



Grammar “Foods of the Future”

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

BUGS

In the future, ants, crickets, and other types of bugs will be popular meals. They're cheap and plentiful—at least 1,900 species of insects are safe for humans to eat. Plus they don't require much land or water to farm. Bugs are also an excellent source of protein, which helps **your** body stay strong and healthy.

What's that you say? **You're** not into the idea of chowing down on beetle burgers and grasshopper chips? Consider this: Two billion people around the world regularly eat bugs as part of their diets.

ALGAE BREAD

You're probably thinking that green bread doesn't look that appetizing. But in the future, green bread could be a thing—a delicious thing. That's because algae will be a common ingredient.

Algae are plant-like organisms that grow in water. They're packed with protein and other nutrients. Many fish eat algae—and so can we!

PRINTED CANDY

Lip-puckering sour candies? Goopy caramels? Sticky taffy? In the future, **your** parents won't buy **your** favorite candies at the store; you'll create them at home with a 3-D printer. You'll choose the color, shape, and flavor on a computer, then click “print.” **Your** treat will soon be ready to devour.

JELLYFISH CHIPS

If **you're** craving something crunchy and salty, jellyfish probably aren't what come to mind. But scientists have actually found a way to turn these slimy, rubbery critters into potato-chip-like snacks.

In recent years, jellyfish populations have been exploding, which harms the oceans. In the future, selling jellyfish in the snack food aisle could be a solution.

WATER PODS

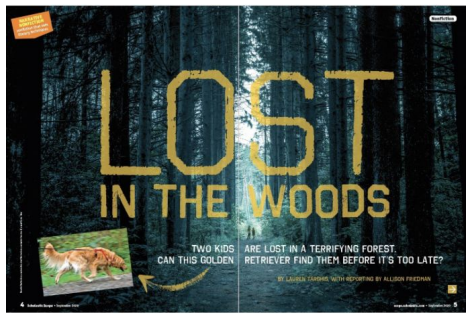
In the future, **your** favorite drinks won't come in plastic bottles. Instead, drinks will come in pods—that you can eat! In fact, several companies are already making them.

When you pop a pod in **your** mouth, the tasteless shell (which is made from seaweed) dissolves, and you get to enjoy the refreshing drink inside. Best of all? No garbage is left behind.

ANSWERS TO ACTIVITY SHEET

YOUR OR YOU'RE?

1. C
2. A
3. You're
4. Your, your
5. Answers will vary.



Nonfiction

“Lost in the Woods”

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Entries may be in the form of an essay, video, or infographic and should highlight reasons why dogs are uniquely qualified for search-and-rescue including their

- extraordinary sense of smell
- agility, energy, and playfulness
- innate desires to play and be rewarded
- special relationship with humans

ANSWERS TO ACTIVITY SHEETS

“LOST IN THE WOODS”

CLOSE-READING QUESTIONS

1. The author creates a mood of fear and anxiety by immediately situating two girls in a real-life “nightmare.” She writes that they are “lost in the woods on a cold and rainy night.” This mood gets the reader emotionally involved in the story and makes the reader want to find out what happens.
2. The section contributes to the article by helping readers understand what makes search-and-rescue dogs effective: their sense of smell. The section explains how powerful a dog’s sense of smell can be and how dogs can detect individual scents among thousands of different smells. This section further contributes to the article by helping readers understand why Maddee was able to find Ali and Sammie.

3. The author likely included these details to support her claim that search-and-rescue dogs have saved countless lives.
4. The reader can conclude that dogs have been an important part of human life for thousands of years—and not simply as pets. They have helped humans get food, fight wars, tend to sheep, and more. In other words, dogs have been partners to humans for a very long time.
5. Examples include: “The swiftly darkening woods swallowed her words” (6); “Flashlights punctuated the darkness like giant fireflies. The blades of a helicopter thwacked the air overhead. Walkie-talkies crackled” (6); “The helicopter overhead made it almost impossible to hear. People were slipping and falling along the muddy trails” (9); and “Then two voices rose out of the darkness” (9). Students might offer that the figurative language makes the reading experience more interesting—that it helps the reader imagine scenes from the article or that it engages the reader’s imagination.
6. The author creates suspense by taking the reader through the girls’ disappearance moment-by-moment, through the experiences of the people who were searching for them, so that the reader has no more information about what happened to the girls than their parents or any of the searchers did. In addition, the author includes sensory details about the darkness and wetness of the woods and the sounds of helicopter blades and walkie-talkies,

which helps create a mood of tension and anxiety, heightening the suspense.

“LOST IN THE WOODS”

CRITICAL-THINKING QUESTION

1. Answers will vary, but students might suggest additional information about the girls’ personalities and their friendship, as well as about their prior experience hiking in the woods; details about Maddee’s background and training; and more details about the girls’ experience while they were lost

“LOST IN THE WOODS” QUIZ

***Higher Level (HL)**

1. A, D (figurative language; R.4)
2. C (tone; R.4)
3. B (tone; R.4)
4. B (text structure, key ideas & details; R.5, R.2)
5. C (text structure; R.5)
6. D (key ideas and details; R.2)
7. The mood of the section “Nose to the Ground” is suspenseful. Author Lauren Tarshis creates suspense by describing the events of the search for Ali and Sammie chronologically. This helps create suspense by making readers feel as if they are there with the searchers and Maddee looking for the girls. For example, Tarshis writes, “Off Maddee went, nose to the ground, zigzagging through the mud, trying to pick up the correct scents. She ran up and down hills, jumped over roots, and crossed two streams” (9). This vivid description of Maddee searching for the girls leaves readers on the edge of their seats, waiting for Maddee to find something. Then, Tarshis creates even more suspense by including the detail that Maddee “suddenly” wanted to leave the trail (9). This detail builds suspense by suggesting that Maddee found something. A few lines later, Tarshis relieves the suspense and reveals that Maddee had found the missing girls.
8. In the section “Extraordinary Powers,” author Lauren Tarshis first compares a dog’s sense of smell with a human’s sense of hearing. The comparison explains that a dog can smell

many different scents at the same time like a human can hear many different sounds at the same time. This comparison helps you understand how powerful a dog’s sense of smell is. Then, at the end of the section, Tarshis compares a dog’s sense of smell with a human’s sense of sight. The comparison shows that dogs can pick out one scent among many, much the way a human can pick out one person or thing among many visually. This helps the reader understand how precise a dog’s sense of smell can be.

“LOST IN THE WOODS” QUIZ

***Lower Level (LL)**

1. A, D (figurative language; R.4)
2. C (tone; R.4)
3. B (tone; R.4)
4. B (text structure, key ideas & details; R.5, R.2)
5. C (text structure; R.5)
6. D (key ideas and details; R.2)
7. The mood of the section “Nose to the Ground” is suspenseful. Author Lauren Tarshis creates suspense by describing the events of the search for Ali and Sammie chronologically. This helps create suspense by making readers feel as if they are there with the searchers and Maddee looking for the girls. For example, Tarshis writes, “Off Maddee went, nose to the ground, zigzagging through the mud, trying to pick up the correct scents. She ran up and down hills, jumped over roots, and crossed two streams” (9). This vivid description of Maddee searching for the girls leaves readers on the edge of their seats, waiting for Maddee to find something. Then, Tarshis creates even more suspense by including the detail that Maddee “suddenly” wanted to leave the trail (9). This detail builds suspense by suggesting that Maddee found something. A few lines later, Tarshis relieves the suspense and reveals that Maddee had found the missing girls.
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"LOST IN THE WOODS"
VOCABULARY PRACTICE

1. emitting
2. innate
3. acute
4. elite
5. B
6. A
7. A

CORE SKILLS WORKOUT: SUMMARIZING
***Higher Level (HL)**

1. The story is mainly about two young girls, Sammie Wartchow and Ali Ferry, and a search and rescue dog named Maddee.
2. The article describes the search for Sammie and Ali after they got lost in the forest near their home.
3. The girls faced the problem of not being able to find their way out of the forest, where they did not have food or shelter and where they might have encountered an animal such as a bear or cougar.
4. Along with nearly 100 police officers and volunteers, a 3-year-old golden retriever named Maddee, trained as a search-and-rescue (SAR) dog, was deployed into the wilderness to find the girls. After Maddee's trainer introduced Maddee to the girls' scents using some of their belongings, Maddee was able to find Ali and Sammie in the woods.

5. Answers will vary.

Sample Summary:

Five years ago in Issaquah, Washington, Sammie Wartchow and Ali Ferry, both 10, got lost during what was supposed to be a quick hike through a woods near where they lived. Nearly 100 police officers and volunteers began searching the woods for the girls. The girls' parents were very worried because night was falling, a storm was coming in, and the forest was home to bears and cougars. Five hours into the search, a 3-year-old golden retriever named Maddee, a trained search-and-rescue dog, was deployed to search for the girls. Maddee's trainer had introduced Maddee to the girls' scents using some of their belongings; a dog's nose is up to 100,000 times more sensitive than a human's, making dogs well-suited for SAR work and far more effective than human searchers. Two hours later, Maddee found the girls—who were scared but safe—and they were reunited with their families.

CORE SKILLS WORKOUT: SUMMARIZING
***Lower Level (LL)**

Sentences should be in the following order:

1. Five years ago in Issaquah, Washington, Sammie Wartchow and Ali Ferry, both 10, got lost during what was supposed to be a quick hike through the woods near where they lived.
2. Nearly 100 police officers and volunteers began searching the woods for the girls.
3. The girls' parents were very worried because night was falling, a storm was coming in, and the forest was home to bears and cougars.
4. Five hours into the search, a 3-year-old golden retriever named Maddee, a trained search-and-rescue (SAR) dog, was deployed to search for the girls.
5. Maddee's trainer had introduced Maddee to the girls' scents using some of their belongings.

6. Two hours later, Maddee found the girls—who were scared but safe—and they were reunited with their families.

Sentences that should be omitted from the summary:

- Dogs were mummified in ancient Egypt.
- A student hears dozens of different sounds at once upon entering the school building.
- I think I would make a great SAR dog trainer.

CORE SKILLS WORKOUT: TEXT FEATURES

1. The main image is of a dark, densely wooded area. The trees towering above the two tiny girls in the background dominate the scene. The title and subheading inform readers that the girls are lost in the woods and that the woods are a terrifying place. Together, these features create an ominous and suspenseful mood.
2. The timeline helps readers understand that dogs have been an important part of human life throughout history—not simply as pets, but as partners. Dogs have helped humans secure food, fight wars, take care of livestock, and stay safe in many ways.
3. The infographic on page 8 best supports the information in the section “Extraordinary Powers,” which explains dogs’ exceptional sense of smell. The author clearly admires and is impressed by dogs in general and by service-dogs in particular. The subheads and other text features highlight how extraordinary dogs’ physical abilities are and how invaluable the many roles they play in human lives are.
4. Answers will vary.

CORE SKILLS WORKOUT: TEXT STRUCTURES

Answers will vary but should be similar to the following:

1. In the section “Extraordinary Powers,” the author compares a dog’s sense of smell with a human’s sense of smell and sense of hearing. She does this for the purpose of illustrating just how exceptional dogs’ noses are in relation to ours, helping readers understand why dogs can make such good searchers.

2. **A. Description/List**
B. I know the author is using a description/list structure in this section because she lists the qualities in a good SAR dog, describes the steps in the SAR training process, and lists events from the past decade in which SAR dogs have saved human lives.
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 convey the passage of time, including: “The girls had been missing for five hours,” “But finally,” “Two hours into their search,” “Then,” “As the hours crept by,” and “An hour after Maddee found them.”

**CORE SKILLS WORKOUT:
CENTRAL IDEAS AND DETAILS**

***Higher Level (HL)**

1. B
2. D; I chose D because this detail is about dogs’ exceptional sense of smell. It is not about a way that dogs are important to humans.
3. Answers will vary, but should be similar to “Dogs are well-suited for search-and-rescue work.”

**CORE SKILLS WORKOUT:
CENTRAL IDEAS AND DETAILS**

***Lower Level (LL)**

1. A, B, D
2. Answers will vary, but should be similar to “Dogs are an important part of human life,” or “Dogs have always worked alongside humans,” or “Dogs and humans have an important relationship.”

CORE SKILLS WORKOUT: MOOD

1. “dark and rainy night,” “rain was starting to fall”
2. “towering trees,” “vast forest,” “bears and cougars prowled the woods,” “rain-soaked,” “swiftly darkening”

3. "Flashlights punctuated the darkness like giant fireflies."
4. "The swiftly darkening woods swallowed her words."
5. "The blades of a helicopter thwacked the air overhead. Walkie-talkies crackled."
6. Answers will vary, but should be similar to: suspense, fear, anxiety, etc.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

***Higher Level (HL)**

1. The main image is of a dark, densely wooded area. The title and subheading inform readers that the girls are lost in the woods and that the woods are a terrifying place. Together, these features create an ominous and suspenseful mood.
2. The timeline helps readers understand that dogs have been an important part of human life throughout history—not simply as pets, but as partners. Dogs have helped humans secure food, fight wars, take care of livestock, and stay safe.
3. The infographic on page 8 best supports the information in the section "Extraordinary Powers," which explains dogs' exceptional sense of smell.
4. The author clearly admires and is impressed by dogs in general and by service dogs in particular. The subheads and other text features highlight how extraordinary dogs' physical abilities are and how invaluable the many roles they play in human lives are.
5. In the introduction, the author describes Ali and Sammie's sleepover plans. She also explains how comfortable Ali's mom was with letting the girls explore the forest by themselves. But when Tarshis describes Ali's mom calling for the girls when she came to pick them up, the author writes, "The swiftly darkening woods swallowed her words." This line shifts the mood from calm to suspenseful.
6. **A.** The author gives a chronological account of Maddee's rescue of Ali and Sammie.
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 convey the passage of time, including: "The girls had been missing for five hours," "But finally," "Two hours into their search," "Then," "As the hours crept by," and "An hour after Maddee found them."

7. Dogs are an important part of human life.
8. Sample Summary: Five years ago in Issaquah, Washington, Sammie Wartchow and Ali Ferry, both 10, got lost during what was supposed to be a quick hike through a woods near where they lived. Nearly 100 police officers and volunteers began searching the woods for the girls. The girls' parents were very worried because night was falling, a storm was coming in, and the forest was home to bears and cougars. Five hours into the search, a 3-year-old golden retriever named Maddee, a trained search-and-rescue dog, was deployed to search for the girls. Two hours later, Maddee found the girls—who were scared but safe—and they were reunited with their families.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

***Lower Level (LL)**

1. The main image is of a dark, densely wooded area. The title and subheading inform readers that the girls are lost in the woods and that the woods are a terrifying place. Together, these features create an ominous and suspenseful mood.
2. The timeline helps readers understand that dogs have been an important part of human life throughout history—not simply as pets, but as partners. Dogs have helped humans secure food, fight wars, take care of livestock, and stay safe in many ways.
3. The infographic on page 8 best supports the information in the section "Extraordinary

Powers,” which explains dogs’ exceptional sense of smell.

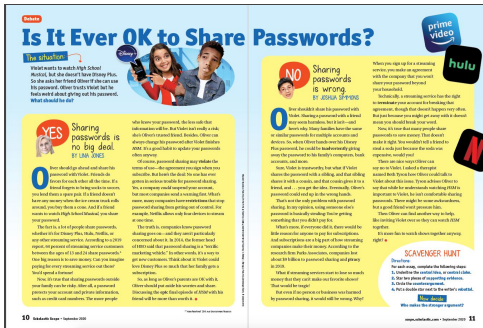
4. The author clearly admires and is impressed by dogs in general and by service dogs in particular. The subheads and other text features highlight how extraordinary dogs’ physical abilities are and how invaluable the many roles they play in human lives are.
5. B
6. B
7. A. Students should cross out detail #2.
B. Detail # 2 states how much stronger a dog’s sense of smell is than a human’s. It does not state how dogs are an important part of human life.
8. Students should cross out b, e, and f.

VIDEO DISCUSSION QUESTIONS

1. In the video, search dogs are portrayed as impressive and admirable heroes. Early on in the video, the narrator refers to the job of search dogs as “special” (:30) and calls search dogs “extraordinary canines” (1:25). At 1:21, the narrator lists off several impressive qualities that search dogs have that make them so good at their job, including their “powerful sense of smell,” “agility,” and “energy.” The details revealed in the interview with Denise Sanders also contribute to the heroic portrayal of search dogs. For example, Sanders explains that the dogs have “endless energy” and go through an “Olympic athlete’s” training regimen. Towards the end of the video, a series of triumphant photos of search dogs on the job fills the screen as inspiring music plays in the background. These visuals and the music also paint a picture of search dogs as heroic and impressive creatures.
2. According to the video, urban disaster search dogs are dogs that are trained to find humans in the aftermath of a natural disaster, such as a hurricane or earthquake (:51). At :41, the narrator explains that wilderness search dogs “can locate lost people in a wide area.” At 4:05, Sanders explains that urban disaster

search dogs do not “track people” in the way that wilderness search dogs do. Rather than sniffing an article of clothing and trying to track that scent, explains Sanders, urban disaster search dogs use a technique called “air scenting.” When a dog is air scenting, they are “looking” for the scent of a human in the air.

3. Sanders means that she believes that helping a dog find its place in the world—whether that means training it to become a disaster search dog, finding it a different kind of job, or finding it a loving home—are all good outcomes for the training center. In other words, no matter what the dogs end up doing, as long as the SDF has helped them find a place where they are happy and cared for, the workers at SDF feel that they have done their job.



Debate/Scavenger Hunt: “Is It Ever OK to Share Passwords?”

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	Lina Jones	Joshua Simmons
line(s) that expresses the central idea, or central claim	“Oliver should go ahead and share his password with Violet.”	“Oliver shouldn’t share his password with Violet.”
two pieces of evidence that support the central idea, or central claim	<p>1. “One big reason is to save money. Can you imagine paying for every streaming service out there?”</p> <p>2. “The truth is, companies know password sharing goes on—and they aren’t particularly concerned about it.”</p>	<p>1. “What if streaming services start to lose so much money that they can’t make our favorite shows?”</p> <p>2. “In my opinion, using someone else’s password is basically stealing: You’re getting something that you didn’t pay for.”</p>
line(s) that expresses the counterargument	“Now, it’s true that sharing passwords outside your family can be risky.”	“Now, it’s true that many people share passwords to save money.”
line(s) that contains the rebuttal to the counterargument	“But Violet isn’t really a risk; she’s Oliver’s trusted friend. Besides, Oliver can always change his password after Violet finishes <i>HSM</i> . It’s a good habit to update your passwords often anyway.”	“That doesn’t make it right. You wouldn’t tell a friend to steal a soda just because the soda was expensive, would you?”

ANSWERS TO ACTIVITY SHEET

“IS IT EVER OK TO SHARE PASSWORDS?”

VOCABULARY PRACTICE

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



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

SHORT WRITE, page 13

Answers will vary. Here's a sample response to the question at the end of the article:

Analog missions are important because they help scientists prepare for missions in the inhospitable conditions of space. As authors Mackenzie Carro and Anna Starecheski explain in their article, "there is still much to learn when it comes to living in space for long periods of time" (12). In other words, scientists need information so they can make sure that humans can be safe and successful on long-term space missions. The authors list a series of questions that scientists need to answer: "Where will our food, water, and air come from? Where will we live? How will we get along with each other? How will being so far from home—in a place never meant to sustain human life—affect us?" (12). However, they go on to explain that by simulating missions at locations such as the Hawaii Space Exploration Analog and Simulation site, scientists can begin to answer these unknowns, as analog missions allow them to "test technology, conduct experiments, and study the effects of space travel on humans" (13). Clearly, analog missions and what can be learned from them are vital to the success of real space missions.

Short Read: "She Lived on Mars"

ANSWERS TO ACTIVITY SHEETS

"SHE LIVED ON MARS (SORT OF)" QUIZ

*Higher Level (HL)

1. D (central ideas; R.2)
2. B (supporting details; R.2)
3. C (text structure; R.5)
4. B (text structure; R.5)
5. B (key ideas and details; R.2)
6. A, C (text evidence; R.1)
7. Answers will vary. (inference, text evidence, writing an explanatory text; R.1, W.2)
8. It is important to understand every aspect of a space mission before it takes place because space exploration is dangerous and there are many things that can go wrong.

Understanding exactly what can go wrong and what challenges may arise *before* sending astronauts up into space can make space exploration safer. For example, on Proctor's simulation mission, she and the crew had to live in the same kind of cramped quarters that people might one day live in on Mars (13), in order to understand what the living experience in space will be like and what challenges it may present. Doing this here on Earth allows us to work on fixing any issues that Proctor's crew encountered so that if and when people do actually go to live on Mars, they can have a safer, more pleasant experience. (key ideas, inference, writing an explanatory text; R.2, R.1, W.2)

“SHE LIVED ON MARS (SORT OF)” QUIZ***Lower Level (LL)**

1. D (central ideas; R.2)
2. B (supporting details; R.2)
3. C (text structure; R.5)
4. B (text structure; R.5)
5. B (key ideas and details; R.2)
6. A, C (author’s purpose; R.4)
7. Answers will vary. (inference, text evidence, writing an explanatory text; R.1, W.2)
8. On page 12, the authors write that the crew on Proctor’s mission faced “many of the challenges that people stationed on Mars would face.” One of the challenges that people stationed on Mars would face is a lack of water. On page 13, the authors explain that water on Mars will be scarce. On their analog mission, Proctor’s crew encountered this challenge when they had to limit their use of water by taking short showers, and only twice a week (13). Another challenge that people stationed on Mars will face is the inhospitable environment. For example, as the authors write on page 12, the atmosphere on Mars is so thin “that if you step outside without special gear, your blood will fizz up like soda and you’ll die within seconds.” This challenge is simulated in the analog mission by the fact that Proctor and the crew could not go outside without a spacesuit. (key ideas and details, writing an explanatory text; R.2, W.2)



Drama: *The Monster in the Cave*

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 18

Answers will vary. Entries may be in the form of an essay or video and should offer an analysis and opinion of the behavior of the characters of Polyphemus and Odysseus, taking into account how the characters are portrayed in both the play and the video.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: ZEUS'S JUDGEMENT

Answers will vary.

THE MONSTER IN THE CAVE CLOSE-READING QUESTIONS

1. Answers will vary but could include that Odysseus is worried that Polyphemus will destroy the ship or that Odysseus wants Polyphemus to think that the men had no choice but to land on the island.
2. "Guzzles" helps you understand that Polyphemus drinks the milk in a fast, greedy way, which contributes to the characterization of Polyphemus as a brute.
3. Students might suggest that this choice was made for comic effect (the incongruity of him speaking gently to his sheep and then tossing humans into his mouth is funny) and/or to

make Polyphemus a more sympathetic character.

4. In Scene 1, Eos and Thales say that Poseidon has a "sick sense of humor" and wonder if they angered Poseidon and are being punished. In Scene 3, Polyphemus tells Odysseus that Poseidon must have sent him and his men "so I could pick my teeth with your bones." (You also learn in this scene that Poseidon is the father of all Cyclopes.) In the final scene, Polyphemus calls on Poseidon to avenge him and make sure that Odysseus never reaches home alive. All of these statements suggest that Poseidon is powerful and, if angered, vindictive. Zeus is also revealed to be powerful and prone to punishing those who defy him, as revealed in Scene 2 when Odysseus says, "Stronger than Zeus? I think not" and in Scene 3 when Odysseus tells Polyphemus that he will be the object of Zeus's wrath if he does not obey Zeus's command to be friendly to strangers.
5. Calling someone clever is usually a compliment: You are saying that the person has a quick, inventive mind or that they show intelligence. Calling someone cunning is less complimentary. You are saying that the person is clever in a tricky, deceptive way—that they are good at tricking people to get what they want.

THE MONSTER IN THE CAVE

CRITICAL-THINKING QUESTIONS

1. Answers will vary, but students are likely to say that Odysseus was not a good guest. He told his men to eat Polyphemus's food before it was offered to them, and he threatened Polyphemus with the comment "Treat us unkindly, and you will be the object of his wrath."
2. Answers will vary. Some students may say that Odysseus is courageous as well as cunning and cruel, pointing to his bravery in approaching the Cyclops but also to the tricks he uses to escape (including the very cruel trick of blinding the Cyclops) and the fact that he steals Polyphemus's sheep. Other students may have more sympathy for Odysseus. The Cyclops was eating his men, after all!

VIDEO DISCUSSION QUESTIONS

1. In the video, Polyphemus is portrayed as sympathetic—as the victim of Odysseus's rude and cruel behavior. Odysseus is portrayed as it says on the screen at 0:54—as a jerk! In the play, Polyphemus has a gentle side (he is sweet to his sheep), but he is generally portrayed as more of a brute—a man-eating monster who doesn't feel the need to obey Zeus. Odysseus, on the other hand, is portrayed as somewhat more sympathetic, although his actions are the same in the play as in the video, and how much he should be admired is somewhat open to interpretation.
2. It is likely that Odysseus would portray himself as admirable and sympathetic and Polyphemus as a horrible monster who ignored Zeus's rules and cruelly ate Odysseus's men.
3. Answers will vary.

THE MONSTER IN THE CAVE QUIZ

***Higher Level (HL)**

1. B, C (text structure; R.5)
2. C (analyzing the role of individuals over the course of a text; R.3)

3. B (interpreting text; R.4)
4. A (text evidence; R.1)
5. B (vocabulary; R.4)
6. D (character, inference; R.1)
7. Odysseus does three things that show that he is cunning. The first is to give Polyphemus a large amount of wine, saying that it is "a drink offering," so that Polyphemus will fall asleep and Odysseus and his men can blind him using a log with a sharpened end (17). The next thing Odysseus does is tell Polyphemus that his name is Nobody. Because Odysseus does this, when Polyphemus tries to explain what Odysseus has done to him, he calls out "Nobody is trying to kill me!" and the other Cyclopes are left wondering what Polyphemus is yelling about (18). The third thing Odysseus does is to come up with a plan to escape Polyphemus's cave by having his men hold onto the bellies of sheep as they exit the cave. Polyphemus is now blinded, and because the men are underneath the sheep, Polyphemus can't tell they are there as he touches the backs of the sheep (18). In all three of these moments, Odysseus shows cleverness that involves tricking Polyphemus in order to get what he, Odysseus, wants—and showing cleverness in order to get what you want is precisely what it means to be cunning. (text evidence, supporting a claim; R.1, W.1)
8. At the end of the play, Poseidon is furious because of what Odysseus and his crew have done to the Cyclops Polyphemus. The men started out by stealing Polyphemus's food (16), then blinded him (17), and then tricked him by hanging onto the bellies of his sheep as they exited his cave (18). On top of that, the men stole the sheep and as they sailed away, Odysseus taunted Polyphemus by calling him a brute (18). The reason Poseidon is so angry about how Odysseus and his crew treated Polyphemus is because Poseidon is, as Polyphemus states on page 17, the father of all Cyclopes. That Poseidon is furious is bad news for Odysseus and his crew because Poseidon is a powerful god who punishes

those who make him angry. This is made clear in Scene 1 when Thales suggests that the reason the men are suffering as they sail back from the war is that they have angered Poseidon, god of the sea (15). And now the men are on the sea once more, where Poseidon can easily punish them. (key ideas and details, supporting a claim; R.1, W.1)

THE MONSTER IN THE CAVE QUIZ

*Lower Level (LL)

1. B, C (text structure; R.5)
2. C (analyzing the role of individuals over the course of a text; R.3)
3. B (interpreting text; R.4)
4. A (text evidence; R.1)
5. B (vocabulary; R.4)
6. D (character, inference; R.1)
7. Odysseus does three things that show that he is cunning. The first is to give Polyphemus a large amount of wine, saying that it is “a drink offering,” so that Polyphemus will fall asleep and Odysseus and his men can blind him using the log they sharpened (17). The next thing Odysseus does is tell Polyphemus that his name is Nobody. Because Odysseus does this, when Polyphemus tries to explain what Odysseus has done to him, he calls out “Nobody is trying to kill me!” and the other Cyclopes are left wondering what Polyphemus is yelling about (18). The third thing Odysseus does is to come up with a plan to escape Polyphemus’s cave by having his men hold onto the bellies of sheep as they exit the cave. Polyphemus is now blind, and because the men are underneath the sheep, Polyphemus can’t tell they are there as he touches the backs of the sheep (18). In all three of these moments, Odysseus shows cleverness that involves tricking Polyphemus in order to get what he, Odysseus, wants. Showing cleverness in order to get what you want is precisely what it means to be cunning. (text evidence, supporting a claim; R.1, W.1)
8. Odysseus and his crew started out by stealing Polyphemus’s food (16), then blinded him (17), and then tricked him by hanging onto

the bellies of his sheep as they exited his cave (18). On top of that, the men stole the sheep and as they sailed away, Odysseus taunted Polyphemus by calling him a brute (18). Their treatment of Polyphemus made Poseidon furious because Poseidon is, as Polyphemus states on page 17, the father of all Cyclopes. (summarizing, supporting a claim; R.2, W.1)

THE MONSTER IN THE CAVE VOCABULARY PRACTICE

1. folly
2. colossal
3. hoist
4. hospitality
5. B
6. B
7. A
8. B
9. B
10. A

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. When Thales says, “Odysseus, for you the men will row until they drop,” it shows how much the crew admires and respects Odysseus and are dedicated to his service, likely because he was a great hero and leader during the war.
2. Odysseus’s response to his crew shows that he puts his faith in the gods, expressing that no one can be stronger than Zeus. He also seems overconfident in the likelihood that the Cyclopes would obey Zeus’s commands to be friendly to strangers. The final line shows how curious he is to explore, and he seems to have no fear about the possible consequences.
3. Answers will vary. Students may say that Odysseus shouldn’t endanger his crew so hastily. Others may say that being curious and wanting to explore is only natural.
4. Calling someone clever is calling them intelligent. It’s a compliment of their thinking and skills. Calling someone cunning is not a compliment—it’s what you call someone who

uses their cleverness to deceive others in order to get what they want.

5. Odysseus is clever in his realization that they cannot kill Polyphemus, quickly understanding that the boulder could trap them in the cave forever. His plan to injure Polyphemus with the log and escape on the sheep is also clever. He is cunning on several occasions: First, he lies to Polyphemus, telling him that Poseidon has sunk their ship in hopes that Polyphemus won't destroy their ship. He tricks Polyphemus into drinking his wine—"nectar from the gods"—to lull him to sleep. Lastly, he tricks Polyphemus and the other Cyclopes by telling Polyphemus that his name is "Nobody," allowing them to get away.
6. Answers will vary. Sample answer: Odysseus's words in Scene 7 show that he is arrogant and conceited. The way he calls out to Polyphemus is taunting, and he is boasting about himself in an exaggerated way.
7. It is probably not wise for Odysseus and his crew to travel by sea after what happened on the island: Odysseus and his crew nearly killed one of the Cyclopes, of whom Poseidon—god of the sea—is the father.



Fiction: “Home”

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 24

Answers will vary. Entries may be in the form of a letter, list, or song, and should offer advice based on what Aleena learns about being an older sibling over the course of the story. Sample advice:

- Be prepared to have your younger sibling affect your relationships with other family members.
- Younger siblings might damage your personal belongings—keep them out of reach.
- Know that things won’t always be perfect, and they’ll likely turn out much differently than you expected. But that’s OK!
- Remember that it is an older sibling’s job to care for younger siblings and help them learn and grow as people.
- Being an older sibling can be challenging, but it’s also extremely rewarding; cherish being an older sibling.

ANSWERS TO ACTIVITY SHEETS

LITERARY ELEMENTS:

CHARACTER THINKING TOOL

1. Aleena’s words and actions show that she is full of excitement and anticipation about meeting her new brother: She has been busy learning Arabic, writing phrases in her notebook like “kan bgreek,” which means “I love you”; she brings Hakeem gifts, including a backpack that matches her backpack; her heart hammers as she approaches the orphanage and she says how long she’s been waiting for this moment; she says that even though she’s supposed to be starting middle school next week, she “wouldn’t trade being here for anything” (20). These details make clear that she is consumed with excitement about not only meeting Hakeem, but also becoming his loving older sister.
2. Answers will vary.
3. This scene reveals that Hakeem is affecting not only Aleena’s personal space in a negative way (she is very upset about the damage he has done to her walls, carpet, and other belongings), but also her emotions and her relationships with other family members. She has lost her sense of privacy and feels like she

is constantly being blamed for Hakeem's actions. On page 22, Aleena says to her mom, "All you care about is the carpet. And *his* feelings," adding that her dad and brother "always take Hakeem's side." These words make clear that Aleena feels like no one understands or cares about her feelings anymore now that she has a younger brother who needs so much care and attention.

4. How Hakeem affects Aleena's experience as a younger sibling is made clear when she, her mom, and Hakeem pick up Aleena's older brother, Bilal, from soccer practice. While Bilal excitedly takes Hakeem out to meet his teammates for the first time, Aleena points out how much she loves it when Bilal's teammates call her Little A and kick the ball around with her. While she is amazed to see how good Hakeem is at soccer, she also feels left out, saying, "I stand on the sideline, feeling invisible" (22). After a couple of minutes, she walks back to the car, grumbling to her mother. These words and actions make clear that in this moment, seeing everyone play with and cheer for Hakeem makes Aleena feel as if she's been replaced as the little sibling that gets special attention from her older brother and his friends.
5. Answers will vary but may include: "It's cute, but I'm still mad" (22); "I've been showing him how to kick the ball around in the backyard, and it's amazing to see how good he is, especially since a month ago he didn't know what a ball was" (22); and "'Home?' Hakeem asks, turning to me. I'm the one he always turns to when he doesn't understand something. 'I'll show you what it is when we get there,' I promise with a sigh" (22-23).
6. Answers will vary.
7. The things Aleena's friends say make her realize that what her parents have been saying—that Hakeem is overstimulated and has to learn—is true. Aleena realizes it is her job to help care for him and to help him learn. Perhaps hearing her friends pivot so quickly from thinking he is cute to saying harsh words about him makes Aleena realize that

she has been selfish and unsympathetic to her younger brother.

"HOME" CLOSE-READING QUESTIONS

1. Other sensory details include the references to the air-conditioning in the taxi, the sound of Baba's broken Arabic, the "square gray building," the "slap of our shoes against endless stone steps in the sweltering stairwell," Aleena saying that she is too hot to smile, and the sweat that drips down the back of her neck.
2. Details showing that Aleena is excited include that she has brought Hakeem gifts; that her heart is pounding in her chest before she meets Hakeem; that she describes meeting Hakeem as the moment she's been waiting for since her parents asked her if she would welcome a little boy into the family a year ago; that she is willing to miss the beginning of middle school to be there when her family first meets Hakeem; that she has been learning Arabic; and that her mother feels it's necessary to remind Aleena that Hakeem can't leave with them right away (which suggests that her mother knows this is what Aleena wishes for).
3. So far, things are not going quite as Aleena expected. She expected Hakeem to embrace her and her family as soon as he saw them, but it's not clear that he even recognized them, and he was definitely more interested in the ball than in them. Aleena also expected Hakeem to love all of her gifts, but he wasn't that interested in most of them.
4. You can infer that Aleena didn't understand that there would be challenges involved in bringing a 4-year-old boy from another country into their family. She seems surprised that Hakeem has a lot to learn—because of both his age and his different background. She seems to have thought about only the fun side of getting a new little brother.
5. Aleena says several times that Hakeem is cute, mentioning how he is always trying to get her to laugh and how he repeats what people say. She also says that he turns to her

when he wants to know something, which suggests a closeness between them. In general, she portrays him as sweet and affectionate, even though she is frustrated by him

6. These lines are important because they connect to the last lines of the story, when Aleena says that she is the one who taught Hakeem what “home” means. These lines also help develop the idea that Hakeem looks to Aleena when he wants to learn something.
7. Hearing her friends make the sort of comments that she herself has been making seems to make Aleena realize how selfish and unsympathetic such comments are—and by extension, how selfish and unsympathetic her attitude has been. Hearing her thoughts expressed by her friends seems to allow Aleena to step back and take a look at herself.
8. Aleena might mean that in forgiving Hakeem and bringing him back to the party to blow out the candles, she was teaching him that home is a place where you are loved and cared for.

“HOME” CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary.

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Answer provided.
2. It’s difficult for Aleena to look at the rows of cots because she is face-to-face with just how many kids are in the orphanage without a home or families to love them.
3. Aleena is grumbling because she feels left out. She used to be the one that Bilal’s teammates would give attention to, calling her Little A and kicking the ball around with her. Now that they’re meeting Hakeem for the first time and playing soccer with him, she feels like she’s been replaced.
4. “It’s cute, but I’m still mad.” (p. 22); “I’ve been showing him how to kick the ball around in the backyard, and it’s amazing to see how good he is, especially since a month ago he

didn’t know what a ball was.” (p. 22); “‘Home?’ Hakeem asks, turning to me. I’m the one he always turns to when he doesn’t understand something. ‘I’ll show you what it is when we get there,’ I promise with a sigh.” (pp. 22-23)

5. Aleena’s friends make her realize that what her parents have been saying—that Hakeem is overstimulated and has to learn—is true. As part of his family, it is her job to care for him and help him learn. Hearing her friends echo her attitude that he is annoying makes her realize that she has been selfish and unsympathetic to her younger brother.
6. Answers will vary. Sample response: To Aleena, home is not just the physical house where her family lives, but the place where her family loves and cares for one another, helping one another learn and grow as humans.

“HOME” QUIZ

*Higher Level (HL)

1. B (character; R.3)
2. B, C (text evidence; R.1)
3. D (interpreting text; R.4)
4. A (vocabulary; R.4)
5. D (summarizing; R.2)
6. D (theme; R.2)
7. When Aleena says that her friends’ comments make her feel “emptier than the bottles without any sand left in them,” she means that her friends’ comments make her feel terrible—like something is missing inside of her, or like her heart has been ripped out. She is saying that hearing her friends say such mean things about Hakeem—and knowing that her friends are simply repeating the kind of comments that she herself has made about Hakeem—makes her realize how selfish and unsympathetic to Hakeem she has been. That realization makes her feel empty: the opposite of feeling full of goodness and love. (analyzing character, interpreting text, text evidence; R.3, R.4, R.1)
8. Over the course of the story, Aleena changes in her attitude toward her new little brother, Hakeem, going from feeling frustrated and

impatient with him to being understanding of his behavior. In the first month after Aleena’s family adopts Hakeem, Aleena feels angry and upset with Hakeem on a regular basis. When he once again messes up her room, she complains to her mom through “angry tears” and asks, “Why is he always in here? Why can’t I get a lock on my door?” (21). Aleena complains that her mom, dad, and brother always take Hakeem’s side, and says that Hakeem is ruining her life (22). These comments show how annoyed Aleena is with Hakeem—that she has no patience for his behavior. Aleena also feels jealous of Hakeem, noting all the attention that her older brother and his friends pay to Hakeem (22). However, at the end of the story, when Hakeem ruins the sand art that Aleena and her friends have created at her birthday party, Aleena’s attitude shifts. When her friends say mean things about Hakeem (echoing what Aleena herself has said), Aleena says, “No. You shouldn’t say those things . . . Hakeem’s learning. He didn’t have anything in his orphanage, and he gets overstimulated. He just wanted to play with the sand” (24). This statement shows that Aleena has come to understand why Hakeem behaves the way he does—that she is now able to look at things from his point of view, rather than just thinking about herself and how Hakeem is affecting her. (analyzing character; R.3)

“HOME” QUIZ

*Lower Level (LL)

1. B (character; R.3)
2. B, C (text evidence; R.1)
3. D (interpreting text; R.4)
4. A (vocabulary; R.4)
5. D (summarizing; R.2)
6. D (theme; R.2)
7. When Aleena says that her friends’ comments make her feel “emptier than the bottles without any sand left in them,” she means that her friends’ comments make her feel terrible—like something is missing inside

of her, or like her heart has been ripped out. She is saying that hearing her friends say such mean things about Hakeem—and knowing that her friends are simply repeating the kind of comments that she herself has made about Hakeem—makes her realize how selfish and unsympathetic to Hakeem she has been. That realization makes her feel empty: the opposite of feeling full of goodness and love. (analyzing character, interpreting text, text evidence; R.3, R.4, R.1)

8. At the end of the story, Aleena becomes more understanding of Hakeem’s behavior. This is clear from the fact that she stops her friends from saying mean things about him after he ruins their sand art project, telling them, “No. You shouldn’t say those things . . . Hakeem’s learning. He didn’t have anything in his orphanage, and he gets overstimulated. He just wanted to play with the sand” (24). This statement shows that Aleena has come to understand why Hakeem behaves the way he does—that she is now able to look at things from his point of view, rather than just thinking about herself and how Hakeem is affecting her. (analyzing character; R.3)



Paired Texts: “How Animal Crossing Conquered the World” and “A Sweet Treat in a Tough Time”

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 29

Answers will vary. Sample response:

As made evident in Mackenzie Carro’s article “How *Animal Crossing* Conquered the World” and Talia Cowen’s article “A Sweet Treat in a Tough Time,” *Animal Crossing* and *Candy Land* are similar in many ways.

Most importantly, both games became popular during a difficult time in history. *Animal Crossing: New Horizons* was released in March 2020 and became popular as millions of people were quarantined in their homes to curb the outbreak of Covid-19. Eleven million copies of the game were sold within 11 days, making it the top-selling video game in the United States and the biggest launch of any Nintendo Switch game ever (26). *Candy Land* became popular after it was released in 1949 during a polio outbreak in the United States. The polio outbreak, like the Covid-19 pandemic, forced many people (especially children, in the case of polio) to stay quarantined in their homes—and *Candy Land*, like *Animal Crossing*, gave people a way to pass the time while stuck at home.

It’s not that both games simply provided people with something to do, though. The two games have a similar aesthetic and offer players a

gentle and colorful world to escape to while playing. *Animal Crossing* has been described as having the aesthetic of a ‘warm hug’ (27): The colors, fonts, and characters are bright and cheerful, the sounds are soothing, and the setting is a serene island where players create their own world to complete mundane tasks such as watering flowers. Carro writes, “You don’t play to win; you play to *play*” (26) and explains that the game provides “a sense of normalcy during a strange and chaotic time” (27). She notes that “during a time when something as simple as going to the store had become scary and dangerous, the ‘warm hug’ of *Animal Crossing* was exactly what many of us needed” (27). Cowen, meanwhile, describes *Candy Land* as “blissfully simple.” It’s set in an imaginary world made of candy, the font and characters are cheery, and the task is simple: Players move along a path of brightly colored squares to see if they can reach the finish line first. The game, as Cowen explains, was created for children stuck in the polio ward, and it “transported them from the bleak world of the hospital to a delightful world of sweets” (28).

Of course, the two games have differences as well. *Candy Land* is a board game; *Animal Crossing* is a video game. *Candy Land* was created for children; *Animal Crossing* has been played by people of all ages. And while *Candy Land* remains popular more than 70 years after its debut, the *Animal Crossing* craze is, Carro speculates, not likely to last forever (27).

ANSWERS TO ACTIVITY SHEETS

“HOW ANIMAL CROSSING CONQUERED THE WORLD” CLOSE-READING QUESTIONS

1. Carro means that *Animal Crossing* quickly became extremely popular and successful.
2. Carro explains that the release of *Animal Crossing* coincided with the outbreak of Covid-19, a disease that led to people staying at home in order to curb its spread. Because people were confined to their homes, they needed something to do. Perhaps more important, Carro explains, the game’s simplicity, peaceful feeling, and ability to connect people provided comfort in a scary, strange, and uncertain time.
3. They help readers understand that *Animal Crossing* is different from many video games: It’s not competitive, intense, serious, or violent. Carro is implying that there is very little stress involved in playing the game, which makes it enjoyable and relaxing.
4. The sidebar provides information about how games can be good for our brains, our bodies, and our social and emotional health—at all times, not just during a crisis.

“A SWEET TREAT IN A TOUGH TIME” CLOSE-READING QUESTIONS

1. Teacher Eleanor Abbott wanted to create a game that would entertain children during a polio epidemic—a scary, lonely, and boring time. Initially, her game was intended for use in the hospital where she and many children were being treated for polio; later, the game was enjoyed by children across the country who were quarantined in their homes to help prevent the disease’s spread.
2. Both games could be said to have the aesthetic of a ‘warm hug’ (27): Their designs are incredibly simple, their colors, fonts, and characters are bright and cheerful, and their settings—a land made out of candy and a beautiful island, respectively—are meant to bring peace, joy, and delight to players.

3. Answers may include: “It transported them from the bleak world of the hospital to a delightful world of sweets” (28) and “They could visit a world where the worst thing that could happen was to get stuck in the Molasses Swamp for a turn or two.” (29).

“HOW ANIMAL CROSSING CONQUERED THE WORLD” AND “A SWEET TREAT IN A TOUGH TIME” CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary. Students may say that reading about how people got through a difficult time in history—especially one with similarities to the time we’re in now—makes them feel more hopeful about the future.
3. Answers will vary. Students may say that Covid-19 has had negative effects on their ability to play; quarantines and social distancing rules have made being physically close to friends impossible. They may also note that Covid-19 caused the cancellation of organized play, such as youth recreation leagues, professional and college sports, and the Olympics. Students may note that Covid-19 has changed the way people play in positive ways as well, such as leading them to play outside more, to spend more time playing with family members, or to play in ways they hadn’t played in a long while—doing puzzles, drawing with sidewalk chalk, playing board games, etc.

PAIRED TEXTS VOCABULARY PRACTICE

1. Answers will vary.
2. No. That would be a very exciting event because it would be a huge achievement in space travel. (Answers will vary.)
3. Becca
4. B
5. A
6. A
7. B
8. chaotic
9. debuts
10. ward

11. blissfully
12. contagious

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

***Higher Level (HL)**

1. C
2. B
3. A
4. B; I chose B because the statistics illustrate how quickly and widely the craze for *Animal Crossing* ignited. Choice A describes how the game looks. Choice C provides information about the original game.
5. A, D
B. Choice C does not support the statement because it explains something a player can do within the game. It does not show a way that playing games can be good for you.
6. A; Choice B does not have a topic sentence, cite a page number for the information, or explain why the evidence is relevant. Choice C does not cite a source for the information.
7. A; Choice B does not cite a source for the information. Choice C uses a direct quotation, with no source or explanation of why the information is relevant.
8. To have a healthy relationship with video games, play them in moderation. You should limit yourself to an hour or less a day, suggests Mackenzie Carro in “How *Animal Crossing* Conquered the World,” adding that “if playing a game gets in the way of regular life—if you’re skipping meals, skimping on sleep, or ignoring plans with friends—it’s time to scale back” (27). These recommendations help us understand that playing video games can certainly be a joyful thing we do, as long it’s not the only thing we do.

CORE SKILLS WORKOUT: TEXT EVIDENCE

***Lower Level (LL)**

1. A, D
2. B; I chose B because it explains that you can play *Animal Crossing* with other players, allowing people to socialize and bond. Choice

A discusses what players do while playing the game. Choice C provides information about the game’s origin.

3. Answers will vary, but may be similar to:
Games bring people comfort in difficult times.

PAIRED TEXTS QUIZ

***Higher Level (HL)**

1. C (author’s purpose, key ideas; R.4, R.2)
2. B (text evidence; R.1)
3. A, D (text structure, author’s craft; R.5, R.4)
4. B (text structure; R.5)
5. A (interpreting text; R.4)
6. C (key ideas and supporting details; R.2)
7. Carro draws readers into her article by describing a home in a delightful neighborhood using descriptive and vivid language without explaining where this neighborhood is. She provides several details that are likely to intrigue readers. For example, Carro writes that Angelina’s home is a “cozy stone cottage surrounded by bright-green grass and leafy fruit trees” (25) and lists several activities that Angelina can do in this neighborhood, including take naps in the sunshine and go fishing. These details create a serene and peaceful mood and make readers want to find out where this neighborhood is. Carro then writes, “Where is this delightful place?” (25) This question continues to build interest. Then Carro surprises the reader by revealing that the neighborhood she has been describing is actually the world of a video game called *Animal Crossing*. This surprise helps create interest and makes readers want to learn more. (author’s craft, writing explanatory text; R.4, W.2)
8. The sidebar on page 27 contributes to both articles by helping readers understand more about the benefits of playing games. The sidebar provides information about how games can be good for our brains, bodies, and social and emotional health. This information helps the reader better understand why *Animal Crossing* and Candy Land were so

successful. (key ideas, text features, writing an explanatory text; R.2, R.7, W.2)

PAIRED TEXTS QUIZ

*Lower Level (LL)

1. C (author's purpose, key ideas; R.4, R.2)
2. B (text evidence; R.1)
3. A, D (text structure, author's craft; R.5, R.4)
4. B (text structure; R.5)
5. A (interpreting text; R.4)
6. C (key ideas and supporting details; R.2)
7. Carro draws readers into her article by describing a home in a delightful neighborhood using descriptive and vivid language without explaining where this neighborhood is. She provides several details that are likely to intrigue readers. For example, Carro writes that Angelina's home is a "cozy stone cottage surrounded by bright-green grass and leafy fruit trees" (25) and lists several activities that Angelina can

do in this neighborhood, including take naps in the sunshine and go fishing. These details create a serene and peaceful mood and make readers want to find out where this neighborhood is. Carro then writes, "Where is this delightful place?" (25) This question continues to build interest. Then Carro surprises the reader by revealing that the neighborhood she has been describing is actually the world of a video game called *Animal Crossing*. This surprise helps create interest and makes readers want to learn more. (author's craft, writing explanatory text; R.4, W.2)

8. The sidebar on page 27 explains how different types of games can benefit our brains, bodies, and social and emotional health. This information helps the reader understand how games can be beneficial. (key ideas, text features, writing an explanatory text; R.2, R.7, W.2)

PREPARING TO WRITE: THE POWER OF PLAY

Answers will vary. Sample responses:

Slide 1

	<i>Animal Crossing</i>	<i>Candy Land</i>
1. Who created the original version of the game? When?	Katsuya Eguchi, a video game creator, created the original <i>Animal Crossing</i> while working at Nintendo's headquarters in Japan in 2001 (26).	Teacher Eleanor Abbott created <i>Candy Land</i> in 1948 in San Diego, California (28).
2. What inspired the creator to invent the game?	Eguchi was homesick and wanted to create a game that would help people stay connected (26).	Abbott felt heartbroken seeing the children that surrounded her in the polio ward of a hospital, so she invented a game to keep their minds off their illness and relieve their boredom (28).

Slide 2

	<i>Animal Crossing</i>	Candy Land
3. Describe the height of the game's success.	In March of 2020, <i>Animal Crossing: New Horizons</i> was released and was wildly successful: 11 million copies were sold in 11 days making it the top-selling video game in the United States and the biggest launch of any Nintendo Switch game ever (26).	Abbott took her game to the board game manufacturer, Milton Bradley and it quickly became their best-selling game (29). Over the past 70 years, many new editions have been released, it has been turned into a computer game and an animated movie, and it was even inducted into the National Toy Hall of Fame (29). One million copies are still sold each year (29).
4. What was going on in the world at the same time that contributed to the game's success?	At the time of its release, millions of people were quarantined in their homes to curb the outbreak of a disease called Covid-19 and passed the time by playing <i>Animal Crossing: New Horizons</i> (26).	From 1916–1950, there were frequent quarantines due to outbreaks of polio. Public places like pools and parks were closed, and kids stuck at home played Candy Land (29).

Slide 3

	<i>Animal Crossing</i>	Candy Land
5. How does the game look? How do you play?	The video game is said to have the aesthetic of a 'warm hug' (27). The colors, fonts, and characters are bright and cheerful, the sounds are soothing, and the setting is a serene island where players create their own world to complete mundane tasks such as watering flowers. Carro writes, "You don't play to win; you play to <i>play</i> " (27). It is designed to bring peace, joy, and delight to players.	The board game is "blissfully simple." It's set in an imaginary world made of candy, the font and characters are cheery, and players move along a path of brightly colored squares to see if they can reach the finish line first (28-29).
6. Why did the public like the game so much?	Carro explains that the game provides "a sense of normalcy during a strange and chaotic time," and that "during a time when something as simple as going to the store had become scary and dangerous, the 'warm hug' of <i>Animal Crossing</i> was exactly what many of us needed." Carro also quotes Angelina, a 14-year-old who says, "I think for a lot of people it's a means of escape. They want to get away from the bad parts of the world right now" (27). The game offered a welcome distraction.	On page 29, Cowen explains that when Abbott created the game for the children in the polio ward, "it transported them from the bleak world of the hospital to a delightful world of sweets" (28). She goes on to say that during polio quarantines, "kids stuck at home" could travel through a magical candy world where nothing terrible happened. In other words, the game gave kids something delightful to do during a difficult period of history.



You Be the Editor: “Slurp!”

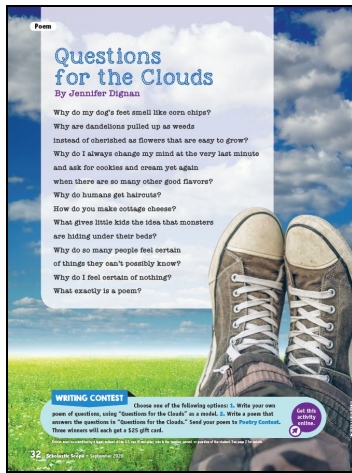
ANSWERS TO ACTIVITY SHEETS

WORD VARIATION

I had an **awesome** time with my family on Saturday. My dad made us a **scrumptious** breakfast of blueberry pancakes. Then we all went to the park. The weather was **delightful**, and our dog, Robert, had a **splendid** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **entertaining**. For supper, we ordered pizza from Famiglio's. Their pizza is **delectable**!

SENTENCE VARIATION

I went camping last weekend. My brother, who is three years older than I am, came with me. We brought a lot of stuff: a tent, sleeping bags, hiking shoes, snacks, and fishing poles. We hiked down to the lake and tried to catch fish, but nothing was biting. We almost gave up, but then I caught a huge trout! That was a great dinner.



Poem: “Questions for the Clouds”

ANSWERS TO ACTIVITY SHEETS

“QUESTIONS FOR THE CLOUDS” ANALYZING POETRY

1. C
2. A
3. *Note: It is not important that students' answers to questions 3-5 match those provided here; the purpose of these questions is to draw students' attention to the variety of types of questions the speaker asks.*
Students should put an “S” next to:
 - “Why do I always change my mind at the very last minute/and ask for cookies and cream yet again/when there are so many other good flavors?”
 - Why do I feel certain of nothing?”
4. Students should put an “O” next to:
 - “Why do humans get haircuts?” (This could also be marked “S” and/or “W.”)
 - “What gives little kids the idea that monsters/are hiding under their beds?”
 - “Why do so many people feel certain/of things they can't possibly know?”
5. Students should put a “W” next to:
 - “Why do my dog's feet smell like corn chips?”
 - “Why are dandelions pulled up as weeds/instead of cherished as flowers

that are easy to grow?” (This could also be marked “O.”)

- “How do you make cottage cheese?”
- “What exactly is a poem?”

The question in lines 11-12 and the question in line 13 have a connection. Both questions are about feeling certain: First the speaker wonders about other people, and why so many of them seem to feel certain about things they can't possibly know, and then the speaker turns the question on herself, wondering why she—seemingly contrary to so many other people—doesn't feel certain about anything.

6. Answers will vary but could include: dreamy, peaceful, reflective, thoughtful, serene, calm, tranquil, introspective, curious, pondering, wondering, musing.
7. B
8. The first line of the poem, in which the speaker wonders why her dog's feet smell like corn chips, is humorous and raises an interesting, but unimportant, question. The next few questions are also quite light: The speaker wonders about dandelions, about why she always orders the same flavor of ice cream, why people get haircuts, and how to make cottage cheese. But then the questions become a bit more serious. In lines 9-10, the speaker wonders why young children think monsters are hiding under their beds. This is still a fairly light question, but it touches on a

more serious topic: fear. And then in lines 11-12, the speaker asks, “Why do so many people feel certain/of things they can’t possibly know?” followed by, in line 13, “Why do I feel certain of nothing?” These are pretty big, serious questions that bring up questions about human nature and suggest that the speaker is grappling with feelings of uncertainty, confusion, or insecurity.

9. Answers will vary but may be similar to: The title gives me the idea that the questions in the poem are what pop into the speaker’s mind as she is lying in the grass, staring up into the sky. The title also contributes to the poem’s dreamy, reflective tone. It gives me the idea that the speaker isn’t really expecting answers to the questions she is posing, because the questions are “for” the clouds—and clouds can’t give answers.
10. Answers will vary.