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"Grammar Why Do We Say That?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

TAKE A RAIN CHECK

If you invite your friend over on Saturday, and he says, "Can I take a rain check?" he means he can't come over Saturday, but he'd like to come over another time.

Why do we say "rain check" to mean "some other time"?

It's/Its all because of baseball. As you may know, baseball loses **it's/its** appeal when **it's/its** pouring rain. In the late 1800s, ticket sales were always down in the rainy months. Fans didn't want to fork over money for a baseball game that could be canceled. So a new policy was made. If the weather turned bad during a game, fans had the option to leave and reuse their tickets later. This was called taking a rain check.

UNDER THE WEATHER

If you have a cold, you might say you're under the weather—meaning you aren't feeling well. But what does weather have to do with a case of the sniffles?

This expression got **it's/its** start on the sea. During stormy weather, when the ship was rocking back and forth, a sailor might start to feel sick. A sailor who felt really bad might go down below the deck to get out of the rain and wind for a while. He would quite literally go under the weather.

WEAR YOUR HEART ON YOUR SLEEVE

If you wear your heart on your sleeve, **it's/its** hard to hide your feelings. Whether you're happy, angry, or bored—**it's/its** obvious to everyone around you.

Where does this phrase come from? **It's/Its** origin is likely medieval Europe—specifically, jousting tournaments. In these games, knights on horseback raced toward each other holding long, pointy sticks called lances, trying to knock each other off

their horses. (Ah, the good old days.)

If a knight was courting a lady, he would tie her ribbons around his arm as a public declaration of his feelings. He would, in other words, wear his heart on his sleeve.

ANSWERS TO ACTIVITY SHEET

IT'S OR ITS?

1. it's
2. it's
3. it's, it's
4. it's, its
5. its, its
6. it's, it's

“Searching for the *Titanic*”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Answers will vary. Sample response:

As made evident in Lauren Tarshis’s article “Searching for the *Titanic*,” Robert Ballard faced many challenges when searching for the wreck of the *Titanic*.

For starters, exploring the deep ocean is dangerous and difficult. In the article, Tarshis explains that in the decades after the *Titanic* sank, advances in submersible technology had begun to enable humans to travel to the deepest parts of the ocean. But, Tarshis writes, even though scientists could visit the deep sea, “those journeys were perilous. Plus, submersibles could remain underwater for only a few hours at a time” (8). Ballard overcame these constraints by developing his own submersible, *Argo*. *Argo* was remotely controlled from the surface, so no humans would have to risk going deep into the ocean. Tarshis explains, “Like an octopus with cameras and lights clutched in every tentacle, *Argo* would capture footage over large underwater areas that scientists on the surface could view on TV screens” (8). In other words, Ballard’s creation finally made it possible to explore the deep sea safely, easily, and at length.

Another challenge Ballard faced finding the *Titanic* was figuring out where exactly to search for it. Tarshis explains that though the *Titanic*’s crew had relayed the ship’s location after striking the iceberg, the ship could have drifted away from this location in the two hours it took to sink (7). Ballard overcame this challenge by poring over historical records and narrowing down his search area to 100 square miles. He was eventually able to locate the *Titanic* after he learned a critical lesson while on one of *Argo*’s first test missions, an exploration of two sunken submarines. Ballard located the submarines by

following the debris trails they had left on the ocean floor after breaking apart. It was then that Ballard realized that the *Titanic*, too, would have broken apart and left a debris trail, and that he could follow this debris trail to the wreck (9).

Ballard also faced several more personal setbacks in his search. For example, his first mission to find the *Titanic* ended in failure after his ship was damaged and he lost six hundred thousand dollars worth of equipment (7). After this, it was difficult to find support for future missions (7). Ballard also faced his rival, millionaire Jack Grimm, trying to find the *Titanic* before he did. But Ballard did not let these obstacles get in his way. Instead, after his first failure, he tried again to find the *Titanic* years later, and his ingenuity, dedication, and hard work ultimately paid off.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: FINDING THE *TITANIC*

1. Deep sea exploration is dangerous and difficult because at great depths —like where *Titanic* had come to rest at 10,000 feet below the surface—the water pressure is incredibly powerful. Tarshis explains that had a submarine that existed at the time of the *Titanic*’s sinking tried to travel to such depths, “it would have been crushed like a soda can” (6). In the decades that followed, advancing submersible technology allowed humans to travel to the deepest parts of the ocean. But, Tarshis writes, even though scientists could now visit the deep sea, “those journeys were perilous. Plus, submersibles could remain underwater for only a few hours at a time” (8). Robert Ballard overcame these constraints by developing his own submersible, *Argo*. *Argo* was remotely controlled from the surface, so no humans would have to risk going

section continues >>



“Searching for the *Titanic*” cont’d

deep into the ocean. Tarshis explains, “Like an octopus with cameras and lights clutched in every tentacle, *Argo* would capture footage over large underwater areas that scientists on the surface could view on TV screens” (8). In other words, Ballard’s creation finally made it possible to explore the deep sea safely, easily, and at length.

2. Tarshis explains that though the *Titanic*’s crew had relayed the ship’s location after striking the iceberg, the ship drifted away from this location in the two hours it took to sink (7). Ballard narrowed down his search area to 100 square miles by poring over historical records. He was eventually able to locate the *Titanic* after a critical lesson he learned while on a U.S. Navy mission: ships can break apart as they sink, leaving a debris trail behind. Tarshis writes of Ballard’s discovery, “Like a trail of breadcrumbs, the *Titanic*’s debris could lead to the main part of the wreck” (9)—and indeed it did.
3. Answers will vary, but should be similar to: persistence, ingenuity, dedication, curiosity, etc.

“SEARCHING FOR THE *TITANIC*” CLOSE-READING QUESTIONS

1. In 1912, the public was shocked by the sinking of the *Titanic*. It was the biggest moving object ever constructed, built from the strongest steel and using the most modern design—it was said to be unsinkable. Robert Ballard and so many others remain fascinated by the ship today because its sinking was such a tragic and preventable disaster. On its very first voyage, the ship collided with an iceberg that could have been avoided and sank, and 1,500 people lost their lives because of a shortage of lifeboats.
2. In the first section of the article, Tarshis compares the deep sea to outer space to make the point that at the time of the *Titanic*’s sinking, the deep sea was impossible for humans to reach. In the photo caption “Mysteries of the Deep,” Tarshis compares our knowledge of the deep sea to our knowledge of Mars to emphasize how mysterious and unknown the geographical feature that covers most of our planet remains to us.
3. Advances in technology such as the development of sonar and submersibles allowed humans to finally capture a glimpse of the deep sea. These inventions inspired a new generation of explorers like Ballard, who

created an even better way to explore the deep ocean: a remote-controlled submersible named *Argo*. *Argo* could stay underwater far longer than a manned submersible and could capture images over large underwater areas; it was the creation of *Argo* that led to the discovery of the *Titanic*.

4. First, Ballard researched historical records to identify a 100-square-mile area where the wreck was most likely located. He also took a lesson from one of *Argo*’s first test missions, an exploration of two sunken submarines. Ballard located the submarines by following the debris trails they had left on the ocean floor; he realized that the *Titanic*, too, would have left a debris trail, and that he could follow this debris trail to the wreck.
5. Robert Ballard had to secure funding for his searches from outside groups. After \$600,000 worth of borrowed equipment crashed into the sea on his first mission, he worried he wouldn’t be able to find support to continue his search. Jack Grimm, on the other hand, was a millionaire who was able to spend his own money on top scientists and the best equipment. Plus, Grimm’s search for the *Titanic* seemed to be another “attention-grabbing” quest, while Ballard was motivated not by a desire for fame or praise, but by curiosity and for the sake of exploration.

“SEARCHING FOR THE *TITANIC*” CRITICAL-THINKING QUESTIONS

1. Answers will vary but will likely be similar to persistent, curious, inventive, dedicated, reverent, etc.
2. Answers will vary. Students may say yes, because the *Titanic* is an important piece of history, and studying the objects helps experts learn more about the ship, the disaster, and the time period—or simply because many people are fascinated by the objects and no one can see them if they are on the seafloor. Others may say no and argue that taking objects from the wreck is disrespectful to those who died.
3. Answers will vary. Students may say that humans explore because we are curious about our world. Another reason could be that we are looking for something in particular, like the Loch Ness Monster or the wreckage of the *Titanic*. Humans may also be driven to explore because they crave fame and accolades.



“Searching for the *Titanic*” cont’d

“SEARCHING FOR THE *TITANIC*” QUIZ

*Higher Level (HL)

1. C (key ideas and supporting details; R.1)
2. C, D (cause and effect; R.5)
3. D (problem and solution; R.5)
4. B (vocabulary; R.4)
5. C (word choice; R.4)
6. D (central idea; R.2)
7. As made evident in Lauren Tarshis’s article “Searching for the *Titanic*,” advances in technology allowed humans to explore the once unreachable deep sea and discover the wreck of the *Titanic*. Tarshis explains that at the time of the *Titanic*’s sinking, there was no way to reach the wreck—that if any submarine that existed at the time had tried, “it would have been crushed like a soda can” due to the powerful water pressure at those depths (6). But these limitations disappeared after the development of two inventions in the following decades: sonar and submersibles. These inventions allowed humans to finally capture a glimpse of the deep sea. Still, submersibles were dangerous and could only remain underwater for a few hours at a time (8). But these inventions inspired a new generation of explorers like Robert Ballard, who in the 1980s created an even better way to explore the deep sea: a remote-controlled submersible named *Argo*. *Argo* could stay underwater far longer than a manned submersible and could capture images over large underwater areas (8); it was the creation of *Argo* that led to the discovery of the *Titanic*. (key ideas and details, text evidence, explanatory writing; R.1, R.2, W.2)
8. In the article “Searching for the *Titanic*,” author Lauren Tarshis expresses wonder and awe as she discusses the deep sea. Beginning in the first section of the article, it is clear that Tarshis is impressed by the power of the ocean as she describes the water pressure in the deep sea as “incredibly powerful” and uses a simile to help readers understand just how powerful it is: She writes that if a submarine from the *Titanic*’s time had tried to travel to the deep sea, the submarine “would have been crushed like a soda can” (6). Tarshis goes on to explain how unknown and otherworldly the deep sea is to us, writing that it is “as mysterious and unreachable as outer space” (6). Later, she again compares the deep sea to outer space in the photo caption “Mysteries of the Deep,” writing that

we know less about the deep sea than we know about Mars. This comparison emphasizes just how mysterious the geographical feature that covers most of our planet remains to us. Additionally, by including photos of deep sea creatures such as the glow-in-the-dark viper fish (10) and a bioluminescent jellyfish that she describes as “alien” (7), Tarshis makes clear that the deep sea fills her with curiosity and amazement. (tone, text evidence, explanatory writing; R.4, R.2, W.2)

“SEARCHING FOR THE *TITANIC*” QUIZ

*Lower Level (LL)

1. C (key ideas and supporting details, R.1)
2. C, D (cause and effect; R.5)
3. D (problem and solution; R.5)
4. B (vocabulary; R.4)
5. C (word choice; R.4)
6. D (central idea; R.2)
7. As made evident in Lauren Tarshis’s article “Searching for the *Titanic*,” the creation of *Argo* was critical to the discovery of the *Titanic*. In the 1960s, submersibles, or manned submarine-like vehicles, finally took humans to the deepest known parts of the ocean (6). Still, submersibles were dangerous and could remain underwater for only a few hours at a time (8). But these early submersibles inspired a new generation of explorers like Robert Ballard, who in the 1980s created an even better way to explore the deep sea: a remote-controlled submersible named *Argo*. *Argo* could stay underwater far longer than a manned submersible and could capture images over large underwater areas, sending them back to scientists’ screens on the surface(8); it was the creation of *Argo* that enabled Ballard to discover the *Titanic*. (key ideas and details, text evidence, explanatory writing; R.1, R.2, W.2)
8. In the article “Searching for the *Titanic*,” author Lauren Tarshis expresses wonder and awe as she discusses the deep sea. Beginning in the first section of the article, it is clear that Tarshis is impressed by the power of the ocean as she describes the water pressure in the deep sea as “incredibly powerful” and uses a simile to help readers understand just how powerful it is: She writes that if a submarine from the *Titanic*’s time had tried to travel to the deep sea, the submarine “would have been crushed like



“Searching for the *Titanic*” cont’d

a soda can” (6). Tarshis goes on to explain how unknown and otherworldly the deep sea is to us, writing that it is “as mysterious and unreachable as outer space” (6). Later, she again compares the deep sea to outer space in the photo caption “Mysteries of the Deep,” writing that we know less about the deep sea than we know about Mars. This comparison emphasizes just how mysterious the geographical feature that covers most of our planet remains to us. Additionally, by including photos of deep sea creatures such as the glow-in-the-dark viper fish (10) and a bioluminescent jellyfish that she describes as “alien” (7), Tarshis makes clear that the deep sea fills her with curiosity and amazement. (tone, text evidence, explanatory writing; R.4, R.2, W.2)

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

1. Students may say that the image of the *Titanic* breaking in half and sinking creates an intense, eerie, and ominous mood. The dark colors of the water and sky add to this mood.
2. The timeline helps readers understand that humans have been devising ways to explore the deep ocean for a very long time. It also helps readers understand how far technology has come since humans first began trying to explore the ocean.
3. “Frozen Terror”
4. Answers will vary. Words students may use to describe the tone include *suspenseful*, *dramatic*, *fascinated*, *serious*, and *hopeful*.
- 5 **A.** problem and solution
B. I know the author is using a problem-and-solution structure because she describes several problems and then explains how Ballard solved them. First, she explains that a rival of Ballard’s, Jack Grimm, began searching for the *Titanic* after Ballard failed to find it. Then she explains the solution: Ballard decided to focus on his other dreams, including creating a better way to explore the deep sea. The author then explains another problem: Journeys in manned submersibles could be dangerous. The solution to this problem, the author explains, was that Ballard invented *Argo*, a remote-controlled submersible that could explore the deep ocean on its own.

6. **A.** C

B. Answers may include: “But then, just days into the voyage, a 50-ton piece of Ballard’s ship came loose and crashed down. Six hundred thousand dollars’ worth of sonar and other borrowed equipment plunged into the sea” (p. 7); “And soon he had a rival: a millionaire named Jack Grimm. . . . He hired top scientists and purchased the best equipment” (pp. 7-8); “The days ticked by with no sign of the *Titanic*, not even a glint of metal. Ballard started to panic” (p. 10).

7. Locating the *Titanic* was a challenging task. (Answers will vary slightly.)
8. On September 1, 1985, Robert Ballard found the most famous shipwreck in history: the *Titanic*. Ballard made his first attempt to find the wreck in 1977, but the search ended in disaster. Six hundred thousand dollars’ worth of sonar and other borrowed equipment was knocked into the ocean by a part of Ballard’s ship that came loose and crashed down. After that, Ballard decided to set his dreams of finding the *Titanic* aside and focus on another goal of his: improving deep-sea exploration technology. He invented a remote-controlled submersible called *Argo* that could capture footage over large underwater areas. In 1984, Ballard decided to resume his search for the *Titanic* using *Argo*. Finally, in September 1985, Ballard and his team located the wreck of the *Titanic*.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. Students may say that the image of the *Titanic* breaking in half and sinking creates an intense, eerie, and ominous mood. The dark colors of the water and sky add to this mood.
2. The timeline helps readers understand that humans have been devising ways to explore the deep ocean for a very long time. It also helps readers understand how far technology has come since humans first began trying to explore the ocean.
3. “Frozen Terror”
4. Answers will vary. Students might select *suspenseful*, *serious*, and/or *fascinated*. Other possible answers include *dramatic*, *hopeful*, and *respectful*.
5. C



“Searching for the *Titanic*” cont’d

6. C
7. A. Students should cross out detail #2.
B. Detail #2 is not about how the search for the *Titanic* was challenging; it is about how large the ship was.
8. Students should put an X next to details a, d, and h.

“SEARCHING FOR THE *TITANIC*” VOCABULARY PRACTICE

1. A
2. A
3. A
4. bioluminescent
5. prevail
6. opulent
7. gleaned

VIDEO DISCUSSION QUESTIONS

1. Some people, such as Robert Ballard, believe that all of the objects should be left on the ocean floor to honor the memory of the people who died. But others think that the objects should be brought up so that they can be studied. Answers will vary for the second part of the question.
2. The narrator explains that ocean currents have worn away at the ship, sea creatures have eaten it, and submersibles have bumped into it. On screen, we see images of crumbling and rust-covered wreckage. Together, the images and narration support the statement that the *Titanic* is “not in great shape.”
3. Answers will vary. Students might say that they would not want to go down to visit the *Titanic*, because the trip is very expensive, because human activity has contributed to the ship falling apart, or because they do not like the idea of going so deep underwater. Others might say that they couldn’t pass up the opportunity to get to see such a historic site up close.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mainly about the explorer Robert Ballard and his quest to find the wreck of the *Titanic*.
2. The article describes Ballard’s two attempts to find the *Titanic*. The article also describes how the *Titanic* sank.
3. Ballard faces several problems when searching for the

Titanic. First, no one knows where exactly the wreck is located. Then, on his first search attempt, Ballard’s research vessel is damaged and he loses valuable borrowed equipment. Ballard also faces the challenge of competing against someone else who wants to find the *Titanic*: Jack Grimm.

4. To be able to finally find the *Titanic*, Ballard gathers information from historical records to find out where the ship likely sank and invents a new technology: a remote-controlled submersible called the *Argo*.
5. Answers will vary.

Summary:

On September 1, 1985, Robert Ballard found the most famous shipwreck in history: the *Titanic*. Ballard made his first attempt to find the wreck in 1977, but the search ended in disaster. Six hundred thousand dollars’ worth of sonar and other borrowed equipment was knocked into the ocean by a part of Ballard’s ship that came loose and crashed down. After that, Ballard decided to set his dreams of finding the *Titanic* aside and focus on another goal of his: improving deep-sea exploration technology. He invented a remote-controlled submersible called *Argo* that could capture footage over large underwater areas. In 1984, Ballard decided to resume his search for the *Titanic* using *Argo*. Finally, in September 1985, Ballard and his team located the wreck of the *Titanic*.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Sentences should be in the following order:

1. On September 1, 1985, explorer Robert Ballard found the most famous shipwreck in history: the *Titanic*.
2. Ballard made his first attempt to find the wreck in 1977, but the search ended in disaster.
3. Six hundred thousand dollars’ worth of sonar and other borrowed equipment was knocked into the ocean by a part of Ballard’s ship that came loose and crashed down.
4. After that, Ballard decided to set his dreams of finding the *Titanic* aside and focus on another goal of his: improving deep-sea exploration technology.
5. He invented a remote-controlled submersible called *Argo* that could capture footage over large underwater areas.
6. In 1984, Ballard decided to resume his search for the *Titanic* using *Argo*.



“Searching for the *Titanic*” cont’d

7. Finally, in September 1985, Ballard and his team located the wreck of the *Titanic*.

Sentences that should be omitted from the summary:

- Ballard went to college to be an oceanographer.
- Robert Ballard grew up in Southern California.

CORE SKILLS WORKOUT: TEXT FEATURES

1. Students may say that the image of the *Titanic* breaking in half and sinking creates an intense, eerie, and ominous mood. The dark colors of the water and sky add to this mood.
2. The timeline helps readers understand that humans have been devising ways to explore the deep ocean for a very long time. It also helps readers understand how far technology has come since humans first began trying to explore the ocean.
3. Frozen Terror
4. Answers will vary. Words students may use to describe the tone include: suspenseful, dramatic, serious, hopeful.

CORE SKILLS WORKOUT: TEXT STRUCTURE

1. The author is describing the *Titanic*. First the author describes how large and luxurious the ship was. Then the author goes on to describe how the ship sank after hitting an iceberg while sailing “full speed ahead.” She also includes describes several, evocative memories from passengers, including “haunting cries” and “tears of relief.” These descriptions are meant to help the reader understand more about what it was like on the *Titanic* the night it sank as well as why people are still so fascinated with the ship.
2. **A.** problem/solution
B. I know the author is using a problem-and-solution structure in this section because she describes several problems before explaining how Ballard solved them. First, she explains that a rival of Ballard’s, Jack Grimm, began searching for the *Titanic* after Ballard had failed to find it. Then, the author explains the solution: Ballard would focus on his other dreams, including creating a better way to explore the deep sea. The author then explains another problem: journeys in manned submersibles could be dangerous. The solution to this problem, the author explains, was that Ballard invented *Argo*, a remote-controlled submersible that could explore

the deep ocean on its own.

3. **A.** sequence of events
B. I know the author uses a sequence-of-events text structure in these sections because she uses words and phrases to indicate the passage of time, such as “By 1984,” “On August 24, 1985,” and “The days ticked by.”

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. C
2. A
3. B
4. B; It shows that people have been exploring the deep ocean for decades, which reveals that people have been fascinated by it for a long time.
5. A, D; Text evidence B is about what happened to the *Titanic* physically as it sank; it does not reveal anything about how the tragedy could have been prevented.
6. A; B is incorrect because it does not include a citation for where the evidence comes from and does not explain how the evidence supports the topic sentence. C is incorrect because it does not include a direct quotation or a page number.
7. C; A does not explain how the text evidence supports the topic sentence. B does not include a citation for where the evidence comes from.
8. Sample response: Robert Ballard was able to locate the *Titanic* using historical research and advanced technology. First, as author Lauren Tarshis explains in her article “Searching for the *Titanic*,” Ballard researched historical records to identify a 100-square-mile area where the wreck was most likely located (7). He also took a lesson from one of *Argo*’s first test missions, an exploration of two sunken submarines. Ballard located the submarines by following the debris trails they had left on the ocean floor; he realized that the *Titanic*, too, would have left a debris trail, and that he could follow this debris trail to the wreck (9).

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Lower Level (LL)

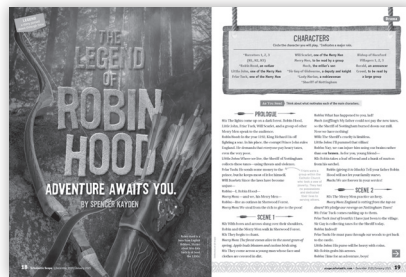
1. A, D



“Searching for the *Titanic*” cont’d

2. A; It shows that people have been exploring the deep ocean for decades, which reveals that people have been fascinated by it for a long time.
3. Answers should be similar to: Robert Ballard faced many challenges in his quest to find the *Titanic*.

The Legend of Robin Hood



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 23

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE:

PLAN YOUR SCENE

Responses will vary.

THE LEGEND OF ROBIN HOOD

CLOSE-READING QUESTIONS

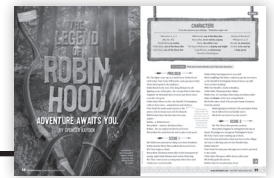
1. The purpose of the prologue is to establish important background information about the characters and the setting: the year; that a corrupt prince is demanding heavy taxes; that in Nottingham, the sheriff collects taxes using violence and keeps most of the money for himself; and that Robin Hood and the Merry Men live as outlaws, stealing from the rich and giving to the poor. The prologue differs from the rest of the play in that the characters speak directly to the audience and there is no plot—it's just exposition. In the rest of the play, the characters are not aware of the audience, and the plot is developed.
2. Answers will vary, but students may suggest that Robin wants to build support among the people, so it's important that they know of his work on their behalf.
3. In Scene 3, Lady Marian refuses the necklace that Sir Guy took from a villager who was unable to pay her taxes. Marian says, "This villager was not born into nobility as we were. Why should she be punished for

her poverty?" This exchange suggests that Lady Marian shares Robin's sympathy for the poor and his disgust with those who would abuse them. There are also hints that Lady Marian likes or approves of Robin in a personal way. For example, in Scene 3, she smiles at Robin's witty comment. And in Scene 4, she smiles at Robin and looks back at him as she leaves. In Scene 8, Marian's concern for Robin is obvious as she sneaks into the dungeon where Robin is being held so that she can talk to him.

4. The presence of a class system is reflected in the play: Lady Marian, Sir Guy, and Robin Hood are nobles (though Robin Hood chooses not to live as a noble); Much is a villager; Sir Guy refers to "commoners and peasants" in Scene 3; and Robin gives out food to hungry villagers in Scene 6. The sidebar's statement that life was very difficult for those in the lower classes is also reflected in the play: Much is portrayed as poor, the commoners and peasants that Sir Guy refers to are poor, and the villagers in Scene 6 do not have enough to eat. The play also develops the ideas that the upper classes were unsympathetic or even cruel to those in the lower classes and that there was corruption among members of the upper classes. These ideas are developed starting in the prologue, when Robin and his men explain that the "corrupt" Prince John is in power and that the Sheriff of Nottingham uses violence to collect taxes and keeps most of the money for himself. These ideas are further developed when Sir Guy reveals that he has taken the necklace from a villager who is unable to pay her taxes and says, "I have no pity for commoners and peasants. If they worked harder, they would have plenty," and when, in Scene 8, Robin refers to a boy who was executed for stealing flour for his starving family.

5. Robin is defining justice as what is just—that is, what

section continues >>



The Legend of Robin Hood cont'd

is fair and correct—by ethical or moral standards, not according to the law. He is saying that the laws are not just, so there is no justice in following them or carrying them out.

THE LEGEND OF ROBIN HOOD CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary. Students may suggest that in some ways, the world has not changed that much since these stories were first told. Even if we no longer have a formal class system, society is still divided into those with great power and wealth and those without; Robin Hood stories appeal to our sense of fairness, presenting a hero who fights for what is fair and morally correct, who takes the side of the oppressed—of the little guy—against the rich and powerful oppressors. Plus, the stories are full of adventure and romance, both of which have timeless appeal.

THE LEGEND OF ROBIN HOOD QUIZ

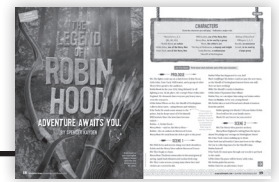
***Higher Level (HL)**

1. D (inference; R.1)
2. B (key ideas; R.2)
3. A, B, C (text evidence; R.1)
4. C (plot; R.3)
5. A, D (inference, character; R.1, R.3)
6. A, C (character; R.3)
7. In Spencer Kayden's play *The Legend of Robin Hood*, the commoners and peasants view Robin Hood as a hero and a saint, while Sir Guy, the Sheriff of Nottingham, and the Bishop of Hereford view him as a criminal. That members of the lower classes admire and appreciate Robin Hood is stated by Sir Guy in Scene 3, when he complains that the people will not turn Robin in despite the bounty of 200 gold coins on his head, because "To them, he is a saint." The people's appreciation of Robin Hood is again made clear in Scene 6, as Robin walks through the village handing out food. One villager says, "Bless you, Robin Hood!" while another says, "Robin Hood, hero of the people!" The reason members of the lower classes adore Robin Hood is laid out in the play's prologue: Robin Hood lives as an outlaw, stealing from the rich and giving to the poor. He does this because he sees the

laws as unjust and he wants to alleviate the suffering of the poor, as he explains to Lady Marian in Scene 8.

Sir Guy, the Sheriff of Nottingham, and the Bishop share none of the common people's admiration of Robin Hood. Rather, they loathe him, viewing him and his men as "dreadful bandits," as Sir Guy says in Scene 3. That the Sheriff has put a bounty on Robin's head is evidence of his feelings—and it's not just that the Sheriff wants to arrest Robin; he wants to execute him, as is clear when the Sheriff says in Scene 5, "Hood, when I catch you, your head will roll." And indeed, the Sheriff and his supporters almost get their wish: They capture Robin and prepare to hang him, though at the very last moment Robin is saved by Lady Marian and the Merry Men. The reason that Sir Guy, the Sheriff, and the Bishop—and, you can assume, other members of the upper classes—despise Robin is, of course, that Robin steals from them and interferes with their corrupt efforts to collect more in taxes than is fair. (analyze how and why individuals develop and interact, support a claim; R.3, W.1)

8. In the play *The Legend of Robin Hood* by Spencer Kayden, Robin wears a disguise to the archery contest because he realizes that the contest is a trap set by the Sheriff of Nottingham to capture him. That Robin knows exactly what the contest is for is made clear when Robin learns of it in Scene 6. Little John asks, "Master Robin, do you not see this is a trick to capture you?" and Robin replies, "All the more reason to attend." Robin disguises himself as a one-eyed beggar and wins the contest without being recognized, but then he throws back the hood of his disguise and reveals his face. Why? Because, as the Bishop of Hereford says in Scene 5, Robin is a show-off. The Bishop accurately predicts that Robin "will not be able to resist the opportunity for glory." Robin himself also provides a clue as to why he would remove his disguise and put himself at risk of being captured: When Little John urges him to skip the contest in Scene 6, Robin replies, "And let some lesser archer walk off with my prize? Never!" Further evidence that it is Robin's need to show off—in other words, his ego—that leads him to remove his disguise is that he removes it only after the Sheriff says to the man he takes for a one-eyed beggar, "You are a better archer than the coward Robin Hood, who dared not even show his face today." Robin cannot



The Legend of Robin Hood cont'd

stand to be called a coward and to let people think he was intimidated by the Sheriff, so he throws back his hood and reveals his true identity. (plot, character, supporting a claim; R.3, W.1)

THE LEGEND OF ROBIN HOOD QUIZ

***Lower Level (LL)**

1. D (inference; R.1)
2. B (key ideas; R.2)
3. A, B, C (text evidence; R.1)
4. C (plot; R.3)
5. A, D (inference, character; R.1, R.3)
6. A, C (character; R.3)
7. In Spencer Kayden's play *The Legend of Robin Hood*, the commoners and peasants view Robin Hood as a hero and a saint, while Sir Guy, the Sheriff of Nottingham, and the Bishop of Hereford view him as a criminal. That members of the lower classes admire and appreciate Robin Hood is stated by Sir Guy in Scene 3, when he complains that the people will not turn Robin in despite the bounty of 200 gold coins on his head, because "To them, he is a saint." The people's appreciation of Robin Hood is again made clear in Scene 6, as Robin walks through the village handing out food. One villager says, "Bless you, Robin Hood!" while another says, "Robin Hood, hero of the people!" The reason members of the lower classes adore Robin Hood is laid out in the play's prologue: Robin Hood lives as an outlaw, stealing from the rich and giving to the poor. He does this because he sees the laws as unjust and he wants to alleviate the suffering of the poor, as he explains to Lady Marian in Scene 8.
8. In Scene 5 of *The Legend of Robin Hood*, the Bishop of Hereford calls Robin Hood "a show-off." The Bishop is right: Robin is a show-off. The first evidence of this is in Scene 6, when Robin learns about the archery contest that the Sheriff of Nottingham is holding. Little John asks, "Master Robin, do you not see this is a trick to capture you?" and Robin replies, "All the more reason to attend." When Little John urges Robin to skip the contest, Robin says, "And let some lesser archer walk off with my prize? Never!" That Robin wants to prove to everyone that the Sheriff of Nottingham cannot capture him, and that he can't bear the thought of someone else winning the archery contest, is evidence

that Robin is indeed a show-off. This is confirmed at the contest. Robin wears a disguise to the event, and it works—no one recognizes him, even when he wins. But when the Sheriff says to Robin—who he thinks is a one-eyed beggar—"You are a better archer than the coward Robin Hood, who dared not even show his face today," Robin removes his disguise and reveals his true identity, putting himself in danger of being caught. Why would Robin do this? Because he wants to show off the fact that won the contest and that he is not the coward the Sheriff has just called him. (character, supporting a claim; R.3, W.1)

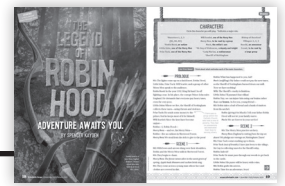
THE LEGEND OF ROBIN HOOD VOCABULARY PRACTICE

1. perceptive
2. brawn
3. loathe
4. bounty
5. A
6. A
7. B
8. A
9. B
10. A

LITERARY ELEMENTS: CHARACTER THINKING TOOL

1. Robin Hood means that they can best the Sheriff of Nottingham with their intelligence rather than injure him with physical strength and violence. This line reveals that Robin Hood's motivation is to help the peasants of Nottingham—to get their money back to them while showing the sheriff he won't stand for corruption.
2. The text features explain that in Medieval times, the forest was a place people avoided—it was dangerous because of animals, evil spirits, and outlaws. The first chant shows how much beauty and peace Robin Hood and the Merry Men find in the forest and that they clearly enjoy their life there. The second chant reflects their feelings about the class system in Medieval England. They are committed to ending the corruption in their country—from the Prince down to the Sheriff and his deputies.
3. Scene 3 reveals that Lady Marian may be a noble, but she

section continues >>



The Legend of Robin Hood cont'd

does not agree with the corrupt leadership in Nottingham and England. Though she is accompanying Sir Guy on his trip to collect taxes from the villagers, she rejects and disapproves of the gift Sir Guy offers her as a token of appreciation—a villager's necklace he took as a tax payment. She questions Sir Guy, "Why should he be punished for her poverty?" When Sir Guy says he has no pity for the lower classes, she frowns.

4. In Scene 3, when Robin Hood comments on Marian's perceptiveness, a smile twitches at the corners of her mouth. In Scene 4, after Robin bows and bids her farewell, she smiles as Sir Guy rolls his eyes. Then as she rides off, she glances back at him. These gestures indicate that she does not see him as a ruthless outlaw, but rather, she admires something in him.
5. Lady Marian is confused and looking for answers: She wants to know about Robin Hood's nobility and is torn about her own—should she live a life under the current Nottingham laws and "justice," or in Robin Hood's words, break free from her idle life of privilege and greed to fight for others? Based on her actions in Scene 9, she found the answers she was looking for.
6. Answers will vary.
7. Answers will vary.

CORE SKILLS WORKOUT: INFERENCE

1. Answer provided.
2. The Merry Men plan to ambush Sir Guy and take the taxes he just collected.
3. You can infer that the Merry Men will return the money to the people Sir Guy collected it from, or use it to buy food for them or help them in some other way.
4. • N1: A smile twitches at the corners of Marian's mouth.
• N2: Lady Marian smiles. Sir Guy rolls his eyes.
• N3: Lady Marian glances back at Robin as she rides off.
• N3: Lady Marian clutches the silver arrow as she watches Robin being dragged away.
• Marian: I only regret that I did not join them sooner!
5. The bishop is implying that all of the money wasn't going to go to the Crown, but that the sheriff was going to keep much of it for himself.
6. Lady Marian realizes that the one-eyed beggar is actually Robin Hood.

“Why Are We Soooooo Tired?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

PSAs will vary. Each PSA should:

- draw on details from the article and infographic about how to get a good night's sleep
- be appropriate for the task, audience, and format, in that it is designed to convey information succinctly to a teen audience through a slideshow, poster, or video

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: SLEEP PSA

Details listed in Part 2 should include:

- Avoid using screens at night. They rev up your mind and their light prevents your body from producing the sleep-inducing hormone melatonin.
- Use your bed only for sleeping—not for homework, eating, or any other activities.
- Keep your phone and other devices in a drawer or across the room from your bed at night. And turn off your phone so you don't hear alerts.
- Be sure to get enough exercise during the day—but don't do anything too vigorous right before going to bed.
- Create a calming bedtime ritual for yourself. Find activities that quiet your mind, like writing in a journal or sitting quietly and thinking about what you're grateful for.
- Avoid foods and drinks with a lot of sugar or caffeine.
- Drink a glass of milk at night. It contains the sleep-inducing hormone melatonin.

- Try taking a warm bath or shower before bed.
- Figure out what time you need to go to bed to get 9 hours of sleep.

“WHY ARE WE SOOOOOO TIRED?”

CLOSE-READING QUESTIONS

1. The anecdote about Randy Gardner supports the idea that sleep is crucial for one's health and well-being. After explaining that Gardner stayed awake for 11 days straight, the author lists the negative effects of his lack of sleep, including forgetfulness, paranoia, and hallucinations.
2. The author develops the idea that getting a full night's sleep can be challenging for teens by explaining two major reasons that it can be difficult for a teen to get enough sleep. First, Hutson explains that as a teen, your biological clock begins to change, causing you to want to go to bed later—which can lead to a sleep deficit when combined with an early start time for school. Then Hutson explains a second reason teens can have trouble sleeping: technology. Hutson cites studies showing that more screen time leads to less sleep, and he explains how the kind of light that phones emit can interfere with the body's ability to fall asleep.
3. The phrase “perfect storm” is used to describe a bad or negative situation that results from several bad or negative factors coming together or happening at the same time. Carskadon means that teens are at a very high risk for developing a sleep deficit because there are so many factors that can interfere with teens' sleep—changing biology, early school start times, technology use—happening at once. In other words, teens' biology and their world tend to create the ideal conditions for falling behind on sleep.



“Why Are We Soooooo Tired?” cont’d

“THE STORY OF SLEEP”

CLOSE-READING QUESTIONS

1. Answers will vary. Students may say that the author included the section to support the idea that sleep is important. By showing examples of highly successful and admirable people using sleep to enhance their physical and mental performances, the author is showing that sleep can help you lead a healthier, more productive life.
2. The section about Thomas Edison helps you understand that humans’ sleep patterns changed as a result of new technology: the lightbulb. Before electricity was invented, people used to go to sleep much earlier. Now that we have artificial lights and electricity, it’s easier to be active after the sun goes down—we can read, do homework, travel, hang out, etc.

“WHY ARE WE SOOOOOO TIRED?” AND “THE STORY OF SLEEP” CRITICAL THINKING QUESTIONS

1. Answers will vary. Students might say that they would add studying and other academic responsibilities, as well as feelings of stress or anxiety.
2. Answers will vary.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. A, C (author’s purpose, central ideas; R.6, R.2)
2. B (analyzing the development of an idea, key ideas and details; R.3, R.2)
3. A (text structure; R.5)
4. D (text features, key ideas and details; R.7, R.2)
5. C (text structure; R.5)
6. A, D (text evidence, synthesis, R.9)
7. There are several factors that affect sleep in teens. In his article “Why Are We Soooooo Tired?”, author Matthew Hutson explains that during puberty, teens’ internal clocks shift. This makes them want to go to sleep several hours later than they did when they were younger (13). What’s more, as the infographic “The Story of Sleep” shows, a high percentage of teens use some form of technology right before bed. As Hutson explains, this technology use can interfere with sleep. Staring at a phone before bed not only keeps the brain active, but also prevents the release of melatonin, the hormone that triggers sleep (13). Another factor contributing to a sleep problems is

that teens often use their beds for homework or other activities besides sleep, which can make it difficult to go to sleep in their beds (14). Finally, the infographic points out one other factor that can affect sleep: diet. Teens who have sugary or caffeinated foods late in the day are likely to have trouble sleeping too. (synthesis; key ideas and details; explanatory writing; R.4, R.1, W.2)

8. Answers will vary. Students who say yes, school should start later in the day, may point to evidence from the article stating that teens’ circadian rhythms change during puberty, causing them to stay up later. If school started later, they could sleep in later and have a better chance of getting the amount of sleep they need. As a result, they would be more clear-headed and energized during the school day. Students who say no, starting school later is not the solution, may argue that teens need to change their behavior to ensure they get the amount of sleep they need. Turning off all screens, eating well, and making their environment conducive to sleep can help prevent sleep deficits in teens. (key ideas and details, supporting a claim; R.9, R.1, W.1)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. A, C (author’s purpose, central ideas; R.6, R.2)
2. B (key ideas and supporting details; R.2)
3. A (text structure; R.5)
4. D (text features, key ideas and details; R.7, R.2)
5. C (text structure; R.5)
6. A, D (text evidence, synthesis, R.9)
7. There are several reasons teens may have trouble getting enough sleep. One of them, as author Matthew Hutson explains in his article “Why Are We Soooooo Tired?”, is that during puberty, teens’ internal clocks shift. This makes them want to go to sleep several hours later than they did when they were younger (13). Another reason teens may have trouble getting enough sleep is that a high percentage of them use some form of technology right before bed, as the infographic “The Story of Sleep” shows. As Hutson explains, this technology use can interfere with sleep. Staring at a phone before bed not only keeps the brain active, but also prevents the release of melatonin, the hormone that triggers sleep (13). A third reason teens may not get enough sleep is their diet.



“Why Are We Sooooo Tired?” cont’d

As the infographic points out, teens who have sugary or caffeinated foods late in the day are likely to have trouble sleeping too. (synthesis; key ideas and details; explanatory writing; R.4, R.1, W.2)

8. Answers will vary. Students who say yes, school should start later in the day, may point to evidence from the article stating that teens’ circadian rhythms change during puberty, causing them to stay up later. If school started later, they could sleep in later and have a better chance of getting the amount of sleep they need. As a result, they would be more clear-headed and energized during the school day. Students who say no, starting school later is not the solution, may argue that teens need to change their behavior to ensure they get the amount of sleep they need. Turning off all screens, eating well, and making their environment conducive to sleep can help prevent sleep deficits in teens. (key ideas and details, supporting a claim; R.9, R.1, W.1)

PAIRED TEXTS VOCABULARY PRACTICE

1. impaired
2. deprived
3. rejuvenated
4. serenity
5. regulating
6. deficit

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. B
2. B; I chose B because explaining how sleep is regulated does not support the idea that there are many barriers to getting enough sleep as a teen.
3. Getting enough sleep is very important for the health of your mind and body. (Answers will vary slightly.)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, B, C
2. Getting enough sleep is very important for the health of your mind and body. (Answers will vary slightly.)

"Are Video Games a Sport?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 17 should include some of the following points:

YES!

1. E-sports require many of the same skills that traditional sports do.
2. Many schools already consider gaming a sport and have e-sports teams and scholarships.
3. Organizers for the Olympics are considering adding e-sports.

NO!

1. Unlike most sports, e-sports are played mostly while sitting down.
2. It could be dangerous to classify gaming as a sport because it encourages kids to engage in an activity that is mostly sedentary, and remaining sedentary for too long isn't good for your health.
3. Just because gaming is popular and played by a lot of people doesn't mean it is necessarily a sport.

ANSWERS TO ACTIVITY SHEETS

"ARE VIDEO GAMES A SPORT?" VOCABULARY PRACTICE

1. detrimental
2. stamina
3. precision
4. B
5. A
6. B

"ARE VIDEO GAMES A SPORT?" QUIZ

*Higher Level (HL)

1. C (author's purpose; R.6)
2. B (text structure; R.5)
3. A, B (key ideas and details; R.2)
4. A (tone; R.6)
5. Answers will vary. Sample answer: The information in the introduction to "Are Video Games a Sport?" by Anna Starecheski supports the argument that video games are indeed sports. In the introduction, Starecheski describes the moments before the *League of Legends* World Championship begins, as thousands of fans line up outside a stadium and, once inside, cheer wildly as the players come out. The way Starecheski describes the *League of Legends* Championship makes it clear that attending the video game competition is very much like attending a major sporting event such as the Super Bowl or the World Series. This supports the argument that video games are sports because it shows that people react to video game competitions the same way they react to competitions in traditional sports. (text structure, supporting a claim; R.5, W.1)



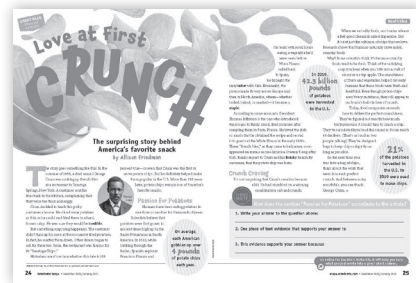
“Are Video Games a Sport?” cont’d

“ARE VIDEO GAMES A SPORT?” QUIZ

*Lower Level (LL)

1. C (author’s purpose; R.6)
2. B (text structure; R.5)
3. A, B (key ideas and details; R.2)
4. A (tone; R.6)
5. Answers will vary. Sample answer: The information in the introduction to “Are Video Games a Sport?” by Anna Starecheski supports the argument that video games are indeed sports. In the introduction, Starecheski describes the moments before the *League of Legends* World Championship begins, as thousands of fans line up outside a stadium and, once inside, cheer wildly as the players come out. The way Starecheski describes the *League of Legends* Championship makes it clear that attending the video game competition is very much like attending a major sporting event such as the Super Bowl or the World Series. This supports the argument that video games are sports because it shows that people react to video game competitions the same way they react to competitions in traditional sports. (text structure, supporting a claim; R.5, W.1)

“Love at First Crunch”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

The section “Passion for Potatoes” contributes to the article “Love at First Crunch” by presenting a brief history of the potato. In doing so, the section helps readers understand the long chain of events that led to George Crum serving overcooked french fries at his restaurant and, as a result, helping the potato chip become a wildly popular snack food. The section explains that humans have been eating potatoes for thousands of years, and that Spanish explorer Francisco Pizarro introduced them to Europe when he brought some back from South America in 1532. After potatoes spread across Europe, the section explains, they made their way to North America—though no one was eating potato chips back then. In fact, it wasn't until the early 1800s that Americans started eating French fries, thanks, some say, to President Thomas Jefferson serving them at the White House after sampling them in France. The section concludes by taking the reader to the point where the article begins: George Crum deliberately overcooking an order of French fries and accidentally giving rise to the potato chip.

ANSWERS TO ACTIVITY SHEETS

SHORT READ QUIZ

*Higher Level (HL)

1. C (key ideas; R.2)
2. D (interpreting text; R.4)
3. B (text structure; R.5)
4. B (key ideas and details, text structure; R.2, R.5)

5. D (vocabulary in context; R.4)

6. C (key ideas and details; R.1)

7. The section “Crunch Craving” contributes to the article “Love at First Crunch” by offering an explanation for why potato chips, once they were created, became so popular—and why they remain so popular today. The section presents the science behind our love of potato chips, explaining that for one thing, eating salty foods like potato chips causes our brains to release a feel-good chemical called dopamine, and that second, humans naturally crave crunchy, noisy foods—which of course potato chips are. The reason people naturally crave crunchy foods, the section states, may be that crunchy foods tend to be fresh, and early humans learned that crunchiness indicated that a food was likely to be healthy. After explaining why both the saltiness and the crunchiness of potato chips make potato chips naturally appealing, the section then explains how today, potato chip manufacturers are taking full advantage of what we now understand about the appeal of potato chips. Food companies, the section states, “have figured out exactly how much tooth pressure it should take to crush a chip,” and have “designed bags to keep chips crispy for as long as possible.” (text structure, supporting a claim; R.5, W.1)

SHORT READ QUIZ

*Lower Level (LL)

1. C (key ideas; R.2)
2. D (interpreting text; R.4)
3. B (text structure; R.5)
4. B (key ideas and details, text structure; R.2, R.5)
5. D (vocabulary in context; R.4)
6. C (key ideas and details; R.1)
7. The section “Crunch Craving” contributes to the article



“Love at First Crunch” cont’d

“Love at First Crunch” by offering an explanation for why potato chips, once they were created, became so popular—and why they remain so popular today. The section presents the science behind our love of potato chips, explaining that for one thing, eating salty foods like potato chips causes our brains to release a feel-good chemical called dopamine, and that second, humans naturally crave crunchy, noisy foods—which of course potato chips are. The reason people naturally crave crunchy foods, the section states, may be that crunchy foods tend to be fresh, and early humans learned that crunchiness indicated that a food was likely to be healthy. After explaining why both the saltiness and the crunchiness of potato chips make potato chips naturally appealing, the section then explains how today, potato chip manufacturers are taking full advantage of what we now understand about the appeal of potato chips. Food companies, the section states, “have figured out exactly how much tooth pressure it should take to crush a chip,” and have “designed bags to keep chips crispy for as long as possible.” (text structure, supporting a claim; R.5, W.1)

“The Stars Between Us”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

ACTIVITY, PAGE 26

See answers to Dynamic Character activity below, which supports this task in the magazine.

WRITING PROMPT, PAGE 27

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

DYNAMIC CHARACTER

Answers will vary. Sample responses:

- “When the tide is out, this whole dumb town smells like fish.”
 - “No, I don’t love it. I don’t love it at all.”
 - “But school is still online and Mom’s still working remotely, so now—almost winter—we’re still here.”
 - “After that, when I looked at everyone’s feeds, I felt as though I’d drifted out to sea and no one noticed.”
 - “I’m sitting on the porch watching the feeble sun disappear and the tide come in. It’s cold and dark nearly all the time now. The ocean has turned gray, like overcooked steak.”
 - “I hate it here, I text Daniel.”
 - “I shrug. For days, I’ve been getting by on shrugs and nods and the occasional thumbs-up.”
 - “To me, though, the ocean is a monster and the waves are its giant claws, raking the sand, dragging itself up the rocky beach.”
- Alma is unhappy about how her life has changed since the pandemic—she feels lonely and out of touch with

her former home and her friends, she is unenthusiastic about virtual school, and she sees no beauty in the world around her. She sees the world around her as lifeless, even menacing.

- “The tide is in now, and the house rocks gently from side to side. The stars are coming out too, like tiny houses in the sky flicking on their lights. I sit there for a long time, watching the glittering waves. And smiling.”
- Alma sees beauty and peace in the world around her. Daniel’s gratitude project—which is about his gratitude for his friendship with Alma—has lifted her spirits, changing the way she views the stars, the waves, and her current home. Knowing that her best friend hasn’t forgotten her has completely changed Alma’s outlook.

VOCABULARY PRACTICE

- My soccer team traveled to the state championship in a caravan. We all met in the school parking lot at 8 a.m. and stuck together during the drive. (Answers will vary.)
- The feeble baby bird could not fly because it had barely developed any feathers yet. (Answers will vary.)
- B
- B