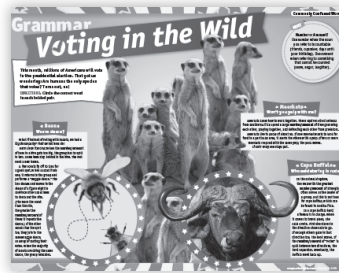


Table of Contents

1. GRAMMAR VOTING IN THE WILD	PAGE 1
2. NARRATIVE NONFICTION: "OUT OF THE DEATH ZONE"	PAGES 2-7
2.a Writing Task	2
2.b Preparing to Write: Climbing Mount Everest	2-3
2.c Close-Reading and Critical-Thinking Questions	3
2.d Quizzes (two levels)	3-4
2.e Nonfiction Elements	4-5
2.f Core Skills activities	5-7
3. PLAY: NEWSIES	PAGES 8-11
3.a Writing Task	8
3.b Preparing to Write: The Newsboys Strike of 1899	8
3.c Close-Reading and Critical-Thinking Questions	8-9
3.d Quizzes (two levels)	9-10
3.e Vocabulary	10
3.f Video Discussion Questions	10
3.g Core Skills activities	10-11
4. PAIRED TEXTS: "MAKING OUR VOICES HEARD"	PAGES 12-15
4.a Writing Task	12
4.b Preparing to Write: Making Our Voices Heard	12-13
4.c Close-Reading and Critical-Thinking Questions	13-14
4.d Quizzes (two levels)	14-15
4.e Vocabulary	15
5. FICTION: "GIRL CAN'T DANCE"	PAGES 16-20
5.a Writing Task	16
5.b Preparing to Write: Fame's Sting	16-17
5.c Close-Reading and Critical-Thinking Questions	17-18
5.d Quizzes (two levels)	18-19
5.e Literary Elements	19-20
5.f Core Skills activities	20
6. DEBATE/SCAVENGER HUNT: "SHOULD YOU GET TO VOTE?"	PAGES 21-22
6.a Writing Task	21
6.b Vocabulary	22
7. SHORT READ: "THE RISE OF THE GIF"	PAGES 23-24
7.a Writing Task	23
7.b Quizzes (two levels)	23-24
7.c Vocabulary	24

“Grammar Voting in the Wild”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

BEES: WANNA DANCE?

What if instead of voting with ballots, we had a big dance party? That’s what bees do!

Here’s how it works: When the number/amount of bees in a hive gets too big, the group has to split in two. Some bees stay behind in the hive. The rest need a new home.

A few scouts fly off to look for a good spot. When a scout finds one, it returns to the group and performs a “waggle dance.” The bee shakes and moves in the shape of a figure eight to convince other scout bees to check out the site. (The more the scout likes the site, the greater the number/amount of times it repeats the dance.) If the other scouts like the spot too, they join in the same waggle dance, as a way of casting their votes. When the majority of scouts are doing the same dance, the group relocates.

MEERKATS: WON’T YOU YELP WITH ME?

Meerkats know how to work together. These squirrel-sized animals from southern Africa spend a large number/amount of time grooming each other, playing together, and defending each other from predators.

Meerkats live in packs of about 50. If one meerkat wants to look for food in a particular area, it alerts the others with a yelp. If two or more meerkats respond with the same yelp, the pack moves.

If not? Everyone stays put.

CAPE BUFFALO: WHO SAID STARING IS RUDE?

In the animal kingdom, the male with the greatest number/amount of strength often serves as the leader of a group. But this is not true for cape buffalo, which can be

found in South Africa..

In a cape buffalo herd, a female is in charge. When it comes to travel plans, she calls a vote. First she stares in the direction she wants to go. If enough others gaze in that direction too, the herd moves. If the number/amount of “votes” is split between two directions, the herd separates. Eventually, the buffalo meet back up.

ANSWERS TO ACTIVITY SHEET

NUMBER OR AMOUNT?

1. number
2. number
3. amount
4. number
5. amount
6. amount , number

“Out of the Death Zone”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Sample response:

As made evident in Kristin Lewis’s article “Out of the Death Zone,” climbers face many daunting challenges when attempting to summit Mount Everest.

For starters, Everest’s summit is more than 29,000 feet above sea level, but humans can’t live long at altitudes that high. Lewis explains that beginning at 26,000 feet is an area of Everest known as the Death Zone. She writes of the Death Zone: “The air is so thin, there isn’t enough oxygen to breathe. The brain gets foggy. The body starts to slowly die” (5). Later she adds that “altitude illness can cause the brain to swell and the lungs to bleed” (7).

In addition to the punishing altitude on Everest, climbers must endure the mountain’s extreme weather. Lewis explains that extreme weather events can descend suddenly on Everest; in 1996, for example, eight people lost their lives in a blizzard at the summit (6). In addition, Lewis writes, “Hurricane-force winds can knock climbers down and freeze them to death,” and avalanches of snow, ice, and rock can instantly bury any climbers in their path (7).

Another danger climbers face is being surrounded by so many other climbers. With so many people trying to summit Mount Everest at once, there are dangerous human traffic jams at the top (6). Understandably, facing all of these challenges is draining on climbers. On page 7, Lewis writes, “Exhaustion is a constant struggle, and it can be lethal. Climbers have been known to get so tired that they sit down—and never get up again.”

However, Poorna Malavath was able to surmount all of these challenges at 13 years old, making her the youngest girl ever to reach the top. Poorna succeeded because of a great

commitment to her goal: For months, she learned the basics of rock-climbing, ice-climbing, and survival in subfreezing conditions through a program in a nearby town (6-7). During this time she also strengthened herself mentally, physically, and emotionally through extensive training that included climbing other mountains with high elevations, running, practicing yoga, and meditation (7). Once she was on Everest, Poorna’s courage, grit, and perseverance helped her succeed. Despite hearing of an avalanche that had just killed seven Sherpas, facing dangers like climbing over icy crevasses in the darkness, and nearly running out of oxygen, Poorna pressed on and reached the summit.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: CLIMBING MOUNT EVEREST

1. Answers will vary, but should be similar to:

- Everest’s summit is more than 29,000 feet above sea level, but humans can’t live long at altitudes that high. Beginning at 26,000 feet is an area of Everest known as the Death Zone. Lewis writes of the Death Zone: “The air is so thin, there isn’t enough oxygen to breathe. The brain gets foggy. The body starts to slowly die.” Later, Lewis explains that “altitude illness can cause the brain to swell and the lungs to bleed” (7).
- “In recent years, the summit of Everest has become crowded, creating dangerous traffic jams” (6, photo caption “The Mountain”).
- Climbing Everest is enormously expensive. Lewis writes that less-experienced climbers hire someone to guide them up the mountain for upwards of \$100,000 (6).
- Extreme weather can descend suddenly on Everest. In 1996, eight people lost their lives in a blizzard (6).

section continues >>



“Out of the Death Zone” cont’d

- “Hurricane-force winds can knock climbers down and freeze them to death.” (p. 7)
 - “An avalanche of snow, ice, and rock can barrel down a mountain and bury climbers.” (p. 7)
 - You may lose your own life, and you will certainly encounter the preserved corpses of the some 300 people who have died on Everest, “because removing them is so difficult and dangerous” (6).
 - “Exhaustion is a constant struggle, and it can be lethal. Climbers have been known to get so tired that they sit down—and never get up again.” (p. 7)
2. Answers will vary, but should be similar to:
- Through a rock-climbing program in a nearby city, Poorna learned the basics of rock climbing (6-7).
 - She learned how to ice climb and survive in harsh, subfreezing conditions (7).
 - She trained by climbing other mountains with high elevations, running, doing strengthening exercises, and practicing yoga and meditation to build endurance, skill, and grit (7).
 - She relied on the expert guidance of a team of coaches including Sherpa guides and her coach, a professional mountaineer (8).
 - She acclimatized at a base camp (8).
 - She used oxygen cannisters to help her breathe (8).
3. Answers will vary, but should be similar to: grit, focus, strength, courage, commitment, perseverance, agility, mindfulness.

“OUT OF THE DEATH ZONE”

CLOSE-READING QUESTIONS

1. Lewis creates suspense by immediately situating a girl in a life-threatening—yet exhilarating—situation. She explains that 13-year-old Poorna Malavath is climbing to the top of Mount Everest, the tallest mountain in the world. Readers are immediately filled with suspense, wondering whether Poorna will be able to pull off such an amazing feat. Then the author explains that Poorna has to climb through an area called “the Death Zone,” where there isn’t enough oxygen to breathe and where the human body begins “to slowly die.” These details evoke feelings of suspense and anxiety in the reader. The author heightens the suspense even more by ending the section with Poorna telling herself to “Just keep

- going”—and not revealing whether Poorna succeeds in making it through the Death Zone.
2. At this point in the article, Poorna is battling the life-threatening elements of the Death Zone, including a lack of oxygen and fierce winds. The fact that Poorna would not give up on her goal even in the face of these challenges shows courage, resilience, and determination.
3. Poorna is using a metaphor. She is comparing the view of the mountain tops from Everest to the vastness of the ocean. The author likely included this quote to help readers not only picture the view from Everest’s summit but also to show how Poorna herself experienced it.
4. Climbing Mount Everest takes a long time for several reasons. First, there are many hazards, including snow, ice, rocks, and crevasses, so climbers must move carefully. Second, Everest is so tall that climbers must take breaks as they move up the mountain to allow their bodies to get used to the increasing altitude. Climbing Everest is also exhausting. If climbers moved too quickly, they likely wouldn’t have the energy to make it to the top.

“OUT OF THE DEATH ZONE”

CRITICAL-THINKING QUESTIONS

1. Answers will vary but may include focus, strength, courage, commitment, and agility.
2. Answers will vary.

“OUT OF THE DEATH ZONE” QUIZ

*Higher Level (HL)

1. B (central ideas; R.2)
2. B (key ideas, text structure; R.2, R.5)
3. C (vocabulary; R.4)
4. C (author’s craft, key ideas; R.4, R.2)
5. A, C (text evidence; R.1)
6. A (summarizing; R.2)
7. The mood of the section “The Death Zone” is suspenseful. Author Kristin Lewis creates suspense by describing the the last leg of Poorna’s climb through the Death Zone chronologically. This helps create suspense by making readers feel as if they are there with Poorna and her team. For example, Lewis writes, “They roped themselves together and stepped out into the freezing darkness,” and “Looking up, Poorna could see how close she was to the top” (8). This vivid description of the climbers making



“Out of the Death Zone” cont’d

their way to the top leaves readers on the edge of their seats, waiting to see if the team will make it. Then, Lewis creates even more suspense by including the detail that Poorna became dizzy and wanted to stop (8). This detail builds suspense by suggesting that Poorna might not make it. Later in the section, Lewis relieves the suspense, writing, “At last, she stepped onto the summit—a narrow ridge at the top of the world” (9). With this line, the section’s mood switches to joyful and triumphant as Lewis reveals Poorna’s success. (mood, author’s craft, writing explanatory text; R.4, W.2)

8. Answers will vary. Here is a sample response:

On page 5, author Kristin Lewis includes this quote from Poorna: “Keep going. Just keep going.” This quote helps you understand what kind of person Poorna is: determined and strong. Poorna says this to herself while she is climbing through the most difficult part of Mount Everest, the Death Zone, where there isn’t enough oxygen to breathe and “the body starts to slowly die” (5). Lewis also explains that while in the Death Zone, Poorna’s muscle ached, she felt dizzy, and “the bitter cold seemed to seep through her gloves and clothing” (5). The fact that Poorna is able to will herself to keep climbing despite these extremely difficult and dangerous conditions shows you that Poorna is a very determined and strong person. The quote also helps readers understand the kind of mindset necessary to climb Mount Everest. (key ideas and details, author’s craft, text structure, writing explanatory text; R.2, R.4, R.5, W.2)

“OUT OF THE DEATH ZONE” QUIZ

***Lower Level (LL)**

1. B (central ideas; R.2)
2. B (key ideas, text structure; R.2, R.5)
3. C (vocabulary; R.4)
4. C (author’s craft, key ideas; R.4, R.2)
5. A, C (text evidence; R.1)
6. A (summarizing; R.2)
7. Author Kristin Lewis creates suspense in the section “The Death Zone” by describing the last leg of Poorna’s climb through the Death Zone chronologically. This helps create suspense by making readers feel as if they are there with Poorna and her team. For example, Lewis writes, “They roped themselves together and stepped out into the

freezing darkness,” and “Looking up, Poorna could see how close she was to the top” (8). This vivid description of the climbers making their way to the top leaves readers on the edge of their seats, waiting to see if the team will make it. Then, Lewis creates even more suspense by including the detail that Poorna became dizzy and wanted to stop (8). This detail builds suspense by suggesting that Poorna might not make it. Later in the section, Lewis relieves the suspense, writing, “At last, she stepped onto the summit—a narrow ridge at the top of the world” (9). With this line, the section’s mood switches to joyful and triumphant as Lewis reveals Poorna’s success. (mood, author’s craft, writing explanatory text; R.4, W.2)

8. Answers will vary. Here is a sample response:

On page 5, author Kristin Lewis includes this quote from Poorna: “Keep going. Just keep going.” This quote helps you understand what kind of person Poorna is: determined and strong. Poorna says this to herself while she is climbing through the most difficult part of Mount Everest, the Death Zone, where there isn’t enough oxygen to breathe and “the body starts to slowly die” (5). Lewis also explains that while in the Death Zone, Poorna’s muscle ached, she felt dizzy, and “the bitter cold seemed to seep through her gloves and clothing” (5). The fact that Poorna is able to will herself to keep climbing despite these extremely difficult and dangerous conditions shows you that Poorna is a very determined and strong person. The quote also helps readers understand the kind of mindset necessary to climb Mount Everest. (key ideas and details, author’s craft, text structure, writing explanatory text; R.2, R.4, R.5, W.2)

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

***Higher Level (HL)**

1. Students may say that the image of Everest creates an intimidating, intense, and somewhat ominous mood. The juxtaposition of the small climber in front of this massive mountain, as well as the headline “Out of the Death Zone” amplifies this mood.
2. The photo of the climbers in a line helps readers understand how crowded Mount Everest can get. The photo shows a very long line of climbers snaking up a narrow ridge toward the summit of Mount Everest. Seeing



“Out of the Death Zone” cont’d

the climbers from this perspective helps the reader understand how little space there is at the top of the mountain and how easy it would be for something to go wrong.

3. The photo of the climbers making their way over a crevasse supports one of the key ideas in the article: Climbing Mount Everest is challenging and dangerous. It also helps readers picture what Poorna had to do when she crossed a crevasse on a ladder.
4. Answers will vary. Words students may use to describe the tone include: intense, hopeful, dramatic, serious.
5. **A.** sequence of events
B. I know the author is using a sequence-of-events structure in this section because she uses words and phrases to indicate the passage of time, such as “in early April,” “Over the next month,” and “By the end of May.”
6. **A.** **A.**
B. Answers may include: “Since her Everest feat, she has climbed six more mountains and plans to climb a seventh soon”(9), or “She gave a TEDx Talk, focusing on what it takes to reach your goals” (9), or “A book was written about her, and a movie was made” (9).
7. Poorna Malavath is a very brave and determined person. (Answers will vary slightly.)
8. In May 2014, Poorna Malavath, then 13, became the youngest girl to reach the top of Mount Everest. Poorna grew up in a farming village in India and had never even heard of rock climbing until she learned of a climbing program in a nearby city. She decided to join and ended up finishing the program at the top of her class. When the program ended, Poorna was chosen to continue her training—with the goal of attempting to climb Everest. After months of training, Poorna ended up being only one of two students chosen to go on the Everest expedition. Poorna began the expedition in early April and spent the next two months making the challenging climb up Everest. She faced many challenges along the way, including exhaustion, fear, and altitude illness, but she never gave up. After summiting Everest, Poorna went on to graduate from college. She also climbed six more mountains and plans to climb the seventh soon.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. Students may say that the image of Everest creates an intimidating, intense, and somewhat ominous mood. The juxtaposition of the small climber in front of this massive mountain, as well as the headline “Out of the Death Zone” amplifies this mood.
2. The photo of the climbers in a line helps readers understand how crowded Mount Everest can get. The photo shows a very long line of climbers snaking up a narrow ridge toward the summit of Mount Everest. Seeing the climbers from this perspective helps the reader understand how little space there is at the top of the mountain and how easy it would be for something to go wrong.
3. The photo of the climbers making their way over a crevasse supports one of the key ideas in the article: Climbing Mount Everest is challenging and dangerous. It also helps readers picture what Poorna had to do when she crossed a crevasse on a ladder.
4. Answers will vary. Words students may use to describe the tone include: intense, hopeful, dramatic, serious.
5. **C**
6. **A**
7. **A.** Students should cross out detail #3.
B. Detail #3 is not about Poorna; it is about teenagers in general.
8. Students should put an X next to details b, e, and g.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mainly about Poorna Malavath and her quest to climb Mount Everest.
2. The article describes Poorna’s Mount Everest journey—from her training to her climb through the Death Zone.
3. Poorna faces many challenges during her Everest climb, including exhaustion, fear, and altitude illness. Before she climbed the mountain, Poorna also had to spend many months training.
4. To be able to successfully climb Everest, and deal with all of the challenges climbing such a mountain brings, Poorna spent many months training. Poorna was also able to overcome the challenges of Everest with her own grit and resilience.



“Out of the Death Zone” cont’d

5. Answers will vary.

Summary:

In May 2014, Poorna Malavath, then 13, became the youngest girl to reach the top of Mount Everest. Poorna grew up in a farming village in India and had never even heard of rock climbing until she learned of a climbing program in a nearby city. She decided to join and ended up finishing the program at the top of her class. When the program ended, Poorna was chosen to continue her training—with the goal of attempting to climb Everest. After months of training, Poorna ended up being only one of two students chosen to go on the Everest expedition. Poorna began the expedition in early April and spent the next two months making the challenging climb up Everest. She faced many challenges along the way, including exhaustion, fear, and altitude illness, but she never gave up. After summiting Everest, Poorna went on to graduate from college. She also climbed six more mountains and plans to climb the seventh soon.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Sentences should be in the following order:

1. In May 2014, Poorna Malavath, then 13, became the youngest girl to reach the top of Mount Everest.
2. Poorna grew up in a farming village in India and had never even heard of rock climbing until she learned of a climbing program in a nearby city.
3. When the program ended, Poorna was chosen to continue her training—with the goal of attempting to climb Everest.
4. After months of training, Poorna ended up being only one of two students chosen to go on the Everest expedition.
5. Poorna began the expedition in early April and spent the next two months making the climb up Everest.
6. She faced many challenges along the way, including exhaustion, fear, and altitude illness, but she never gave up.
7. After summiting Everest, Poorna went on to graduate from college and climb six more mountains.

Sentences that should be omitted from the summary:

- Poorna is very brave.
- Poorna gave a TEDx Talk.

CORE SKILLS WORKOUT: TEXT FEATURES

1. Students may say that the image of Everest creates an intimidating, intense, and somewhat ominous mood. The juxtaposition of the small climber in front of this massive mountain, as well as the headline “Out of the Death Zone” amplifies this mood.
2. The photo of the climbers in a line helps readers understand how crowded Mount Everest can get. The photo shows a very long line of climbers snaking up a narrow ridge toward the summit of Mount Everest. Seeing the climbers from this perspective helps the reader understand how little space there is at the top of the mountain and how easy it would be for something to go wrong.
3. The photo of the climbers making their way over a crevasse supports one of the key ideas in the article: Climbing Mount Everest is challenging and dangerous. It also helps readers picture what Poorna had to do when she crossed a crevasse on a ladder.
4. Answers will vary. Words students may use to describe the tone include: intense, hopeful, dramatic, serious.

CORE SKILLS WORKOUT: TEXT STRUCTURE

1. The author is describing 13-year-old Poorna Malavath climbing Mount Everest, the tallest mountain in the world. The author is specifically describing Poorna’s climb through the “Death Zone,” where there isn’t enough oxygen to breathe and where the human body begins “to slowly die.” Lewis writes that Poorna and her team “trudged single-file along a narrow, wind-battered ridge.” 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 in this section because she uses words and phrases to indicate the passage of time, such as “in early April,” “Over the next month,” and “By the end of May.”
3. **A.** Cause and Effect
B. I know the author uses a cause-and-effect text structure in these sections because the section “The Death Zone” explains that Poorna Malavath succeeded in climbing Mount Everest. The next section, “The Look Ahead,” explains the effect of this enormous achievement: Poorna became famous. Reporters interviewed her, a book and movie were made about her, and she gave a TEDx Talk.

section continues >>



“Out of the Death Zone” cont’d

The author also explains that Poorna went on to college and has continued to climb mountains all over the world. (Students may also say that both sections use a sequence-of-events structure.)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. B
2. C; I chose C because explaining that more teenagers are climbing Mount Everest does not support the idea that climbing the mountain is dangerous.
3. Poorna Malavath is a courageous and determined person. (Answers will vary slightly.)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, B, D
2. Poorna Malavath is a courageous and determined person. (Answers will vary slightly.)

VIDEO DISCUSSION QUESTIONS

1. The first section of the video helps you understand that climbing Mount Everest is extremely difficult and dangerous. Dramatic music plays as footage and photos of climbers slowly struggling up Everest fill the screen and the narrator lists of the hazards climbers will encounter on the mountain, such as “blinding snowstorms” and “deep cracks in the ice.” These visuals and details show how challenging it is to climb Everest.
2. Answers will vary. Students may say that you have to be a brave and daring person to climb Mount Everest to be able to face the many dangers you will encounter on the mountain. Students may also say that you have to be athletic or in shape to be able to first complete all of the intense training you have to do to prepare for the climb and then to actually be able to finish the climb itself. Students may also say that you have to be an independent person as you will likely be away from friends and family for months while preparing for and making the climb.
3. Answers will vary.

Newsies



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 17

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE:

THE NEWSBOYS STRIKE OF 1899

1. The newsies—kids who sell newspapers to the public in New York City—went on strike. They went on strike because before the war, the newspaper business owners increased the amount that they charged newsies for papers. The owners promised to drop the price back down after the war ended, but they didn't. Because it was harder to sell papers after the war, the newsies began to lose money and struggle to survive.
2. The newsies refused to sell papers. While striking, they occupied the Brooklyn Bridge, blocking traffic for horse-drawn carts, trolley cars, and wagons. They chanted about the paper owners' greed and for the public not to buy the *Journal* and *New York World*. They overturned a newspaper wagon and hurled its newspapers into the East River. They passed out leaflets in Central Park that discouraged people from buying newspapers and organized newsies in neighboring areas—the Bronx, Brooklyn, Queens, and Yonkers—to join their strike. They also protested outside of the office of William Randolph Hearst (owner of the *Journal*).
3. Answers will vary.
4. At first, Hearst complained about his dropping circulation and the newsies, calling them "brats." He ignored their

needs and offered to pay two dollars to anyone who would cross the picket line. Eventually, Hearst took the newsies' demands into consideration. He came to their Brooklyn Bridge demonstration and offered a compromise: He wouldn't reduce the price back to 50 cents, but if the newsies went back to work, he'd buy back any papers they couldn't sell each day. Joseph Pulitzer, the owner of *New York World*, agreed to do the same. The newsies accepted this deal and returned to work.

NEWSIES CLOSE-READING QUESTIONS

1. The time span is approximately one year and four months: It covers the period from April 1898 to August 1899.
2. Chronologically, the events of Scene 1 take place just before the events of Scene 9.
3. Before a recent war, the owners of the two biggest newspapers increased the amount that they charged newsies—the kids who sell the newspapers to the public—for papers. The owners promised to drop the price back down after the war ended, but they didn't. Now the newsies are losing money, because it's harder to sell papers than it was during the war. The newsies fight back by going on strike and refusing to sell newspapers until their demands are met.
4. The playwright portrays Hearst as greedy and heartless. In Scene 7, Hearst is riding in a car (which suggests Hearst's wealth; cars were a new invention and most people would not have had one), complaining to his assistant that he has worked too hard to have his paper "ruined by a bunch of brats." By having Hearst refer to the newsies—children living tough lives who are just trying to get by—as "brats," the playwright characterizes Hearst as a cruel man who cares only

section continues >>



Newsies cont'd

about himself and his profits. This characterization is strengthened when Hearst offers to pay two dollars a day to anyone willing to cross the picket line; here, Hearst is again showing his disregard for the children and teens he relies on to sell the papers that he publishes.

5. Students may say that the playwright used vernacular to help bring the world of the story to life—to help transport readers into the world of the newsies in New York City at the end of the 19th century. Answers to the second question will vary, but students may say that the vernacular helps them understand who the characters are, that it makes them feel like they are in the world of the play, or simply that it makes the play fun to read and listen to.
6. The idea that there is great power in working together is developed throughout the play. Each individual newsie has little power, but when the group agrees to go on strike to protest the increased price that the newspaper companies are charging newsies, they are successful: The newspaper companies agree to buy back any papers that the newsies are unable to sell.

NEWSIES CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students might offer that some wealthy people, like the lady, were living in their own world and really didn't understand the plight of the newsies, while others, like the factory worker, could better relate. Or, it could just be that some people were more sympathetic by nature.
2. Answers will vary, but students are likely to say that yes, it can be hard to give up what you have right now for a better—but uncertain—situation in the future.
3. The newsies were brave because they stood up to the rich and powerful owners of the newspapers and demanded better treatment. When the newsies went on strike and stopped selling newspapers, they gave up their immediate income and took the risk of not getting their jobs back at all. In addition, they took the risk of being criticized by the public.

NEWSIES QUIZ

*Higher Level (HL)

1. A (figurative language; R.4)
2. D (character motivation; R.3)

3. D (key ideas and details; R2)
4. C (key ideas and details; R.3)
5. B (text structure; R.5)
6. A, C (theme; R.2)
7. Ani resorts to attempting the “dodge” of pretending not to be able give the man his change because she is desperate for money, now that the war is over and it has become much harder to sell newspapers. After attempting the dodge, she regrets what she's done, which you can tell from the fact that she hangs her head, tells the man that she is sorry, and says to Curly in the next scene that she couldn't face her family after trying “that stupid trolley dodge.” (character, supporting a claim; R.3, W.1)
8. There is much you can learn from the play *Newsies* about the time and place in which it takes place: New York City in 1898-1899. To begin with, you learn from the Historians in Scene 2 that in New York at that time, the two biggest newspapers were the *Journal*, owned by William Randolph Heart, and the *New York World*, owned by Joseph Pulitzer, and that these newspapers were sold on the street by kids called newsies. As the Historians tell you, the newsies were poor and often homeless—a fact about the time period that is reflected in the play when, for example, Ani tells the other newsies in Scene 1 that she is becoming a newsie because she needs to help her family eat and Curly replies, “Don't we all!” The difficult conditions that many kids in New York City faced during this time are also made clear in the Epilogue, when Ani says that selling papers helped save her family from becoming homeless, but that she never got to go to school. Boots and Curly say that indeed, most newsies did not get to go to school.

Another thing that you learn about the time and place during which the play takes place is that America entered a war with Spain in April 1898. You learn this in Scenes 2 and 3, when the newsies are selling papers with the headline “America Declares War” and shouting out to customers that America is at war with Spain. You can also conclude that by July 1899, this war was over, because on that date in the play, Rose comments, “Since the war ended, no one wants to buy a paper.”

Other details you can learn about the time and place in which the story takes place include that newspapers cost a penny each; that people traveled by horse-drawn



Newsies cont'd

carts (mentioned in Scene 1), by trolley (mentioned in Scenes 1, 3, and 4), and by car (mentioned in Scene 7); that the Brooklyn Bridge and Central Park had both been built (mentioned in Scenes 1 and 8, respectively); and that there were no laws protecting children from dangerous working conditions or ensuring that they went to school (stated in the Epilogue). (analyzing setting, supporting a claim; R.1, W.1)

NEWSIES QUIZ

*Lower Level (LL)

1. A (figurative language; R.4)
2. D (character motivation; R.3)
3. D (key ideas and details; R.2)
4. C (key ideas and details; R.3)
5. B (text structure; R.5)
6. A, C (theme; R.2)
7. Ani resorts to attempting the “dodge” of pretending not to be able give the man his change because she is desperate for money, now that the war is over and it has become much harder to sell newspapers. After attempting the dodge, she regrets what she’s done, which you can tell from the fact that she hangs her head, tells the man that she is sorry, and says to Curly in the next scene that she couldn’t face her family after trying “that stupid trolley dodge.” (character, supporting a claim; R.3, W.1)
8. The play *Newsies* helps you learn what life was like for newsies in New York City in the late 1800s. To begin with, you learn from the Historians in Scene 1 that newsies were kids who sold newspapers on the street, and that they were poor and often homeless. This fact is reflected in the play when, for example, Ani tells the other newsies in Scene 1 that she is becoming a newsie because she needs to help her family eat and Curly replies, “Don’t we all!” The difficult conditions that newsies faced during this time are also made clear in the Epilogue, when Ani says that selling papers helped save her family from becoming homeless, but that she never got to go to school, and Boots and Curly say that indeed, most newsies did not get to go to school.

Another thing that you learn about what life was like for newsies is that there were no laws protecting them, as children, from dangerous working conditions or

ensuring that they went to school, which the characters explain in the Epilogue. (analyzing setting, supporting a claim; R.1, W.1)

NEWSIES

VOCABULARY PRACTICE

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

VIDEO DISCUSSION QUESTIONS

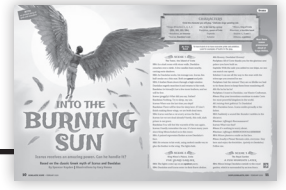
1. In support of the statement that life is “exciting and grand” in many ways, the video explains that skyscrapers are being built, new inventions are changing daily life, the population of cities is booming, and factories are churning out new, modern goods.
2. The tone of the video during this section is serious, compassionate, and quietly outraged. Sad piano music plays as the narrator describes the injustices that child laborers faced—how they worked impossibly long hours under dangerous conditions. The photos show exhausted kids staring blankly into the camera, wearing tattered clothes and covered with dirt. You can tell that the video-maker’s attitude towards them is one of deep concern.
3. You can infer that a reformer is a person who works to correct injustices in society.

CORE SKILLS WORKOUT:

FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. C
2. A
3. C
4. C; It reveals that Ani thinks her attempt to cheat a customer on the trolley was “stupid” and that she feels ashamed of what she did
5. A, D; Text evidence B is about a way that newsies sometimes cheated their customers; it does not reveal



Newsies cont'd

anything about life being hard for newsies. Text evidence C shows that some members of the public supported the newsies strike but does not reveal anything about what the newsies' lives were like.

6. A; B is incorrect because it does not include a direct quotation or a page number, and it does not explain how the evidence supports the topic sentence. C is incorrect because it is a paraphrase, not a direct quotation, and does not include a page number.
7. B; A uses a quote, not a paraphrase, and does not explain how the text evidence supports the topic sentence. C does not include a citation for where the evidence comes from and does not explain how it supports the topic sentence.
8. Sample response: In 1899, the newsies successfully pressured newspaper owners to give them a fairer deal by going on strike. William Randolph Hearst and Joseph Pulitzer, the owners of the two biggest newspapers at the time, had increased the price the newsies had to pay for the newspapers when the U.S. went to war with Spain in April 1898 (14). Hearst and Pulitzer had promised to drop the price back down when the war ended, but they didn't—so the newsies decided to go on strike. A newsie named Sully announces the plan to strike in Scene 5, saying, "Spread the word: NOBODY sells papes. If you sees anyone sellin' the World or Journal, ya swat 'em good" (15). In other words, the plan was for the newsies to refuse to sell newspapers, and to destroy any newspapers that they saw anyone trying to sell. The strike does indeed hurt the newspaper business, as is made clear when Hearst's assistant tells Hearst, "The newsies' strike is hitting us hard" and informs him that sales have dropped 60 percent (16). The success of the strike is revealed when Hearst announces that while he and Pulitzer won't agree to reduce the price of the newspapers back to what it was before the war, they will buy back all the papers that newsies can't sell each day. A newsie named Ani asks her fellow newsies if this is a good deal, and Curly explains, "Sure it is. On those bad news days when you can't sell yer papes, you'll get yer money back" (17). In other words, the newsies have succeeded through their strike in pressuring the newspaper owners to give them a fairer deal.

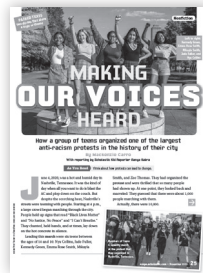
CORE SKILLS WORKOUT:

FINDING AND USING TEXT EVIDENCE

*Lower Level (LL)

1. B, C
2. A; It expresses the reason the newsies decided to go on strike.
3. Answers should be similar to: Life was difficult for newsies.

“Making Our Voices Heard”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 31

When Helen Keller said, “Alone we can do so little; together we can do so much,” she meant that it’s amazing what people can accomplish when they work together. This idea is reflected in Mackenzie Carro’s article “Making Our Voices Heard” and her infographic “How to Be a Changemaker,” both of which illustrate the power of working together to create change in our society.

In recent years—and especially in recent months—the Black Lives Matter Movement has been a testament to what can be accomplished when people raise their voices in numbers to demand change. In “Making Our Voices Heard,” Carro tells the story of teens Nya Collins, Jade Fuller, Kennedy Green, Emma Rose Smith, Mikayla Smith, and Zee Thomas, who organized a protest attended by more than 10,000 people to express their anger and frustration over George Floyd’s death. And the girls didn’t organize their protest alone: Carro explains that “they reached out to local organizations for help. Donations, advice, and support soon came pouring in. In just a few days, the girls had gathered the supplies they needed: signs, snacks, water, and face masks” (26). The protest the girls organized was just one of more than 4,700 demonstrations held around the country after Floyd was killed (27). Carro writes that “an estimated 26 million Americans poured into the streets to protest” (27). These protests were all part of a human rights movement called Black Lives Matter that has been working since 2013 to call attention to systemic racism and to demand change (27). By joining together, anti-racist voices across the country have had a powerful effect: Some cities are changing the way they police; leaders are discussing how we can make our

education, healthcare, criminal justice, and other systems equitable; and racist symbols, monuments, and logos are being questioned and, in some cases, removed (29). These changes to society show that, as Keller said, “together we can do so much.”

Keller’s quote also applies to “How to Be a Changemaker” in that many of the young activists profiled use strategies that are rooted in the power that comes from working together. For example, Jerome Foster II created an app to educate his generation about voting and started a climate change blog that houses publications from youth reporters all over the world. His work provides masses of people with knowledge and connects them so that they can fight together for a cause they care about. Greta Thunberg, meanwhile, has inspired millions to stand together, attend climate strikes, and demand action; Carro writes, “The protests have caught the attention of leaders and lawmakers and have helped start conversations about the issues facing our planet” (30). A third example is Zev Shapiro. Had he worked alone to get his school to add a salad bar to the cafeteria, he might not have found the same success he had after circulating a petition in his community and growing support for his campaign. These examples of people working together to create change are a true testament to Keller’s words.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: MAKING OUR VOICES HEARD

1. Answers will vary. Sample answer: Helen Keller meant that it’s amazing what a group of people can accomplish when they work together.



“Making Our Voices Heard” cont’d

- In recent years—and especially in recent months—the Black Lives Matter Movement has been a testament to what can be accomplished when people raise their voices in numbers to demand change. Carro tells the story of teens Nya Collins, Jade Fuller, Kennedy Green, Emma Rose Smith, Mikayla Smith, and Zee Thomas, who organized a protest attended by over 10,000 people to express their anger and frustration over George Floyd’s death. And the girls’ protest was just one of more than 4,700 demonstrations held around the country after Floyd was killed (27). Carro writes that “an estimated 26 million Americans poured into the streets to protest” (27). These protests were all part of a human rights movement called Black Lives Matter that has been working since 2013 to call attention to systemic racism and to demand change (27). By joining together, anti-racist voices have had a powerful effect on our country: Some cities are changing the way they police; leaders are discussing how we can make our education, healthcare, criminal justice, and other systems equitable; and racist symbols, monuments, and logos are being questioned and in some cases removed (29). These results make clear that when people come together, they can do so much.
- Keller’s quote applies to “How to Be a Changemaker” in that many of the strategies used by the young activists are rooted in power that comes from working together. For example, Jerome Foster II created an app to educate his generation about voting and started a climate change blog that houses publications from youth reporters all over the world. His work provides masses of people with knowledge and connects them so that they can fight together for a cause they care about. Greta Thunberg, meanwhile, has inspired millions to stand together, attend climate strikes, and demand action; Carro writes, “The protests have caught the attention of leaders and lawmakers and have helped start conversations about the issues facing our planet” (30). A third example is Zev Shapiro. Had he worked alone to get his school to add a salad bar to its cafeteria, he might not have found the same success he had after circulating a petition in his community and growing support for his campaign. These examples of people working together to create change are a true testament

to Keller’s words.

“MAKING OUR VOICES HEARD” CLOSE-READING QUESTIONS

- This past May, George Floyd, a Black man, was killed in Minneapolis by a white police officer who knelt on his neck for more than eight minutes. A video of his death spurred millions of people around the world to protest not only Floyd’s death but also police violence, systemic racism, and other injustices faced by Black Americans.
- Black Lives Matter is a human rights movement that has been growing in the United States since 2013. One of its goals is to call attention to racism in the criminal justice system. (Answers will vary.)
- The phrase means that until justice (fairness and equality) is the norm, peace isn’t possible.
- In recent years, and especially in recent months, protests are causing more Americans to become aware of racism in our society. As a result, some cities are changing the way they police, and some political leaders are having discussions about systemic racism within education, health care, criminal justice, and other systems. Additionally, individuals and businesses are reflecting on racism in our culture and rethinking symbols such as flags, monuments, and brand images.

“HOW TO BE A CHANGEMAKER” CLOSE-READING QUESTIONS

- The purpose of this infographic is to highlight the advocacy of teens today, the strategies they use, and the changes that have come about because of their actions. The main message is that young people can and do make a difference, and that you can make a difference too by using the strategies listed.
- The author supports the idea that protest can lead to change by outlining, in the sections “People Are Listening” and “A Deeper Look,” the effects that Black Lives Matter protests have had on the U.S. She also includes multiple examples of historic protests that led to progress in the sidebar “Teens & Protest Through Time.” In the infographic, she provides examples of strategies that teens have used in their activism and shares the positive results of those actions.



“Making Our Voices Heard” cont’d

“MAKING OUR VOICES HEARD” AND “HOW TO BE A CHANGEMAKER” CRITICAL-THINKING QUESTIONS

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

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. A (key ideas; R.2)
2. C (central ideas and details; R.2)
3. B,C (cause and effect; R.5)
4. A (text features, key ideas and details; R.7, R.2)
5. B (author’s purpose; R.6)
6. A, B (synthesis, R.9)
7. The title “Making Our Voices Heard” connects to the article in that the article is about the youth of America standing up, voicing their opinions, and making the world a better place. Carro tells the story of a group of Tennessee teens who organized a protest after George Floyd’s death under the Instagram handle “Teens 4 Equality” (25-26). Their protest was part of a larger movement that is demanding an end to systemic racism in our country. Like many teens throughout our democracy’s history, the Teens 4 Equality organizers know that protests like theirs can lead to change and that you don’t have to wait until you’re older to make the world a better place. Emma, one of the Teens 4 Equality organizers, says, “Don’t let people be like, ‘You’re too young to make a difference.’ It doesn’t matter how old you are, your sexual orientation, your gender identity, what creed you are, what race you are . . . you can make a difference . . . every voice counts” (29). This is a call to youth everywhere to make their voices heard too. (interpreting text; key ideas and details; explanatory writing; R.4, R.1, W.2)
8. In her article “Making Our Voices Heard,” author Mackenzie Carro supports the idea that protest can lead to change by outlining, in the sections “People Are Listening” and “A Deeper Look,” the effects that Black Lives Matter protests have had on the U.S. For example, she writes that Mississippi has removed a Confederate symbol, associated with oppression and violence against Black people, from their state flag (29). In the sidebar “Teens & Protest Through Time,” Carro also

includes multiple examples of historic protests that led to progress, such as the youth climate strike in which millions of students in the U.S. walked out of school to demand climate action. In her infographic “How To Be a Changemaker,” she adds that global youth climate strikes “have caught the attention of leaders and lawmakers and have helped start conversations about the issues facing our planet” (30). Carro also provides many other examples of strategies that teens have used in their activism and shares the positive, concrete results of those actions, proving that protest can lead to change. (synthesis, key ideas and details, supporting a claim; R.9, R.1, W.1)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. A (key ideas; R.2)
2. C (central ideas and details; R.2)
3. B,C (cause and effect; R.5)
4. A (text features, key ideas and details; R.7, R.2)
5. B (author’s purpose; R.6)
6. A, B (synthesis, R.9)
7. The “Our” in the title “Making Our Voices Heard” refers to a group of teens in Tennessee who organized a march and also to the youth of America in general. Mackenzie Carro’s article tells the story of a group of teens who organized their own protest after George Floyd’s death under the Instagram handle “Teens 4 Equality” (25-26). Their protest was part of a larger movement that is demanding an end to systemic racism in our country. Like many teens throughout our democracy’s history, the Teens 4 Equality organizers know that protests like theirs can lead to change and that you don’t have to wait until you’re older to make the world a better place. Emma, one of the Teens 4 Equality organizers, says, “Don’t let people be like, ‘You’re too young to make a difference.’ It doesn’t matter how old you are, your sexual orientation, your gender identity, what creed you are, what race you are...you can make a difference . . . every voice counts” (29). This is a call to youth everywhere to make their voices heard too. (interpreting text; key ideas and details; explanatory writing; R.4, R.1, W.2)
8. In her article “Making Our Voices Heard,” author Mackenzie Carro supports the idea that protest can lead to change by outlining, in the sections “People



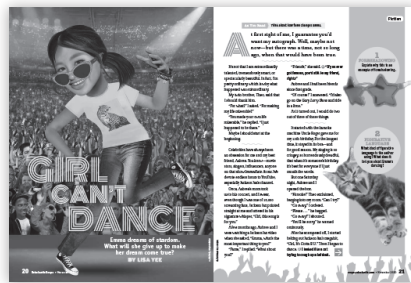
“Making Our Voices Heard” cont’d

Are Listening” and “A Deeper Look,” the effects that Black Lives Matter protests have had on the U.S. For example, she writes that Mississippi has removed a Confederate symbol, associated with oppression and violence against Black people, from their state flag (29). In the sidebar “Teens & Protest Through Time,” Carro also includes multiple examples of historic protests that led to progress, such as the youth climate strike in which millions of students in the U.S. walked out of school to demand climate action. In her infographic “How To Be a Changemaker,” she adds that global youth climate strikes “have caught the attention of leaders and lawmakers and have helped start conversations about the issues facing our planet” (30). Carro also provides many other examples of strategies that teens have used in their activism and shares the positive, concrete results of those actions, proving that protest can lead to change. (synthesis, key ideas and details, supporting a claim; R.9, R.1, W.1)

PAIRED TEXTS VOCABULARY PRACTICE

1. B
2. A
3. A
4. march
5. protest
6. sit-in
7. demonstrations

“Girl Can’t Dance”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 24

Answers will vary. Sample response:

The big ideas of Emily Dickinson’s poem “Fame Is a Bee” are that fame has both positive and negative aspects and that it is fleeting. This idea relates to the experience of the main character in Lisa Yee’s short story “Girl Can’t Dance,” Emma.

The first line of Dickinson’s poem introduces the extended metaphor she employs throughout the rest of the poem: “Fame is bee.” In line 2, she writes, “It has a song—.” A bee’s song is its buzz, and when someone achieves fame, there’s a buzz about them—a flurry of interest and excitement. In Emma’s case, a video of her terrible dancing goes viral and suddenly kids at school who have never talked to her are vying for her attention and she’s being invited to appear on national TV shows. A bee’s “song” might also be interpreted as the things bees do that humans find pleasant, such as producing honey and pollinating flowers. The “song” of fame might be the pleasurable experiences and benefits it brings: praise, money, the ability to share something you love with others, unique opportunities. Emma’s fame certainly brings her great pleasure. She loves that so many people start being nice to her, that she gains new friends, that she gets to ride in a limo and appear on TV and radio shows—that she even gets to perform with her pop star obsession Jackson Jax.

In line 3 of the poem, Dickinson writes, “It has a sting—.” A bee’s sting is painful and unpleasant. Dickinson is saying that addition to bringing about pleasurable and enjoyable experiences, fame can lead to unpleasant experiences. For example, celebrities often have a hard time leading “normal” lives; they can’t go out in public without

being recognized and attracting attention, even if they don’t want that attention. Celebrities may feel like they have no privacy, because the media documents and dissects every aspect of their life. Celebrities may also have people who are very critical of them and who say hurtful things. In “Girl Can’t Dance,” Emma’s fame does indeed prove to have a negative side. For one thing, she is famous not for doing something well, but for doing something poorly; deep down, she seems to feel that her fans are essentially laughing at her. Additionally, all of the attention Emma gets goes to her head, which leads her to develop a cruel attitude toward her best friend and other classmates.

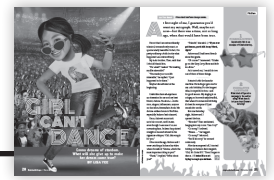
In the final line of the poem, Dickinson writes “Ah, too, it has a wing.” Here, Dickinson is highlighting the fleeting nature of fame. In other words, fame is not permanent, it can fly away as a bee does. This is certainly true for Emma. She becomes an overnight YouTube sensation with her video quickly getting over 14 million views and trending on Twitter and Instagram. But as the days go by, the views begin to dwindle. Soon, her video is overshadowed by a new top-trending video. Her brother, Theo, tells her that “Andy Warhol said that everyone will be famous for 15 minutes,” and Emma agrees, saying, “As quickly as I had become a celebrity, I had turned back into a pumpkin.” In other words, Emma went from being ordinary to extraordinary—then back to ordinary—in a very short period of time.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: “FAME’S STING”

Answers will vary. Sample responses:

1. Dickinson is comparing fame to a bee.
2. A bee’s song is its buzz. When someone achieves



“Girl Can’t Dance” cont’d

fame, there’s a buzz about them—people’s interest and excitement are what contribute to that person’s popularity. You could also say that people sing a celebrity’s praises, so to speak. A bee’s “song” could also be interpreted as the things bees do that give humans pleasure—producing sweet honey or pollinating flowers and plants. Like a song gives us pleasure, fame might bring a person pleasurable experiences and things too: praise, money, the ability to share something they love widely with others, unique opportunities, etc.

3. In “Girl Can’t Dance,” Emma’s fame first gives her great pleasure—people start being nice to her, she gains new friends, she gets to ride in a limo and appear on TV and radio shows, and she even meets and performs with her pop star obsession Jackson Jax.
4. A bee’s sting is painful and unpleasant. In addition to bringing about pleasurable and enjoyable experiences, fame can also lead to unpleasant experiences for someone. It’s possible that a celebrity might not be able to lead a “normal” life or go out in public anymore because they have become too recognizable. Celebrities may also feel like they have no privacy because the media documents and dissects every aspect of their life. What’s more, in addition to celebrities having adoring fans, celebrities also have people following their lives who are very critical and say hurtful things.
5. In “Girl Can’t Dance,” Emma’s fame also has a negative side. For one thing, she is famous for something she can’t do well. People are essentially making fun of her. Additionally, all of the attention Emma gets goes to her head, which leads her to develop a cruel and rude attitude toward her best friend and other classmates.
6. Dickinson is highlighting the fleeting nature of fame. In other words, fame is not permanent. Dickinson is saying that just as quickly as one becomes famous, that person can become unfamous.
7. In “Girl Can’t Dance,” Emma becomes an overnight YouTube sensation. Her video quickly gets over 14 million views and trends on Twitter and Instagram. But as the days go by, the views begin to dwindle. Soon, her video is overshadowed by a new top-trending video. Theo tells her that “Andy Warhol said that everyone will be famous for 15 minutes,” and Emma agrees, saying, “As quickly as I had become a celebrity, I had

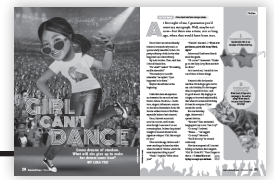
turned back into a pumpkin.” In other words, she went from being ordinary to extraordinary—then back to ordinary—in a very short amount of time.

“GIRL CAN’T DANCE” CLOSE-READING QUESTIONS

1. Foreshadowing is when a writer gives a clue or hint of what is to come later in a story. This line indeed foreshadows future events: Emma becomes famous after a YouTube video of her goes viral, the fame goes to her head, and she loses Aubree as a friend.
2. The author is using a simile to compare Emma’s dance moves to a cat hacking a hairball out of its digestive tract. This comparison tells you that Emma’s dance moves are what most people would consider awkward and offbeat—just bad.
3. Emma realizes that Theo secretly used his phone to record her dancing and then uploaded the video to YouTube.
4. Warhol meant that fame is short-lived. This relates to Emma because her celebrity is fleeting—her video, which at one point was skyrocketing toward 20 million views, is no longer being watched and has been replaced by a new top-trending video.
5. This is an allusion to Cinderella, a story about a girl whose fairy godmother transforms a pumpkin into a magical carriage. The carriage takes Cinderella to a royal ball where she meets a prince, and it seems she will soon begin a remarkable new life. The only catch is that the carriage turns back into a pumpkin at midnight. This story connects to Emma because just as Cinderella’s carriage turns back into a pumpkin, Emma goes from being an overnight celebrity back to an ordinary girl again.
6. Perhaps they both cringe because “Girl Can’t Dance” isn’t entertaining anymore; at this point, it’s even a little embarrassing. By referring to it, Emma sounds desperate for approval and attention.
7. Answers will vary, but students will likely say that Emma is going to tell Aubree she is sorry for her hurtful behavior and that fame isn’t all it’s cracked up to be—definitely not worth losing a true friend for.

“GIRL CAN’T DANCE” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students will likely say that many



“Girl Can’t Dance” cont’d

viral videos feature amazing feats, epic fails, or animals, or are completely silly and random, and that people’s responses to them usually range from critical to amused to admiring. Additionally, people do more than just enjoy viral videos, they participate and create countless parodies of them. Most important, a viral video’s moment in the spotlight always ends—and there’s always another video in line right behind it.

2. Answers will vary. Some students may say that it is difficult to become famous online because of the large number of users and amount of content that exists. Others may suggest that it’s easy to become famous online, especially if a celebrity or influencer interacts with one of your posts. This sort of attention can be appealing because it can make you feel popular and accepted—or perhaps lead you to believe that you can achieve fame and fortune like your favorite stars. A downside is that people can become famous (or technically, infamous) for something unpleasant, and they may receive criticism and harsh comments. Another downside is that once something is online, it’s extremely difficult to get rid of it.
3. Answers will vary.
4. Answers will vary. Students may offer that being able to share our lives online gives us an opportunity to express ourselves and be creative in front of a large audience—and also to find acceptance, community, knowledge, and inspiration we might not be able to find elsewhere.

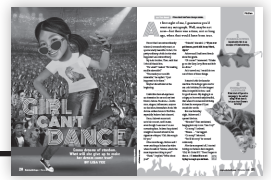
“GIRL CAN’T DANCE” QUIZ

*Higher Level (HL)

1. B (inference; R.1)
2. C (word choice; R.4)
3. C, D (text evidence, character; R.1, R.3)
4. C (summarizing; R.2)
5. C (literary devices; R.4)
6. A (central idea; R.2)
7. When Andy Warhol said that everyone will be famous for 15 minutes, he meant that fame is short-lived. This idea relates to the experience of Emma, the main character in Lisa Yee’s short story “Girl Can’t Dance,” whose celebrity is certainly fleeting. Emma’s brother posts a video of her horrifically singing and dancing on YouTube and the

video skyrockets to over 20 million views. Hashtags about her start trending on Twitter and Instagram. In almost no time at all, she achieves her dream of being famous. But as the days go by, views of her video begin to dwindle. Soon, her video is overshadowed and replaced by a new top-trending video about a pair of animal best friends. Emma realizes the fleeting nature of her fame, saying, “As quickly as I had become a celebrity, I had turned back into a pumpkin” (23). In other words, she went from being ordinary to extraordinary—then back to ordinary—in a very short period of time. (interpreting text, key ideas and details, supporting analysis; R.4, R.2, W.1)

8. Over the course of the story, Emma goes from wanting nothing more than to be famous to realizing that friendship is actually the most important thing to her. At the beginning of the story, Emma yearns to achieve the celebrity of the movie stars, influencers, and singers that she and her best friend Aubree are obsessed with. This dream comes true after Emma’s twin brother posts a video of her on YouTube that goes viral. However, the fame that follows goes to Emma’s head and changes her, causing her to treat the people she once cared about in a very thoughtless manner. For example, when her classmate and former crush Julian asks her for an autograph, she responds, “Do I know you?” She then exhales loudly and scribbles an “E” on his paper, as though she is terribly inconvenienced (22-23). Her behavior reveals that she has come to see herself as too cool or too important to talk to someone like Julian. Similarly, when Aubree mentions that fame has changed Emma, Emma is dismissive. Rather than considering her friend’s comment, Emma thinks about the color of her nails and smiles for a photo; she even accuses Aubree of being jealous (23). This behavior shows that Emma does not care about Aubree’s feelings or their friendship the way she she used to. But by the end of the story, Emma comes to realize that fame isn’t all it is cracked up to be. She also realizes that fame is fleeting. Her video, which once had millions of viewers, is hardly watched now. And while she enjoyed having so many people know her and befriend her, she realizes that true friends, like Aubree, care about her whether she is famous or not. At the end of the story, she says, “It took three minutes for me to do ‘Girl Can’t Dance,’ five minutes for Theo to upload it to



“Girl Can’t Dance” cont’d

YouTube, and 14 million views to make me a star. What did all that add up to? I’d lost the one friend who really counted” (24). This line makes clear that Emma realizes her priorities were wrong all along and that the most valuable thing to her is true friendship. (character, text evidence, supporting analysis; R.3, R.1, W.1)

“GIRL CAN’T DANCE” QUIZ

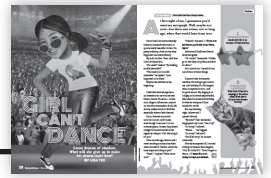
*Lower Level (LL)

1. B (inference; R.1)
2. C (word choice; R.4)
3. C, D (text evidence, character; R.1, R.3)
4. C (summarizing; R.2)
5. C (literary devices; R.4)
6. A (central idea; R.2)
7. When Andy Warhol said that everyone will be famous for 15 minutes, he meant that fame is short-lived. This idea relates to the experience of Emma, the main character in Lisa Yee’s short story “Girl Can’t Dance,” whose celebrity is certainly fleeting. Emma’s brother posts a video of her horrifically singing and dancing on YouTube and the video skyrockets to over 20 million views. Hashtags about her start trending on Twitter and Instagram. In almost no time at all, she achieves her dream of being famous. But as the days go by, views of her video begin to dwindle. Soon, her video is overshadowed and replaced by a new top-trending video about a pair of animal best friends. Emma realizes the fleeting nature of her fame, saying, “As quickly as I had become a celebrity, I had turned back into a pumpkin” (23). In other words, she went from being ordinary to extraordinary—then back to ordinary—in a very short period of time. (interpreting text, key ideas and details, supporting analysis; R.4, R.2, W.1)
8. Emma’s fame affects her and Aubree’s friendship in a negative way. After Emma’s video goes viral, all of the attention she gets goes to her head and causes her to treat people she once cared about in a thoughtless manner. For example, when her classmate and former crush Julian asks her for an autograph, she responds, “Do I know you?” She then exhales loudly and scribbles an “E” on his paper, as though she is terribly inconvenienced (22-23). Her behavior reveals that she has come to see herself as too cool or too important to talk to someone like Julian. Aubree witnesses this interaction, recognizes

that fame is changing Emma, and brings it to her to Emma’s attention, saying, “Well, you’re sort of . . . and don’t take this the wrong way, but you’re kinda . . . stuck up” (23). In response, Emma is dismissive. Rather than considering her friend’s comment, Emma thinks about the color of her nails and smiles for a photo; she even accuses Aubree of being jealous and says that she needs a new best friend who can handle her fame (23). This behavior shows that Emma does not care about Aubree’s feelings or their friendship the way she she used to. But by the end of the story, Emma comes to realize that fame isn’t all it is cracked up to be. She also realizes that fame is fleeting. Her video, which once had millions of viewers, is hardly watched now. And while she enjoyed having so many people know her and befriend her, she realizes that true friends, like Aubree, care about her whether she is famous or not. At the end of the story, she says, “It took three minutes for me to do ‘Girl Can’t Dance,’ five minutes for Theo to upload it to YouTube, and 14 million views to make me a star. What did all that add up to? I’d lost the one friend who really counted” (24). This line makes clear that Emma realizes her priorities were wrong all along and that the most valuable thing to her is true friendship. Based on the final lines of the story, readers can infer that Emma is going to apologize to Aubree and try to mend their friendship. (character, text evidence, supporting analysis; R.3, R.1, W.1)

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. This scene shows readers that Aubree and Emma have a close friendship and that Emma feels comfortable enough around Aubree to have fun singing and dancing even though she is a bad singer and dancer. It also reveals that Emma can laugh at herself and doesn’t take herself too seriously.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Sample answer: “Theo, not only is posting a video of your sister to social media without her permission a bad idea, it’s wrong and possibly illegal. You may get a laugh out of what you view as a prank, but it could really hurt Emma. If you want to post a video of her, you should get her consent first.”



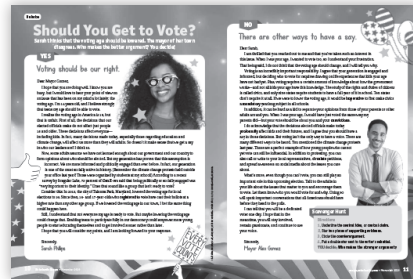
“Girl Can’t Dance” cont’d

6. Emma isn’t sure that being famous for being bad at something is what she really wants. In her fantasy of fame, she likely imagined being adored for being amazingly talented, smart, beautiful, or extraordinary.
 7. Emma no longer seems to feel conflicted about her fame; she is basking in the spotlight and the experience of being on TV, riding in a limo, and having more than 20 million people know who she is.
 8. Fame goes to Emma’s head and causes her to treat people she once cared about in a very careless manner. For example, when Julian—someone she once had a crush on and felt nervous to even speak to—asks for her autograph, she responds, “Do I know you?” She then exhales loudly and scribbles an “E” on his paper, indicating that she is inconvenienced by his presence. Her behavior makes clear that she sees herself as too cool or important to talk to someone like Julian now. Similarly, when Aubree mentions that fame has changed Emma, Emma is dismissive, and instead thinks about the color of her nails and smiles for a photo. She even accuses Aubree of being jealous. This behavior shows that Emma does not care about Aubree’s feelings or their friendship like she used to; fame seems to be all she cares about now.
 9. By the end of the story, Emma comes to realize that fame isn’t all it is cracked up to be. For starters, she comes to terms with the fact that she is famous for being untalented: People are essentially making fun of her. She also realizes that fame is fleeting. Her video that once had millions of viewers is hardly watched now and has been replaced by something new. And while she enjoyed having so many people know her and befriend her, she realizes that true friends, like Aubree, are kind to her whether she is famous or not.
- annoyed and careless she acts towards people she once admired show that the fame has gone to her head and is making her conceited.
 4. That Aubree’s voice is cracking means she is emotional. Emma’s behavior and comments are hurtful to Aubree. In other words, Aubree is crushed.
 5. Emma is going to tell Aubree she is sorry for her hurtful behavior and that fame isn’t all it’s cracked up to be—and that fame is certainly not worth losing a true friend.

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Answer provided.
2. Kids are being nice to Emma because the video they once made fun of her for has now gone viral—she has become famous and therefore “cool” in their eyes, making them want to be her friend.
3. Fame is affecting Emma negatively. The way she wears sunglasses all the time—a look she associates with the glamorous lifestyle of a celebrity—along with how

“Should You Get to Vote?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	Sarah Phillips	Mayor Alex Gomez
line(s) that express the central idea, or central claim	“I’m 14 years old, and I believe strongly that teens my age should be able to vote.”	“... I do not think that the voting age should change . . .”
two pieces of evidence that support the central idea, or central claim	<p>“According to a recent survey by Irregular Labs, 73 percent of Gen Z-ers said that being politically or socially engaged was ‘very important to their identity.’”</p> <p>“In 2013, the city of Takoma Park, Maryland, lowered the voting age for local elections to 16. Since then, 16- and 17-year-olds who registered to vote have cast their ballots at a higher rate than any other age group.”</p>	<p>“... voting requires a certain amount of knowledge about how the government works—and not all kids your age have this knowledge. The study of the rights and duties of citizens is called civics, and only nine states require students to have a full year of it in school. Ten states don’t require it at all.”</p> <p>“... it can be hard as a kid to separate your opinions from those of your parents or other adults around you. When I was your age, I would have just voted the same way my parents did—but your vote should be about you and your convictions.”</p>
line(s) that express the counterargument	<p>“Now, some adults assume we have not learned enough about our government and our country to form opinions about who should be elected.”</p> <p>“Still, I understand that not everyone my age is ready to vote.”</p>	<p>“I agree that your generation is engaged and informed . . .”</p> <p>“I do acknowledge that the decisions elected officials make today profoundly affect kids and their futures, and I agree that you should have a say in those decisions.</p>
line(s) that contain the rebuttal	<p>“But my generation has proven that this assumption is incorrect. We are more informed and politically engaged than ever before.”</p> <p>“But maybe lowering the voting age could change that.”</p>	<p>“... but deciding who to vote for requires drawing on life experiences that kids your age have not had yet.”</p> <p>“But voting isn’t the only way to have a voice. There are many different ways to be heard.”</p>

“Should You Get to Vote?” cont’d

ANSWERS TO ACTIVITY SHEETS

“SHOULD YOU GET TO VOTE?” VOCABULARY PRACTICE

1. circulated
2. register
3. Gen Z-ers
4. B
5. B
6. A
7. B
8. A
9. A

“The Rise of the GIF”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 19:

As author Mackenzie Carro illustrates in her article “The Rise of the GIF,” GIFs help us more accurately express our emotions and personalities in digital conversations. She says of GIFs, “because they involve movement, and often real people, they can add more nuance and emotion to our digital conversations” than emojis or plain text are capable of (18). In addition to helping us convey our emotions with more detail, GIFs also help us express who we are in digital conversations. For example, Carro writes that two different people might express disappointment in two very different ways: “A bummed out Pokémon fan could choose a tearful Pikachu, while a basketball fan might send a frowning LeBron James” (19). In other words, GIFs not only help us convey our emotions, but they also help us express our personalities and interests.

ANSWERS TO ACTIVITY SHEETS

SHORT READ QUIZ

*Higher Level (HL)

1. B (text structure, key ideas; R.5, R.2)
2. C (key ideas and details; R.2)
3. D (interpreting text; R.4)
4. A, D (key ideas, inference; R.2, R.1)
5. B, D (text evidence; R.1)
6. C (key ideas, author's purpose; R.2, R.4)
7. Answers will vary. Here is a sample response:
In her article “The Rise of the GIF,” author Mackenzie

Carro gives strong support for the statement that GIFs are an important tool in digital conversations today. First, on page 18, Carro lists ways that GIFs are used in various types of digital conversations. She explains that GIFs are used in texts between friends, work emails between colleagues, and even in news articles (18). All of these examples show that GIFs have become an important tool used in all sorts of digital conversations. Carro then goes on to explain that GIFs “help us express ourselves” digitally (18). When we can't see or hear each other, Carro writes, “GIFs can help us to more accurately express our emotions” (18). The idea that GIFs help us accurately express emotions over text or email or in a group chat also supports the idea that they are an important tool in digital conversations today. Being able to correctly express our emotions digitally is key to effectively communicating today, and GIFs can help us do that. (key ideas and details, supporting a claim, writing explanatory text; R.2, R.1, W.2)

SHORT READ QUIZ

*Lower Level (LL)

1. B (text structure, key ideas; R.5, R.2)
2. C (key ideas and details, text evidence; R.2, R.1)
3. D (interpreting text; R.4)
4. A, D (key ideas, inference; R.2, R.1)
5. B, D (text evidence; R.1)
6. C (text evidence; R.1)
7. Answers will vary. Here is a sample response:

In her article “The Rise of the GIF,” author Mackenzie Carro gives strong support for the statement that GIFs are an important tool in digital conversations today. First, on page 18, Carro lists ways that GIFs are used in various types of digital conversations. She explains



“The Rise of the GIF” cont’d

that GIFs are used in texts between friends, work emails between colleagues, and even in news articles (18). All of these examples show that GIFs have become an important tool used in all sorts of digital conversations. Carro then goes on to explain that GIFs “help us express ourselves” digitally (18). When we can’t see or hear each other, Carro writes, “GIFs can help us to more accurately express our emotions” (18). The idea that GIFs help us accurately express emotions over text or email or in a group chat also supports the idea that they are an important tool in digital conversations today. Being able to correctly express our emotions digitally is key to effectively communicating today, and GIFs can help us do that. (key ideas and details, supporting a claim, writing explanatory text; R.2, R.1, W.2)

“THE RISE OF THE GIF” VOCABULARY

1. ubiquitous
2. static
3. euphoric
4. curated
5. nuance