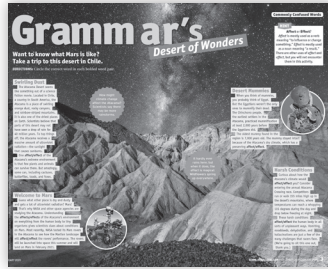


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“Grammar’s Desert of Wonders”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

SWIRLING DUST

The Atacama Desert seems like something out of a science fiction movie. Located in Chile, a country in South America, the Atacama is a place of swirling orange dust, rocky canyons, and rainbow-striped mountains. It is also one of the driest places on Earth. Scientists believe that parts of this desert may not have seen a drop of rain for 40 million years. To top things off, the Atacama receives a massive amount of ultraviolet radiation—the sunlight that causes sunburns.

One **affect/effect** of the Atacama’s extreme environment is that few plants and animals can survive there. But amazingly, some can, including cactuses, butterflies, toads, and foxes.

WELCOME TO MARS

Guess what other place is dry and dusty and gets a lot of ultraviolet radiation? Mars!

That’s why NASA and other space agencies are studying the Atacama. Understanding the **affects/effects** of the Atacama’s environment on everything from the human body to tiny organisms gives scientists clues about conditions on Mars. Most recently, NASA tested its Mars rovers in the Atacama to see how the Martian landscape will **affect/effect** the rovers’ performance. The rovers will be launched into space this summer and will land on Mars in February 2021.

DESERT MUMMIES

When you think of mummies, you probably think of Egypt. But the Egyptians weren’t the only ones to mummify their dead. The Chinchorro people, the earliest settlers in the Atacama, practiced mummification at least 2,000 years before

the Egyptians did.

The oldest mummy found in the region is 7,000 years old. The mummy stayed intact because of the Atacama’s dry climate, which has a preserving **affect/effect**.

HARSH CONDITIONS

Curious about how the Atacama’s climate would **affect/effect** you? Consider entering the annual Atacama Crossing race. Competitors run or walk 155 miles high up in the desert’s mountains, where temperatures can reach a whopping 115 degrees during the day and drop below freezing at night.

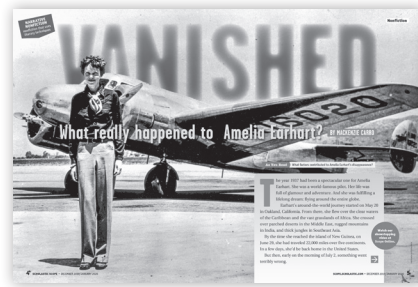
These harsh conditions **affect/effect** the human body in all sorts of unpleasant ways. Vomiting, nosebleeds, dehydration, and hallucinations are just a few of the many challenges that racers face. (We’re going to sit this one out, thank you.)

ANSWERS TO ACTIVITY SHEET

AFFECT VS. EFFECT

1. affect
2. affect
3. effect
4. effects
5. effect
6. affects
7. Answers will vary.
8. Answers will vary.

“Vanished”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Sample response:

In her article “Vanished,” author Mackenzie Carro presents several theories about what happened to Amelia Earhart. The theory I find most believable is that Earhart ran out of gas and crashed into the ocean. On page 8, Carro quotes Earhart’s radio dispatches: “We must be on you but cannot see you,” she said. “Gas is running low. Been unable to reach you by radio.” If gas was low and Earhart and her navigator, Fred Noonan, were lost with nowhere to land, it seems likely that they crashed into the ocean. The crash would almost surely have killed them, as Carro makes clear when she writes that in Earhart’s day, “. . . malfunctions meant almost certain death for a pilot, because there was no place to make an emergency landing” (7).

Another reason I find the theory that Earhart perished in a crash to be the most likely is that some of the other theories about what happened to Earhart have holes in them. For example, there is a theory that Earhart crashed on Nikumaroro Island and survived there for a while. It is true that Nikumaroro is close to Howland and that if Earhart had crashed there, she could have found drinking water and food. Bones found on Nikumaroro might also seem like evidence that Earhart landed there—however, TIGHAR and two analysts do not agree about whether the bones are those of a man or a woman. Additionally, while the U.S. Navy originally claimed to have observed “signs of habitation” on Nikumaroro, it later released a conflicting report (8-9). And the well-known explorer Robert Ballard recently led an expedition to Nikumaroro and found no evidence that Earhart had made it there.

Another theory is that Earhart was employed to spy on the Japanese government, and when she crashed, she was captured by the Japanese military and died a prisoner. This theory is not very plausible for several reasons. First, as Carro writes, “Both the U.S. and Japanese governments deny this claim” (8). After all this time, it’s likely that at least one of these governments would have come forward and admitted that Earhart was indeed a spy and had been captured. There is no reason for that information to remain a secret more than 80 years later. Carro does note that several people swear to have seen Earhart on the Japanese island of Saipan in the 1940s (8), but I don’t find this very believable. If Earhart really was in Saipan, surely someone would have found her there and taken a photo of her or gathered some other proof of her existence.

Equally implausible is the theory that Earhart crashed, survived, and lived in New Jersey under a fake name to escape the pressures of fame. Carro writes that “Earhart had become as famous as any Hollywood star” (7). How could she live somewhere like New Jersey and go unnoticed? It also doesn’t seem likely that she would want to escape her life of fame. In the sidebar “The Fame,” Carro writes that Earhart “spent most of her time traveling the country and getting paid to give talks about her life as an aviator” and “worked hard to keep her fans happy.” It seems she enjoyed her celebrity; why would she suddenly decide to stay hidden?

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE:

WHAT HAPPENED TO AMELIA EARHART?

Answers will vary. These are sample responses:

1. Theory: Earhart ran out of gas and crashed into the

section continues >>



“Vanished” cont’d

ocean. This theory is plausible. On page 8, Carro quotes Earhart’s radio dispatches: “We must be on you but cannot see you,” she said. “Gas is running low. Been unable to reach you by radio.” If gas was low and they were lost with nowhere to land, it seems likely that they crashed into the ocean and likely did not survive. Earlier in the article, Carro writes that in Earhart’s time, “malfunctions meant almost certain death for a pilot, because there was no place to make an emergency landing” (7). From this information, one can infer that the probability of surviving a crash back then was low.

2. Theory: Earhart was spying on the Japanese government. She crashed, was captured by the Japanese military, and died a prisoner. This theory is not very plausible for several reasons. First, Carro writes that “Both the U.S. and Japanese governments deny this claim” (8). After all this time, it’s likely that both governments would have come forward if Earhart was indeed a spy and had been captured. There is no reason for that to remain a secret more than 80 years later. Carro does note that several people swear to have seen Earhart on the Japanese island of Saipan in the 1940s (8), but I don’t find this very believable. People have been searching for Earhart for so long—and she was so famous—it seems like Americans would have gone there, found her, taken her photo, etc.

3. Theory: Earhart crashed, survived, and lived in New Jersey under a fake name to escape the pressures of fame. This theory does not seem plausible. Carro writes that “Earhart had become as famous as any Hollywood star” (7). How could she live somewhere like New Jersey and go unnoticed? It also doesn’t seem likely that she would want to escape her life of fame. In the sidebar “The Fame,” Carro writes that Earhart “spent most of her time traveling the country and getting paid to give talks about her life as an aviator” and “worked hard to keep her fans happy.” It seems she enjoyed her notoriety, or at the very least, relied on her fame to pay the bills.

4. Theory: Earhart crashed on Nikumaroro island and survived for a while. This theory is plausible. The island is close to Howland, and if Earhart survived the crash, Nikumaroro does have fresh water and food that Earhart could have survived on for a while. Secondly, bones were found on the island, and though TIGHAR and two

analysts do not agree about whether they belonged to a man or a woman, they could have been Earhart or Noonan. Additionally, famous explorer Robert Ballard believes an object in a photograph of Nikumaroro from 1937 was very likely a piece of Earhart’s plane. However, some of the evidence for this theory is problematic. For example, the U.S. Navy claimed to have observed “signs of habitation” on the island, but later released a conflicting report (9). Ballard recently led an expedition to Nikumaroro and turned up no sign that Earhart had made it there.

“VANISHED” CLOSE-READING QUESTIONS

1. The details help readers understand how wondrous it would be to fly an airplane around the entire globe. These details also help readers understand just how far Earhart had come: She had crossed over many parts of the planet and was nearing the end of her long journey. That she was at the doorstep of fulfilling her dream makes her demise all the more tragic.
2. Carro likely includes this section to help readers understand how dangerous Earhart’s attempted circumnavigation was. The information in this section explains how easy it would have been for something to go wrong with Earhart’s plane, which in turn helps the reader understand why Earhart might have crashed. The information about the risks of flying over an ocean also helps establish that Earhart was courageous and daring.
3. Earhart meant that she didn’t think she needed any reason to attempt a circumnavigation beyond her desire to do it. She meant that just as it was considered normal for men to try difficult things, it should be considered normal for women to try difficult things. She was also saying that if one woman does not succeed at something, other women should take that failure as a call to get out there and try it themselves.
4. Carro likely included this information to help readers understand why Amelia Earhart was so beloved at the time and why her disappearance was so devastating. During the Great Depression, many people were suffering and, as Carro writes on page 7, Earhart was a “welcome distraction.” This information also provides readers with context about what was happening in Earhart’s day.



“Vanished” cont’d

- Carro builds suspense by describing how dire the situation was: The radio didn’t seem to be working, Earhart and Noonan were lost, and the plane was running out of gas. Carro also draws out the action, telling readers what the crew heard at 7 a.m., 7:42 a.m., and 8:45 a.m. This helps readers understand the growing anxiety of the Itasca’s crew as time ticked by and Earhart failed to appear.

“VANISHED”

CRITICAL-THINKING QUESTIONS

- Answers will vary but may include the following ideas: It’s a suspenseful and dramatic tale. Because Earhart and Noonan’s fate is still unknown, the story remains a mystery—and it’s human nature to want to know the endings to stories. Plus, Earhart was greatly admired, which may increase people’s desire to know what happened to her. Perhaps some hope to learn that she survived after her disappearance.
- Earhart was a trailblazer because she broke into a male-dominated field and was able to achieve things that many people at the time didn’t think women were capable of achieving. The way she lived her life paved the way for future generations of women to become pilots and to be treated with respect and dignity.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

- The main image is black and white and shows Amelia Earhart smiling while standing in front of a plane. She looks confident and proud. Behind the plane is the headline “VANISHED” in fading red letters. The subheading poses a question about what happened to Earhart. These elements work together to create a mysterious and somewhat spooky mood. The author likely chose these features to draw the reader in and make them want to learn more about what happened.
- The map helps the reader visualize Earhart’s flight. The reader can see just how much of the world she flew around and how close she was to the end of her trip before she disappeared. The reader can also visualize where Earhart was supposed to stop to refuel, as well as

where some believe she crash landed. These visuals help the reader understand the story better.

- The author probably included this sidebar to help readers understand what life was like for women in Amelia Earhart’s time.
- I predict this article will be about Amelia Earhart and what happened to her on her last flight. (Answers will vary.)
- The mood at the beginning of the introduction is wondrous and exciting as Carro describes Amelia Earhart’s spectacular year and her adventure around the world thus far. She includes sensory details about Earhart’s flight that help readers imagine what a remarkable and breathtaking experience it must have been to fly around the entire globe. But the mood quickly shifts from exciting and upbeat to suspenseful and foreboding when Carro writes, “But then, early on the morning of July 2, something went terribly wrong” (5). Then, after describing the trouble that Earhart and her navigator had found themselves in, Carro writes, “Now the plane was running out of gas. If Earhart didn’t find somewhere to land—soon—they were going to crash” (6). Then, she continues to describe the experience using short sentences and line breaks. For example, she writes, “Earhart radioed for help. No response. She radioed again. Silence” (6). Carro’s use of short sentences and line breaks here adds to the tension and suspense of what is happening in the story. Finally, in the last line of the introduction, Carro tells readers, “But no one has been able to answer the question: What really happened that July day in 1937?” This line leaves readers anxious and uncertain about what will happen next in the story.
- The author gives a chronological account of Earhart and Noonan’s attempted flight to Howland Island.
 - The author uses words and phrases such as “Around 10 a.m. on July 2,” “By 7 a.m.,” “At 7:42 a.m.,” and “Around 8:45 a.m.” to help readers follow the sequence of events—from the take-off to the disappearance—of Earhart and Noonan’s flight.
- You can infer that Earhart is determined, dauntless, and courageous. You can also infer that she has likely been asked why she wanted to fly around the world many times. Considering her answer, she clearly didn’t think she needed any reason to attempt a circumnavigation



“Vanished” cont’d

beyond her desire to do it. She meant that just as it was considered normal for men to try difficult things, it should be considered normal for women to try difficult things.

8. The world remains fascinated by the mystery of Amelia Earhart’s disappearance.

9. Sample Summary:

On May 20, 1937, famous aviator Amelia Earhart set out to be the first woman to circumnavigate the world. Her flight began in Oakland, California, and progressed smoothly as she flew over five continents. But on July 2, as she flew over the Pacific Ocean, something went terribly wrong. Earhart was supposed to fly to a small island called Howland Island, but she never made it. She and her navigator, Fred Noonan, got lost along the way and were never heard from again.

Over the years, numerous theories about what happened to Earhart have been proposed. Some say that Earhart was a spy and was captured by the Japanese government. An organization called The International Group for Historic Aircraft Recovery believes that Earhart made an emergency landing on the island of Nikumaroro and eventually died there. Others say it is most likely that Earhart simply crashed into the ocean. Multiple search parties have looked for the remains of Earhart and her plane, but so far, the truth of what happened to Amelia Earhart remains a mystery.

where Earhart was supposed to stop to refuel, as well as where some believe she crash landed. These visuals help the reader understand the story better.

3. The author probably included this sidebar to help readers understand what life was like for women in Amelia Earhart’s time.
4. I predict this article will be about Amelia Earhart and what happened to her on her last flight. (Answers will vary.)
5. The mood at the beginning of the introduction is wondrous and exciting as Carro describes Amelia Earhart’s spectacular year and her adventure around the world thus far. She includes sensory details about Earhart’s flight that help readers imagine what a remarkable and breathtaking experience it must have been to fly around the entire globe. But the mood quickly shifts from exciting and upbeat to suspenseful and foreboding when Carro writes, “But then, early on the morning of July 2, something went terribly wrong” (5). Then, after describing the trouble that Earhart and her navigator had found themselves in, Carro writes, “Now the plane was running out of gas. If Earhart didn’t find somewhere to land—soon—they were going to crash” (6). Then, she continues to describe the experience using short sentences and line breaks. For example, she writes, “Earhart radioed for help. No response. She radioed again. Silence” (6). Carro’s use of short sentences and line breaks here adds to the tension and suspense of what is happening in the story. Finally, in the last line of the introduction, Carro tells readers, “But no one has been able to answer the question: What really happened that July day in 1937?” This line leaves readers anxious and uncertain about what will happen next in the story.
6. B
7. You can infer that Earhart is determined, dauntless, and courageous. You can also infer that she has likely been asked why she wanted to fly around the world many times. Considering her answer, she clearly didn’t think she needed any reason to attempt a circumnavigation beyond her desire to do it. She meant that just as it was considered normal for men to try difficult things, it should be considered normal for women to try difficult things.
8. A. Students should cross out Detail #1.
B. Detail #1 is about Earhart’s attitude toward

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. The main image is black and white and shows Amelia Earhart smiling while standing in front of a plane. She looks confident and proud. Behind the plane is the headline “VANISHED” in fading red letters. The subheading poses a question about what happened to Earhart. These elements work together to create a mysterious and somewhat spooky mood. The author likely chose these features to draw the reader in and make them want to learn more about what happened.
2. The map helps the reader visualize Earhart’s flight. The reader can see just how much of the world she flew around and how close she was to the end of her trip before she disappeared. The reader can also visualize



“Vanished” cont’d

discrimination against women, not about people’s continued fascination with her story.

9. Students should cross out A, E, and F.

“VANISHED” QUIZ

*Higher Level (HL)

1. C (author’s craft; R.4)
2. D (text structure; R.5)
3. C (key ideas; R.2)
4. B, D (text evidence; R.1)
5. C (text structure; R.5)
6. B (interpreting text; R.4)
7. In her article “Vanished,” author Mackenzie Carro creates suspense in various ways. In the introduction, she describes Amelia Earhart’s spectacular year and her around-the-world adventure up to the point of her disappearance, making it sound wonderful and exciting. But the mood quickly shifts from awe-inspiring to suspenseful when Carro writes, “But then, early on the morning of July 2, something went terribly wrong” (6). Then, after describing the trouble that Earhart and her navigator had found themselves in, Carro writes:
 “Now the plane was running out of gas. If Earhart didn’t find somewhere to land—soon—they were going to crash.
 Earhart radioed for help.
 No response.
 She radioed again.
 Silence.
 Amelia Earhart would never be seen or heard from again.”

Carro’s use of short sentences and line breaks here adds to the tension and suspense of what is happening in the story. Finally, in the last line of the introduction, Carro tells readers, “But no one has been able to answer the question: What really happened that July day in 1937?”

In the following two sections of the article, Carro describes flying in Earhart’s day and Earhart’s fame and appeal during the Great Depression, all the while leaving readers on the edge of their seats wondering what happened after Earhart’s radio went silent.

Carro also builds suspense in the section “Starting to Worry” by describing how dire the situation was: The radio didn’t seem to be working, Earhart and Noonan were

lost, and the plane was running out of gas (8). Carro also draws out the action, telling readers what the crew heard at 7 a.m., 7:42 a.m., and 8:45 a.m. This helps readers understand the growing anxiety of the *Itasca’s* crew as time ticked by and Earhart failed to appear. The way Carro crafts this section makes readers feel as if they are searching for Earhart alongside the *Itasca* crew, “hunched over their radios, sweating and anxious, trying to make contact with her again and again.” (craft and structure; writing explanatory text; R.4, R.5, R.6, W.2)

8. Amelia Earhart once said, “There’s more to life than being a passenger.” She meant that people shouldn’t be afraid to take control of their own life’s course—that going along with other people’s demands and expectations will lead to an unsatisfying life. Earhart was indeed someone who was the pilot of her own life. She followed her passions, was unafraid of challenges, and was a trailblazer in the field of aviation.

It is easy to see that Earhart was someone who refused to be in the passenger seat in her attitude toward the discrimination women faced during her time. In her article “Vanished,” author Mackenzie Carro writes that “in the early 20th century, many considered the idea of a female pilot to be ridiculous” (6). She explains that women were banned from participating in flying races, denied jobs as pilots, and treated with disrespect because people wrongly thought that women could not fly as well as men (6). Women were fighting to prove themselves as equals in a time when they had only recently gained the right to vote and were still denied basic freedoms such as opening a bank account (8). Earhart was not daunted by such discrimination. She said of circumnavigating the globe, “I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others” (7). She meant that just as it was considered normal for men to try difficult things, it should be considered normal for women to try difficult things. The fact that Earhart smashed through the expectations society had of her—getting her pilot’s license, breaking into a male-dominated field, and setting several records—shows that she was not a passenger in life, but a pilot. (interpreting text, key ideas and details, supporting a claim, writing explanatory text; R.1, R.2, R.4, W.2)



“Vanished” cont’d

“VANISHED” QUIZ

*Lower Level (LL)

1. C (author’s craft; R.4)
2. D (text structure; R.5)
3. C (key ideas; R.2)
4. B, D (text evidence; R.1)
5. C (text structure; R.5)
6. B (interpreting text; R.4)
7. In her article “Vanished,” author Mackenzie Carro creates suspense in various ways. In the introduction, she describes Amelia Earhart’s spectacular year and her around-the-world adventure up to the point of her disappearance, making it sound wonderful and exciting. But the mood quickly shifts from awe-inspiring to suspenseful when Carro writes, “But then, early on the morning of July 2, something went terribly wrong” (6). Then, after describing the trouble that Earhart and her navigator had found themselves in, Carro writes:
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 No response.
 She radioed again.
 Silence.
 Amelia Earhart would never be seen or heard from again.”

Carro’s use of short sentences and line breaks here adds to the tension and suspense of what is happening in the story. Finally, in the last line of the introduction, Carro tells readers, “But no one has been able to answer the question: What really happened that July day in 1937?”

In the following two sections of the article, Carro describes flying in Earhart’s day and Earhart’s fame and appeal during the Great Depression, all the while leaving readers on the edge of their seats wondering what happened after Earhart’s radio went silent.

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crew as time ticked by and Earhart failed to appear. The way Carro crafts this section makes readers feel as if they are right there alongside the *Itasca* crew, “hunched over their radios, sweating and anxious, trying to make contact with her again and again.” (craft and structure; writing explanatory text; R.4, R.5, R.6, W.2)

8. As Mackenzie Carro makes clear in her article “Vanished,” Amelia Earhart was courageous. Circumnavigating the globe would have been an incredibly courageous act for Earhart because of the lack of technology that existed at the time. Carro writes that “in Earhart’s time, flying was still new, and planes had many flaws” (7). Carro goes on to explain that flying at all was risky—it was common for parts of planes to stop working, fall off, or catch on fire—and that flying over an ocean was particularly dangerous because over an ocean, there was nowhere to make an emergency landing (7). In addition, there was very little navigational technology in Earhart’s time. It must have been nearly impossible to find a small, remote island like Howland because as Carro explains, “Back in 1937, no GPS or satellites existed to help pilots navigate. Earhart and Noonan had to rely on a map, a few basic navigation tools, and their own eyes” (7). The lack of navigational technology and the countless other risks involved with flying airplanes show just how courageous Earhart must have been to attempt a circumnavigation.

What’s more, being a woman pilot at all required courage in Earhart’s day. Carro writes that “in the early 20th century, many considered the idea of a female pilot to be ridiculous” (6). Earhart did not bow to the discrimination she faced though; she pursued her dream with conviction—an act that surely required great courage. (key ideas and details, supporting a claim, writing explanatory text; R.1, R.2, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is about Amelia Earhart, a famous American pilot.
2. The significant event described in the article is Earhart’s disappearance. Earhart disappeared while attempting to become the first woman to circumnavigate the world. She got lost while flying to one of the last stops on her trip,

section continues >>



“Vanished” cont’d

Howland Island.

3. Leading up to her disappearance, Earhart faced many obstacles. Flying over oceans was still extremely dangerous at the time Earhart attempted her flight around the world because airplanes were still fairly new. During her flight around the world, Earhart faced the threat of her airplane malfunctioning at any time. Earhart also faced several obstacles during the flight to Howland. Howland was very small and it was a difficult place to try and find and land a plane on. She also did not know how to correctly work her radio, so when navigating to Howland, she was not able to get help from anyone stationed on the island.
4. After Earhart disappeared on July 2, she was never seen or heard from again. People have continued to search for Earhart and her plane for decades and her disappearance has become one of the greatest mysteries in American history. Many theories about what may have happened to Earhart have developed, but none have ever been proven.
5. Answers will vary.

Sample Summary:

On May 20, 1937, famous aviator Amelia Earhart set out to be the first woman to circumnavigate the world. Her flight began in Oakland, California, and progressed smoothly as she flew over five continents. But on July 2, as she flew over the Pacific Ocean, something went terribly wrong. Earhart was supposed to fly to a small island called Howland Island, but she never made it. She and her navigator, Fred Noonan, got lost along the way and were never heard from again.

Over the years, numerous theories about what happened to Earhart have been proposed. Some say that Earhart was a spy and was captured by the Japanese government. An organization called The International Group for Historic Aircraft Recovery believes that Earhart made an emergency landing on the island of Nikumaroro and eventually died there. Others say it is most likely that Earhart simply crashed into the ocean. Multiple search parties have looked for the remains of Earhart and her plane, but so far, the truth of what happened to Amelia Earhart remains a mystery.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

On May 20, 1937, famous aviator Amelia Earhart set out to be the first woman to circumnavigate the world. Her flight began in Oakland, California, and progressed smoothly as she flew over five continents. But on July 2, as she flew over the Pacific Ocean, something went terribly wrong. Earhart was supposed to fly to a small island called Howland Island, but she never made it. She and her navigator, Fred Noonan, got lost along the way and were never heard from again.

Over the years, numerous theories about what happened to Earhart have been proposed. Some say that Earhart was a spy and was captured by the Japanese government. An organization called The International Group for Historic Aircraft Recovery believes that Earhart made an emergency landing on the island of Nikumaroro and eventually died there. Others say it is most likely that Earhart simply crashed into the ocean. Multiple search parties have looked for the remains of Earhart and her plane, but so far, the truth of what happened to Amelia Earhart remains a mystery.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. B
2. B; I chose B because the detail is about Earhart’s trip around the world. This detail does not show how the American people admired Earhart.
3. Women faced widespread discrimination in Earhart’s time. (Answers will vary slightly.)
4. Answers may include:
“Over the years, millions of dollars have been spent searching for her.” (p. 6); “How could the world’s most beloved aviator simply vanish? Nearly a century later, we are still trying to answer this question.” (p. 8); “TIGHAR has been investigating Earhart’s disappearance for decades.” (p. 8); “The story of Ballard’s expedition is the subject of a new National Geographic documentary, “Expedition Amelia.” (p. 9)



“Vanished” cont’d

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. B, C, D
2. People remain fascinated by Amelia Earhart’s disappearance.

CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary but should be similar to the following:

1. The black-and-white image shows Amelia Earhart standing in front of her plane with a smile on her face. She looks very polished and put-together, with her pants crisply pressed and a fashionable scarf around her neck. The plane looks very different than planes we fly in today, reminding the reader of the time period. Although Earhart looks confident, the fading red headline “VANISHED” in the background creates a mysterious mood that foreshadows a sad ending for Earhart. The subheading adds to the mysterious and foreboding mood.
2. The map helps the reader visualize Earhart’s flight as described throughout the article. The reader can see just how much of the world she flew around and how close she was to the end of her trip before she disappeared. The reader can also visualize where Earhart was supposed to stop to refuel, as well as where some believe she crash landed. These visuals help the reader understand the story better.
3. The author may have included these features because they make Amelia Earhart more relatable to the reader. The reader would understand the similarities between Earhart and social media influencers of today. The photo adds to this connection between the readers and Earhart by putting a face to the name in the article.
4. The information in the sidebar “The Time” would best fit into the section “The Risks” because this section talks about what it was like for women during Earhart’s day. This section also includes a quote from Earhart where she says that women should face the challenge of doing the same things men do.

CORE SKILLS WORKOUT: TEXT STRUCTURE

Answers will vary but should be similar to the following:

1. In the introduction of “Vanished,” the author describes Amelia Earhart’s life and her circumnavigation attempt.

She uses words like “from there,” “by the time,” and “but then” to signify the passage of time as she describes Earhart’s flight around the world. The author describes the different parts of the world Earhart flew over, and then when she gets to the day Earhart vanished, she stops describing the events and states that something went terribly wrong.

2. A. Description/List

B. I know the author is using a description/list structure in this section because she describes each theory for what happened to Amelia Earhart. You can tell she is listing theories throughout the section because she uses phrases like “one unlikely theory,” “another theory,” “a different explanation,” and “what most experts believe.”

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. She uses words and phrases that invoke the passage of time, including: “Around 10 a.m.,” “By 7 a.m.,” “At 7:42 a.m.,” and “Around 8:45 a.m.”

VIDEO DISCUSSION QUESTIONS

Answers will vary slightly.

1. An advocate is a person who supports or argues for the interests of a person, group, or cause. Advocates speak, write, and take action to defend something they believe in.
2. Earhart means that she has seen how women are treated unfairly and discriminated against in different industries. When she says “a pilot’s a pilot,” she means that a male pilot is no different than a female pilot. Both men and women are capable of doing the job well. When Earhart says that she hopes “such equality be carried out in other fields,” she means that she hopes that women will be given the same opportunities and be treated with the same respect as men in other industries, as well.
3. Answers will vary. Students will likely say that deciding what details to include in an article is challenging because it can be hard to decide which details are most important, and sometimes there are a lot of fascinating ideas that you might want to share with your readers.
4. Answers may include: “Flying was still new, and planes had many flaws” (7); “Engines fell out, propellers stopped

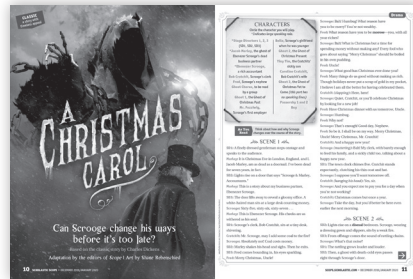


“Vanished” cont’d

turning, wings tore off, and fuel tanks caught fire” (7).

5. Answers will vary, but students will likely say that the sidebar about women in the 1930s helps readers better understand the time during which Earhart lived, as well as some of the challenges she would have faced as a women trying to build a career during this time. The other text features help readers understand more about Earhart’s life, her reputation in America, and the continued search for her.

A Christmas Carol



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Answers will vary. Sample response:

Through the character of Ebenezer Scrooge in the classic story “A Christmas Carol,” author Charles Dickens wants readers to learn that generosity and concern for others are what gives meaning to life, and that people can indeed change for the better.

Dickens helps readers learn these valuable lessons through Scrooge’s transformation over the course of the story. When readers meet Scrooge in Scene 1 of *Scope’s* play adaptation of “A Christmas Carol,” the ghost of Scrooge’s former business partner introduces him by saying, “This is Ebenezer Scrooge. His cheeks are as withered as his soul.” In other words, Scrooge is heartless, lacking empathy and compassion. This is plain to see when a shivering Bob Cratchit, Scrooge’s employee, asks if he may add coal to the fire and Scrooge snaps, “Absolutely not! Coal costs money” (11). Scrooge clearly has no concern for Cratchit’s well-being; he is interested only in saving money. Plus, despite his wealth—and how meager Cratchit’s wages are—Scrooge is also reluctant to let Cratchit have Christmas Day off from work; Scrooge doesn’t want to pay Cratchit for a day that he doesn’t work. As Dickens explains in the imagined interview, Scrooge, like many employers in 19th century England, did not see his employees as people but as “tools—pieces of machinery—that existed only to make them rich” (15). He says, “In my story, I wanted to show how wrong that view was” (15)—and he does, by making Scrooge out to be a joyless and despicable character.

Scrooge is also ill-tempered when his nephew Fred wishes him a Merry Christmas and invites him to dinner.

Scrooge’s grumpy refusal to join Fred’s family for Christmas shows that other people’s joy annoys Scrooge and that he prefers to isolate himself. Scrooge’s antisocial behavior is also meant to demonstrate how putting money above all else will make a person unhappy and unpleasant to be around, and cause others to suffer.

However, at home later that evening, Scrooge has an experience that causes him to change into a completely different person. He is visited by the Ghost of Christmas Past, the Ghost of Christmas Present, and the Ghost of Christmas Yet to Come. When the Ghost of Christmas Past visits Scrooge, Scrooge realizes that putting financial success above all else is what caused him to lose the love of his life, Belle (12-13). Going back in time and seeing Belle again, Scrooge realizes that though he found financial success, without love, he has been unhappy. Additionally, through his observation of his kind former boss Mr. Fezziwig, Scrooge sees that small acts of kindness and generosity matter and that spreading happiness is important (12).

The Ghost of Christmas Present reveals to Scrooge the reality and injustice of the situation facing Scrooge’s employee Bob Cratchit. Visiting Cratchit’s home, Scrooge sees that the Cratchits are poor, living in a run-down house, and struggling to take care of a very sick son (13). After seeing this, Scrooge realizes that it is his miserliness that is causing their poverty. Moreover, he sees that despite their hardships, the Cratchits make the most of what they have and are happier than Scrooge is with all of his riches (13). Scrooge comes to understand that there are others who need his money more than he does, that one doesn’t have to have much money to be happy, and that family matters more than anything.

During the visit from the Ghost of Christmas Yet to Come, Scrooge is taken to his own grave site (13-14). Here

section continues >>



A Christmas Carol cont'd

he realizes that, despite his riches, no one will mourn his passing. People walking by say things like “Little good his money did him,” “Not one person cares that he’s gone,” and “But think of how much he saved with such a cheap funeral” (14). Scrooge sees that his money will be worth nothing to him once he is dead, and that he will die without having done anything of real value. Through his visits with the three spirits, Scrooge realizes that if he continues in his ways, he will be miserable for the rest of his life, working and making money he does not allow himself to spend. As a result, Scrooge changes: He wakes up on Christmas morning and immediately buys an expensive turkey for the Cratchits. He spends Christmas Day with family and the next day, gives a huge raise to Bob Cratchit. As the character of Jacob Marley’s ghost informs the audience, Scrooge becomes “as good a man and as good a friend as the city had ever known” (14).

It is through Scrooge’s self-examination with each Christmas spirit and his resulting transformation that Dickens shows readers what really matters in life—generosity, family, and love—and that it is never too late to change.

ANSWERS TO ACTIVITY SHEETS

A CHRISTMAS CAROL CLOSE-READING QUESTIONS

1. Scrooge sees Christmas as pointless because it doesn’t lead to financial gain; he values money above all else. Fred enjoys Christmas as a time to be joyful and invites his uncle to dinner; he values family and kindness.
2. Fred seems much happier than Scrooge. He comes “bounding in, his eyes sparkling.” Scrooge, on the other hand, snaps at Fred and grumbles “humbug.” The authors seem to be suggesting that there’s more joy to be found in the people around you than in pursuing wealth.
3. That Scrooge keeps only a weak fire helps you understand just how miserly he is; he is unable to enjoy even a small luxury like a cozy fire. The coldness of the house might also be seen as a symbol for the coldness of Scrooge’s heart.
4. By “business,” Marley means his main occupation or purpose in life. He’s saying that he should have focused on doing good in the world rather than on getting rich.
5. Fezziwig seems to respect and appreciate his employees; he treats them to a Christmas party, and Scrooge calls him

“gracious.” By contrast, Scrooge sees Bob Cratchit only as a vehicle for earning money and treats him unkindly and ungenerously.

6. Scrooge is focused on Tiny Tim, who is suffering greatly and will soon die if his circumstances do not change. This moment is important to the story because it shows that Scrooge is changing. He is thinking of others and not of himself.
7. Giving anonymously can be satisfying; because you don’t get thanked for your gift, it can feel like the truest form of giving.

A CHRISTMAS CAROL CRITICAL-THINKING QUESTIONS

1. According to the interview, Dickens started writing to draw attention to the kind of injustice against those experiencing poverty that he encountered when his own family was poor.
2. Speeches are important but might be dismissed as just one person’s opinion. A good story is compelling; it draws people in. A good story also creates empathy—it makes readers feel the emotions that the characters feel—and feeling empathy can lead to change.
3. Dickens is sending the message that money on its own cannot make a person happy. Relationships are what truly matter. Even though Scrooge is rich, he is miserable with no friends. The Cratchits, on the other hand, are not well-off, yet they experience great joy. Dickens is also saying that those who have wealth should use it to “lighten the burdens” of others.

A CHRISTMAS CAROL QUIZ

***Higher Level (HL)**

1. A, B (inference; R.1)
2. D (author’s craft; R.6)
3. B, D (key ideas & supporting details; R.2)
4. D (text structure; R.5)
5. D (theme; R.2)
6. C (synthesis; R.9)
7. In *Scope*’s play adaptation of *A Christmas Carol*, the three spirits that visit Ebenezer Scrooge on Christmas Eve teach him how his focus on money affects his life and the lives of others. This inspires Scrooge to then change his ways.

When the Ghost of Christmas Past visits Scrooge,

section continues >>



A Christmas Carol cont'd

Scrooge realizes that putting financial success above all else is what caused him to lose the love of his life, Belle (12-13). Going back in time and seeing Belle again, Scrooge realizes that though he found financial success, without love, he has been unhappy. Additionally, through his observation of his kind former boss Mr. Fezziwig, Scrooge sees that small acts of kindness and generosity matter and that spreading happiness is important (12).

The Ghost of Christmas Present reveals to Scrooge the reality and injustice of the situation facing Scrooge's employee Bob Cratchit. When visiting Cratchit's home, Scrooge sees that the Cratchits are poor, living in a run-down house, and struggling to take care of a very sick son. After seeing this, Scrooge realizes that it is his miserliness that is causing their poverty. Moreover, he sees that despite their hardships, the Cratchits make the most of what they have and are happier than Scrooge is with all of his riches (13). Scrooge comes to understand that there are others who need his money more than he does, that one doesn't have to have much money to be happy, and that family matters more than anything.

During the visit from the Ghost of Christmas Yet to Come, Scrooge is taken to his own grave site. Here he realizes that, despite his riches, no one will mourn his passing. People walking by say things like, "Little good his money did him," "Not one person cares that he's gone," and "But think of how much he saved with such a cheap funeral" (14). Scrooge sees that his money will be worth nothing to him once he is dead, and that he will die without having done anything of real value. Through his visits with the three spirits, Scrooge realizes that if he continues in his ways, he will be miserable for the rest of his life, working and making money he does not allow himself to spend. As a result, Scrooge changes: He wakes up on Christmas morning and immediately buys an expensive turkey for the Cratchits. He spends Christmas Day with family and the next day, gives a huge raise to Bob Cratchit. As the character of Jacob Marley's ghost informs the audience, Scrooge becomes "as good a man and as good a friend as the city had ever known" (14). (character, theme, using text evidence, explanatory writing; R.1, R.2, R.3, W.2)

8. In the imagined interview, Charles Dickens says, "No one

is useless in this world who lightens the burdens of it for anyone else." He means that anyone who helps another person is important; to reach out and make a difficult situation easier for someone else gives life purpose and meaning. This idea applies to *A Christmas Carol* because the character of Ebenezer Scrooge comes to learn this very lesson. In the beginning of the play, Scrooge is greedy and unconcerned with the well-being of those around him. He sees his employee Bob Cratchit only as a vehicle for his own financial gain. Scrooge refuses to allow Cratchit to put coal on the fire as he sits shivering in their cold office because coal costs Scrooge money, and he nearly refuses to give Cratchit the day off for Christmas because Cratchit won't be making any money for Scrooge if he isn't working (11). However, after the Ghost of Christmas Present takes Scrooge to visit Cratchit's house on Christmas Eve (13), Scrooge is forced to face the hard truth that his own greed and selfishness contribute greatly to the Cratchit family's suffering. He witnesses the disrepair of their home and the severity of Tiny Tim's illness (13). After this experience, Scrooge becomes a new person completely and makes it his purpose to lighten the burdens of the Cratchit family. The next day, he sends a prize turkey to their home anonymously. When Cratchit returns to work after the holiday, Scrooge gives him a raise and tells him, "And your salary is just a start. I'll assist your family any way I can. And Tim—whatever he needs, he'll have it" (14). Scrooge has come to see generosity and helping others as his duty and a way to give meaning to his own life. (interpreting text, synthesis, explanatory writing; R.4, R.9, W.1)

A CHRISTMAS CAROL QUIZ

***Lower Level (LL)**

1. B (inference; R.1)
2. D (author's craft; R.6)
3. B, D (key ideas & supporting details; R.2)
4. D (text structure; R.5)
5. D (theme; R.2)
6. C (synthesis; R.9)
7. The Ghost of Christmas Present reveals to Scrooge the reality and injustice of the situation facing Scrooge's employee Bob Cratchit. Visiting Cratchit's home, Scrooge

section continues >>



A Christmas Carol cont'd

sees that the Cratchits are poor, living in a run-down house, and struggling to take care of a very sick son. After seeing this, Scrooge realizes that it is his miserliness that is causing their poverty. Moreover, he sees that despite their hardships, the Cratchits make the most of what they have and are happier than Scrooge is with all of his riches (13). Scrooge comes to understand that there are others who need his money more than he does, that one doesn't have to have much money to be happy, and that family matters more than anything. (character, theme, explanatory writing; R.2, R.3, W.2)

8. Over the course of *Scope's* play *A Christmas Carol*, Ebenezer Scrooge's view of Christmas changes from one of disdain to one of fondness. In Scene 1, Scrooge is grouchy when his nephew Fred drops by his office to wish Scrooge a Merry Christmas and invite him to dinner. Scrooge refuses to join his family's celebration and goes on to complain about how useless Christmas is, saying, "What is Christmas but a time for spending money without making any?" (11). These details show how much Scrooge hates Christmas and the joy and togetherness it represents.

By Scene 6, however, Scrooge's feelings about Christmas have completely changed. He wakes up giddy and thankful that he hasn't missed Christmas Day. He gives a prize turkey to the Cratchit family anonymously and later joins Fred and his family for Christmas dinner. In Scene 7, the day after Christmas, Scrooge wishes Cratchit a merry Christmas, gives him a raise, and offers to help Tiny Tim in any way he can. The play concludes with Scrooge explaining, "From then on, it was always said that if anyone knew how to celebrate Christmas, it was Ebenezer Scrooge" (14). Clearly, Scrooge lost his dislike for Christmas and came to embrace the generosity, joy, and togetherness the holiday represents. (analyzing character, explanatory writing; R.3, W.2)

A CHRISTMAS CAROL VOCABULARY

1. Janna's ambition is to secure a spot in one of the country's top ballet programs.
2. In the early 20th century, labor laws were reformed; it became illegal for children to work.
3. In Carla's favorite movie *Shrek*, an ogre learns the true meaning of self-worth.

4. Trey's passionate speech about the environmental damage caused by plastic bottles galvanized his classmates to switch to reusable water bottles instead.

5. B
6. A
7. A
8. B
9. A
10. B
11. A

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. **A.** Withered means "dry and shriveled," like the leaves of a plant when it is dying. By saying Scrooge's cheeks are withered, Marley means that the skin on Scrooge's face is thin and shriveled up with wrinkles from old age. By likening Scrooge's withered cheeks to his soul, Marley is implying that Scrooge's soul is all shriveled up—in other words, that he is heartless, lacking empathy and compassion.

B. When a shivering Bob Cratchit asks if he may add coal to the fire, Scrooge snaps, "Absolutely not! Coal costs money." This response shows that Scrooge has no concern for the well-being of his employee; he is only interested in saving money. Scrooge is also ill-tempered when his nephew Fred wishes him a Merry Christmas and invites him to dinner. Scrooge's grumpy refusal to join Fred's family for Christmas shows that other people's joy annoys Scrooge and that he prefers to isolate himself. His heartlessness and greed are also made clear in his reluctance to let Cratchit have Christmas Day off from work. Despite Scrooge's wealth, Scrooge doesn't want to pay Cratchit for a day that he doesn't work, even though Scrooge knows Cratchit makes very little money.

2. **A.** Scrooge's bedroom is described as dismal, which means "gloomy and depressing; lacking warmth and cheer." The detail that Scrooge sits by a weak fire shows what a miserly curmudgeon he is: He is unable to enjoy even a small luxury like a cozy fire. The coldness of his house might also be seen as a symbol for the coldness of his heart.

B. Answers will vary.

3. **A.** Answers will vary, but ideas could include sleep, leisure time, family, enjoyment of work, the



A Christmas Carol cont'd

environment, and concern for others.

B. Answers will vary, but are likely to be along the lines of, putting money above all else might make a person unhappy and also unpleasant to be around.

4. Ideas may include the following:

Christmas Past: Small acts of kindness and generosity matter; spreading happiness is important; love is more valuable than money.

Christmas Present: You don't have to have a lot of money to be happy; nothing is more important than family.

Christmas Future: It is our responsibility to help those in need when we are able; relationships with others are what give meaning to life.

5. In Scene 1, Scrooge is a heartless and greedy boss. He hates Christmas and the joy and togetherness it represents, and he seems generally grumpy and unhappy. The Scrooge in Scenes 6 and 7 is completely changed: He is giddy, gives anonymously, joins his family to celebrate Christmas, gives his employee Bob Cratchit a raise, and offers to help Tiny Tim in any way he can. He goes on to become a wonderful citizen and friend to all—and loves celebrating Christmas more than anyone.

6. Dewey meant that learning and growing as a person does not automatically come from the experiences you have. To learn from an experience, you must actively reflect upon it—you must choose to think deeply and carefully about it. This applies to Scrooge because it is only after he travels with the three spirits to take a hard look at his past and future experiences that he is able to realize the error in his ways and begin to live his life differently.

B. The playwright's use of descriptive details creates an atmosphere of gloom, dread, and fright. Scrooge's bedroom is described as "dismal" with a "weak fire" burning, which creates a cold and depressing atmosphere (11). Other sensory details include Marley's chains rattling offstage and continuing to grow louder and louder before "a ghost with death-cold eyes passes right through Scrooge's door" (11). The playwright describes the thick bandages wrapped around the ghost's head and how he shrieks and shakes the chains wrapped around his body. All of these descriptive details help readers vividly imagine what it would be like to encounter this nightmarish ghost in the middle of the night. Finally, the scene ends with the sound of entire chorus of ghosts, further intensifying the frightening, gloomy mood.

(Responses to the activity on pages 2 and 3 will vary.)

CORE SKILLS: MOOD

Answers will vary.

1. Answers will vary but should be similar to *dreadful, cold, grim, haunting, bleak, discouraging, gloomy, foreboding, frightening, creepy, spooky, creepy, dismal, ominous*, etc.
2. **A.** In Scene 2, the ghost of Ebenezer Scrooge's former business partner, Jacob Marley (a cold-hearted man just like Scrooge), comes to deliver a dire warning: Scrooge will be haunted by three spirits, and if he doesn't heed their warnings, his ghost will wander the Earth forever—alone and miserable—as Marley's ghost does.

“What Juul Tried to Hide”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary. Sample response:

As made evident in Joey Bartolomeo’s article “What Juul Tried to Hide” and Jennifer Dignan’s article “How Big Tobacco Fooled America,” both the e-cigarette industry and Big Tobacco have manipulated young people into using their dangerous products, using almost identical tactics.

Though you might not know it from their marketing, both industries sell dangerous products. The e-cigarette industry sells electronic cigarettes, the vapor of which contains dangerous and addictive chemicals, such as nicotine—the same addictive chemical in traditional tobacco cigarettes sold by Big Tobacco (17-21). And while both companies want their products to be seen as fun, glamorous, and even healthy, these products are anything but. Vaping causes brain damage and potentially lethal lung damage (17-19). In fact, Bartolomeo explains that the Centers for Disease Control is investigating 380 cases of severe lung illnesses in young people linked to vaping (19), writing that “at press time, there had been at least 26 deaths across 21 states” (19). Clearly, e-cigarettes are a dangerous product if they can kill young, healthy people so quickly. Bartolomeo explains that vaping also puts users at an increased risk of smoking cigarettes, which are also extremely harmful: Dignan writes that smoking causes cancer and heart disease, and that “one in five deaths today is linked to smoking” (21). Both authors point out that sadly, even though many people who smoke or vape understand the health risks involved, they find it extremely difficult to quit because their addiction to nicotine is so strong.

The marketing employed by these two industries also

targets kids and teens and manipulates them into using their products. Why? As Bartolomeo explains, both industries know that if they can get young people hooked, they will make money from those young people for years to come (19). So in an effort to attract young customers, Juul’s ads feature young, glamorous models, just as Big Tobacco’s ads once featured famous athletes, cheerleaders, and boys in graduation caps (18). Juul masks the flavor of nicotine with flavors that kids find desirable, such as mint and mango, just as Big Tobacco made “plenty of smokeless tobacco products that tasted like candy” (19). Big Tobacco’s ads and packaging featured cartoon characters and comic strips and were placed on low shelves at stores so as to be at eye level for children (18-21). In the same way, Juul uses pop culture icons from music and movies to promote their products on social media, where young people are sure to see them. Juul even went so far as to promote its products in schools, giving presentations, providing curriculum, and hosting summer programs as a way to recruit users (17). The use of these tactics is undeniable evidence that both industries intentionally targeted young people as customers, whether they admit it or not.

The good news is that once we are aware of the manipulative tactics employed by the e-cigarette and Big Tobacco industries, we can better keep our guard up, as Dignan says, and protect ourselves from being tricked into thinking their dangerous products are something we need. For example, when we see a celebrity casually holding an e-cigarette in an Instagram post, we can remind ourselves that they might have been paid to promote that product. If you know the health risks these products pose, you can begin to look at social media and other forms of advertising through a more critical lens.



“What Juul Tried to Hide” cont’d

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: JUUL AND BIG TOBACCO

Answers will vary slightly.

	E-Cigarette	Big Tobacco
What does the industry sell?	<ul style="list-style-type: none"> The e-cigarette industry sells electronic cigarettes or vaping products. These battery-powered devices heat up a liquid that turns into vapor, which users inhale. (p. 17) 	<ul style="list-style-type: none"> Big Tobacco sells traditional cigarettes that contain tobacco and dangerous, addictive chemicals, such as nicotine. (p. 21)
How does the industry want the public to view its products?	<ul style="list-style-type: none"> Companies like Juul want vaping to seem “appealing, even glamorous,” as “a different way for smokers to get their nicotine fix,” and something that young, healthy, cool people do. (pp. 18-19) 	<ul style="list-style-type: none"> Big Tobacco wanted to make smoking seem fun, glamorous, and even healthy. (pp. 18-20)
How do these products affect users’ health?	<ul style="list-style-type: none"> E-cig vapor contains dangerous chemicals including nicotine, which is highly addictive. Nicotine damages your brain, “specifically the parts that control mood, learning, and attention span.” (pp. 17-19) Vaping can cause lethal lung damage. The CDC is investigating 380 cases of severe lung illnesses in young adults linked to vaping. So far, these illness have caused 26 deaths across 21 states. (pp. 18-19) Vaping puts users at an increased risk of smoking cigarettes. (p. 18) 	<ul style="list-style-type: none"> In 1964, the U.S. Surgeon General declared that smoking causes cancer. (p. 21) Several studies prior to this announcement linked smoking to lung cancer and heart disease. (p. 21) One in five deaths today is linked to smoking. (p. 21) People who want to quit find it difficult to do so because of their addiction to nicotine. (p. 21)

CHART CONTINUES ON NEXT TWO PAGES.



“What Juul Tried to Hide” cont’d

	E-Cigarette	Big Tobacco
How does/did the industry make their products appealing to young people?	<ul style="list-style-type: none"> • Juuls ads feature colorful graphics and young, glamorous models. (p. 19) • Juul masks the flavor of nicotine with flavors that kids find desirable, such as mint and mango. (p. 18) • Juul uses pop culture icons from music, movies, etc. to promote their products on social media—they want people that kids admire to use and talk about their product in spaces where kids spend a lot of time. (p. 18) • Juul promoted their products in schools in order to recruit users, giving presentations, providing curriculum, and hosting summer programs. (p. 17) 	<ul style="list-style-type: none"> • Ads in magazines, billboards, and on TV featured celebrities like movie stars and famous athletes. (p. 20) • They hired doctors and dentists to say smoking was safe and good for you. (p. 20) • Ads and packaging featured young, healthy people such as cheerleaders and graduating seniors, cartoon characters, and comic strips and were placed on low shelves at stores so as to be at eye level for children. (pp. 18-21) • It was easy to get your hands on them—they were sold everywhere—drugstores, restaurants, gift shops, and for a cheap price. (p. 21) • For those who didn’t want to smoke cigarettes, there were “plenty of smokeless tobacco products that tasted like candy.” (p. 18) • Big Tobacco enlists social media influencers to make posts that show cigarettes. (p. 21) • There is smoking in movies and video games (p. 21) • Altria, a cigarette company, is one of Juul’s largest investors, because once people start vaping, they may start smoking too. (pp. 18-21)
What has the industry tried to hide from the public?	<ul style="list-style-type: none"> • Juul’s former CEO denied that Juul was targeting young people, saying that he was “sorry” young people used his company’s products, adding “I hope there was nothing that we did that made it appealing to them,” even though kids and teens were clearly one of their target audiences. (p. 18) 	<ul style="list-style-type: none"> • After studies linked smoking to deadly diseases, tobacco companies “vehemently disputed these results” and published new advertisements that refuted them. (p. 18) • Once they realized people were going to quit they introduced new products such as “filter-tip” cigarettes that were “milder” and “safer.” (p. 21)



“What Juul Tried to Hide” cont’d

	E-Cigarette	Big Tobacco
What restrictions have been placed on the industry? What are the effects of these restrictions?	<ul style="list-style-type: none"> The article doesn’t mention specific restrictions placed on vaping companies by the government, but does mention that Juul has pulled its ads from social media platforms, stopped selling flavored pods in many places, and placed age restrictions on its website. (pp.18-19) 	<ul style="list-style-type: none"> It is now illegal to advertise cigarettes on TV (p. 21) All cigarette packages are required to have warning labels that alert users to their health risks. (p. 21) There are restrictions on where people can smoke. (p. 21) A higher tax is placed on cigarettes, making it a more costly habit. (p. 21) Tobacco companies must give states billions of dollars for programs that help people quit smoking and prevent young people from starting. (p. 21)

“WHAT JUUL TRIED TO HIDE” CLOSE-READING QUESTIONS

1. It means something that hides the truth about someone’s intentions or activities. The author likely uses this word because it refers both to Juul hiding its intentions to hook kids and to the smoke-like vapor created by e-cigarettes.
2. Many people think of iPhones as the king of smartphones; their advanced technology, sleek look, and ease of use makes them cool and something that many people want. By calling a Juul the “iPhone of vapes,” the speaker was sending the message that Juul is the best vaping device out there—and that Juul is a cool, harmless piece of technology that everyone wants to use.
3. This section highlights the connection between the e-cigarette companies of today and Big Tobacco companies of the past. The manipulative tactics used by companies like Juul—ads, packaging, and product design intended to appeal to young people—are nothing new; they come straight out of Big Tobacco’s playbook.

“HOW BIG TOBACCO FOOLED AMERICA” CLOSE-READING QUESTION

1. Unrestricted and deceptive advertising of cigarettes on TV, billboards, and in magazines led to the rise of cigarette smoking in America. Ads were aimed at both adults and kids, and they made smoking seem fun and glamorous. Cigarettes’ low price and easy availability, along with the lack of awareness of smoking’s health risks (at one time, doctors and dentists recommended smoking), were also factors in smoking’s rise.

“WHAT JUUL TRIED TO HIDE” AND “HOW BIG TOBACCO FOOLED AMERICA” CRITICAL-THINKING QUESTIONS

1. A company like Juul would want to send a representative to a school because vape companies need customers to buy and use their products. At a school, a company representative could promote Juul to young people who could potentially become lifelong customers.
2. Answers will vary. Students will likely say no. Juul went into schools; they paid to have their products promoted in places where teens go, such as social media; and their advertisements are designed to be appealing to young



“What Juul Tried to Hide” cont’d

people. All of this points to kids as having been one of the company’s target markets.

3. Some may say that it’s the responsibility of lawmakers and public health services to protect people, especially kids. Others might say that people have the right to make their own choices, and that if companies are truthful in their marketing and people using the product aren’t harming others, the government shouldn’t interfere.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. D (vocabulary; R.4)
2. D (key ideas and details; R.2)
3. B (key ideas and details; R.2)
4. C (interpreting text; R.4)
5. D (key ideas and details; R.2)
6. D (synthesis, key ideas and details; R.9, R.2)
7. As made evident in Joey Bartolomeo’s article “What Juul Tried to Hide” and Jennifer Dignan’s article “How Big Tobacco Fooled America,” the tactics Juul used to sell e-cigs are the same tactics Big tobacco used to sell cigarettes. Juul’s advertisements feature young, healthy, glamorous models, just as Big Tobacco’s advertisements once featured famous athletes, cheerleaders, and boys in graduation caps (18). Juul made its products more appealing by masking the flavor of nicotine with flavors that adults—and especially kids—find appealing, such as mint and mango, just as Big Tobacco made “plenty of smokeless tobacco products that tasted like candy” (18). And just as Big Tobacco’s packaging featured cartoon characters and were placed on low shelves at stores so as to be at eye level for children (18-21), Juul used pop culture icons to promote its products on social media, a place where young people were sure to see them. Sadly, both industries are guilty of employing some appalling tactics to sell their dangerous products. Big Tobacco paid doctors and dentists to promote their products as safe and healthy (20), while Juul went so far as to promote its products in schools—giving presentations, providing curriculum, and hosting summer programs as a way to recruit new users (17). These details show that Juul borrowed their manipulative tactics from Big Tobacco’s playbook. (synthesis, key ideas and details, explanatory writing; R.9, R.2, W.2)

8. As explained in Joey Bartolomeo’s article “What Juul Tried to Hide” and Jennifer Dignan’s article “How Big Tobacco Fooled America,” smoking cigarettes or e-cigarettes is extremely harmful to a person’s health. Bartolomeo explains that nicotine, a substance found in e-cigs and cigarettes, is dangerous and highly addictive, writing that “once it is in your body, you crave more and more” (17). One can infer that e-cigs are not any less addictive than cigarettes, considering Bartolomeo’s note that “one Juul pod has as much nicotine as 20 cigarettes” (17). This addictive substance is incredibly dangerous because as a clinical health director explains “nicotine can damage your brain, specifically the parts that control mood, learning, and attention span” (19). The nicotine in e-cigs and cigarettes aren’t their only dangers. As explained in the sidebar “What Happens When Teens Vape,” other dire consequences of vaping include potentially lethal lung damage and an increased risk of smoking cigarettes (18). Bartolomeo writes that “in September, the CDC announced it is investigating 380 cases of severe lung illnesses in young adults—all related to e-cigarette use. At press time, there had been at least 26 deaths across 21 states” (19). Clearly the damage e-cigarettes can do to the lungs is severe and not yet well understood. Cigarettes are also deadly—since the 1950s, studies have shown that smoking causes heart disease and cancer, and in 1964, the U.S. Surgeon General confirmed that cigarettes do cause cancer. Clearly, both cigarettes and e-cigarettes are injurious to human health. (key ideas and details, synthesis, explanatory writing; R.2, R.9, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. D (vocabulary; R.4)
2. D (key ideas and details; R.2)
3. B (key ideas and details; R.2)
4. C (interpreting text; R.4)
5. D (key ideas and details; R.2)
6. D (synthesis, central ideas; R.9, R.2)
7. As made evident in Joey Bartolomeo’s article “What Juul Tried to Hide” and Jennifer Dignan’s article “How Big Tobacco Fooled America,” the tactics Juul used to sell e-cigs are the same tactics Big tobacco used to sell



“What Juul Tried to Hide” cont’d

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VOCABULARY PRACTICE

1. Answers will vary.
2. The company is misleading you. It is trying to trick you into its restaurants by showing you something you can’t actually get.
3. Possible answers include recycling, reusing, cutting back on waste, solar energy, writing to companies about their environmental practices, etc.
4. Answers will vary.
5. motive
6. recruitment
7. investor
8. appeals
9. possible answers: limit, condition, restraint
10. possible answers: fierce, forceful, pushy
11. possible answers: freeing, releasing, relieving
12. possible answers: harmful, hurtful, damaging

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. B
B. A
C. B
2. A; I chose A because it shows a way that Juul tricked teens into buying a harmful product—they acted like they were in schools to promote healthy lifestyles, when in reality they were recruiting customers to buy a dangerous product.
3. B, C, D; Evidence E does not support the statement because it shows how Juul made vaping more appealing to teens. This does not show how vaping is harmful to your health.



“What Juul Tried to Hide” cont’d

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. B; Choice A does not provide a source for the information provided. Choice C uses a direct quote, does not provide the quote’s source, and does not provide a sentence explaining why the information is relevant.
6. Answers will vary. Here is a sample response:

Many teens are learning the truth about vaping and fighting back. For example, in her article “What Juul Tried to Hide,” author Joey Bartolomeo writes about Chance Ammiratta, a teen who started the Lung Love Foundation to warn teens about the dangers of vaping and to “spread a simple message to companies like Juul: ‘We are not just dollar signs’” (19). In other words, Chance is standing up to vaping companies who disregard teens’ health and see them only as vehicles for financial gain.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. C, D
2. A; I chose A because it shows a way that Juul tricked teens into buying a harmful product—they acted like they were in schools to promote healthy lifestyles, when in reality they were recruiting customers to buy a dangerous product.
3. Many teens are learning the truth about vaping and fighting back. (Answers will vary slightly.)

ETHOS, PATHOS, LOGOS: ANALYZING ADS

Ethos: Ad 1 says, “More doctors smoke Camels than any other cigarettes,” making Camels seem trustworthy and safe because doctors use them; Ad 2 uses a celebrity athlete, perhaps a famous New York Yankees baseball player from the time, to promote their cigarettes

Pathos: Ad 1 features a cute little girl saying, “I’m going to grow a hundred years old!” equating smoking Camels with good health and long life, and perhaps making people worried about how smoking other brands might affect their health; Ad 3 features an adorable baby and his mother and presents consumers with choices of cigarette tips—one of which is “beauty”; All of the faces in the ads have big smiles on them, equating smoking and

happiness; Ad 2 says to smoke their brand “for a slender figure,” equating Luckies with beauty.

Logos: Ad 1 includes results of some sort of skin test, a nationwide survey, and other numerical figures

1. These ads send a message that smoking cigarettes is good for you and will make you healthier, happier, and more beautiful. People likely found these ads convincing because people place great trust in doctors and even celebrities. Most people want to be as young, healthy, and beautiful as possible, and these ads played into those desires.
2. These ads are designed to appeal to young people. They use bright colors and graphics. The models are young and appear happy, healthy, and beautiful. The girl is wearing fashionable clothing, a big smile, and looks like she might be dancing at a fun party. The male model is brushing his hair, showing off his tattoos, and wearing an expression on his face that says “cool guy.”
3. The ads of both Big Tobacco and e-cigarette companies project a message of youth, beauty, health, and happiness, when in reality, their products are harmful.
4. Answers will vary.
5. Answers will vary.

CORE SKILLS WORKOUT: TONE

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

“Should We Bring Back the Woolly Mammoth?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

The section “Many Questions” of the article “Should We Bring Back the Woolly Mammoth?” contributes to the article by presenting the practical and ethical concerns associated with bringing back extinct animals, including the woolly mammoth. Author Maggie Pierce asks readers a series of rhetorical questions including “Which animals should be brought back?,” “What could go wrong?,” and “Should humans really be ‘playing God’—that is, meddling with nature?” (25). These questions force readers to pause and think about whether using the exciting new technology described earlier in the article is really such a good idea. She then expresses concern about the challenges that woolly mammoths might encounter once they are brought back. For example, she writes that the natural habitats of woolly mammoths no longer exist and that these creatures would likely have to live in captivity (25). She also expresses concern about the trauma that the elephant mothers who would have to birth the woolly mammoths would have to endure (25). These details reveal some of the practical and ethical concerns that should be considered when deciding whether or not to bring back extinct species like the woolly mammoth.

ANSWERS TO ACTIVITY SHEETS

“SHOULD WE BRING BACK THE WOOLLY MAMMOTH?” QUIZ

*Higher Level (HL)

1. C (author's purpose; R.6)
2. B (vocabulary; R.4)
3. B (central idea; R.2)
4. D (text evidence; R.1)
5. C (text structure, R.5)
6. B (author's craft; R.5)
7. In her article “Should We Bring Back the Woolly Mammoth?,” author Maggie Pierce expresses concern and skepticism about de-extinction. Though Pierce expresses admiration for what she calls “one of the most majestic creatures ever to lumber across the Earth” and “the king of the Ice Age” (24), her apprehension about bringing the woolly mammoth back is evident from the start: Her title “Should We Bring Back the Woolly Mammoth?” and her subtitle “New technology could make it possible to bring back extinct animals. Is that a good idea?” both pose telling questions to readers—they suggest that Pierce herself feels skeptical about this new technology and wants readers to pause and think. Later, after she explains how many creatures are in danger of extinction and how many are disappearing each day, she writes, “It might seem obvious that we should find a way to bring back the animals we lose. Yet de-extinction raises many questions” (25). She then asks a series of rhetorical questions, including “Where would they live? What could go wrong? And should humans really be “playing God”—that is, meddling with nature?” These questions encourage readers to pause and think through some

section continues >>



“Should We Bring Back the Woolly Mammoth?” cont’d

of the practical and moral consequences of bringing animals back, showing that Pierce herself is concerned about the potential consequences. Finally, in her conclusion, Pierce writes, “Wouldn’t it be better to focus on protecting the animals that are endangered today—most of which are in trouble because of human activity?” This question suggests that we have a responsibility to protect animals, and that changing our ways to protect those that are currently threatened or endangered is a more worthy endeavor. (key ideas & details, supporting a claim, writing explanatory text; R.4, R.2 W.2)

“SHOULD WE BRING BACK THE WOOLLY MAMMOTH?” QUIZ

*Lower Level (LL)

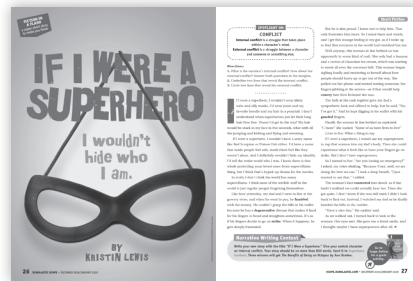
1. C (author’s purpose; R.6)
2. B (vocabulary; R.4)
3. B (central idea; R.2)
4. D (text evidence; R.1)
5. C (text structure, R.5)
6. B (author’s craft; R.5)
7. The claim that Maggie Pierce is concerned about de-extinction is true, based on her article “Should We Bring Back the Woolly Mammoth?” Though Pierce expresses admiration for what she calls “one of the most majestic creatures ever to lumber across the Earth” and “the king of the Ice Age” (24), she is apprehensive about bringing the woolly mammoth back. For example, her title “Should We Bring Back the Woolly Mammoth?” and her subtitle “New technology could make it possible to bring back extinct animals. Is that a good idea?” both pose telling questions to readers. These questions suggest that Pierce herself feels skeptical about this new technology and wants readers to pause and think. Later, after she explains how many creatures are in danger of extinction and how many are disappearing each day, she writes, “It might seem obvious that we should find a way to bring back the animals we lose. Yet de-extinction raises many questions” (25). She then asks a series of rhetorical questions, including “Where would they live? What could go wrong? And should humans really be “playing God”—that is, meddling with nature?” (25). These questions encourage readers to pause and think through some of the practical and moral consequences

of bringing animals back, showing that Pierce herself is concerned about the potential consequences. Finally, in her conclusion, Pierce writes, “Wouldn’t it be better to focus on protecting the animals that are endangered today—most of which are in trouble because of human activity?” This question suggests that we have a responsibility to protect animals, and that changing our ways to protect those that are currently threatened or endangered is a more worthy endeavor. (key ideas & details, supporting a claim, writing explanatory text; R.4, R.2 W.2)

“SHOULD WE BRING BACK THE WOOLLY MAMMOTH?” VOCABULARY

1. C; Giant boots, a museum of hair, and a house made of newspaper are all curiosities—strange and unusual things to see.
2. B; The cow learns to not to meddle in the lives of the other animals.
3. D; Being held prisoner on an alien spaceship is an example of being held in captivity.
4. B
5. A
6. B
7. captivity
8. lumbered
9. embryos

"If I Were a Superhero"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 27

Responses will vary but should contain a central character who is dealing with an internal conflict.

ANSWERS TO ACTIVITY SHEETS

FICTION IN A FLASH: CONFLICT

Answers will vary.

1. The narrator's external conflict is character vs. character: She is angered by the impatient and insensitive woman who is behind her and her father in the grocery store line.
2. Answers may include any two of the following:
 - "This woman began sighing loudly and muttering to herself about how people should hurry up or get out of the way. She pulled out her phone and started texting someone, her fingers jabbing at the screen—as if that would help convey Just How Irritated she was."
 - "Finally the woman in the line behind us exploded. 'C'mon!' She wailed. 'Some of us have lives to live!'"
 - "So I turned to her. 'Are you having an emergency?' I asked, my voice shaking. 'Because if not, well, we are doing the best we can.' I took a deep breath. 'I just . . . wanted to say that,' I added."
3. The narrator's internal conflict is her difficulty in dealing with her dad's degenerative disease and her wish that there was more she could do to help him.
4. • "So I stand there and watch, and I get this strange feeling in my gut, as if I woke up to find that everyone in the world had vanished but me."

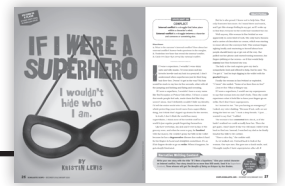
- "If I were a superhero, I would use my superpowers to zap that woman into my dad's body. Then she could experience what it feels like to have your fingers go on strike. But I don't have superpowers."

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. She means that she doesn't believe there are some people who are innately bad or evil, but that everyone can become a worse version of themselves at times, and this is the reason terrible stuff goes on in the world—us forgetting how to be the best versions of ourselves. This reflects a view of people as innately good and capable of becoming better, of making the world a better place.
2. When the narrator says, "So I stand there and watch, and I get this strange feeling in my gut, as if I woke up to find that everyone in the world had vanished but me," you can tell that she feels alone when her dad struggles with his hands. She seems to feel and understand his struggle very deeply, and feels like no one else does.
3. The narrator feels deeply disappointed and offended by the woman's comment—that the woman could view something like waiting for a few extra moments in a grocery store line as a hardship keeping her from her more important life, as if she and her dad aren't living important lives in this moment.
4. The narrator fantasizes about being a superhero because she wants people to quit "forgetting themselves"—that is, she wants the world to be a more compassionate place, a place where people feel safe and like they're not alone.
5. You can tell that it was difficult for the narrator to say something to the woman from the fact that her voice is shaking and that she has to take a deep breath before

section continues >>



“If I Were a Superhero” cont’d

finishing her comment. Perhaps she is upset or it took a lot of courage for her to confront an adult. What she says is thoughtful and powerful; she clearly thinks the woman should be more empathetic and patient, but she still checks to make sure that she isn’t misunderstanding the woman’s situation in the same way the woman is misunderstanding theirs, first asking, “Are you having an emergency? Because if not...”

6. No, the narrator does not hide who she is in this story. She chooses to speak out when the woman in the store “forgets herself,” causing the woman to reflect on her selfish and thoughtless behavior, which she sees when she turns around to make eye contact with the woman as she leaves the store.
7. **A.** Answers will vary.
B. Answers will vary.

“IF I WERE A SUPERHERO” VOCABULARY

1. A
2. A
3. B
4. B
5. After I opened the extravagant gift from my grandma, I struggled to convey my gratitude.
6. The nurses decided to strike until the hospital agreed to improve their working conditions.
7. Anna’s face contorted with disgust as she smelled the odor of a skunk.
8. Answers will vary.

“What Would You Do?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

DECIDE WHAT TO DO

Answers will vary. Sample Response:

1. I could cancel our Friday plans, go to the party, and not tell Ella.

Possible Outcomes:

1. Ella won't find out and her feelings won't be hurt, and I'll have a great time—but I might feel guilty.
2. Ella will find out and be extremely hurt by the fact that I lied to her.

2. I could be honest and tell Ella about the party.

Possible Outcomes:

1. Ella might be upset by the fact that I'm breaking our tradition and making new friends.
2. Ella and I might really open up about our feelings, simply reschedule our time for another time during the week, and perhaps become even closer.

Thesis statement: The best way to resolve the party dilemma is to be honest and direct with Ella, telling her about the party.

ANSWERS TO ACTIVITY SHEETS

“WHAT WOULD YOU DO?” VOCABULARY

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

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

“WHAT WOULD YOU DO?” QUIZ

*Higher Level (HL)

1. C (vocabulary; R.4)
2. B (point of view; R.6)
3. B (author's craft; R.6)
4. C (interpreting phrases; R.4)
5. A (text structure; R.5)
6. D (author's purpose; R.6)
7. Based on information in the article “What Would You Do?”, one thing people can do to solve moral dilemmas is to think about all of their options. Author Kristin Lewis models how this works by presenting the various ways you could deal with the dilemma of being invited to a party that your best friend is not invited to: You could skip the party, you could go to the party and lie to your friend about it, or you could go to the party and be honest with your friend about it. Another thing people can do to solve a moral dilemma is consider the problem from different perspectives and think about what decision will create the greatest good for the greatest number of people. This is the advice offered in the article by Dr. Jana Mohr Lone, director of the Center for Philosophy for Children at the University of Washington. Another strategy is to think about the big picture. In Lewis's example of the party decision, this means thinking about your larger goals and values—that you want to stay close to your friend but you also want to branch out and do new things and make other friends. Finally, the article suggests that whatever

“What Would You Do?” cont’d

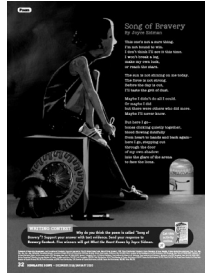
you ultimately decide, you should be direct when you talk to the other person or people involved. (key ideas and details, writing explanatory text; R.2, W.2)

“WHAT WOULD YOU DO?” QUIZ

***Lower Level (LL)**

1. C (vocabulary; R.4)
2. B (point of view; R.6)
3. B (author’s craft; R.6)
4. C (interpreting phrases; R.4)
5. A (text structure; R.5)
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"Song of Bravery"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 32

Answers will vary. Sample Response:

I think Joyce Sidman's poem is called "Song of Bravery" because it tells the story of someone who is about to do something that she does not expect to go well but that she is going ahead with anyway—and that is a brave thing to do. The speaker's lack of confidence about whatever it is she is facing (the poem does not reveal this) is made clear from the very first line, when she says "This one's not a sure thing." She then goes on to turn around several well-known sayings expressing encouragement and confidence so that they mean just the opposite. For example, she says, "I'm not bound to win" and "I won't break a leg" (lines 2 and 4). She also says, "Before the day is out, I'll taste the grit of dust," meaning that she expects to struggle and likely fail; she expects to suffer defeat. What's more, she compares what she is about to do to the no-doubt terrifying and dangerous experience of fighting lions in an arena, an allusion to ancient Rome. However, despite the speaker's lack of confidence, in the last stanza of the poem, the speaker says, "But here I go—," indicating that she is going to face the music and give her best shot anyway (line 15). To do this takes great bravery; after all, when you are not confident, you have to act in spite of your feelings of worry, uncertainty, and fear. And doing this is the very definition of bravery.

ANSWERS TO ACTIVITY SHEETS

"SONG OF BRAVERY" POETRY ANALYSIS

Answers will Vary. The following are sample answers only.

- A.** These sayings are all related to success and confidence. They are things people say to offer encouragement to others and or to describe their own success or confidence

B. The poet takes each saying and turns it around so that the speaker is expressing a lack of confidence. By adding "not" and "don't think" and "won't" to familiar expressions of success and confidence, the speaker is saying that she is not at all sure that she will be successful.
- We associate the sun with luck and joy and optimism, just as we associate rain with bad luck and sadness and pessimism. When someone says "the sun was shining on me" in a figurative way, they mean that they were having good luck. So when the speaker says "The sun is not shining on me today," she means that she is not feeling lucky—that she is, to the contrary, feeling unlucky.
- The speaker is likely using "I'll taste the grit of dust" as a metaphor to express the idea that she will struggle and perhaps even fail. She's comparing what will happen to her to falling down in the dirt.
- A.** The stanza is written mostly in past tense, although in the last line of the stanza, the speaker uses future tense.

B. She is reflecting back on her past efforts—what got her to the present moment in which she feels so unprepared and lacking in confidence. She is contemplating whether she tried as hard as she could in the past; she thinks one possibility is that she did try as hard as she could, but that she was simply not able to do as well as others. She ends by saying maybe she'll never know which of these two situations is true.
- Students may say that these lines describe how it

“Song of Bravery”

physically feels to do something that you are very nervous about—it can feel like your mind separates from your body and that even though your mind is telling you to stop, your body keeps going forward. These lines also evoke the feeling of fear or nervousness when your heart starts to pound and you become more aware than usual of the physical workings of your body.

6. Maybe the speaker is describing a situation where your shadow is on the ground in front of you, so to move forward, you have to walk toward your shadow. Figuratively, the speaker may be using her shadow as a metaphor for her fear and her shortcomings, past failures, etc. She is saying that she has to mentally pass through these things to go on.
7. It seems unlikely that the poem is literally about fighting lions. The modern language and in particular the reference to Star Wars in line 8 set the poem in present day, not ancient times.
8. The poet may have made this choice to keep the poem more open—to focus on the general idea of doing something you are not confident about rather than on a specific situation.
9. **A.** Answers should express that to be brave means to face something or do something that is dangerous, difficult, or frightening; to show courage. Students are likely to say that it requires more bravery to do something that you do not feel confident about than to do something that you do feel confident about, because when you are not confident, you have to act despite feelings of worry, uncertainty, fear, etc. Doing something that you feel confident about can be challenging, but it does not require much courage.
B. Throughout the poem, the speaker expresses fear, uncertainty, and a lack of confidence about her ability to do something that she is about to do. At the end of the poem, she says “But here I go—,” and you know that she is about to start whatever that thing is. In this way, the poem really is a song of bravery: It’s someone describing the brave act of going ahead with something even though she knows she might fail.
10. Through the arched doorway, we can see a lion and a crowd; the girl is preparing to go out into what looks like an amphitheater from ancient Rome. This connects to the ending of the poem, when the speaker compares her

experience to fighting lions in ancient Rome. The helmet and shield resting on the floor also connect to this idea. Next to the helmet and shield is a light saber like those used in the Star Wars movies; this connects to line 8: “The force is not strong.” That the girl is dressed in modern-day clothing connects to the idea that the poem is not actually about fighting lions in ancient Rome and that “facing the lions” is a metaphor for attempting anything that you are unsure you can achieve.