mule drivers, trappers, and breaker boys—and what working conditions were like for them. She writes of the breaker boys, “Their job was to pick out small pieces of rock from the precious coal. They sat hunched over for hours, their fingers often frozen and bloody” (8). These details help readers better understand coal mining and child labor in general.

Other visuals that could have been presented to help readers understand the Cherry Mine disaster include a blueprint of the Cherry Mine’s layout or a photo of an air shaft. This would help readers visualize the Cherry Mine, where the fire started and how it spread, and the route miners had to take to get out. And while there is a photograph on page 9 of friends and relatives of the disaster gathered outside the mine, additional primary sources such as newspaper headlines from around the country would add to readers’ understanding of how the disaster affected the rest of America. (analyzing text features, integrating ideas, writing explanatory text; R.5, R.7, W.2)

“DAY OF DISASTER” QUIZ

*Lower Level (LL)

1. D (text structure; R.5)
2. C (figurative language; R.4)
3. B (interpreting text; R.4)
4. B (vocabulary; R.4)
5. A (summarizing; R.2)
6. C (key ideas & details; R.2)
7. As evidenced in Kristin Lewis’s article “Day of Disaster,” there were several main causes of the Cherry Mine disaster. For one, the mine’s electric lighting system was broken so miners were using oil lamps (9). As Lewis explains in the caption on page 4, these lamps were simply open flames attached to miners’ hats and were incredibly dangerous. It was oil from one of these lamps that dripped onto a hay car and set it ablaze. In addition, the location of the fire when it started caused the fire to quickly become more powerful. As Lewis explains, “the car was stuck under an air shaft” and “fresh air was fanning the flames” (9). This made the fire more difficult to extinguish than the average mine fire, and by the time the miners were finally able to put out



“Day of Disaster” cont’d

the burning hay car, it was too late—the fire had already spread to the beams that were holding up the mine’s tunnels (9). The disaster was only worsened by the mine company’s lack of concern for the safety of their workers: They had not installed any kind of alarm system in the mine, they ordered that coal continue to be brought to the surface for at least 30 minutes after the fire started, and they eventually sealed off the mine’s air shaft in an attempt to starve the fire of oxygen and extinguish it (9-10). These decisions ended up trapping more than 200 miners inside the burning mine (10). (key ideas and details, writing explanatory text; R.1, R.2, W.2)

8. In her article “Day of Disaster,” author Kristin Lewis included the sidebar “Children of the Coal Mines” to help readers better understand coal mining and child labor. The photographs in the sidebar help you understand how young the children who worked in coal mines were. Seeing photos of their filthy, exhausted faces helps readers better understand and visualize the information about the child workers Lewis provides in the article. In addition, the sidebar provides information about the various roles the children filled in the mines—mule drivers, trappers, and breaker boys—and what working conditions were like for them. Lewis writes of the breaker boys, “Their job was to pick out small pieces of rock from the precious coal. They sat hunched over for hours, their fingers often frozen and bloody” (8). These details help readers better understand coal mining and child labor in general. (analyzing text features, integrating ideas, writing explanatory text; R.5, R.7, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is about Albert Buckle, a 14-year-old coal miner who worked in the Cherry Mine in Illinois. Students may say that the article is also about the other miners who worked at Cherry.
2. The significant event described is the Cherry Mine disaster of 1909. On November 13, 1909, the Cherry Mine where Albert and his brother worked caught fire. It was a tragic event that took the lives of 259 people.
3. A fire broke out after an oil lamp spilled and set a cart of hay ablaze. Albert and other workers tried to escape when they couldn’t put the fire out, but the cage

operator told them to get back to work. Though the hay was eventually extinguished, it was too late—the wooden beams that supported the mine’s tunnels had caught fire. Albert was able to escape, but 259 people lost their lives after the mine company sealed off the mine’s air shaft in an attempt to starve the fire of the oxygen it needed to burn, trapping them all inside.

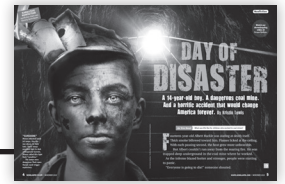
4. Albert and over 200 other men and boys were able to escape, but 259 others lost their lives, Albert’s brother was one of them. Albert testified in the investigation launched against the mine company. He quit coal mining, moved to a new town, and became a tree trimmer.
5. After the fire, the public was outraged and rallied to help survivors and the families of the victims. The mine company was fined for employing underage kids. The event helped bring about important changes in mine safety rules, child labor laws, and worker protection laws in the United States.
6. Answers will vary.

Sample Summary:

On November 13, 1909, 14-year-old Albert Buckle lived through a devastating coal mining disaster that would change American history. Albert worked as a trapper at the Cherry Mine in Illinois. Coal mining was a difficult and dirty job. Miners faced many hazards, including cave-ins, toxic gases, and the risk of explosions and fires. But the Cherry Mine was new, and many said it was the safest mine in America.

On that November day, a fire broke out in the mine after an oil lamp set a cart of hay ablaze. Albert was told to go and get water to put the fire out, but this didn’t help. The fire was spreading too quickly and the mine itself was soon on fire. Albert escaped, but many others did not because the mine had no warning system in place and because many miners were told to keep working as the fire burned. Two hundred men were still trapped underground when the owners of the mine decided to seal off the mine to try and choke out the fire. The disaster took the lives of 259 men.

The public was outraged and the disaster led to new safety rules, as well as laws requiring companies to pay victims of workplace disasters. It also helped the movement to end child labor in America.



“Day of Disaster” cont’d

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

On November 13, 1909, 14-year-old Albert Buckle lived through a devastating coal mining disaster that would change American history. Albert worked as a trapper at the Cherry Mine in Illinois. Coal mining was a difficult and dirty job. Miners faced many hazards, including cave-ins, toxic gases, and the risk of explosions and fires. But the Cherry Mine was new, and many said it was the safest mine in America.

On that November day, a fire broke out in the mine after an oil lamp set a cart of hay ablaze. Albert was told to go and get water to put the fire out, but this didn’t help. The fire was spreading too quickly and the mine itself was soon on fire. Albert escaped, but many others did not because the mine had no warning system in place and because many miners were told to keep working as the fire burned. Two hundred men were still trapped underground when the owners of the mine decided to seal off the mine to try and choke out the fire. The disaster took the lives of 259 men.

The public was outraged and the disaster led to new safety rules, as well as laws requiring companies to pay victims of workplace disasters. It also helped the movement to end child labor in America.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. C
2. C; I chose C because the statement is about how something bad was going to happen at the Cherry Mine. This detail does not show how difficult or dangerous the working conditions were at the Cherry Mine.
3. The Cherry Mine disaster was a terrifying experience for the miners who worked there. (Answers will vary slightly.)
4. Answers may include:
“It helped fuel a movement that, in 1938, banned child labor in the U.S. at last.” (p. 10); “Over the next few years, new safety rules were created.” (p. 10)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, D, E
2. The Cherry Mine disaster led to important advancements

in workplace safety in the U.S. (Answers will vary slightly.)

CORE SKILLS WORKOUT: TEXT FEATURES

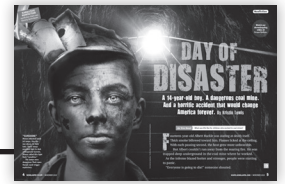
Answers will vary but should be similar to the following:

1. The image shows a very young coal miner with a somber expression on his face. He looks tired and dirty from working in the mine. In the deep, dark, underground tunnel he is in, there is a bright light behind him. The light looks like it might be fire. This image creates an ominous and eerie mood. The headline, subheading, and image caption add to this mood by providing details about how dangerous and horrifying it could be to work in a coal mine.
2. The collection of photos titled “Children of the Coal Mines” gives the reader a glimpse into what life in coal mines looked like for children. All three child miners’ faces are serious and dirty. One photo’s caption explains how breaker boys “sat hunched over for hours, their fingers often frozen and bloody” (8). This detail tells you that working in a coal mine was a difficult and dangerous job, especially for a child. Another photo shows a trapper, which helps the reader visualize what it is that Albert does at the Cherry Mine, as well as what happens in the story as the disaster unfolds.
3. The information in the sidebar “What Is Coal?” would best fit in the section “Transforming America” because this section is about what coal is and how it is used in the United States. The information in the sidebar expands on this by providing details about how coal was formed and how it creates energy.
4. The author might have included the photograph and caption to show readers how coal mining has changed over the past century. The photograph shows workers using big and powerful machines above ground to do the difficult work that small children once did. The caption helps readers understand that while coal mining might be more advanced and regulated today, it is still a very dangerous job.

CORE SKILLS WORKOUT: TEXT STRUCTURE

Answers will vary but should be similar to the following:

1. In the introduction of “Day of Disaster,” the author is describing a horrifying fire in a coal mine. She includes



“Day of Disaster” cont’d

imagery that shows how dangerous the fire was, such as, “Thick smoke billowed toward him. Flames licked at the ceiling.”

2. A. compare and contrast

B. I know the author is using a compare-and-contrast structure because the author begins the sidebar with the sentence, “Today, the U.S. relies less on coal than we did in the past.” This tells you that the author is comparing coal mining in the past with coal mining today. She goes on to explain that coal mining today is more technologically advanced and more regulated. She also writes that although mining is safer today than it was in the past, it is still a dangerous job.

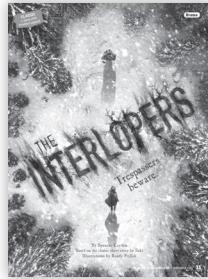
3. A. sequence of events

B. I know the author uses a sequence-of-events structure in this section because she writes about the events in the order in which they occurred (chronological order). She uses words and phrases that show the passage of time, such as “In the coming days,” “On November 20,” and “a week after the fire started.”

VIDEO DISCUSSION QUESTIONS

- Answers will vary, but evidence may include that there were new fashions and entertainment in the early 1900s. There were also many new people arriving to the country.
- At 2:18, the mood of the video changes from upbeat and joyful to somber and depressing. Images of young children working difficult jobs appear on-screen as melancholy music plays. The narration explains that while the 1900s were an optimistic time for Americans, the progress of the early 20th century came at “a human price” (2:24).
- Answers will vary.
- Lewis may have chosen to include both narrative and informational writing in her article as a way to convey information about a real historical event in a compelling, dramatic way. The narrative writing about Albert Buckle and his experience during the fire at the Cherry Mine helps pull readers into the story and keep them interested and engaged. The informational writing puts Albert’ story in context for readers and helps them better understand the events of the story as they unfold.

The Interlopers



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Answers will vary. Sample response:

In Spencer Kayden's play *The Interlopers*, the title refers to George Zenova and Ivan Gratz—but not only in the way readers might initially think.

George and Ivan are in a generations-long feud over land that each claims belongs to his own family. Both George and Ivan view the strip of forest between their homes—and all of the animals and resources on that land—as their rightful property. George sees Ivan as an interloper on his family's property, and Ivan sees George as an interloper on his family's property. Both men become enraged when the other uses the forest or stakes a claim to it. However, the men's views of each other as interlopers is not the only interloping that the play's title refers to.

Throughout the play, forces of nature—wind, a storm, a tree, and a pack of wolves—intervene as George and Ivan fight over the strip of forest. Sound effects signal a powerful wind blowing every time a Gratz or a Zenova claims that the land is theirs (Scenes 1, 3, 5). The wind is like nature speaking, angrily refuting the men's claims that the forest can be owned. The wind is also what drowns out the men's shouts for help in Scene 7, when they are both pinned under a giant tree. This tree was brought down on George and Ivan by a fierce storm as they hunted through the forest for each other. Finally, the end of Scene 7 suggests that a pack of wolves is about to devour both George and Ivan, ending the men's feud once and for all. This conflict between the two men and nature points to George and Ivan as interlopers not on one another's property, but on land that can never belong to either of them because it belongs to nature.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: WHO ARE THE INTERLOPERS?

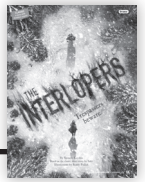
Answer will vary. Sample responses:

- A.** George Zenova and Ivan Gratz are in a generations-long feud over land that they each claim belongs to their respective families. They both view the strip of forest between their homes and all of the animals and resources within it as their rightful property. They each become enraged when the other uses the forest or stakes a claim to it. The men's egos, greed, and desire for revenge leads them to put an end to the feud with violence.

B. George sees Ivan as an interloper on his family's property.

C. Ivan sees George as an interloper on his family's property.
- A.** Throughout the play, powerful forces of nature—wind, a storm, a fallen tree, and a pack of wolves—torment George and Ivan. The SFX signals a powerful wind blowing every time a Gratz or a Zenova claims that the land is theirs (Scenes 1, 3, 5). The wind is like nature speaking, angrily refuting the men's claims that the forest can be owned. It is also what drowns out their shouts for help in Scene 7. The violent storm that brews while the men are out hunting for one another falls a tree that snares them both and won't allow them to budge (Scene 4). The end of Scene 7 suggests that a pack of wolves is about to devour both George and Ivan, ending the feud once and for all.

B. George and Ivan are interlopers trespassing upon nature. Their violence and greed is not welcome in the forest.



The Interlopers cont'd

3. Nature intervenes in the conflict between George and Ivan and triumphs over them both. The play sends the message that nature can't be controlled, owned, or defeated. It also sends the message that petty human conflict leads to downfall.

THE INTERLOPERS CLOSE-READING QUESTIONS

1. It's clear that Ivan is stubborn because he has maintained a rivalry with George his entire life. He stubbornly refuses to allow George to hunt on his land.
2. George's tone is sarcastic—his politeness is false and is meant to irritate Ivan.
3. By displaying the families side by side, the playwright shows that they are remarkably similar. The similarities between the families make their intense rivalry seem ridiculous.
4. By showing the court scene as it happened, the author brings it to life in a way that wouldn't be possible if the characters simply recounted it. From the judge's joke to the whooshing of the wind, this event establishes the start of the rivalry and is more engaging presented as its own scene.
5. Each man says he wants to kill the other. But each also suggests he'd prefer to kill in self-defense. Both seem to want their actions to be justifiable—perhaps because they know killing is wrong.
6. The wind blows after a Gratz or a Zenova claims that the land belongs to him. The wind contributes to an ominous mood, as if nature is angry and refuting the men's claims.
7. The ending of the play is ironic because the two men have just agreed to end the generations-long rivalry between their families, so what is expected is for their lives to become more peaceful and enjoyable. But what happens is the opposite of that: The last lines of the play imply that they will be killed by wolves before they can begin the new and better chapter of their lives.
8. You can infer that Ivan laughs because he recognizes the cruel irony of what is about to happen. After all their fighting, he and George have finally made peace, and no one will ever know.

THE INTERLOPERS CRITICAL-THINKING QUESTIONS

1. Trapped together and in great pain, the men find it easy to see each other as regular people rather than as sworn

enemies. A small strip of forest suddenly seems like a very silly thing to fight over.

2. Answers will vary. Some students might say that the wolves symbolize nature itself—and that nature has come to take back the forest. Others may say that the wolves symbolize fate; George and Ivan are both determined to have control of the forest, then fate steps in to show them that they ultimately have no control over the forest.

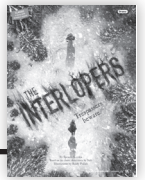
THE INTERLOPERS QUIZ

*Higher Level (HL)

1. C (text structure; R.5)
2. A (mood; R.4)
3. B (summarizing; R.2)
4. C (author's craft; R.6)
5. B (vocabulary; R.4)
6. C, D (theme; R.2)
7. In Spencer Kayden's play *The Interlopers*, the characters of George Zenova and Ivan Gratz are far more alike than they are different. Though George is a butcher and Ivan is a wealthy landowner, they are both obsessed with laying claim to the strip of forest between their homes and winning the generations-long feud between their two families.

Both men are so stubborn that they even consider murdering the other—though both also have some reservations about doing this. Each man would prefer that the other strikes first so that he could then retaliate—and justify his actions as self-defense. This is made clear through what the men say to themselves as they go looking for each other in the forest in Scene 4. Ivan says to himself, "Killing in cold blood is wrong. Maybe Zenova will strike first. Then, of course, I will defend myself." George says to himself, "Murder is barbaric. But it would be so satisfying if Ivan would just—" (14).

George and Ivan are also both extremely egotistical, and their thoughts mirror each other once again in Scene 7, when Ivan says, "When my foresters arrive, I will have them free you before they free me," and then says to himself, "That will show everyone how forgiving I am." George then says, "If my foresters arrive first, I'll do the same, friend," and then adds, to himself, "I hope they do arrive first, so I can show how honorable I am." These lines, in which each man expresses the desire to *appear*



The Interlopers cont'd

as the better person, reveal just how similar the two are in their concern for only themselves. (analyzing character, text evidence, writing explanatory text; R.3, R.1, W.2)

8. In *The Interlopers*, playwright Spencer Kayden develops the idea that George and Ivan are intruders in nature by having various elements of nature—the wind, a storm, a tree, and a pack of wolves—interact with, and eventually put a stop to, George and Ivan as they struggle to lay claim to a particular piece of forest.

For example, the stage directors and SFX signal a powerful wind blowing every time George or Ivan (or any member of the men's families) claims that the disputed area of forest is his, as seen in Scene 1:

Ivan: You've got some nerve, Zenova. I know exactly where that boar came from. You hunted it in *my* forest!

George: You are mistaken, sir. I hunted it in *my* forest!

SD3: A sudden wind blows through the market.

SFX: Whoooooosh!

The same thing occurs three more times during the play, where one of the characters says that the land belongs to him and the wind blows fiercely in reply. In all of these instances, it is as though nature is angrily refuting the men's claims that the forest is their possession.

Additionally, a violent storm brews in Scene 4 while the men are hunting for one another in the part of the forest over which they are fighting. This storm knocks down a tree that lands on George and Ivan and pins them to the ground. It is as though the storm and the tree—in other words, nature—are punishing the men for trespassing.

Then, at the end of Scene 7, nature takes care of the intruders once and for all: "Bloodthirsty growls" fill the air as a pack of wolves approaches the trapped men, preparing, you can infer, to kill them. (theme, craft and structure, writing explanatory text; R.2, R.5, W.2)

4. C (author's craft; R.6)

5. B (vocabulary; R.4)

6. C, D (theme; R.2)

7. In Spencer Kayden's play *The Interlopers*, the characters of George Zenova and Ivan Gratz are alike in that they are both stubborn, egotistical, and selfish.

The stubbornness of both men is shown through their unwillingness to resolve their long-standing feud over a piece of land between their properties. Both men are so determined to win the feud that they consider killing the other—although both also seem to have reservations about doing this. In Scene 4, Ivan says to himself, "Killing in cold blood is wrong. Maybe Zenova will strike first. Then, of course, I will defend myself." George says something very similar to himself: "Murder is barbaric. But it would be so satisfying if Ivan would just—" (14). These lines reveal that each man wishes the other dead, but wants to be able to justify his actions as self-defense.

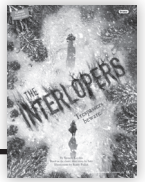
George and Ivan's selfish and egotistical personalities are clear in Scene 7, when their thoughts mirror each other once again. Ivan says, "When my foresters arrive, I will have them free you before they free me," and then adds, to himself, "That will show everyone how forgiving I am." George then says, "If my foresters arrive first, I'll do the same, friend," and to himself says, "I hope they do arrive first, so I can show how honorable I am." These lines, in which each man expresses the desire to *appear* as the better person, reveal just how similar the two are in their concern for only themselves. (analyzing character, text evidence, writing explanatory text; R.3, R.1, W.2)

8. Scene 7 supports the idea that George and Ivan are intruders in nature by portraying the forest as punishing the two men for trespassing. In this scene, the men are trapped under a giant tree that a storm has caused to fall on them. When the men shout for help, the wind drowns out their voices. Then, a pack of wolves approaches—ready, you can infer, to kill the men. The storm, the tree, the wind, and the wolves are all parts of nature; the way these elements work against George and Ivan supports the idea that nature does not want George and Ivan in the forest—and has decided to take care of the situation. (theme, craft and structure, writing explanatory text; R.2, R.5, W.2)

THE INTERLOPERS QUIZ

***Lower Level (LL)**

1. C (text structure; R.5)
2. A (mood; R.4)
3. B (summarizing; R.2)



The Interlopers cont'd

THE INTERLOPERS VOCABULARY

1. snared
2. contemplate
3. decree
4. plunder
5. feud
6. A
7. A
8. B
9. B

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. **A.** Answers will vary but should be similar to: stuck-up, snobby, rich, bratty, spoiled, lazy, dishonest.
B. Answers will vary but should be similar to: dirty, poor, thieving.
C. In Scene 1, the Gratz and Zenova children witness their fathers quarreling and insulting one another—and it is clear that this isn't the first time they've fought. By the end of the scene, their mothers are talking about revenge. Perhaps, the children don't like each other because they are simply following their parents' example; their opinions of one another have been passed down to them from their parents. The idea that this hatred and rivalry was inherited is supported at the end of Scene 2, when Otto Gratz and Andrei Zenova ask simultaneously, "Mama, why do we hate our neighbors so much?" This line reveals that the children are not sure why they hate each other, they just do; it's all their family has ever known.
2. George's words and actions show that he wants to start trouble with Ivan in the market. SD1 says, "A devilish smile spreads across George's face" before George shouts "Boar sausage for sale! Come and get it it! Wild boar sausage for sale!" George's mischievous smile shows that he enjoys the fact that it will anger Ivan to see him selling boar from the patch of forest in dispute. Then after Ivan tells George he knows that he got the boar from his forest, George says, "You are mistaken, sir. I hunted it in my forest!" His tone here is sarcastic and meant to irritate Ivan.
3. Answers will vary. Students may say it's likely that the men would have killed each other based on what they were saying to themselves as they went looking for

each other in Scene 4. Based on those same lines, other students may say the men wouldn't have really done such a thing. Ivan says to himself, "Killing in cold blood is wrong. Maybe Zenova will strike first. Then, of course, I will defend myself." George says to himself, "Murder is barbaric. But it would be so satisfying if Ivan would just—" These lines reveal that each man wishes the other dead but has reservations. Both seem to want their actions to be justifiable—perhaps because they know killing is wrong. For this reason, students may think these second thoughts indicate that the men wouldn't have ever really killed each other.

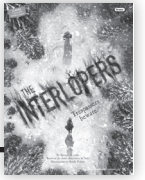
4. After George and Ivan become trapped under a tree in Scene 5, it doesn't take long for them to make peace. As they suffer together at death's door, the two men find it easier to see each other as friends rather than as sworn enemies. Quarreling over a small strip of forest suddenly seems petty. Then again, one has to wonder if George and Ivan would have really changed had they lived, or if they would have continued to let their egos get the best of them. In Scene 7, Ivan says, "When my foresters arrive, I will have them free you before they free me. (to himself) That will show everyone how forgiving I am." George then says, "If my foresters arrive first, I'll do the same, friend. (to himself) I hope they do arrive first, so I can show how honorable I am." These lines show that both men are still motivated by selfishness.
5. Answers will vary.
6. Answers will vary but may be similar to: Violence is not the way to resolve conflicts. People can't and shouldn't have control over nature. Nature can't be owned. Nature can't be overpowered. It is possible to make friends out of our enemies. Greed leads to downfall. A desire for revenge leads to downfall.

CORE SKILLS: MOOD

Answers will vary.

1. Answers will vary but should be similar to *suspenseful, intense, threatening, violent, hostile*, etc.
2. **A.** In Scene 4, Ivan and George are hunting for one another on the disputed land that is at the center of their feud. Each man has the intention of finally ending the feud by killing the other. As they each scour the land with their own foresters, both men begin to have

section continues >>



The Interlopers cont'd

second thoughts about committing murder, but are ready to kill in self-defense. Their bitter history and hostile and uncertain intentions at present contribute to the mood.

B. This scene takes place on a cold winter's night in a thickly wooded forest. In a place that already has an atmosphere of darkness and danger, a violent storm is brewing. As thunder rumbles, wind shrieks, lightning flashes, and trees shudder, the setting not only contributes to the suspense and intensity of the men's feud, it also creates a threatening feeling that the men may be overcome by the power of nature itself.
(Responses to the activity on pages 2 and 3 will vary.)

"My Limb Difference Doesn't Define Me"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary. Sample response:

As Mackenzie Carro explains in her article "My Limb Difference Doesn't Define Me" and her interview "Advice From Jordan," Jordan Reeves's mission is to make the world a more inclusive and respectful place for people with physical differences—and she is already accomplishing this mission in all sorts of ways.

For example, Carro explains that Jordan advocates for kids with limb differences through an organization she created called Born Just Right. Born Just Right holds design workshops and other events to help kids learn to embrace their differences (18). Born Just Right also encourages companies to create products that represent and take into consideration all kinds of people, and to involve people with limb differences in the design process (18). Jordan herself helped the toy company Mattel design its first Barbie doll with a prosthetic limb. Jordan also channels her creativity into positive design solutions for people who use prosthetics. She showcases her 3-D printed designs by sharing them with the world on social media and TV shows, and showcasing them in maker spaces (18).

Another way Jordan is accomplishing her mission is by clearing up misconceptions about physical differences by speaking up and boldly sharing her story. For example, when she was younger, she entered a new dance class and some of the kids in the class stared at her and whispered about her little arm. Jordan took action and came to the next class wearing a homemade T-shirt that said, "Don't stare. Just Ask" (16). In the interview, Jordan offers more advice on how to respectfully interact with someone who has a

physical difference. The way that she shares her experiences with honesty and positivity makes it easy to talk about a topic that may be uncomfortable for some people (19). She identifies behaviors and language that are problematic and then shares ways to help us shift our thinking. For example, she says, ". . . but people do not 'suffer from' a disability. They live with a disability. A person who uses a wheelchair is not 'wheelchair-bound'; they are a wheelchair user. A wheelchair is freedom!" (19). Arming people with new knowledge and perspective is key to accomplishing her mission. Perhaps most important, Jordan encourages peoples to become advocates alongside her, saying, ". . . let your friends and family know when you hear conversations that go against your new knowledge" (19). There's no doubt that Jordan is accomplishing her mission and inspiring others to help make the world a more inclusive and respectful place every day.

ANSWERS TO ACTIVITY SHEETS

"MY LIMB DIFFERENCE DOESN'T DEFINE ME" CLOSE-READING QUESTIONS

1. Carro portrays Jordan as tough, determined, and bold, saying that when kids were staring at and whispering about Jordan, she "didn't stay upset for long. Instead, she took action." Carro also writes that Jordan is "on a mission: to help other kids feel the same strength she felt in her homemade T-shirt." Jordan is portrayed as someone who doesn't let negativity and misunderstanding go unaddressed but instead channels them into something positive.
2. Carro's questions are meant to help the reader imagine



“My Limb Difference Doesn’t Define Me” cont’d

PREPARING TO WRITE: JORDAN’S MISSION

Answers will vary slightly.

1. Jordan wants to make the world a more inclusive and respectful place for people with physical differences.

	“My Limb Difference Doesn’t Define Me”	“Advice From Jordan”
2. How is Jordan accomplishing her mission?	<ul style="list-style-type: none"> Jordan advocates for kids with physical differences through an organization she created called Born Just Right. It holds design workshops and other events to help kids learn to embrace their differences (18). Born Just Right also encourages companies to create products that represent and take into consideration all kinds of people (18). Jordan herself helped the toy company Mattel design its first Barbie doll with a prosthetic limb. Born Just Right works to get other companies to involve people with limb differences in the design process in this way (18). Jordan boldly shares her story and helps clear up misconceptions about disability by speaking up, like when she made a shirt that said “Don’t stare. Just Ask.” (16). Jordan channels her creativity and determination into positive design solutions for people who use prosthetic devices. She showcases her designs by sharing them with the world on social media and TV shows, and showing them in maker spaces (18). 	<ul style="list-style-type: none"> Jordan shares her experiences with honesty and positivity, making it easy to talk about a topic that may be uncomfortable for some people to approach (19). She identifies behaviors and language that are problematic and then offers advice on how we can shift our thinking. For example, she says, “. . . but people do not ‘suffer from’ a disability. They live with a disability. A person who uses a wheelchair is not ‘wheelchair-bound’; they are a wheelchair user. A wheelchair is freedom!” Arming people with new knowledge and perspective helps her accomplish her mission (19). She encourages peoples to become advocates alongside her, saying, “. . . let your friends and family know when you hear conversations that go against your new knowledge” (19).



“My Limb Difference Doesn’t Define Me” cont’d

what it would be like to have a limb difference. In this way, Carro invites the reader to be empathetic.

3. The sidebar explains what 3-D printing is and that it is being used in many different ways.
4. Carro admires Jordan and considers her to be a strong person who defies expectations. On page 16, when writing about the everyday tasks most people use two hands for, Carro writes, “But Jordan can do all these things—and more.” Carro supports this statement by listing the many activities Jordan has participated in—soccer, softball, basketball, track, cheerleading, marching band. Carro is highlighting activities Jordan does that some people might not expect her to be able to do. Carro also describes Jordan’s perseverance and creativity while working on Project Unicorn and describes her as “a powerful advocate for kids with physical differences” (18).

“ADVICE FROM JORDAN” CLOSE-READING QUESTION

1. Jordan means that while wheelchair users might have physical differences that affect their ability to walk, wheelchairs are what give them the independence and the power to go where they want to go without restraint. This helps readers understand why the term “wheelchair-bound” is problematic—it portrays wheelchairs as something that define, limit, and confine people, both in our language and in our thinking. Jordan views wheelchairs as liberating; they help people go where they want to go, just differently.

“MY LIMB DIFFERENCE DOESN’T DEFINE ME” AND “THE ADVICE FROM JORDAN”

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that asking questions gives people the opportunity to correct any misconceptions they have. Asking questions can also help make us more empathetic.
2. Students may say that one way is to read about people’s experiences with disabilities. Other ways include getting to know people with disabilities, speaking up when we hear things that go against our knowledge of those with disabilities, and seeking out organizations, social media spaces, and brands that support people with disabilities.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. C (text structure; R.5)
2. A (text features; R.5)
3. C (interpreting text; R.4)
4. B (author’s purpose; R.6)
5. D (synthesis, vocabulary; R.9, R.4)
6. D (synthesis, central ideas; R.9, R.2)
7. Jordan Reeves is helping to make the world a more inclusive and respectful place for people with physical differences in several ways. One thing she is doing is talking to the public about how to respectfully interact with people who have disabilities. She does this in the interview “Advice From Jordan,” where she gives the advice to never stare at someone with a physical difference or ask what is “wrong” with them, but to instead say hello to the person and “Treat them like a regular person because they *are* a regular person.” Jordan has also talked to numerous reporters and appeared on the *Rachael Ray Show* and *Shark Tank* (18); by making these public appearances, Jordan is able to get her message out and show the world that people with physical differences are just normal people who deserve to be treated that way.

Another thing Jordan does to help make the world a more inclusive place is to hold workshops and other events to help kids learn to embrace their limb differences. These events are organized through the organization that Jordan and her mom started called Born Just Right. Born Just Right also encourages companies to create more inclusive products and to hire with people limb differences as designers. Jordan herself helped design a Barbie doll with a prosthetic leg so that when kids with limb differences can find toys that look like them (18). (synthesis, key ideas and details, explanatory writing; R.9, R.2, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. C (text structure; R.5)
2. A (text features; R.5)
3. C (interpreting text; R.4)
4. B (author’s purpose; R.6)
5. D (vocabulary; R.4)



“My Limb Difference Doesn’t Define Me” cont’d

6. D (synthesis, central ideas; R.9, R.2)
7. One way that Jordan Reeves is helping to make the world a more inclusive place for people with physical differences is through the organization that she runs with her mom, Born Just Right. Born Just Right organizes workshops and other events to help kids embrace their limb differences. It also encourages companies to create more inclusive products and to hire people with limb differences as designers (18). (key ideas and details, explanatory writing; R.2, W.2)

VOCABULARY PRACTICE

1. C; I chose this title because prosthetic devices are artificial body parts, such as limbs.
2. B; I chose this title because the ship captain has to navigate, or find the way, home.
3. A; I chose this title because Susan B. Anthony was an advocate for human and women’s rights.
4. A
5. B
6. B
7. A
8. B
9. A

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. A
B. C
C. B
2. B; I chose B because it shows the many activities that Jordan can still do despite her limb difference.
3. C and E; Evidence A does not support the statement because it shows how Jordan’s prosthetic arm design needed improvement. This does not show how Jordan is improving the lives of people with limb differences.
4. A; Choice B does not provide a sentence explaining why the information is relevant. Choice C does not provide a source for the information in quotes.
5. C; Choice B uses a direct quote and does not provide a sentence explaining why the information is relevant. Choice A does not provide a source for the information provided or a sentence explaining why the information is

relevant.

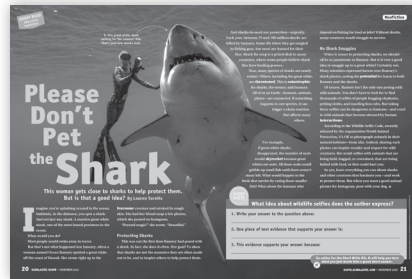
6. Answers will vary. Here is a sample response:
Jordan Reeves believes people with a disability should be treated in a way that makes them feel respected and embraced. In the article, “My Limb Difference Doesn’t Define Me,” author Mackenzie Carro explains that Jordan Reeves has often experienced whispering and staring because of her limb difference, and these reactions really hurt her feelings. In an interview with Jordan, Jordan offers advice about what to do when you encounter someone who is different than you or had a disability. She says to not avoid someone or stare at them because they have a difference, but to look them in the eye, say hello, and get to know them (19). Jordan also says to “treat them like a regular person because they *are* a regular person” (19).

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. A, C
2. B; I chose B because it shows the many activities that Jordan can still do despite her limb difference.
3. Jordan is hard working and determined. (Answers will vary.)

“Please Don’t Pet the Shark”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

In her article “Please Don’t Pet the Shark,” author Lauren Tarshis expresses the idea that wildlife selfies are cruel and unwise, and need to stop. After describing viral Instagram posts of shark advocate Ocean Ramsey posing with her hand on a great white shark, Tarshis writes, “Many scientists expressed horror over Ramsey’s shark photos, noting the potential for harm to both Ramsey and the sharks” (21). Tarshis goes on to explain that posing and touching animals for pictures can be “cruel to wild animals that can become stressed by human interactions” (21). She then offers advice on how people can photograph animals in their natural habitats responsibly and respectfully: from afar (21). Because Tarshis explains why wildlife selfies are a bad idea for both wild animals and humans and then offers a wiser alternative, it is clear that Tarshis wants this trend to end.

ANSWERS TO ACTIVITY SHEETS

“PLEASE DON’T PET THE SHARK” QUIZ

*Higher Level (HL)

1. B (central idea; R.2)
2. C (text evidence; R.1)
3. C (supporting details; R.4)
4. A (vocabulary; R.4)
5. B, D (text structure; R.4)
6. D (key ideas; R.2)
7. In her article “Please Don’t Pet the Shark,” author Lauren Tarshis expresses concern about wildlife selfies. While she admires Ocean Ramsey’s passion for sharks, Tarshis’s apprehension is evident from the start: Her title “Please Don’t Pet the Shark” appears next to Ramsey’s viral Instagram photo—a great white shark selfie—as if she is asking Ramsey to back away from the wild animal. Then, Tarshis’s subtitle reads, “This woman gets close to sharks to help protect them. But is that a good idea?” These word choices make clear that Tarshis would rather Ramsey not interact with a wild animal in this way and that she wants readers to think about the possible consequences of her doing so. Later in her article, Tarshis asks another question of readers, but this time, she answers it. She writes, “But is it ever a good idea to snuggle up to a great white shark? Certainly not” (21). Tarshis goes on to explain that “taking these selfies can be dangerous to humans—and cruel to wild animals that become stressed by human interactions” (21). These details make clear that Tarshis is concerned about wildlife selfies and wants people to end this trend—for their own safety and for the wellbeing of animals. (key ideas & details, supporting a claim, writing explanatory text; R.4, R.2 W.2)

section continues >>



“Please Don’t Pet the Shark” cont’d

“PLEASE DON’T PET THE SHARK” QUIZ

*Lower Level (LL)

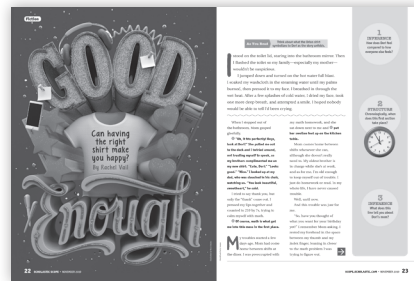
1. B (central idea; R.2)
2. C (text evidence; R.1)
3. C (supporting details; R.4)
4. A (vocabulary; R.4)
5. B, D (text structure; R.4)
6. D (key ideas; R.2)
7. The claim that Lauren Tarshis is concerned about wildlife selfies is true, based on her article “Please Don’t Pet the Shark.” Though she expresses admiration for Ocean Ramsey’s passion for sharks, Tarshis’s apprehension is evident from the start: Her title “Please Don’t Pet the Shark” appears next to Ramsey’s viral Instagram photo—a great white shark selfie—as if she is asking Ramsey to back away from the wild animal. Then, Tarshis’s subtitle reads, “This woman gets close to sharks to help protect them. But is that a good idea?” These heading choices make clear that Tarshis would rather Ramsey not interact with a wild animal in this way and that she wants readers to think about the possible consequences of her doing so. Later, she asks another question of readers, but this time, she answers it. She writes, “But is it ever a good idea to snuggle up to a great white shark? Certainly not” (21). Tarshis goes on to explain that “taking these selfies can be dangerous to humans—and cruel to wild animals that become stressed by human interactions” (21). These details make clear that Tarshis is concerned about wildlife selfies and wants people to end this trend—for their own safety and for the wellbeing of animals. (key ideas & details, supporting a claim, writing explanatory text; R.4, R.2 W.2)

6. A
7. B
8. fearsome
9. skyrockets
10. potential

“PLEASE DON’T PET THE SHARK” VOCABULARY

1. D; Skyrocketing success is great success that happens very quickly, which is what Jeannie experiences with her bakery.
2. B; *Fearsome* means “causing fear,” which the fairies in this book are doing.
3. C; Animal species that are at risk of being on the endangered species list are classified as “threatened.”
4. B
5. A

“Good Enough”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 27

Poems will vary.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: “ODE TO A SHIRT”

Answers will vary.

“GOOD ENOUGH” CLOSE-READING QUESTIONS

1. Dori is upset while everyone else is joyful. You can tell that Dori is upset from the fact that she was crying alone in the bathroom. A few lines later she says she doesn't trust herself to speak. In other words, she believes that if she speaks, she will say something that will reveal she is unhappy.
2. Chronologically, the first section takes place in the middle of the story.
3. This line tells the reader that Dori's mom is on her feet a lot—perhaps because she works long hours.
4. Answers will vary.
5. Dori says she doesn't want an Orion shirt because she knows her parents can't afford to buy one. She doesn't want them to spend a lot of money on a shirt when there are other things her family needs more, and she doesn't want her parents to feel bad that they can't buy her what she wants for her birthday.
6. No. You can infer from the fact that Dori is daydreaming about what it would be like to wear an Orion shirt that she does care about what she wears.
7. Dori avoids looking at others because she doesn't want

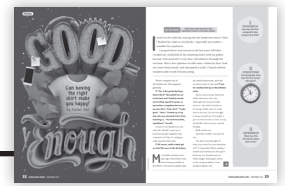
them to know how she is truly feeling.

8. You can infer from the author's use of the word “taunted” that Carleen knows that the shirt is a knockoff and is teasing Dori about it.
9. Dori means that the shirt may be a fake Orion, but Dori's mom's love for her is real, and that is what really matters.

“GOOD ENOUGH” CRITICAL-THINKING QUESTIONS

1. Dori's Mom is asking if Orion shirts are the hottest new trend—that is, a popular item that everyone seems to have or want. Answers will vary as to whether the story has affected students' views.
2. Dori might be a little scared of the girls in the A group because they seem so different from her. Maybe she feels like she can't relate to them, or maybe she worries that they will make fun of her for not being like them.
3. Dori may mean that she senses the girls have judgmental or mean thoughts but don't say them aloud. Students may say that if you are kind, you aren't simply holding back your unkind thoughts—you feel warmth and concern for others in your heart and act on those feelings.
4. The author might have chosen stars for the logo on the Orion shirt because stars are flashy and are used to mark something as important; Dori sees the Orion shirt—or rather, the sense of belonging, approval, and admiration she thinks the Orion shirt will bring her—as something important. Perhaps the author chose the hearts as the logo on the knockoff shirt to represent Dori's mother's love.
5. At the beginning of the story, Dori feels shame because she doesn't have a real Orion shirt, though she is careful not to reveal these feelings to her family. By

section continues >>



“Good Enough” cont’d

the end of the story, Dori has gained confidence and perspective. She realizes that she has what really matters: a family that loves her.

“GOOD ENOUGH” QUIZ

*Higher Level (HL)

1. B (inference; R.1)
2. D (vocabulary; R.4)
3. C (inference, interpreting text; R.1, R.4)
4. A (theme; R.2)
5. C (text evidence; R.2)
6. D (theme, character; R.2, R.3)
7. Dori has a close, caring relationship with her family. All of the members of her family treat each other with kindness and consideration. Dori’s love and consideration for her family is apparent from the fact that Dori hides her disappointment with the knockoff designer shirt that her mom buys Dori for her birthday. The reason Dori hides her disappointment is that she doesn’t want to hurt her parents’ feelings. Although Dori is filled with shame at the idea of wearing the knockoff to school, she thanks her mom for the shirt and models it for her family when her mom asks her to (23, 25-26).

Dori also never complains about her dad being on strike from his job and not getting paid, even though this means Dori must make sacrifices, such as not buying school supplies at the beginning of the school year (24). In fact, after Dori lets it slip that she wants an expensive Orion shirt, she tries to take the request back and says that what she really wants is a pack of colored pencils—because she knows her mom can buy the colored pencils at a large discount from the store where Dori’s brother works (24). By asking for the inexpensive colored pencils, Dori is showing consideration for her family’s situation; she is trying to avoid making her parents feel bad that they cannot buy her a more expensive gift.

Dori’s close relationship with her family is also shown through the interactions Dori has with her little brother, who gives Dori a homemade birthday card that says “U R THE B”—his way, Dori explains, of writing “You are the best” (25). The compliments that Dori’s family members pay her when she models her new shirt also reveal a close, caring, and kind relationship (23). That Dori’s mom loves Dori deeply and treats her with affection is shown

when Dori’s mom tells Dori, “You are so loved” (26) and also through her actions: She buys the knockoff shirt for Dori, thinking it’s what Dori wants and spending what Dori explains was still a lot of money for the family.

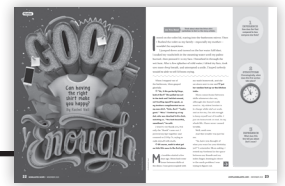
At the end of the story, Dori tells the popular girls who are teasing her that the fake Orion shirt is the best present she ever received (26). This moment also reveals Dori’s close and caring relationship with her family: Dori has come to see the shirt as a symbol of her mother’s love, and this, Dori realizes, is the most important and valuable thing in the world to her.

8. The title of “Good Enough” refers to the knockoff Orion shirt that Dori’s parents give her for her birthday, and to the way that Dori views the shirt—and herself—changes. When Dori receives the shirt from her mom, she is greatly disappointed that it is a fake version of the trendy Orion shirts that the popular kids at school are wearing. She feels shame imagining herself wearing the shirt to school and describes it as “Not good enough” (26). But it’s not just the shirt that Dori is seeing as not good enough—she thinks that *she* is not good enough. However, when Dori wears the shirt to school, her view of it, and of herself, changes. At first, she is full of shame. Tears roll down her cheeks as she admits to the popular girls that the shirt is a fake. But then Dori thinks about her mom spending what little money the family has to buy the shirt and “carrying it proudly” to the checkout, and of her mom telling Dori, “You are so loved.” Suddenly, Dori realizes that the shirt represents what is truly important: her mother’s love. And this changes the way Dori sees the shirt and herself. She tells the other girls that the shirt is the best present she ever got and walks away, feeling, she says, “good enough” (26).

“GOOD ENOUGH” QUIZ

*Lower Level (LL)

1. B (inference; R.1)
2. D (vocabulary; R.4)
3. C (inference, interpreting text; R.1, R.4)
4. A (character; R.2)
5. C (text evidence; R.2)
6. D (theme, character; R.2, R.3)
7. Dori has a close, caring relationship with her family. One detail that shows this is the way that Dori hides her



“Good Enough” cont’d

disappointment with the knockoff designer shirt that her mom buys Dori for her birthday. The reason Dori hides her disappointment is that she doesn’t want to hurt her parents’ feelings. Although Dori is filled with shame at the idea of wearing the knockoff to school, she thanks her mom for the shirt and models it for her family when her mom asks her to (23, 25-26).

Dori also never complains about her dad being on strike from his job and not getting paid, even though this means Dori must make sacrifices, such as not buying school supplies at the beginning of the school year (24). In fact, after Dori lets it slip that she wants an expensive Orion shirt, she tries to take the request back and says that what she really wants is a pack of colored pencils—because she knows her mom can buy the colored pencils at a large discount from the store where Dori’s brother works (24). By asking for the inexpensive colored pencils, Dori is showing consideration for her family’s situation; she is trying to avoid making her parents feel bad that they cannot buy her a more expensive gift.

Dori’s close relationship with her family is also shown through the interactions Dori has with her little brother, who gives Dori a homemade birthday card that says “U R THE B”—his way, Dori explains, of writing “You are the best” (25). The compliments that Dori’s family members pay her when she models her new shirt also reveal a close, caring, and kind relationship (23). That Dori’s mom loves Dori deeply and treats her with affection is shown when Dori’s mom tells Dori, “You are so loved” (26) and also through her actions: She buys the knockoff shirt for Dori, thinking it’s what Dori wants and spending what Dori explains was still a lot of money for the family.

At the end of the story, Dori tells the popular girls who are teasing her that the fake Orion shirt is the best present she ever received (26). This moment also reveals Dori’s close and caring relationship with her family: Dori has come to see the shirt as a symbol of her mother’s love, and this, Dori realizes, is the most important and valuable thing in the world to her.

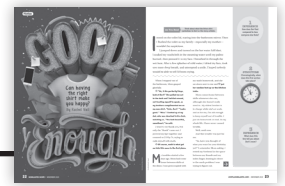
8. The title of “Good Enough” refers to the knockoff Orion shirt that Dori’s parents give her for her birthday, and to the way that Dori views the shirt—and herself—changes. When Dori receives the shirt from her mom, she is greatly disappointed that it is a fake version of the trendy Orion

shirts that the popular kids at school are wearing. She feels shame imagining herself wearing the shirt to school and describes it as “Not good enough” (26). But it’s not just the shirt that Dori is seeing as not good enough—she thinks that *she* is not good enough. However, when Dori wears the shirt to school, her view of it, and of herself, changes. At first, she is full of shame. Tears roll down her cheeks as she admits to the popular girls that the shirt is a fake. But then Dori thinks about her mom spending what little money the family has to buy the shirt and “carrying it proudly” to the checkout, and of her mom telling Dori, “You are so loved.” Suddenly, Dori realizes that the shirt represents what is truly important: her mother’s love. And this changes the way Dori sees the shirt and herself. She tells the other girls that the shirt is the best present she ever got and walks away, feeling, she says, “good enough” (26).

ANALYZING POETRY

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

1. five
2. four
3. The lines are all very short. No line has more than four syllables, and many have fewer.
4. The poet personifies his shoes throughout the poem. For example, he says that his shoes “rest” (line 2) and describes them as “tired” (line 5). He says that “they stretch/and loosen/their laces,” as though the shoes are doing these things on their own, actively, as though they were human. He also speaks of his shoes falling asleep and dreaming of walking (lines 10-12); shoes obviously do not fall asleep, dream, or walk—nor do they wake up or feel cheerful and relaxed, as the poet describes them in lines 17-19.
5. Throughout most of the poem, the poet describes his shoes as though they were human. In the last line of the poem, the poet describes the shoes as soft; “soft” is not a word that would normally be used to describe a human. In the last line of the poem, the poet is describing his shoes more *as shoes* than in the rest of the poem.
6. The poet says that at night, his shoes relax and dream about the places they went during the day. The next



“Good Enough” cont’d

morning, they awake happy and relaxed.

7. The tone might be described as warm, approving, dreamy, affectionate, appreciative, admiring, or peaceful. The poet is pointing out the hard work that his shoes do—the hard work of walking around all day that makes them tired. He is also imagining a positive personality for his shoes, that of someone who works hard, dreams of the places they’ve been, and wakes up cheerful and relaxed. The poet describes his shoes as though they were someone you’d like to know.
8. Students might say that the way the poet describes his shoes is a reflection of himself—that he is projecting his own positive feelings about daily life onto his shoes. (If he had described his shoes as having more negative personalities—as though they were complaining that they had to walk around, or as though they were bored by the places they went, for example—you might infer that the poet himself has negative feelings.) Students might also say that the poem reveals the poet as having gratitude for his hard-working shoes that remain so soft and comfortable.

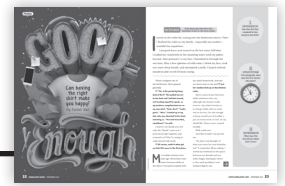
LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. When people exhibit this type of body language or habit, it’s often because they are feeling anxious or insecure about something, or just feeling uncomfortable in a situation. Dori chews on her lip when she’s talking to her mom about getting an Orion shirt and when she opens the imitation shirt that embarrasses her. In the story, there are multiple occasions when she avoids eye contact with her mom and the A group. She does this to conceal the unpleasant emotions she is feeling. She counts by 7s when her mom makes her try on her knockoff Orion shirt for the family in order to calm herself with math, a strategy it seems she might use anytime she needs to comfort herself.
2. Dori says that her mom comes home whenever she can, but that “she doesn’t really need to” because she is old enough to keep herself out of trouble (23). Dori thinks her mom is checking to make sure that she and her brother are behaving themselves, when actually, her mom comes home because she spends all her time working double shifts and she wants to spend the little

free time she has with her children because she loves them. Another reason might be that her mom wants to ask Dori what she wants for her birthday.

3. Dori wants an Orion shirt because it’s what all the other girls at school are wearing. Dori, on the other hand, wears hand-me-down clothes from her brothers and feels judged by the members of the A group, who have many Orion shirts. At the table, Dori says, “I began thinking about myself in an Orion shirt—imagining would it would be like to get one of those purring compliments: ‘Oh, Dori! That’s the exact Orion shirt I wanted! But it looks much better on you!’” (25). This daydream shows that she would like to have a nice Orion shirt of her own and be admired for having it. Answers to the second part of the question will vary.
4. **A.** Dori means that the way Lisa looked at her wasn’t mean, but it wasn’t kind either. Being kind means caring about people and showing people that you care, as opposed to being nice—that is, being polite and holding back any judgmental or mean thoughts, as Dori senses the A group often does.
B. Answers will vary.
5. **A.** Dori seems like a good sister. You can tell by the way she lovingly talks about her little brother Nate and the birthday card he made her, and by the way she allows him to open one of her presents for her.
B. When Dori tells her mom she was kidding about wanting an Orion shirt, it’s because she knows her parents can’t afford to buy one. She doesn’t want them to spend a lot of money on a shirt when there are other things her family needs more, and she doesn’t want her parents to feel bad that they can’t buy her what she wants for her birthday. The fact that she works so hard to conceal her emotions after receiving the knockoff also shows that she is considerate of her family’s financial situation and would never want to hurt their feelings.
6. **A.** Dori knows that the knockoff Orion doesn’t hold the same status as the real thing. She thinks it would be easier to just be who she already is and receive sympathy, rather than to try to be like the A group, fail at it, and be humiliated.
B. Answers will vary.
7. Shame is a painful feeling of embarrassment caused by being aware of wrong or foolish behavior of your own.



“Good Enough” cont’d

When Dori goes to bed on the night of her birthday, she says, “I opened my mouth to protest, but no words came. Just shame. Shame at not being able to afford the real thing, a rehearsal shame for the real shame I knew I’d feel when Lisa and Carleen and the rest of the A group saw me” (26). In this moment, Dori feels humiliated by her knockoff Orion. She thinks that her wrong or foolish behavior is to wear a fake and not have as much money compared to the other girls. The next day at school, Dori feels shame when she tells the A group that her shirt is a fake. But then suddenly, she can’t believe she is behaving this way and her shame flips on its head. She says, “When I blinked, the tears stopped. I suddenly couldn’t believe that I, of all people, would be standing in the middle of the hallway crying about a shirt. These tears are what I should be ashamed of, I realized, not the shirt, not hearts instead of stars” (26). In this moment, Dori’s perspective changes: She is embarrassed that she ever valued a silly shirt over her family’s love.

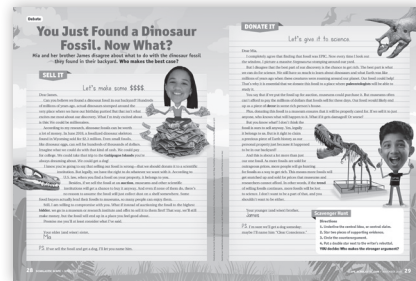
mean, at least not to me. Lisa whispers ‘hi’ to me sometimes. She even gave me half a hug the first day of school this year. But mostly she doesn’t notice me; none of them do.” (p. 24)

- “But later, at the kitchen table with my mother and her iced tea, I began thinking about myself in an Orion shirt—imagining how it would feel to get one of those purring compliments: ‘Oh, Dori! That’s the exact Orion shirt I wanted! But it looks much better on you.’” (p. 25)
 - “Shame at not being able to afford the real thing, a rehearsal shame for the real shame I knew I’d feel when Lisa and Carleen and the rest of the A group saw me.” (p. 26)
 - “I pictured myself standing there wearing that fake, I-wish-I-had-what-you-have-but-I-can’t-afford-it imitation shirt.” (p. 26)
5. Dori might say that kindness, concern for others, and her family’s love are “real.”

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers may include:
 - “Mom had come home between shifts at the diner. I was preoccupied with my math homework, and she sat down next to me and put her swollen feet up on the kitchen table.” (p. 23)
 - “My father’s union had been on strike since July, more than two months already.” (p. 24)
 - “I shrugged again. ‘Yeah, but they’re expensive.’ ‘Oh,’ Mom stood up and kissed me on the top of my head. ‘Well, maybe the strike will end soon.’” (p. 24)
 - “We hadn’t even gone shopping for school supplies, our annual tradition the weekend before school starts. I was still using last year’s notebooks, trying to write small—to not use too much paper.” (p. 24)
 - “It was a fake. A knockoff. A cheap imitation. It was still too expensive, probably.” (p. 25)
 - “I pictured her rubbing the material, adding up how much it would cost with tax, how much it would subtract from how little we had.” (p. 26)
3. Dori thinks the Orion shirt is in the box.
4. Answers may include:
 - “They are polite and pretty—and never really outwardly

“You Just Found a Dinosaur Fossil. Now What?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	Mia	James
line(s) that express the central idea, or central claim	“Let’s make some \$\$\$\$” or “But that isn’t what excites me most about our discovery. What I’m truly excited about is this: We could be millionaires.”	“That’s why it is essential that we donate this fossil to a place where paleontologists will be able to study it.”
two pieces of evidence that support the central idea, or central claim	<p>“In June 2018, a fossilized dinosaur skeleton found in Wyoming sold for \$2.3 million. Even small fossils, like dinosaur eggs, can sell for hundreds of thousands of dollars. Imagine what we could do with that kind of cash.”</p> <p>“Besides, if we sell the fossil at an auction, museums and other scientific institutions will get a chance to buy it anyway.”</p>	<p>“We still have so much to learn about dinosaurs and what Earth was like millions of years ago when these creatures were roaming around our planet. Our fossil could help!”</p> <p>“As more fossils are sold for outrageous prices, more people will go hunting for fossils as a way to get rich. This means more fossils will get snatched up and sold for prices that museums and researchers cannot afford. In other words, if the trend of selling fossils continues, more fossils will be lost to science.”</p>
line(s) that express the counterargument	“I know you’re going to say that selling our fossil is wrong—that we should donate it to a scientific institution.”	“You say that if we put the fossil up for auction, museums could purchase it.”
line(s) that contain the rebuttal	“But legally, we have the right to do whatever we want with it. According to U.S. law, when you find a fossil on your property, it belongs to you.”	“But museums often can’t afford to pay the millions of dollars that fossils sell for these days. Our fossil would likely end up as a piece of decor in some rich person’s house.”