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“Malala the Powerful”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Answers will vary. Sample response:

As made evident in Kristin Lewis’s article “Malala the Powerful,” Malala Yousafzai’s many achievements have benefitted not only girls in the Swat Valley or children in Pakistan, but all humankind.

Lewis explains that the challenges that Malala and other children faced growing up in Swat started in 2007, when a terrorist group called the Taliban began seizing control of the area (7). People who live in areas controlled by the Taliban live under oppressive rules, women and girls especially. When the Pakistani army tried to stop the Taliban, the Taliban responded with terrible violence and outlawed education for girls. Malala’s school stayed open, but attendance dropped by 60 percent. For Malala and the others who continued to attend, they faced the risks of their school being bombed and their teachers being murdered, and they had to hide their uniforms and books to survive (7).

But Malala refused to sit by and do nothing in the face of the violence and injustice that had taken over her life. Under a pseudonym, she began blogging for the BBC about what life was like under the Taliban (7). Eventually, Malala revealed her identity and spoke out on TV shows and in a documentary film (8). She gave speeches to children across Pakistan about their right to an education (8). As a result, Lewis writes, “Malala’s blog became incredibly popular; soon people all over the world were reading it. Malala was helping to focus attention on what was happening in Swat. Outrage grew, and many in Pakistan and around the world criticized the Pakistani government for allowing the Taliban to become so powerful” (8).

At 15, Malala was almost killed by the Taliban for her activism around girls’ education. After the assassination attempt, vigils and protests were held around the world, and the United Nations started a petition calling on the Pakistani government to make a place in school for every girl; the petition was signed by 1 million people (9). After her recovery, Malala continued to fight and use her voice for good: She began an organization that fights for children’s education called the Malala Fund, she shared her story through a memoir, and now she travels the world giving speeches and meeting with world leaders about children’s education (10).

On a personal level, Malala was able to finish her schooling and attend college, receiving degrees in politics, economics, and philosophy (10). Plus, Malala received a lot of praise and appreciation for her actions: The president of Pakistan awarded her the country’s first national peace prize (9); her memoir became an international best-seller and is used in classrooms around the world (10); in 2014, she became the youngest person in history to win the Nobel Peace Prize (10); and she even had an asteroid named after her (10).

By raising her voice against injustices, Malala became a symbol and a voice not only for the children of Pakistan, but for the millions of children in the world who are denied the right to an education. Her actions focused the world’s attention on this injustice and inspired others to join her in building a world where all children can go to school.



“Malala the Powerful” cont’d

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: MALALA’S NOBEL PEACE PRIZE

Answers will vary.

1. The challenges that Malala and other children faced growing up in the Swat Valley started in 2007, when a terrorist group called the Taliban began seizing control of the area. People who live in areas controlled by the Taliban live under oppressive rules, especially women and girls. When the Pakistani army tried to stop the Taliban, the Taliban responded with terrible violence and outlawed education for girls. Malala’s school stayed open, but attendance dropped by 60 percent. For Malala and the others who continued to attend, they faced the risks of their school being bombed and their teachers being murdered, and they had to hide their uniforms and books to survive (7). At 15, Malala was almost killed by a Taliban gunman for her activism around girls’ education.
2. Under a pseudonym, Malala began blogging about what her life was like under the Taliban (7). Eventually, Malala revealed her identity and appeared on many TV shows and in a documentary film (8). Malala gave speeches to children across Pakistan about their right to an education (8). She also began an organization that fights for children’s education called the Malala Fund, shared her story through a memoir, and now she travels the world giving speeches and meeting with world leaders about children’s education (10).
3. As a result of Malala’s action, Lewis writes, “Malala’s blog became incredibly popular; soon people all over the world were reading it. Malala was helping to focus attention on what was happening in Swat. Outrage grew, and many in Pakistan and around the world criticized the Pakistani government for allowing the Taliban to become so powerful” (8). After the Taliban attempted to assassinate Malala, vigils and protests were held around the world, and the United Nations started a petition, which 1 million people signed, calling on the Pakistani government to make a place in school for every girl (9). On a personal level, Malala was able to finish her schooling and attend college, receiving degrees in politics, economics, and philosophy (10). Plus, Malala received a lot of praise and

appreciation for her actions: The president of Pakistan awarded her the country’s first national peace prize (9), her memoir became an international best-seller and is used in classrooms around the world (10), in 2014, she became the youngest person in history to win the Nobel Peace Prize (10), and she even had an asteroid named after her (10).

4. By raising her voice against the injustices she faced in Pakistan, Malala became a symbol and a voice for the millions of children in the world who are denied the right to an education. Her actions focused the world’s attention on this injustice and inspired other children to join her in building a world where all children have a place in school.

“MALALA THE POWERFUL” CLOSE-READING QUESTIONS

1. The Taliban targeted Malala because she was a leader in the fight for girls’ education in Pakistan, which the Taliban opposes. They viewed her as someone who was threatening their way of life and tried to assassinate her to send “a warning to other girls not to follow Malala’s example” (9).
2. Prior to 2007, Malala’s life was one she felt lucky to have. She lived in the beautiful Swat Valley, a popular vacation spot. She also attended school—an opportunity available to few girls in Pakistan. But after the Taliban gained power there, Malala was surrounded by unimaginable violence, and her school was ordered to close. Her father chose to keep her school open; to stay alive, Malala had to keep her education a secret. Eventually, she and nearly one million other refugees had to evacuate Swat.
3. Malala used a pseudonym to help protect her identity; writing about life under the Taliban and advocating for equality in education could have cost her her life. That she took the risk of writing the blog shows that she is courageous and determined to stand up to injustice.
4. The words “I am Malala” reflect the fact that Malala is one person who became a powerful symbol for many. When the Taliban gunmen entered the bus with the intent to assassinate Malala, they demanded, “Who is Malala?” The protesters’ signs were the answer to that question—and a message: *We are not afraid; you cannot*

section continues >>



“Malala the Powerful” cont’d

silence us. On another level, proclaiming “I am Malala” sent a powerful message to the Pakistani government and to the world: I, too, am a girl who deserves an education.

5. Malala shares the message that all the children of the world deserve an education. She has spread this message through her blog, a documentary film, appearances on TV shows, and speeches to children in Pakistan. Today, she continues to give speeches and meet with leaders around the world. She has started the Malala Fund, which aims to provide education to children around the world, and she also shares her story through a memoir.
6. Answers will vary. Students may say that Rebecca Kai Dotlich’s poem expresses the idea that when faced with difficulty, some people endure the hardship and wait for it to end, while others take action to improve the situation and escape from the darkness. This idea connects to Malala’s story in that she is someone who chooses to “carry mountains on their back in the darkest night”: Her fight for equality in education took courage and nearly cost her her life, but she has inspired great change. In Dotlich’s words, she “blazes with light.”

“MALALA THE POWERFUL” CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary.
3. Answers will vary, but should express the idea that Malala is speaking on behalf of the 259 million children who are deprived of an education and who do not have the same ability that Malala has to speak out and be heard. Students may also note that in a way similar to how protesters said “I am Malala,” Malala is suggesting that she is those 259 million children who are deprived of education.

“MALALA THE POWERFUL” QUIZ

*Higher Level (HL)

1. A (text structure; R.5)
2. D (vocabulary; R.4)
3. A (text structure; R.5)
4. D (text evidence; R.1)
5. C (summarizing; R.2)
6. D (supporting a claim; R.1)

7. A luxury is a pleasure that not everyone has the opportunity to enjoy because it is expensive or hard to get. To take something for granted is to never think about it or appreciate it because you assume it will always be available. When Lewis writes that for Malala, school was “a luxury she never took for granted,” she means that Malala recognized how lucky she was to be able to go to school—that she felt grateful to receive an education in a place where so many girls did not have the same opportunity. Lewis helps you understand that school was a “luxury” for Malala when she explains that in the area where Malala lived, many girls did not go to school, writing, “After all, fewer than half the girls in rural Pakistan had the opportunity to receive any education at all” (7). Lewis also provides statistics about school attendance worldwide, in the infographic “How Many Kids Don’t Go to School?” on page 9. The infographic contains the information that 59 million kids ages 6 to 11 are not attending school, 200 million kids ages 12 to 17 are not attending school, and 1 in 6 school-age kids around the world do not attend school. Together, these statistics make clear the large fraction of the world’s school-age kids who don’t go to school, and help you understand why for some children, like Malala, school might be considered a luxury. (interpreting text, writing explanatory text, supporting a claim; W.2, R.4, R.1)
8. Malala Yousafzai is powerful beyond belief: She stood up to injustice, using her voice—at great risk—to fight for her own and every child’s right to an education. Malala continuously showed great courage and determination in her campaign for education, despite her fears of retaliation from the Taliban, the extremely violent and oppressive terrorist group that had taken over her home in the Swat Valley of Pakistan. When the Taliban ordered schools to close, Malala and her friends continued to attend, hiding their books and uniforms in order to survive (7). Malala decided to speak out against the Taliban on a wildly popular BBC blog, focusing the world’s attention on the horrors of life under the Taliban (7). She went on TV shows, appeared in a documentary film, and gave speeches to children in Pakistan to further spread her message, making her a Taliban target (8). After the Taliban attempted to assassinate her, she recovered and kept on fighting for the rights of children,



“Malala the Powerful” cont’d

especially girls. Her words, strength, and determination inspired others in Pakistan and around the world to join her, growing the movement to build a world in which all children can go to school. She continues the fight and spreads her message today, meeting with world leaders and heading an education foundation, the Malala Fund (10). Malala is truly powerful: She stood up for what is right and got people around the world to join her. (central ideas and details; explanatory writing; R.2, W.2)

“MALALA THE POWERFUL” QUIZ

*Lower Level (LL)

1. A (text structure; R.5)
2. D (vocabulary; R.4)
3. A (text structure; R.5)
4. D (text evidence; R.1)
5. C (summarizing; R.2)
6. D (supporting a claim; R.1)
7. Going to school was a “luxury” for Malala because many girls in the area where Malala lived were not able to go to school. Kristin Lewis makes this clear when she writes, “After all, fewer than half the girls in rural Pakistan had the opportunity to receive any education at all” (7). And in fact, it wasn’t just rural Pakistan where many children were not able to go to school, it was around the world. The infographic “How Many Kids Don’t Go to School?” on page 9 makes this clear by providing statistics about school attendance worldwide: 59 million kids ages 6 to 11 are not in school, 200 millions kids ages 12 to 17 are not in school, and 1 in 6 school-age kids do not attend school. Malala was fortunate to be able to attend school when so many others could not. (interpreting text, writing explanatory text, supporting a claim; W.2, R.4, R.1)
8. Malala Yousafzai is powerful beyond belief: She stood up to injustice, using her voice—at great risk—to fight for her own and every child’s right to an education. Malala continuously showed great courage and determination in her campaign for education, despite her fears of retaliation from the Taliban, the extremely violent and oppressive terrorist group that had taken over her home in the Swat Valley of Pakistan. When the Taliban ordered schools to close, Malala and her friends continued to attend, hiding their books and uniforms in order to survive (7). Malala decided to speak out against the

Taliban on a wildly popular BBC blog, focusing the world’s attention on the horrors of life under the Taliban (7). She went on TV shows, appeared in a documentary film, and gave speeches to children in Pakistan to further spread her message, making her a Taliban target (8). After the Taliban attempted to assassinate her, she recovered and kept on fighting for the rights of children, especially girls. Her words, strength, and determination inspired others in Pakistan and around the world to join her in growing a movement to build a world in which all children can go to school. She continues the fight and spreads her message today, meeting with world leaders and heading an education foundation, the Malala Fund (10). Malala is truly powerful: She stood up for what is right and got people around the world to join her. (central ideas and details; explanatory writing; R.2, W.2)

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

1. Answers will vary. Students might say that the headline and photo create a mood of strength, triumph, honor, optimism, respect, confidence, or empowerment.
2. The photo helps readers understand the widespread support for Malala and how strongly other kids identified with Malala.
3. The article states that around the world, many children are unable to go to school; the infographic provides additional details about how many kids do not go to school and helps you understand what Malala has been fighting for.
4. The text features express a tone of concern and admiration for Malala.
5. **A.** sequence of events
B. I know the author is using a chronological or sequence-of-events structure because she uses words and phrases that indicate the passage of time, such as “in May 2009,” “By August,” “In 2011,” and “In 2012.”
6. **A.** B
B. Answers may include: “Meanwhile, people around the world waited, tense and furious”(9), or “Protesters marched, many of them kids carrying signs that read ‘I Am Malala’” (9).
7. Answers should be similar to: Malala’s voice has reached many people.



“Malala the Powerful” cont’d

8. In Pakistan in October 2012, Malala Yousafzai, then 15, was shot by a terrorist group called the Taliban. This group believes in an extreme interpretation of Islam. They believe women and girls should not be educated. Malala felt helpless when the Taliban ordered all girls’ schools to be closed and bombed hundreds of schools in her area. But she soon fought back by speaking out against the Taliban on a blog, on TV shows, and in speeches. After she was attacked, millions of people were outraged and inspired by her courage. Today, Malala has recovered and continues to speak out for all children’s right to an education.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. Answers will vary. Students might say that the headline and photo create a mood of strength, triumph, honor, optimism, respect, confidence, or empowerment.
 2. The photo helps readers understand the widespread support for Malala and how strongly other kids identified with Malala.
 3. The article states that around the world, many children are unable to go to school; the infographic provides additional details about how many kids do not go to school and helps you understand what Malala has been fighting for.
 4. The text features express a tone of concern and admiration for Malala.
5. B
6. B
7. A. Students should cross out detail #2.
B. Detail #2 is not about how Malala affected other people; it is about the experience of Malala’s family.
8. Students should put an X next to details a, d, and h.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mainly about Malala Yousafzai and her crusade for girls’ education.
2. The article describes the Taliban’s horrifying attack on Malala in 2012. The article also describes the Taliban’s increasing influence in the Swat Valley back in 2007 and how Malala fought back.
3. The problem Malala faced in Pakistan was the growing

power of the Taliban. The Taliban wanted to take away the freedoms of many Pakistanis and prevent girls like Malala from going to school.

4. Malala helps to solve the problem of the Taliban in Pakistan by speaking out against them. Back in 2009, she began to anonymously blog about how oppressive life under the Taliban was. Malala’s words spread around the world and ignited outrage. Eventually, the Pakistani government launched an attack against the Taliban in Swat. Today, Malala continues to speak up for girls around the world and their right to get an education.

5. Answers will vary.

Summary:

In Pakistan in October 2012, Malala Yousafzai, then 15, was shot by a terrorist group called the Taliban. This group believes in an extreme interpretation of Islam. They believe women and girls should not be educated. Malala felt helpless when the Taliban ordered all girls’ schools to be closed and bombed hundreds of schools in her area. But she soon fought back by speaking out against the Taliban on a blog, on TV shows, and in speeches. After she was attacked, millions of people were outraged and inspired by her courage. Today, Malala has recovered and continues to speak out for all children’s right to an education.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Sentences should be in the following order:

1. In October 2012, Malala Yousafzai, then 15, was shot by members of the Taliban, a group that follows an extreme version of Islam.
2. This group believes in an extreme interpretation of Islam. They believe women and girls should not be educated.
3. Malala felt helpless when the Taliban ordered all girls’ schools to be closed and bombed hundreds of schools in her area.
4. But she soon fought back by speaking out against the Taliban on a blog, on TV shows, and in speeches.
5. After she was attacked, millions of people were outraged and inspired by her courage.
6. Today, Malala has recovered and continues to speak out for the right of all children to an education.



“Malala the Powerful” cont’d

Sentences that should be omitted from the summary:

- People sent Malala cards while she was in the hospital.
- The Swat Valley is beautiful.
- I think Malala is inspiring, and I hope I get to meet her one day.

CORE SKILLS WORKOUT: TEXT FEATURES

1. Students may say that the photo of Malala on pages 4-5 shows her looking serious, thoughtful, intense, knowing, etc. That the photo is so close-up gives the reader a sense of intimacy—it seems like Malala is looking right in the reader’s eyes, trying to communicate something. This photo and the headline “Malala the Powerful” create an intense yet inspiring mood.
2. The photo of the students on page 7 helps readers understand how influential Malala was for students in Pakistan. The photo shows a large crowd of students holding up photos of Malala while protesting against the Taliban. That so many students came out to protest the Taliban’s attack against Malala shows how many young people Malala’s actions touched and how many young people in Pakistan were willing to follow in her footsteps and stand up to the Taliban.
3. The infographic on page 9 provides more information about education around the world. It helps readers understand that education is not a given for everyone and that many children around the world are not able to go to school.
4. Answers will vary. Words students may use to describe the tone include: inspiring, dramatic, hopeful, intense, serious, admiring.

CORE SKILLS WORKOUT: TEXT STRUCTURE

1. The author describes Malala taking the bus home after school in Mingora, Pakistan, in 2012. She describes how busy and vibrant the city is and describes the passing sights and sounds, including “honking cars” and “busy shops.” Then the author describes how two armed men boarded the bus and began shooting. These descriptions are meant to pull the reader into the story with suspense as well as create a sense of place.
2. **A.** Sequence of events
B. I know the author is using a sequence-of-events structure because she uses words and phrases to indicate

the passage of time, such as “In May 2009,” “lasted for three months,” “after that,” and “In 2012.”

3. **A.** Problem and solution

B. The author uses a problem-and-solution text structure in these sections. The section “What Could She Do?” explains that the Taliban was taking away the people of Pakistan’s freedoms and preventing young women like Malala from attending school. The next section, “A Powerful Weapon,” explains Malala’s solution to this problem: Malala began blogging for the BBC. The article then presents another problem: that it was dangerous for Malala to speak out against the Taliban. The solution: She wrote under a pseudonym.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. B
2. A
3. C
4. B; I chose B because it shows how brave Malala was. Even in the face of death, she was willing to stand up for what she believed in and speak out against wrongdoing.
5. A, D; Evidence B does not support the statement because although it says that Malala’s words were empowering, it does not show that Malala’s voice reached many people.
6. B; Choice A uses paraphrase and does not provide a sentence explaining why the information is relevant. Choice C does not provide a sentence explaining why the quote is relevant.
7. C; Choice A does not provide a source for the information or a sentence explaining why the information is relevant. Choice B does not provide a sentence explaining why the information is relevant.
8. Answers will vary. Here is a sample response: Malala stood up to the Taliban because they enacted strict rules and harsh punishments that she did not agree with. In particular, the Taliban’s rules aimed to keep girls like her from going to school, but Malala believed that all children had the right to an education—and she passionately desired an education herself. On page 8, author Kristin Lewis explains that



“Malala the Powerful” cont’d

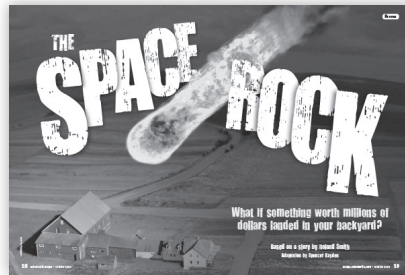
when speaking out against the Taliban, Malala wrote about “her dreams for a future career and her fierce determination to get the education she needed.” This shows that much of Malala’s motivation for standing up against the Taliban came from her desire to get an education and pursue a career. On page 9, Lewis includes a quote from Malala, who says that if the Taliban did come after her for speaking out, she would “tell them what they are trying to do is wrong, that education is our basic right.”

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. A, D
2. B; I chose B because it shows how brave Malala was. Even in the face of death, she was willing to stand up for what she believed in and speak out against wrongdoing.
3. Malala had a large and powerful impact on the world. (Answers will vary.)

The Space Rock



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 24

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: THE ROCK CREEK METEORITE

Answers will vary.

THE SPACE ROCK CLOSE-READING QUESTIONS

1. A slice of pie is a treat. By saying that farming is no slice of pie, Old Karl means that farming isn't easy—it's difficult and has forced the family to "make do" or manage with limited means. Other details the playwright includes to support this idea include her description of the dilapidated pickup truck, barren fields, old Karl's well-worn boots, and not enough meat at dinner. The details about Teri and others moving away suggest that the other farming families in their community are facing similar challenges.
2. Pop is not necessarily checking the pipes because they need repairing; he is busying himself with the plumbing as a way to take his mind off the stress of his family's financial situation. He may also be repairing the pipes himself—rather than hiring a plumber—to save money.
3. The sidebar helps readers understand why meteorites are highly valued, and therefore, why scientists, reporters, and millionaires flock to Rock Creek in Scene 4.
4. Scene 8 reveals that Pop is generous and willing to put the needs of his community above his own. In proposing his family makes the meteorite "a permanent loan" to

the town, he clearly is not seeking or expecting any benefit in return from Rock Creek; he is satisfied with the good the meteorite has already done for his family and motivated by a desire to make sure the other families in his community also have what they need. The way Pop relays his thoughts on the matter and gives all of his family members a voice in the decision-making process also reveals him to be considerate and thoughtful.

5. In Scene 1, the family discusses how Rock Creek will soon become a ghost town (a deserted town with few or no remaining inhabitants) if people continue to struggle and move away. These lines in the poem express the idea that the meteorite saved Rock Creek by bringing money, tourists, and life into the community.

THE SPACE ROCK

CRITICAL-THINKING QUESTIONS

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

THE SPACE ROCK QUIZ

*Higher Level (HL)

1. B (vocabulary in context; R.4)
2. B (character; R.3)
3. A (integration of knowledge and ideas; R.7)
4. D (close reading; R.1)
5. B (character; R.3)
6. C (text evidence; R.1)
7. The last lines of Karl's poem, "There's a space rock in our town./It stopped the ghosts from coming 'round" express the idea that the meteorite saved the town of Rock Creek from being abandoned—in other words, from becoming a ghost town. Readers can infer that Rock



The Space Rock cont'd

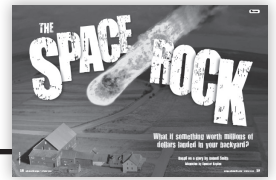
Creek was once a bustling place but has been struggling to survive in recent years. This is made clear in Scene 1 when the family discusses how many townspeople are struggling financially and moving away, as Karl's friend Teri had done the previous week. Pop says, "Ghosts make fine enough neighbors," with "ghosts" referring to the people who have already left or will have to leave Rock Creek. In Scene 7, the mayor also expresses fears about Rock Creek becoming a ghost town, saying that things have been tough and many businesses have been forced to shut down—that is, until the meteorite fell. He says to Pop, "With so many people passing through, the hotel has been full every night. Supplies keep flying off the shelves at the general store. And Joe's diner? They were about to go out of business. Now they're packed." This positive change he describes is reflected in the final lines of Karl's poem; the lines refer to the fact that the meteorite's arrival has brought life back into the community, keeping the "ghosts" away. (interpreting text, key ideas, writing explanatory text; R.4, R.1, W.2)

8. In the play *The Space Rock*, based on a story by Roland Smith and adapted by Spencer Kayden, a farming family is struggling to get by in Rock Creek, a dying Iowa town. One day, an enormous meteorite lands on the family's property. Soon, people are flocking to the town to see the meteorite. Several people and organizations offer to buy the meteorite for millions of dollars, but the parents can't decide what to do with the giant space rock. Meanwhile, the three children of the family collect small chunks of the meteorite that landed all over the farm, which they sell to tourists. They sell enough pieces to pay off their debt, pay for college tuition, buy a car, and more. Eventually, the father has a conversation with the mayor of Rock Creek and realizes that the meteorite is bringing the dying town back to life: Tourists are flocking to the town to see the meteorite, causing businesses to boom again. The father returns home and proposes to the family that they give the meteorite to the town to place in a museum. He believes that the family has gotten what it needs from the meteorite and that they should now help the town get what it needs. The family votes and unanimously decides to give the meteorite to Rock Creek, saving the town. (summarizing, key details, writing explanatory text; R.2, W.2)

THE SPACE ROCK QUIZ

***Lower Level (LL)**

1. B (vocabulary in context; R.4)
2. B (character; R.3)
3. A (integration of knowledge and ideas; R.7)
4. D (close reading; R.1)
5. B (character; R.3)
6. C (text evidence; R.1)
7. The meteorite changes Karl's family's life by providing them with money that they need. With what the kids are able to make by selling small pieces of the meteorite, the family is able to put aside money for college, get a car, make an addition to their home, pay off debt, and more. But the meteorite did more than just ease the family's struggles; it eased the struggles of all of the residents of Rock Creek by bringing money, people, and life back into their community. Readers can infer that Rock Creek was once a bustling place but has been struggling to survive in recent years. This is made clear in Scene 1 when the family discusses the fact that many townspeople are struggling financially and moving away. In Scene 7, the mayor expresses fears he's had about Rock Creek becoming a ghost town, saying that things have been tough and that many businesses have been forced to shut down—that is, until the meteorite fell. The mayor says to Pop, "With so many people passing through, the hotel has been full every night. Supplies keep flying off the shelves at the general store. And Joe's diner? They were about to go out of business. Now they're packed." The meteorite clearly changed the lives of the family and all those who live in the town of Rock Creek in a positive way. (interpreting text, key ideas, writing explanatory text; R.4, R.1, W.2)
8. In Scene 5 of *The Space Rock*, a tourist arrives late at night to see the meteorite that landed in the family's farm. As Pop shows the visitor the meteorite, Karl, Theo, and Ingrid talk to Mama about what the plans are for the meteorite. Mama says she and Pop have not decided yet. Then Theo proposes that they start selling small pieces of the meteorite to make some money. (Answers will vary.) (summarizing, key details, writing explanatory text; R.2, W.2)

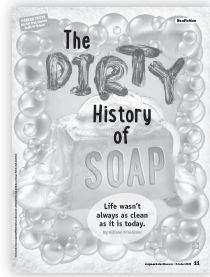


The Space Rock cont'd

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Answer provided.
2. Karl feels unhappy and depressed because his friend Teri moved away from Rock Creek the previous week. He may also feel this way because Pop is checking the pipes for leaks, which is something he always does when the family is having money troubles.
3. You can infer that Theo is passionate about space and perhaps science in general. He is able to identify the meteorite and is very knowledgeable about them. He tells the family that he was up late the previous night watching the meteor shower, and also informs them of how highly valued these space rocks can be.
4. "Did you hear that? Five million dollars. Pop just turned down 5 million dollars!"; "Are we going to sell it or not? It's been months. We could have been millionaires by now."
5. The ghosts are all of the townspeople who would have likely been forced to leave Rock Creek had the meteorite not brought the town back to life.

“The Dirty History of Soap”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Narratives will vary, but should contain Abigail Foote as a character, take place in a drugstore in the present day, and integrate ideas from the paired texts about how soap and hygiene have changed since Abigail’s time.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE:

PLANNING YOUR STORY

- Answers will vary, but should be along the lines of:

Soap in Abigail Foote’s time:

- It was greasy, lumpy, wobbly, brown jelly. (p. 12)
- It made the skin itch and burn, and it smelled like burned bacon. (p. 12)
- People “used it for pretty much everything except washing their bodies: scrubbing floors, doing laundry, cleaning tools, treating wounds, even styling hair.” (p. 12)
- Sweet-smelling soaps made out of olive oil were an expensive luxury beyond most people’s means. (p. 13)

Soap today:

- It’s one of the top three things people can’t live without. (p. 14)
- It’s cheap; Friedman writes that “today we spend more than \$300 million on soap products every year.” (p. 14)
- There are “myriad kinds for sale—solids, liquids, gels, foams.” (p. 14)
- Friedman writes that most of today’s soaps are “now made with chemicals instead of fat and ashes, but

they work essentially the same way as those long ago cleansers.” (p. 14)

- Answers will vary, but should be along the lines of:

Ideas about hygiene in Abigail Foote’s time:

Answer provided.

Ideas about hygiene today:

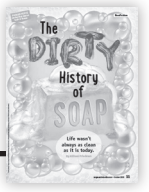
- We know that diseases are caused by microorganisms called germs and that soap and water can lift and rinse these germs away. (p. 14)
- Experts say that hand washing is key to staying healthy and stopping the spread of diseases. (pp. 14-15)
- Kids learn about the importance of regular washing in school. (p. 14)

- Answers will vary.

“THE DIRTY HISTORY OF SOAP”

CLOSE-READING QUESTIONS

- The author begins the article by vividly describing Abigail Foote stirring a gross concoction. The author describes the mixture as “stinky, bubbling brown goo” and explains that it is made up of globs of animal fat and ash. This description captures readers’ interest and makes them want to keep reading to find out what Abigail is making. Then the author creates even more interest by revealing the shocking fact that the brown goo is soap.
- One reason that people did not bathe in Abigail Foote’s time was because gentle, good-smelling soap was an expensive luxury that most people could not afford. Another reason people did not bathe often was because many believed that dirt on the skin protected them from disease.
- Several things happened in the 1800s that helped improve hygiene habits in America. First, a French scientist figured out a way to produce good-smelling soap



“The Dirty History of Soap” cont’d

more easily, so bath soap became cheaper. Then, during the Civil War, more soldiers died of diseases than died in battle. The soldiers realized that washing themselves could help them stay healthy, and they brought this idea home with them. Around the same time, scientists discovered that tiny, invisible germs cause illness and that washing can get rid of germs and keep people healthy. Once people learned this, they began washing more.

4. Today we know that washing with soap is an important step in protecting ourselves from getting sick. Specifically, we know that washing our hands is key to helping slow the spread of Covid-19.

“LENDING A CLEAN HAND” CLOSE-READING QUESTION

1. Even though soap was invented about 5,000 years ago, people didn’t often use it on their bodies because it was harsh and smelly. Instead, they cleaned themselves with things like rice water, crushed-up plants, or oil and sand. But many people in America didn’t wash at all because they believed doing so was unhealthy. By the 1860s, people realized that washing with soap and water could carry away germs and keep them from getting sick. Today, we frequently wash with soap and water to stay clean and healthy or use hand sanitizer when soap and water aren’t available.

“THE DIRTY HISTORY OF SOAP” AND “LENDING A CLEAN HAND” CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Jayden showed people in his community that he cared about them. His act of kindness and generosity showed members of his community that they were not alone in facing Covid-19 and that they could get through it together. Jayden’s actions also showed that sometimes it takes only one person and one act of kindness to make a big difference. In addition, Jayden set an example for his community of someone stepping up in a crisis to help others get through it.

PAIRED-TEXT QUIZ

*Higher Level (HL)

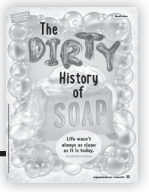
1. B (central ideas; R.2)

2. D (central ideas and details, text evidence; R.2, R.1)
3. A (vocabulary; R.4)
4. B (text features, key ideas and details; R.7, R.2)
5. C (key ideas, inference; R.2, R.1)
6. D (synthesis, inference, key ideas; R.9, R.1, R.2)
7. Several factors led to soap becoming more popular in America in the 1800s. First, explains author Allison Friedman in her article “The Dirty History of Soap,” a French scientist figured out a way to produce good-smelling soap easily, so bath soap became cheaper and therefore more affordable for more people (13). Then, during the Civil War, more soldiers died of diseases than died in battle (14). This helped the soldiers to realize that washing could help them stay healthy. They brought this idea home with them, which led to more Americans washing more frequently (14). Around the same time, scientists discovered that tiny germs cause disease and that washing can get rid of these germs and keep people from getting sick (14). Once people learned this, they began washing more. (key ideas and details; explanatory writing; R.1, W.2)
8. According to “The Dirty History of Soap” and “Lending a Clean Hand,” good hygiene is important because it protects us from disease. In “The Dirty History of Soap,” author Allison Friedman explains that diseases are caused by microorganisms called germs, and that washing with soap removes these harmful germs from the skin and protects us from getting sick (14). In “Lending a Clean Hand,” Friedman explains that hand sanitizer, which breaks down germs on hands so the germs can’t make us sick, has helped people stay safe during the Covid-19 pandemic. (synthesis, inference, supporting a claim; R.9, R.1, W.1)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. B (central ideas; R.2)
2. D (central ideas and details, text evidence; R.2, R.1)
3. A (vocabulary; R.4)
4. B (text features, key ideas and details; R.7, R.2)
5. C (key ideas, inference; R.2, R.1)
6. D (synthesis, inference, key ideas; R.9, R.1, R.2)
7. There are several reasons soap became more popular in America in the 1800s. One reason, explains author



“The Dirty History of Soap” cont’d

Allison Friedman in her article “The Dirty History of Soap,” is that a French scientist figured out a way to easily make good-smelling soap. As a result, bath soap became cheaper and therefore more Americans could buy it (13). A second reason soap became more popular in the 1800s is because of the Civil War. During the war, more soldiers died of diseases than died in battle (14). This helped the soldiers to realize that washing themselves could help them stay healthy. After the war, they brought this idea home with them, which led to more frequent washing among Americans (14). Around the same time, scientists discovered that tiny germs cause disease and that washing can get rid of these germs and keep people from getting sick (14). Once people learned this, they began washing more. (key ideas and details; explanatory writing; R.1, W.2)

8. According to “The Dirty History of Soap” and “Lending a Clean Hand,” good hygiene is important because it protects us from disease. In “The Dirty History of Soap,” author Allison Friedman explains that diseases are caused by microorganisms called germs, and that washing with soap removes these harmful germs from the skin and protects us from getting sick (14). In “Lending a Clean Hand,” Friedman explains that hand sanitizer, which breaks down germs on hands so the germs can’t make us sick, has helped people stay safe during the Covid-19 pandemic. (synthesis, inference, supporting a claim; R.9, R.1, W.1)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. C
2. A; I chose A because this statement is about what early soap was made out of and does not show how soap was used.
3. Attitudes toward hygiene have changed over time. (Answers will vary slightly.)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. B, C, D
2. Attitudes toward hygiene have changed over time. (Answers will vary slightly.)

PAIRED TEXTS VOCABULARY PRACTICE

1. B
2. A
3. A
4. means
5. concoction
6. myriad
7. minuscule

"Why Is There So Much Poop on This Mountain?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 17:

In her article "Why Is There So Much Poop on This Mountain?", author Kristin Lewis explains why it is important not to leave human waste in wild places: It can contaminate drinking water with *E. coli*, a dangerous bacteria found in our feces. For example, Lewis describes how once-frozen poop left behind by climbers on Denali, the tallest mountain in North America, is now thawing and polluting the snow that climbers use for drinking water (17). She writes that "consuming even a little bit of contaminated water can make a climber sick" (17). Even worse, she says that melting ice has carried poop down the mountain and into a river and a lake at lower elevations. "Fortunately," Lewis writes, "neither is a source of drinking water, and the levels of *E. coli* are too low to be harmful to people" (17). However, this goes to show that if humans leave waste in wild places, it could easily find its way into waterways that *are* sources of drinking water, which could cause serious problems.

ANSWERS TO ACTIVITY SHEETS

SHORT READ QUIZ

*Higher Level (HL)

1. C (central idea; R.2)
2. B (vocabulary; R.4)
3. B (cause and effect; R.5)
4. B (tone; R.4)
5. A, C (text evidence, tone; R.1, R.4)
6. D (text structure; R.5)

7. According to author Kristin Lewis in her article "Why Is There So Much Poop on This Mountain?", climbers leave their waste on Denali because it doesn't have any bathrooms or outhouses, and because until recently, they believed that there was no harm in doing so. Climbers leaving waste on Denali is a problem because it is leading to the contamination of the environment on the mountain. Climbers, explains Lewis, have traditionally tossed their waste into a crevasse, believing that "over time, the ice would crush the poop and it would naturally dissolve" (17). However, writes Lewis, that is not true. What actually happened was that the waste was preserved—and now that temperatures are rising in Alaska, the once-frozen poop is melting (17). As a result, dangerous bacteria found in human feces is contaminating the snow that climbers use for drinking water and making its way into waterways. Lewis writes that "consuming even a little bit of contaminated water can make a climber sick" (17). (key ideas and details, writing explanatory text; R.2, W.2)

SHORT READ QUIZ

*Lower Level (LL)

1. C (central idea; R.2)
2. B (vocabulary; R.4)
3. B (cause and effect; R.5)
4. B (tone; R.4)
5. A, C (text evidence; R.1)
6. D (text structure; R.5)
7. According to author Kristin Lewis in her article "Why Is There So Much Poop on This Mountain?", climbers leave their waste on Denali because it doesn't have any bathrooms or outhouses, and because until recently, they believed that there was no harm in doing so.



“Why Is There So Much Poop on This Mountain?” cont’d

Climbers leaving waste on Denali is a problem because it is leading to the contamination of the environment on the mountain. Climbers, explains Lewis, have traditionally tossed their waste into a crevasse, believing that “over time, the ice would crush the poop and it would naturally dissolve” (17). However, writes Lewis, that is not true. What actually happened was that the waste was preserved—and now that temperatures are rising in Alaska, the once-frozen poop is melting (17). As a result, dangerous bacteria found in human feces is contaminating the snow that climbers use for drinking water and making its way into waterways. Lewis writes that “consuming even a little bit of contaminated water can make a climber sick” (17). (key ideas and details, writing explanatory text; R.2, W.2)

“WHY IS THERE SO MUCH POOP ON THIS MOUNTAIN?”

VOCABULARY

1. B
2. A
3. A
4. B
5. terrain
6. avalanche
7. contaminate
8. cumbersome

“Is Boredom That Bad?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 27 should include some of the following points:

YES!

1. Boredom is good for our brains because it activates the attention network that we need to be introspective and creative.
2. If we are never bored, the part of our brains that allows us to think introspectively will weaken. Being bored every so often helps us keep our creative brains healthy and running well.
3. In a time where we are always active and doing something, boredom gives our brains a rest from all of the stimulation (texting, *Animal Crossing*, Netflix).

NO!

1. Being bored is not particularly enjoyable. People usually prefer to be doing something with their time.
2. Boredom can lead to anxiety.
3. Boredom can lead to poor decision-making and destructive behavior, like abusing drugs and alcohol.

ANSWERS TO ACTIVITY SHEETS

“IS BOREDOM THAT BAD?” QUIZ

*Higher Level (HL)

1. B (analyzing the development of an idea; R.2)
2. C (literary devices; R.4)
3. C (vocabulary, R.4)
4. A (text structure; R.5)
5. D (text structure, analyzing an argument; R.5 R.8)
6. B (text evidence; R.1)
7. In the article, the authors make the claim that boredom can be good for us because it can help us use our brains in a different way than we do when we are busy with other tasks, and that this can lead to increased creativity and new discoveries (26). The information in the sidebar “Bored Brains” contributes to the article by supporting this claim. For example, the authors explain that making time to sit and do nothing helps LeBron James sleep better and keep his mind sharp. They also explain that being stuck inside with nothing to do during a pandemic helped Isaac Newton develop his first ideas about gravity (26-27). These examples show how boredom had a positive impact on someone’s life or work. (writing an explanatory text, text features, key ideas; W.2, R.8, R.2)
8. Doing nothing can be good for the brain because it allows our brains to shift into a different network called the “default mode,” which is used for introspection (26). When a person is busy doing a task—playing sports, completing homework, texting—the introspective part of the brain is turned off. If we don’t make time to “do nothing,” this part of the brain can get out of shape and it can become increasingly difficult

“Is Boredom That Bad?” cont’d

for us to think introspectively (26). As a result, we will become less imaginative, self-aware, creative, and reflective. (writing an explanatory text, summarizing, key ideas and details; W.2, R.4, R.2)

“IS BOREDOM THAT BAD?” QUIZ

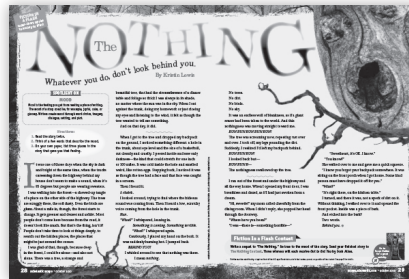
*Lower Level (LL)

1. B (key ideas and details; R.2)
2. C (literary devices; R.4)
3. C (vocabulary, R.4)
4. A (text structure; R.5)
5. D (text structure, analyzing an argument; R.5 R.8)
6. B (text evidence; R.1)
7. The sidebar “Bored Brains” supports the idea that boredom can have a positive impact on someone’s life or work. For example, the authors explain that making time to sit and do nothing helps LeBron James sleep better and keep his mind sharp and that being stuck inside with nothing to do during a pandemic helped Isaac Newton develop his first ideas about gravity (26-27). These examples, as well as the others provided in the sidebar, support the idea that boredom can be good for us. (writing an explanatory text, text features, key ideas; W.2, R.8, R.2)
8. Doing nothing can be good for the brain because it allows our brains to shift into a different network called the “default mode,” which is used for introspection (26). When a person is busy doing a task—playing sports, completing homework, texting—the introspective part of the brain is turned off. If we don’t make time to “do nothing,” this part of the brain can get out of shape and it can become increasingly difficult for us to think introspectively (26). As a result, we will become less imaginative, self-aware, creative, and reflective. (writing an explanatory text, summarizing, key ideas and details; W.2, R.4, R.2)

“IS BOREDOM THAT BAD?” VOCABULARY PRACTICE

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

“The Nothing”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 29

Responses will vary but should stay true to the mood students identified in the mood activity.

ANSWERS TO ACTIVITY SHEETS

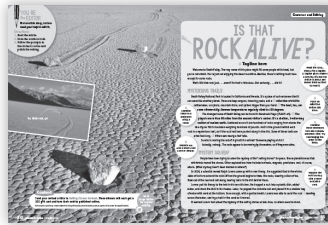
CORE SKILLS WORKOUT: MOOD

1. N/A
2. Answers will vary, but should be similar to spooky, creepy, scary, eerie, suspenseful, chilling, etc.
3. Answers will vary. Quotes students may list are likely to include: “I was walking in the forest—a chewed-up tangle of a place.”; “The trees are scraggly there, the soil dusty.”; “Even the birds are glum.”; “...cut cleanly and cruelly...”; “It was cold inside the hole and smelled weird; like rotten eggs.”; “Stepping back, I noticed it was as though the tree had a face and that face was caught in a scream.”; “A shriek.”; “Then I heard a low, scratchy voice coming from the hole in the trunk.”; “Cautiously, I placed my hand on the bark. Suddenly, it was burning hot.”; “It was an endless wall of blankness, as if a giant eraser had been taken to the world.”; “RUN RUN RUN RUN RUN!”; “RUN RUN R—”; “I took off, my legs pounding the dirt.”; “Behind you.”

“THE NOTHING” VOCABULARY

- | | |
|------|------|
| 1. A | 4. C |
| 2. B | 5. B |
| 3. A | 6. A |

“Is That Rock *Alive*?”



ANSWERS TO ACTIVITY SHEETS

VARY YOUR WORDS

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

Erin just called with some incredible news. Her family is planning a vacation to the island of St. Croix, and I'm invited! Erin says that St. Croix is wonderful place to visit, with beautiful beaches and lots of opportunities for snorkeling. She promises we'll see some truly extraordinary fish. Erin is a fantastic friend, and her family is great too. I can hardly wait for our spectacular island vacation together!

VARY YOUR SENTENCES

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

My brother Don and I made a pizza. To make the dough, we measured out flour, salt, yeast, water, and olive oil. We combined the ingredients and made a ball of dough, which Don kneaded and I rolled out. We put sauce on the pizza, and then we were ready for the toppings: pepperoni on the whole thing and mushrooms on half. (I don't like mushrooms.) Once the toppings were in place, we covered the pizza with cheese and baked it in the oven. We ate the whole thing in 15 minutes.