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## “The Stories of Stuff”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### CHESS

**Your/You're** probably aware that chess is a strategy game for two players. But are you aware that chess is also one of the oldest board games around? It's true! Many historians believe chess was invented in India way back in the 600s.

#### BASKETBALL

Today, professional basketball is a billion-dollar sport with millions of fans. If **your/you're** one of them, you can thank James Naismith. Back in 1891, this gym teacher in Springfield, Massachusetts, noticed his students getting restless during the long winter. So he invented an indoor sport he called “basket ball.” What did he use for a ball and hoop? A soccer ball and a peach basket!

#### HOT DOGS

Want to find out where hot dogs got their start? Set the dial on **your/you're** time machine for about 4,000 years ago. This is when, in ancient Mesopotamia, animal intestines stuffed with ground meats and spices first became popular.

But wait, **your/you're** saying that's a sausage, not a hot dog! Fair enough. The thing is, the origins of the hot dog as we know it are murky. Several cities in Germany and Austria claim to be the hot dog's birthplace—hundreds of years ago. Maybe you can discover the truth through **your/you're** time travels!

#### PILLOWS

Imagine you live in ancient Egypt 4,000 years ago. You've had a long day, and **your/you're** ready to go to sleep. You lay **your/you're** head on **your/you're** pillow.

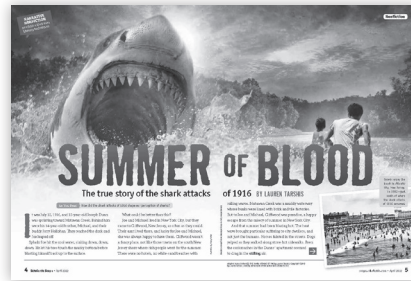
But it's very . . . firm. Actually, it's made of wood! Not too comfy, right? These early pillows, called headrests, are meant to support **your/you're** head and allow air to flow under **your/you're** body—very important in hot climates like Egypt. Plus, they're great for keeping **your/you're** elaborate hairdo intact. Sweet dreams!

### ANSWERS TO ACTIVITY SHEET

#### YOUR OR YOU'RE?

1. **You're** making me laugh so much I almost spilled my lemonade!” said Kia, giggling.
2. A parent or guardian needs to sign **your** permission slip by Friday.
3. **You're** going to have to move **your** stuff because it's blocking the exit.
4. **You're** taking **your** brother to the skate park after school, right?
5. Have you seen this TikTok dance? **You're** going to love it!
6. Answers will vary.

## “Summer of Blood”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 10

Responses will vary. Sample response:

As made evident in Lauren Tarshis’s article “Summer of Blood,” the shark attacks of 1916 drastically changed people’s beliefs about sharks. And today, we’ve come to understand sharks in a much different way still.

In 1916, people did not have much knowledge about the ocean, sharks, or sea creatures in general; marine biology was a new science. There had never been a single recorded incident of a shark biting a living human. Most people, including scientists, believed that sharks were shy creatures with “weak jaws and small appetites” (8). But after the Matawan attacks, America went to war with sharks. What were seen as tame creatures were suddenly viewed as bloodthirsty monsters. Fishermen, men, women, and the United States Coast Guard killed any shark on sight until the New Jersey man-eater was found (10). People’s perception of sharks as bloodthirsty monsters lives on today. Books and movies like *Jaws* have perpetuated this misconception (7).

In general, though, our understanding of sharks is much different than it was in 1916. We now know that sharks are not “man-eaters” at all. Tarshis writes that scientists now know that sharks do not deliberately seek out humans as prey and that many bites happen when sharks mistake swimmers for something they do eat, like a seal or sea lion (8). Not only are sharks not monsters, they are extremely important animals that deserve our respect and protection. As apex predators, they play a critical role in their ecosystems, as Tarshis explains when she writes that “without apex predators, ecosystems can collapse” (7). Today, sharks face one major threat: humans. About 100 million sharks are killed every year and some species

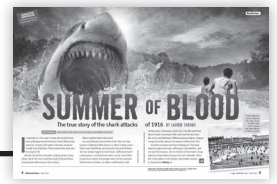
have become endangered. They are threatened by overfishing, fishing nets used to catch other kinds of fish, plastic pollution, and climate change (7). Fortunately sharks are being protected by organizations like WildAid, which has helped reduce shark fin consumption by 80 percent in the past 10 years (8). There is more to be done though: We must reduce our plastic consumption, stop polluting, and clean up beaches (9).

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: SHARKS AND HUMANS

Answers will vary. Sample responses:

1. **A.** In 1916, people did not have much knowledge about the ocean, sharks, or sea creatures in general; marine biology was a new science. There had never been a single recorded incident of a shark biting a living human. Most people, including scientists, believed that sharks were shy creatures with “weak jaws and small appetites” (8).  
**B.** After the Matawan attacks, America went to war with sharks. What were seen as tame creatures were suddenly viewed as bloodthirsty monsters. Fishermen, men, women, and the United States Coast Guard killed any shark on sight until the New Jersey man-eater was found (10). People’s perception of sharks as bloodthirsty monsters lives on today. Books and movies like *Jaws* have perpetuated this misconception (7).
2. **A.** Sharks are not “man-eaters.” Tarshis writes that scientists now know that sharks do not deliberately seek out humans as prey and that many bites happen when sharks mistake swimmers for something they do eat, like a seal or sea lion (8).  
**B.** Sharks are important because they are apex predators. They play a critical role in their ecosystems, which are



## “Summer of Blood” cont’d

vital to the planet’s health. Tarshis explains that “without apex predators, ecosystems can collapse” (7).

**C.** Sharks face one major threat: humans. About 100 million sharks are killed every year and many species are endangered. Sharks are threatened by overfishing, fishing nets used to catch other kinds of fish, plastic pollution, and climate change (7).

**D.** Sharks are being protected by organizations like WildAid, which has helped reduce shark fin consumption by 80 percent in the past 10 years (8). We must reduce our plastic consumption, stop polluting, and clean up beaches to help sharks and their ecosystems (9).

### SHARKS: FACT OR FICTION? ANTICIPATION GUIDE

1. True
2. False; The spined pygmy shark is only 8 inches long, the basking shark has tiny teeth it doesn’t use for feeding, and the horn shark has molar-like teeth.
3. False; Bonnethead sharks are omnivorous, eating sea grass, crustaceans, and mollusks.
4. False; Killer whales, crocodiles, and seals, have all been known to eat sharks. Humans are sharks biggest predator.
5. False; Each species of shark has its own specific eating habits.
6. True
7. False; Sharks do not deliberately seek out humans as prey. Many bites happen when a shark mistakes a swimmer or surfer for a seal or sea lion.
8. True
9. True

### “SUMMER OF BLOOD”

#### CLOSE-READING QUESTIONS

1. The author uses descriptive details to paint a picture of Matawan Creek as the perfect getaway. Its “cool water” and “rolling waves” are a “happy escape” and a “paradise” compared with the “blazing hot” city and its “stifling air.” The boys have fun leaping, splashing, and blasting to the surface of the water. However the illustration shows a very different picture: It shows a close-up of a shark’s open mouth, highlighting the shark’s sharp teeth and massive jaw as two boys run away. The splashing water shows the chaos of the scene.
2. The section “A Mood of Dread” provides context for

what was going on in the world at the time of the shark attacks—the start of World War I—and the general mood of the country. It also helps readers understand why the shark attacks did not get much news coverage at first.

3. At the time, most people did not have much knowledge about the ocean, sharks, or sea creatures in general; marine biology was a new science. Most people, including scientists, believed that sharks were shy creatures with “weak jaws and small appetites.” Also, there had never been a proven case of a living person being bitten by a shark. So although people witnessed the shark attack, others did not believe it to be true.
4. Captain Cottrell spotted the shark in Matawan Creek and raced to spread the news. Although others doubted him and didn’t join his rescue mission, he jumped into his boat and rushed up the creek. Thanks to the captain and the two men in his motorboat, Joseph Dunn survived the shark attack. Without them, Joe might not have survived.

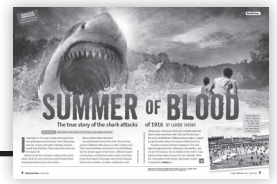
### “SUMMER OF BLOOD”

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary. Some students may point out that sharks are important because they play a critical role in their ecosystems, which are vital to the planet’s health. Other students may say that sharks are not monsters but are extraordinary creatures. Others may argue for the intrinsic value of all creatures.
2. Answers will vary.

#### VOCABULARY PRACTICE

1. Sample response: Temperatures this week soared into the upper 90’s, causing many local schools to close.
2. Sample response: After a serious accident during a competition last year, Muñoz says that her body has fully healed but she is feeling nervous about returning to competition.
3. Sample response: A harpoon from the 1800s was discovered in a local barn. The spear will be put on display at the Bedford Historical Social as part of an exhibit about the whaling industry.
4. B
5. A
6. A
7. A



## “Summer of Blood” cont’d

### “SUMMER OF BLOOD” QUIZ

#### \*Higher Level (HL)

1. A (key ideas; R.2)
2. B (figurative language; R.4)
3. D (text structure; R.5)
4. A (vocabulary; R.4)
5. B (text evidence; R.1)
6. A (summarizing; R.2)
7. In 1916, a brutal war (later named World War I) was raging in Europe. American newspapers closely covered the horrific stories from the battlefield and it became clear that American forces would have to join the fight. So when the first shark attack happened, newspapers barely covered it because, as Tarshis explains, “Americans had enough to worry about . . . A man being killed by a fish wasn’t big news” (8). Additionally, the ocean was considered a mysterious place during this time. The lack of knowledge about sharks caused people to think shark attacks were impossible. This is another reason few newspapers covered the incident—and why some articles that did come out about it didn’t even include the word *shark*. For example, “Dies After Attack by Fish” was the headline of a short article in *The New York Times* on July 3 (7). Because there was so little attention given to the first attack, people were not sufficiently warned of the danger and did not pay enough attention once they were warned. Today, news of a single shark attack or multiple shark attacks in the same area would spread with lightning speed through newspapers, television, and social media. And though shark attacks are extremely rare, today we know that they are in fact possible and that there are ways we can be safer in the water, such as not swimming alone, with a dog, or while wearing jewelry, and staying out of the water at dawn and dusk (10). Today, we also have a better understanding of sharks’ importance to our marine ecosystems, so it seems unlikely that we would go to war against them and kill any sharks unnecessarily as Americans did in 1916. (explanatory writing, text evidence, key ideas and details; W.2, R.1, R.2)
8. Tarshis does not sound certain that the great white shark caught in Raritan Bay was the New Jersey man-eater. This is apparent when she writes, “Inside the shark’s stomach were 15 pounds of what seemed like human flesh and bones. The world rejoiced. The man-eater had, it seemed,

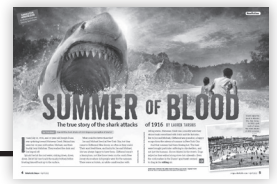
been defeated” (10). Her repeated use of the word *seemed* suggests that while these things appeared to be true, it is possible that they may not be true. She later explains that many questions remain about what happened during the 12 days of terror of the shark attacks of 1916. She poses several rhetorical questions to the reader, including, “Was Schleisser’s shark really the killer? Or might it have been not one shark but several?” (10). These questions reveal Tarshis’s perspective that no one knows for certain if the great white caught in Raritan Bay was in fact the New Jersey man-eater. (explanatory writing, text evidence, tone; W.2, R.1, R.4)

### “SUMMER OF BLOOD” QUIZ

#### \*Lower Level (LL)

1. A (central ideas; R.2)
2. B (figurative language; R.4)
3. D (text structure; R.5)
4. A (vocabulary; R.4)
5. B (text evidence; R.1)
6. A (summarizing; R.2)
7. During 1916, a brutal war was raging in Europe. American newspapers closely covered the horrific stories from the battlefield and it became clear that American forces would have to join the fight. So when the shark attack first happened, newspapers barely covered it because, as Tarshis explains, “Americans had enough to worry about . . . A man being killed by a fish wasn’t big news” (8). (explanatory writing, text evidence, key ideas and details; W.2, R.1, R.2)
8. Tarshis does not sound certain that the great white shark caught in Raritan Bay was the New Jersey man-eater. This is apparent when she writes, “Inside the shark’s stomach were 15 pounds of what seemed like human flesh and bones. The world rejoiced. The man-eater had, it seemed, been defeated” (10). Her repeated use of the word *seemed* suggests that while these things appeared to be true, it is possible that they may not be true. She later explains that many questions remain about what happened during the 12 days of terror of the shark attacks of 1916. She poses several rhetorical questions to the reader, including, “Was Schleisser’s shark really the killer? Or might it have been not one shark but several?” (10). These questions reveal Tarshis’s perspective that no one knows for certain if the





## “Summer of Blood” cont’d

great white caught in Raritan Bay was in fact the New Jersey man-eater. (explanatory writing, text evidence, tone; W.2, R.1, R.4)

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Higher Level (HL)

1. The article is about a series of shark attacks on the coast of New Jersey.
2. The article takes place in beach towns in New Jersey (Spring Lake, Beach Haven, and Cliffwood) in July of 1916.
3. The article describes the shark attacks that happened to Joseph Dunn and Charles Vansant, and how Americans reacted to the news of the attacks.
4. The main problem was that a shark was attacking people swimming in the water; at first people did not believe it.
5. After Joe Dunn was attacked and rescued, Americans went to war against sharks until a great white shark was caught near Matawan Creek. After that, there were no more shark attacks that summer.

#### Summary:

During the summer of 1916, coastal New Jersey was terrorized by a series of shark attacks. The first victim was Charles Vansant, who had been swimming near the shore when he was attacked. But the story didn’t gain much attention because most people thought sharks were shy creatures and Americans were more worried about the war in Europe. A few days later, another shark attack occurred, and this time it made headlines. The last attack happened when Joe Dunn and two other boys were swimming in Matawan Creek. Luckily, Joe survived. By the next day, Americans had gone to war against sharks. The terror finally ended when a man caught a great white shark that had human remains in its stomach.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

During the summer of 1916, coastal New Jersey was terrorized by a series of shark attacks. The first victim was Charles Vansant, who had been swimming near the shore when he was attacked. But the story didn’t gain much attention because most people thought sharks were shy creatures and Americans were more worried about the war in

Europe. A few days later, another shark attack occurred, and this time it made headlines. The last attack happened when Joe Dunn and two other boys were swimming in Matawan Creek. Luckily, Joe survived. By the next day, Americans had gone to war against sharks. The terror finally ended when a man caught a great white shark that had human remains in its stomach.

### CORE SKILLS WORKOUT: TEXT FEATURES

1. The illustration portrays sharks as ferocious, bloodthirsty monsters.
2. The sidebar explains all of the threats that sharks face and explains why sharks are an important part of the ecosystem. I think the author included this text feature to show that even though sharks are feared, we actually cause more harm to sharks than they do to us.
3. The *Jaws* photo shows a shark as a predator to humans, just as the illustration on pages 4-5 does. Both images emphasize the mouth and teeth of a shark and evoke feelings of fear.
4. The photo and caption relate to the section “Mysterious Oceans.” It helps me understand how little people knew about the ocean during the early 20th century. It also helps me understand how far we’ve come in ocean exploration.

### CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE Higher Level (HL) and Lower Level (LL)

#### Page 1: Cause and Effect

**CAUSE:** During the early 20th century, people did not know much about ocean wildlife or sharks. Many scientists mistakenly believed that sharks were shy creatures with weak jaws and small appetites. There had never been a known shark attack, so many people did not believe the story.

**CAUSE:** What would become World War I was happening in Europe. The news was focused on the events of the war and did not designate much time or attention to the shark attacks at first.

#### Page 2: Sequence of Events:

**July 1, 1916:** Charles Vansant is attacked and killed by a shark.

**July 2-3:** A Only a few newspapers report the incident. *The New York Times* calls it a fish attack. Few people



## “Summer of Blood” cont’d

believe the story.

**July 6:** Charles Bruder is attacked by a large shark in Spring Lake, New Jersey.

**July 7:** The shark attack makes headlines; this time people pay attention.

**July 12:** A shark claims the lives of a third and fourth victim. Joe Dunn is attacked in Matawan Creek, but he is pulled to safety.

**July 13:** America wages a war against sharks. President Woodrow Wilson sends a Coast Guard ship into the waters off New Jersey.

**July 14:** Michael Schleisser catches a great white shark in Raritan Bay, ending the 12 days of terror.

**September 15:** Joe Dunn is released from the hospital. He eventually makes a full recovery.

**Today:** Shark attacks are extremely rare. Every year about 100 million sharks are killed by humans. Many sharks are killed for their fins. Others are threatened by fishing nets, ocean pollution, and climate change.

### Page 3: Problem and Solution

**SOLUTION:** Thomas Cottrell saw the shark enter the creek. He raced to warn others. He jumped into his boat and helped rescue Joe Dunn from the shark’s mouth.

**SOLUTION:** America waged a war against sharks. Men in boats prowled the creek, harpoons raised. Women with rifles stood on creek banks. President Woodrow Wilson sent a Coast Guard ship into the waters off New Jersey. Two days later, they catch and kill a shark.

### Page 4: Problem and Solution

**SOLUTION:** WildAid works to protect sharks and has helped reduce shark fin consumption by 80 percent in the past 10 years.

**SOLUTION:** We can reduce the amount of trash we create, especially single-use plastics that end up in the ocean and harm sharks and other wildlife.

appreciates their importance in ocean ecosystems.

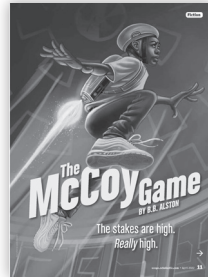
3. The purpose of the analogy is to help viewers visualize the role of an apex predator in the food chain. When sharks disappear, it starts a chain reaction that affects the entire ecosystem, from seals to fish to even humans.
4. The more educated we are, the more we are able to advocate for sharks. Understanding their role in the ecosystem can make us aware of how our choices affect them. For example, we might use less plastic and create less plastic trash. We might also support local, state, and federal laws that benefit sharks.

## “SUMMER OF BLOOD”

### VIDEO DISCUSSION QUESTIONS

1. She supports her statement by giving examples of how sharks are threatened by human activity. She says that they can get caught in fishing nets, be sickened by eating plastic trash, and be killed for their fins.
2. Tarhis does not seem to fear sharks at all. Her attitude toward them is one of respect and awe. She also

## "The McCoy Game"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 16

Responses will vary. Sample response:

In B.B. Alston's short story "The McCoy Game," two cousins, Jamal and Dre, are able to mend their broken relationship by fulfilling the requirements of a game created by their late grandfather, Big Mac.

Jamal, Dre, and Big Mac had a very close and special relationship while Big Mac was alive. Jamal and Dre spent every summer at Big Mac's house, and he taught the boys to care about space like he did, taking them outside whenever possible to stare up at the stars and tell them about all the space missions he'd had when he was younger (13). But things are different now; Dre spends all of his time playing basketball. When Jamal states that the previous summer, Dre decided he was "too cool" to hang out with him and Big Mac, it's clear that Jamal is upset and views Dre's prioritization of basketball as conceited and uncaring. Their relationship seems to have gotten even worse since Big Mac died, and now the boys must compete in a game devised by Big Mac to decide who will inherit his house.

At first, Jamal and Dre view the game as just a game that each wants to win in order to inherit Big Mac's fancy secret house. It's also clear that their competitiveness stems not only from the desire to inherit the house, but also the desire to defeat each other. At Dre's mention of the cash Big Mac must have had to have such a house, Jamal says, "See, I knew that's all you cared about. You didn't even spend last summer with Grandad. Shouldn't even be here" (13). Clearly, Jamal resents Dre. In the library competition, it's evident that this resentment goes both ways. The boys shoot each other angry looks, and Dre calls Jamal "dumb" and shoves him to

prevent him from grabbing the key (13-14).

But in the final round of the game, the encounter with the breathworm repairs Jamal and Dre's relationship. When Jamal realizes Dre is in real danger, he runs to help him even though it means possibly losing the game (15). This selfless act causes Dre to tell Jamal why he has been distant over the past year, saying, "I took the test for space camp too, but I failed. Failed *bad*. I was ashamed to tell anyone. Especially you and Grandad" (16). Dre then gives Jamal the key, saying he deserves it. The fact that both boys have finally been honest with each other, and are also both willing to give up the key and lose the game for the sake of the other, shows that their relationship has been repaired.

It is clear that Big Mac set up the game to help his grandsons reconnect with one another, share their love of space again, and allow Big Mac to live on through them. The requirements of the game were that the boys stick together; the key to all Big Mac's secrets was in *their* hands, not just one boy's hands individually. When the boys stop competing, help one another, and open the door in unison, the game's requirements are met and the conflict is resolved.

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: JAMAL AND DRE

Answers will vary. Sample responses:

1. It is clear that Big Mac, Jamal, and Dre had a very special relationship while Big Mac was alive. Jamal and Dre spent every summer at Big Mac's house, and Big Mac taught the boys to care about space like he did, taking them outside whenever possible to stare up at the stars and tell them about all the space missions he'd had when he was younger. (p. 13)





## “The McCoy Game” cont’d

2. Now, Dre spends all of his time playing basketball. When Jamal states that the previous summer, Dre decided he was “too cool” to hang out with Jamal and their grandfather, it’s clear that Jamal is upset and views Dre’s prioritization of basketball as conceited and uncaring.
3. At first, Jamal and Dre view the game as just a game that each wants to win in order to inherit Big Mac’s fancy secret house. It’s also clear that their competitiveness stems not only from the desire to inherit the house, but the desire to defeat one another, and establish their own superiority. At Dre’s mention of the cash Big Mac must have had to have such a house, Jamal says, “See, I knew that’s all you cared about. You didn’t even spend last summer with Grandad. Shouldn’t even be here” (13). Clearly, Jamal feels resentment towards Dre. In the library competition, it’s clear that this resentment goes both ways. The boys shoot each other angry looks, and Dre calls Jamal “dumb” and shoves him to prevent him from grabbing the key (13).
4. The encounter with the breathworm repairs Jamal and Dre’s relationship. When Jamal realizes Dre is in real danger, he runs to help him even though it means possibly losing the game (15). This selfless act causes Dre to tell Jamal why he has been distant over the past year, saying, “I took the test for space camp too, but I failed. Failed *bad*. I was ashamed to tell anyone. Especially you and Grandad” (16). Dre then gives Jamal the key, saying he deserves it. The fact that both boys have finally been honest with each other, and are also both willing to give up the key and lose the game for the sake of the other person, shows that their relationship has been repaired.
5. Big Mac set up the game to help his grandsons reconnect with one another, share their love of space again, and allow Big Mac to live on through them. The requirements of the game were that the boys stick together; the key to all Big Mac’s secrets was in *their* hands, not just one boy’s hands individually. When the boys stopped competing, helped one another, and opened the door in unison, all of the game’s requirements were met.

course of the story. The letter also creates suspense, raising the question in Jamal’s mind as well as in the reader’s mind of whether Big Mac is literally still alive. Plus, as Jamal realizes at the end of the story, the letter contains the answer to how Jamal and Dre can open the golden door and inherit their grandfather’s house (and his spaceship).

2. Big Mac meant that, in life, there are those who tend to step forward, take action, and make things happen — and those who tend to hang back and watch the action without getting involved.
3. Jamal never believed Big Mac’s stories—he calls the stories “crazy” and “made-up” and compares them to a Netflix series. Perhaps the author wanted to make it clear that Jamal thought of the stories as pure fiction so that the reader, like Jamal, goes on a journey from being sure that Big Mac had made up his stories about space travel and aliens to knowing that the stories were true.
4. Answers will vary, but students might infer that they are chunks of cave walls in Africa on which early humans made drawings depicting their interactions with extraterrestrials—the “caretakers” that Big Mac told Jamal and Dre about.
5. As Jamal and Dre compete for the floating key, the author builds suspense and excitement by having Jamal describe what is happening moment by moment. Establishing that there is a time limit of two minutes and reminding the reader that time is quickly disappearing creates a sense of urgency that also adds to the suspense and excitement. The author’s choice of words and phrases like “zip forward,” “heart pounding,” “frantically,” “slams,” and “out of control” add to the suspense as well.
6. The key droid is impatient, judgmental, and sarcastic: It rolls its eyes and asks, “Have you really never seen a key droid before?” when the boys first meet it; when Jamal asks what to do with the helmets and backpacks, the droid says with exasperation, “Clearly the helmets go over your head, and the backpacks go on your back”; when Dre makes observations about the model solar system, the droid rudely says, “Ah, so you do know something! I really was beginning to question the old man’s judgment.” However, the droid is also rather cute and funny in the way it “waddles” around, and it seems

### “THE MCCOY GAME” CLOSE-READING QUESTIONS

1. Big Mac’s letter introduces the idea of Big Mac living on through his grandsons, which is developed over the



## “The McCoy Game” cont’d

to ultimately have the boys’ best interests in mind: It warns them that the breathworm is dangerous and tells them that no one will think less of them if they decide not to face it, and when Jamal finally figures out how to unlock the golden door, the key droid does a little dance, revealing its joy in the boys’ success.

7. Students are likely to say yes, their impression of Dre changes. At the beginning of the story, readers will probably take Jamal’s side in the conflict between the two cousins, simply because Jamal is the narrator and seems likable. When Jamal states that the previous summer, Dre decided he was “too cool” to hang out with Jamal and their grandfather, readers will be inclined to accept this as true and perceive Dre as conceited and uncaring. However, once Dre reveals the truth—that he failed the space camp test and was ashamed to tell Jamal and Big Mac, and that his father has long pressured him to pursue basketball and abandon his passion for space—readers will likely see Dre in a new light and feel a great deal of empathy for him.
8. It seems likely that Big Mac was aware of the rift between Jamal and Dre and believed that working together to open the door would help them repair that rift. Big Mac says in the recording that his memory will live on as long as Jamal and Dre “stick together,” which shows how important it was to Big Mac that his grandsons remain close. Plus, by arranging it so that the boys would be standing side by side as the golden door opened, Big Mac ensured that they would also have to work out between them who would inherit the house and who would inherit the spaceship.

### “THE MCCOY GAME” CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary.
3. Answers will vary. Students may say that Dre could have been honest with Jamal and Big Mac about failing the test for space camp—that he should have allowed himself to be vulnerable in front of them and trusted them to be supportive. Students may also suggest that Jamal could have approached his cousin with questions about the sudden change in his behavior rather than assuming the worst of his cousin. Or Jamal could have told Dre that his

feelings were hurt, and they could have worked things out instead of just giving each other the silent treatment for so long.

4. Answers will vary.

### “THE MCCOY GAME” QUIZ

#### \*Higher Level (HL)

1. B (vocabulary; R.4)
2. B (character; R.3)
3. A (character; R.3)
4. B (inference; R.1)
5. D (theme, R.2)
6. C (character, central ideas; R.3, R.2)
7. The author begins developing the idea that there is a rift in Jamal and Dre’s relationship with the scene between Jamal and his mom in the car. When Jamal tries to reassure his mom that he will be safe by telling her that Dre will be at Big Mac’s house too, his mom responds, “You mean the cousin who was your best friend and now y’all act like strangers?” (12). This interaction tells you that the boys have been distant. Then, in the entryway to Big Mac’s house, Jamal “pushes past” Dre and the boys greet each other rudely, saying, “Took you long enough” and “You going to let me in or what?” (12). Shortly after this cold interaction, Jamal accidentally stumbles backward into Dre and the boys glare at each other (12). The fact that they “glare” at each other shows they have negative and possibly angry feelings toward each other. Together these details reveal that the cousins have gone through something that has caused a rift in their relationship. (characterization, explanatory writing; R.3, W.2)
8. Answers will vary. Here is a sample response: Though many people do not take Big Mac seriously, there are many details in the story that prove that he has actually been to outer space. For example, Jamal and Dre find breathworms in Big Mac’s house, and Big Mac said breathworms were monsters from outer space. If he has never been to outer space, where would the monsters have come from? Additionally, at the end of the story, a recording from Big Mac tells the boys to decide who gets the house because whoever does not will get his spaceship (16). Big Mac’s family did not think that his house existed, but it turned out to be real. This means that it is likely that he really does have a spaceship too. If he has a spaceship,



## “The McCoy Game” cont’d

it is likely he has used it to go to space. All of these details support the idea that Big Mac’s stories about his space missions were in fact true. (key ideas and details, inference, supporting a claim; R.2, R.1, W.1)

### “THE MCCOY GAME” QUIZ

#### \*Lower Level (LL)

1. B (vocabulary; R.4)
2. B (character; R.3)
3. A (character; R.3)
4. B (inference; R.1)
5. D (theme, R.2)
6. C (character, central ideas; R.3, R.2)
7. The encounter with the breathworm repairs Jamal and Dre’s relationship. When Jamal realizes Dre is in real danger, he runs to help him even though it means possibly losing the game (15). This selfless act causes Dre to tell Jamal why he has been distant, saying, “I took the test for space camp too, but I failed. Failed *bad*. I was ashamed to tell anyone. Especially you and Grandad” (16). He then gives Jamal the key, saying he deserves it. The fact that both boys have finally been honest with each other, and are also both willing to give up the key and lose the game shows that their relationship has been repaired. (characterization, explanatory writing; R.3, W.2)
8. Answers will vary. Here is a sample response: Though many people do not take Big Mac seriously, there are many details in the story that prove that he has actually been to outer space. For example, Jamal and Dre find breathworms in Big Mac’s house, and Big Mac said breathworms were monsters from outer space. If he has never been to outer space, where would the monsters have come from? Additionally, at the end of the story, a recording from Big Mac tells the boys to decide who gets the house because whoever does not will get his spaceship (16). Big Mac’s family did not think that his house existed, but it turned out to be real. This means that it is likely that he really does have a spaceship too. If he has a spaceship, it is likely he has used it to go to space. All of these details support the idea that Big Mac’s stories about his space missions were in fact true. (key ideas and details, inference, supporting a claim; R.2, R.1, W.1)

### CORE SKILLS WORKOUT: MAKING INFERENCES

1. People start off thinking Big Mac’s letter is a joke. However, when they learn the coordinates lead to a house that he owns, they start taking the letter more seriously.
2. These exchanges reveal a rift between Jamal and Dre. There is impatience and tension in their words to one another. That they “glare” at each other when Dre accidentally stumbles into Jamal shows that they both feel some deeper anger or resentment toward one another.
3. At first, the key droid feels impatient toward Jamal and Dre. He finds their questions annoying and doubts their intelligence and abilities to win the game.
4. Dre slams into Jamal, causing him to miss the key. Dre’s smirk shows that Dre is feeling smug about it.
5. Grandad set up the McCoy game to make sure his grandsons know how much he loves them, to help them rebuild and maintain their relationship, and to make sure his important belongings are passed on to the two people who love space as much as he did.

## “Ready. Set. JUMP!”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 21

Answers will vary. Sample response:

After reading Allison Friedman’s article “Ready. Set. Jump!” and Alessandra Potenza’s article “Skateboarding Takes Off,” one can see that the histories of double Dutch and skateboarding have both striking similarities and striking differences.

One difference between the two sports’ histories is when they were created. Friedman explains that jumping rope dates back to rope makers in the ancient world hopping over the ropes as they carried supplies, and that double Dutch can be traced back to the 1600s, when the children of Dutch immigrants in what is now New York skipped between two ropes (18). Skateboarding, however, is a much more recent creation; it grew out of scooter riding in the early 20th century, approximately 60 years ago (20).

However, both sports as we know them today were created by young people. Double dutch really took off in the 1940s, thanks to kids. Friedman writes, “Over the years, double Dutch became a tradition passed down from kid to kid on playgrounds and street corners” (18). Similarly, Potenza explains that it was kids in California who broke the handles off their scooters and sped downhill on just the boards who were the pioneers of skateboarding (20).

Both sports also spread quickly across the country, but for different reasons. In 1973, when two New York City detectives observed girls playing double Dutch, they decided to create a league so that girls could have an organized sport where they could shine, as few sports were open to them at the time (18). In seven years, the league grew to include 50,000 players from schools all across the country

(19). In the 1970s, skateboarding spread across the country after innovations in board and wheel design improved maneuverability and opened up a world of new tricks (21). Soon, skate parks began popping up around the country. Then, after skateboarding appeared in the X Games in 1995, the number of skate parks shot up from a few hundred to nearly 2,000.

Today, both sports have gone global. Double Dutch competitions are held in New York City every year, drawing teams from around the world. Nearly 100,000 jumpers compete in double Dutch events, and some say it should become an Olympic sport (19). Skateboarding also became a globally popular sport and is now an Olympic sport, having made its debut at the Tokyo Games in 2021 (21).

Lastly, a common thread in these two sports’ histories is that they have been beloved by those who participate in them because they are an outlet for creativity. Double Dutch became popular not just because it was fun and challenging, but also because kids enjoyed putting their own style on it. The game left a lot of room for self-expression through the different tricks and clever rhymes kids could incorporate. Similarly, skateboarders are constantly using their creativity to invent new stunts and tricks. As Potenza writes, “For many kids, skateboarding was more than a hobby or something fun to do after school. It was a way of expressing themselves. Skating was all about creativity—and freedom” (21).



## “Ready. Set. JUMP!” cont’d

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: SYNTHESIS

\*Higher Level (HL) and Lower Level (LL)

Answers will vary. Sample responses:

#### CREATED BY (similarity)

**Double Dutch:** Double Dutch as we know it today took off in the 1940s, thanks to kids. Friedman writes, “Over the years, double Dutch became a tradition passed down from kid to kid on playgrounds and street corners.” (p. 18)

**Skateboarding:** Young people were the pioneers of skateboarding. (p. 20)

#### WHEN IT WAS CREATED (difference)

**Double Dutch:** Jumping rope dates back to rope makers in the ancient world. Double Dutch can be traced back to the 1600s, when the children of Dutch immigrants in what is now New York skipped between two ropes. (p. 18)

**Skateboarding:** Skateboarding grew out of scooter riding in the early 20th century. (p. 20)

#### WHY PARTICIPANTS LIKED IT (similarity)

**Double Dutch:** Double Dutch became popular not just because it was fun and challenging, but also because kids enjoyed putting their own style on it. The game left a lot of room for creativity and self-expression through the different tricks and clever rhymes kids could incorporate.

**Skateboarding:** Similar to double Dutch, skaters used their creativity to invent new stunts and tricks. Potenza writes, “For many kids, skateboarding was more than a hobby or something fun to do after school. It was a way of expressing themselves. Skating was all about creativity—and freedom.” (p. 21)

#### HOW IT SPREAD ACROSS THE COUNTRY (difference)

**Double Dutch:** In 1973, two New York City detectives observed girls playing double Dutch and decided to create a league so that girls would have an organized sport where they could shine (few were open to girls at the time). In seven years, the league had grown to include 50,000 players from schools across the United States. (pp. 18-19)

**Skateboarding:** In the 1970s, innovations in board and wheel design greatly increased maneuverability and opened up a world of new tricks to perfect. Soon, skate parks were popping

up around the country. After skateboarding appeared on the X Games in 1995, skate parks shot up from just a few hundred to nearly 2,000. (p. 21)

#### POPULARITY TODAY (similarity)

**Double Dutch:** Today, double Dutch is a global game, with a yearly competition in New York City drawing teams from around the world. Nearly 100,000 jumpers compete in double Dutch events. Some say it should become an Olympic sport. (p. 19)

**Skateboarding:** Skateboarding is a globally popular sport and now an Olympic sport, having made its debut at the Tokyo Games in 2021. (p. 21)

#### “READY. SET. JUMP!”

#### CLOSE-READING QUESTIONS

1. Friedman invites readers to join her on a trip to the 1950s and then addresses readers directly and describes the surroundings. She includes sensory details such as “you’ll pass kids thwacking a handball against a wall, shrieking joyfully in the cool spray of a fire hydrant” and “TICK-tat, TICK-tat, TICK-tat.” She concludes the introduction with a pressing question: “As the jumper steps aside, all eyes turn to you. Time to decide: Do you dare jump in the ropes?” She puts readers inside the story, helping them imagine what life would have been like as a kid in the 1950s and the excitement of a game of double Dutch.
2. Friedman means that Walker wanted to create an athletic competition in which girls could not only participate but also excel and stand out. (At the time, few organized sports were open to girls.)
3. One reason double Dutch first became popular is that it doesn’t require a lot of space or any special equipment. Its popularity rose during the 1950s as Black girls in cities began to transform the jump rope game into something new, with gymnastic-like tricks and rhyming chants they invented. In the 1970s, double Dutch really took off after two New York City detectives established a double Dutch league, created official scoring rules, and encouraged schools across the country to form teams. One can infer that double Dutch became popular not just because it was fun and challenging, but also because kids enjoyed putting their own style on it. The game left a

section continues >>





## “Ready. Set. JUMP!” cont’d

lot of room for creativity and self-expression through the different tricks and clever rhymes kids could incorporate.

### “SKATEBOARDING TAKES OFF”

#### CLOSE-READING QUESTIONS

1. The X Games broadcast of skateboarding in 1995 caused the sport’s popularity to skyrocket, with the result that skate parks popped up all over the U.S. and the world.
2. Skateboarding and double Dutch were both created by kids. Both allow participants to express their creativity through the invention of new tricks and stunts.
3. Skateboarding is a more recent pastime; it was created just 60 years ago, whereas jump rope games have been around for hundreds and maybe even thousands of years. Skateboarding requires special equipment: a skateboard, helmet, protective padding, and guards. Double Dutch requires only a couple of ropes or similar items. And while skateboarding is often enjoyed in the company of others, it is an individual sport. Double Dutch requires at least three people working together.

### “READY. SET. JUMP!” AND

### “SKATEBOARDING TAKES OFF”

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. This question implies that kids today spend a lot of their free time using some sort of technology or device that didn’t exist in the ‘50s—and that they can’t imagine devoting their free time to playing outside or other screenless activities. Answers to the second part of the question will vary.
3. Students may say that our hobbies, games, and pastimes are important because they engage us in things we do simply for enjoyment’s sake. They can take our mind off our stresses and worries while keeping our brains and bodies active. They can also be a great way to bond with others. Answers to the second part of the question will vary.

#### PAIRED-TEXT QUIZ

##### \*Higher Level (HL)

1. C (supporting details; R.2)
2. B, C (key ideas; R.2)
3. C (supporting details; R.2)

4. D (vocabulary; R.4)
5. B (interpreting words and phrases, R.4)
6. A, B, C (synthesis; R.9)
7. Both double Dutch and skateboarding require balance and precision. Double Dutchers must skip over rapidly twirling ropes while executing dance and gymnastic moves, while skateboarders execute tricks on wheeled boards in midair or on props before smoothly dropping back down. Both sports also require creativity. Double Dutchers put their own style on the sport through the tricks and moves they invent and the clever rhymes they incorporate, and skateboarders invent new stunts and tricks. But while double Dutchers must have strong teamwork skills as they work together in teams of at least three, skateboarding is done alone. (synthesis, writing an explanatory text; R.9, W.2)
8. Kids played an important role in the rise of both double Dutch and skateboarding. In the case of double Dutch, it was kids who developed the game and helped make it popular from the very beginning. In the U.S., that started back in the 1600s when the children of Dutch immigrants brought the game with them to what is now New York. When double Dutch really began to take off, in the 1940s, it was again thanks to kids. The game was popular among children in New York City and other big cities because it required little equipment and could be played just about anywhere. And then it was kids again—and in particular, Black girls—who transformed double Dutch in the 1950s, ‘60s, and ‘70s, as they added dance and gymnastic moves and made up clever rhymes to chant while twirling the ropes.

As for skateboarding, its origins can be traced back to around the 1950s, when many kids were riding scooters made from box crates around their neighborhoods. Some of these kids decided to remove the crate and ride just the wooden board that served as the scooter’s base—and skateboarding was born. There were no adults involved in this decision—just kids. Adults took a cue from the kids and started producing skateboards commercially—but you can infer from author Alessandra Potenza’s statement that “For many kids, skateboarding was more than a hobby or something fun to do after school. It was a way of expressing themselves” (21), that kids who continued to play a



## “Ready. Set. JUMP!” cont’d

major role in development of skateboarding, turning it into the daring, stunt-filled sport it is today. And while there are now adult skaters as well as kid skaters, kids are obviously still playing a major role in pushing the sport’s boundaries: In the Olympic Games in Tokyo in 2021, it was a 13-year-old girl who won the gold medal. (key ideas and details, writing an explanatory text; R.2, W.2).

### PAIRED-TEXT QUIZ

#### \*Lower Level (LL)

1. C (supporting details; R.2)
2. B, C (key ideas; R.2)
3. C (supporting details; R.2)
4. D (vocabulary; R.4)
5. B (interpreting words and phrases, R.4)
6. A, B, C (synthesis; R.9)
7. Double Dutch and Skateboarding both require creativity. Double Dutch leaves a lot of room for self-expression through the different dance moves, gymnastic tricks, and clever rhymes participants can incorporate into their play or competitive routines. Similarly, skateboarders are constantly using their creativity to invent new stunts and tricks. Potenza describes skateboarding as a way for kids to express themselves, as an activity that is “all about creativity—and freedom” (21). (synthesis, writing an explanatory text; R.9, W.2)
8. Kids played an important role in the rise of double Dutch. In fact, it was kids who developed the game and helped make it popular from the very beginning. In the U.S., that started back in the 1600s when the children of Dutch immigrants brought the game with them to what is now New York. When double Dutch really began to take off, in the 1940s, it was again thanks to kids. The game was popular among children in New York City and other big cities because it required little equipment and could be played just about anywhere. And then it was kids again—and in particular, Black girls—who transformed double Dutch in the 1950s, ‘60s, and ‘70s, as they added dance and gymnastic moves and made up clever rhymes to chant while twirling the ropes. (key ideas and details, writing an explanatory text; R.2, W.2)

### VOCABULARY PRACTICE

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. A
6. A
7. A
8. A

### BEYOND THE STORY: “READY. SET. JUMP!” VIDEO DISCUSSION QUESTIONS

1. Based on the video, double Dutch requires good coordination and teamwork as well as stamina and speed. Students may also say that the sport seems to require creativity in order to come up with the different moves and rhymes.
2. The video shows a group of girls playing double Dutch in a city: Philadelphia. The girls aren’t wearing any special uniforms or using any equipment besides their two jump ropes. The girls are also playing the game in a narrow street in their neighborhood. These details show that double Dutch can be played “anywhere” with very little equipment.

## “What Is She Doing?”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 23:

Foley artists bring movies and TV shows to life by coming up with creative ways to recreate sounds and emotions on screen. As Alex Lim-Chua Wee and Mackenzie Carro describe in their article “What Is She Doing?”, Foley artists might squish “pineapples to mimic the slurp of a zombie scooping out an eyeball” or run their “nails over pine cones to imitate the patter of bugs skittering across a floor.” These examples show how much creativity is required of Foley artists when choosing materials and deciding how to use them. This creativity leads them to create sounds that are incredibly realistic, making storylines resonate with viewers both visually and through sound. But Foley artists do more than just pick and use materials in creative ways. They also have to think about the emotions behind the sounds they are creating so that they feel real for the moment. As Foley artist Sanaa Kelley explains in the article, “If someone is sad, their steps will sound slower and softer.” In other words, Kelley sees it as her job to help you not just hear someone’s footsteps, but hear their feelings. These types of creative choices are what make the movies and TV shows we watch much more interesting, appealing, and realistic.

### ANSWERS TO ACTIVITY SHEETS

#### SHORT READ QUIZ

##### \*Higher Level (HL)

1. D (key ideas and details; R.2)
2. B (inference; R.1)
3. B (central idea; R.2)
4. C (vocabulary; R.4)
5. A, B, C (key ideas and details; R.2)
6. D (author’s purpose; R.6)
7. Foley art enhances movies and TV shows by helping viewers hear what microphones couldn’t pick up during filming. Recreating these sounds brings what’s happening on screen to life, making the viewing experience much more interesting, appealing, and realistic. For example, watching a zombie scoop out an eyeball without an any sound would certainly be disgusting, but watching it accompanied by a slurping sound effect created by squishing pineapples—YUCK! It’s clear that Foley not only helps us hear what a director wants us to hear, but also helps us feel what they want us to feel. (key ideas and details, writing explanatory text; R.2, W.2)

#### SHORT READ QUIZ

##### \*Lower Level (LL)

1. D (key ideas and details; R.2)
2. B (inference; R.1)
3. B (central idea; R.2)
4. C (vocabulary; R.4)
5. A, B, C (key ideas and details; R.2)
6. D (author’s purpose; R.6)
7. Foley art enhances movies and TV shows by helping



## “What Is She Doing?” cont’d

viewers hear what microphones couldn’t pick up during filming. Recreating these sounds brings what’s happening on screen to life, making the viewing experience much more interesting, appealing, and realistic. For example, watching a zombie scoop out an eyeball without an any sound would certainly be disgusting, but watching it accompanied by a slurping sound effect created by squishing pineapples—YUCK! It’s clear that Foley not only helps us hear what a director wants us to hear, but also helps us feel what they want us to feel. (key ideas and details, writing explanatory text; R.2, W.2)

### “WHAT IS SHE DOING?” VOCABULARY PRACTICE

1. utilized
2. mimic
3. synchronize
4. A
5. B
6. B

### SHORT WRITE KIT

Answers will vary. Sample responses:

#### Step 1:

**Claim:** Foley artists bring movies and TV shows to life by coming up with creative ways to recreate sounds and emotions on screen.

#### Step 2:

**Evidence 1:** Kelley “squishes pineapples to mimic the slurp of a zombie scooping out an eyeball. She runs her nails over pine cones to imitate the patter of bugs . . .”

**Commentary:** These examples show how Foley artists use creativity when choosing materials and deciding how to use them to create sounds that seem realistic.

**Evidence 2:** “A Foley artist must tell a story though sound,” explains Kelley. “Let’s say you need to re-create footsteps. If someone is sad, their steps will sound slower and softer. If they’re happy, the steps are upbeat. It’s my job to help you hear those feelings.”

**Commentary:** Foley artists need to do more than just use materials in creative ways. They must also think about the emotion behind the sound to create them in a way that feels realistic for the moment.

#### Step 3:

Foley artists bring movies and TV shows to life by coming up with creative ways to recreate sounds and emotions on screen. As Alex Lim-Chua Wee and Mackenzie Carro describe in their article “What Is She Doing?”, Foley artists might squish “pineapples to mimic the slurp of a zombie scooping out an eyeball” or run their “nails over pine cones to imitate the patter of bugs skittering across a floor.” These examples show how much creativity is required of Foley artists when choosing materials and deciding how to use them. This creativity leads them to create sounds that are incredibly realistic, making storylines resonate with viewers both visually and through sound. But Foley artists do more than just pick and use materials in creative ways. They also have to think about the emotions behind the sounds they are creating so that they feel real for the moment. As Foley artist Sanaa Kelley explains in the article, “If someone is sad, their steps will sound slower and softer.” In other words, Kelley sees it as her job to help you not just hear someone’s footsteps, but hear their feelings. These types of creative choices are what make the movies and TV shows we watch much more interesting, appealing, and realistic.

### CENTRAL IDEAS AND DETAILS

#### \*Higher Level (HL) and Lower Level (LL)

Answers will vary slightly. Sample responses:

#### Section: “The Origin”

**Central Idea:** Foley art began in radio and then spread into the world of cinema.

#### Supporting Details:

- In the 1920s, TV did not exist and radio shows were popular.
- Sound artists added sound effects live on the air to radio shows.
- Jack Foley was one of the first to record sound effects for films to make them feel more realistic.

#### Section: “Telling Stories Through Sound”

**Central Idea:** Today, Foley artists put a lot of effort and thought into their work to help tell a story through sound.

#### Supporting Details:

- A Foley artist has to think about how to help audiences hear the feelings behind the sounds, such as sadness in footsteps.



## “What Is She Doing?” cont’d

- Kelley works hard: She’s spent eight hours recording sounds and then layering them together with computer software for just a few minutes of Foley. She’s also walked in place for long stretches of time and thrown heavy objects around.
- Kelley has to dream up all kinds of sounds, such as snapping celery sticks to mimic the sound of breaking bones.

**Short response:** Foley art, which began in the 1920s when sound effects for radio shows were created live with everyday objects, has evolved into an art form perfected by skilled artists, who put much thought, hard work, creativity, and technical expertise into their work.



## "Should You Post That?"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 25

Students' letters of advice will vary, but should include:

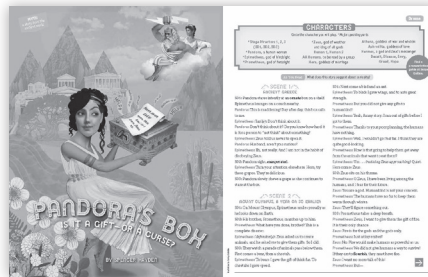
- a suggestion of whether the writer should or should not post the content in question to social media
- an explanation of why, why not, or what they should do first if they do decide to post it, using at least one expert-approved tip from the article

### ANSWERS TO ACTIVITY SHEETS

#### "SHOULD YOU POST THAT?" VOCABULARY PRACTICE

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

## Pandora's Box



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 31

Responses will vary. Sample response:

Spencer Kayden's play *Pandora's Box*, based on the Greek myth by the same name, portrays curiosity as a curse. Kayden develops this idea through the character of Pandora, who is curious about all things, but especially curious about an ornate and mysteriously glowing box given to her by Zeus, the king of all gods. Upon receiving the gift, she was told that its contents were extraordinary and costly, and that she was never to open it. But Pandora's curiosity torments her daily. She is insatiably curious by nature because she was bestowed the gift of curiosity from the goddess Hera. This was not a true gift, however, as her curiosity is the centerpiece to a vengeful plan devised by Zeus and Hera to punish the god Prometheus. (Prometheus defied Zeus's orders to never teach humans how to use fire. As punishment for his disobedience and a reminder of the gods' power over humans, Zeus and Hera want to bring suffering to humankind.) Eventually, Pandora's curiosity leads her to disobey Zeus and open the box, releasing much evil and suffering into the world: deceit, disease, envy, and greed. Clearly, the play portrays curiosity as a curse, that giving into one's curiosity only brings misfortune and harm: Had Pandora not given into her curiosity, humankind would not know evil and suffering.

"Pandora, Ungifted," a poem by Jennifer Dignan, suggests a very different idea about curiosity. To understand what her poem suggests, readers should first look to the poem's title as it relates to the play, *Pandora's Box*. In Scene 5 of the play, Zeus tells Pandora that her name means "all-gifted." Dignan's title is a play on the meaning of Pandora's name, and it raises the question of what Pandora would be

like if she had not been given the gift of curiosity. To answer this question, Dignan's poem then lists out the types of things curiosity allows for and enables us to do as humans. For example, it states that curiosity leads to advances in science and medicine, creativity and artistic pursuits, wonder, self-expression, and care for others. By listing these positive things that curiosity leads to—things that bring richness, meaning, and quality to life—the poem suggests that our curiosity is one of our greatest gifts.

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: THE POWER OF CURIOSITY

Answers will vary. Sample responses:

1. Curiosity is a strong desire to know or learn something.
2. Something that is seen as a gift, such as a talent or ability, is seen as special and positive.
3. Something that is seen as a curse causes unhappiness, misfortune, or harm.
4. Pandora is curious about all things, but especially curious about an ornate and mysteriously glowing box given to her by Zeus, king of all gods. She was told that its contents were extraordinary and costly, and that she was never to open it. She is so curious because she was bestowed the gift of curiosity from the goddess Hera. This was not a true gift, however, as her curiosity is the centerpiece to a vengeful plan devised by Zeus and Hera to punish Prometheus and bring suffering to humankind.
5. Pandora's curiosity leads her to disobey Zeus and open the box, releasing much evil and suffering into the world: deceit, disease, envy, and greed.
6. The play portrays curiosity as a curse. Had Pandora not given into her curiosity, humankind wouldn't know evil



## ***Pandora's Box cont'd***

and suffering.

7. In Scene 5, Zeus tells Pandora that her name means “all-gifted.” Dignan’s title is a play on the meaning of Pandora’s name, and it raises the question of what Pandora would be like if she had not been given the gift of curiosity.
8. Curiosity leads to advances in science and medicine, creativity and artistic pursuits, wonder, self-expression, care for others, etc.
9. The poem suggests that curiosity is a gift by listing the positive things that curiosity leads to—things that bring richness, meaning, and quality to life.

### **PANDORA’S BOX**

#### **CLOSE-READING QUESTIONS**

1. Chronologically, the events in Scene 1 fall between the events in Scenes 7 and 8. The playwright may have started the story as she did to establish the conflict of Pandora trying to resist opening the box. She may also have wanted to grab our attention by making us wonder: What’s in the box? Will Pandora open it?
2. In Scene 4, Hera conspires with Zeus on how to make humans suffer for Prometheus’s disobedience. She plants the idea of blaming someone else for the misery Zeus will inflict. The scene ends without Zeus and Hera revealing the details of their plan. When Hera winks at Zeus in Scene 5, readers can infer that curiosity won’t really be a gift for Pandora; the wink is a hint that Pandora and her curiosity will somehow bring suffering to humans.
3. It’s clear that foresight is not Epimetheus’s strong suit when he is tasked with giving gifts to the animals and runs out of gifts before he gets to the humans. Prometheus, on the other hand, clearly understands what may happen or be needed in the future. He teaches humans how to use fire so that they may flourish, and he warns them of fire’s dangers. He also foresees that Zeus may harm Epimetheus out of spite and warns Epimetheus not to accept any gifts from the gods. However, Epimetheus does not understand that when Zeus appears with Pandora—who Zeus claims is a newcomer and needs someone to show her around—he is being presented with exactly the type of “gift” Prometheus warned him about. Epimetheus also shows no sign of guessing the danger of

the box Zeus gives to him and Pandora as a wedding gift.

4. When Pandora opens the box in Scene 9, dark-winged creatures with devilish faces fly out. The creatures are Deceit, Greed, Envy, and Disease, and they leave a trail of thick smoke as they fly out the window. After Pandora slams the box shut, a golden light shines out through a crack. When she lifts the lid again, Hope, a golden butterfly with shining wings, comes out and transforms the trail of smoke into shimmering light. In this scene, darkness conveys negativity, evil, death, and suffering, while light conveys positivity, goodness, life, and hope.
5. The tone is optimistic. The playwright leaves us with the thought that even though there is suffering in the world, there is also hope to counteract it.

### **“PANDORA, UNGIFTED”**

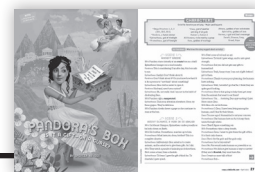
#### **CLOSE-READING QUESTIONS**

1. In Scene 5, Zeus tells Pandora that her name means “all-gifted.” Dignan’s title is a play on the meaning of Pandora’s name, and it raises the question of what Pandora would be like if she had not been given the gift of curiosity.
2. The poem lists things that curiosity allows for or leads to: personal expression, learning, wonder, fulfilling friendships. These are all positive things that bring meaning, joy, and quality to life, suggesting that curiosity is a gift that we should nurture and appreciate.

### **PANDORA’S BOX**

#### **CRITICAL-THINKING QUESTIONS**

1. In the story, Pandora is a scapegoat for Zeus, because he sets her up to take the blame for releasing evil into the world. Pandora can also be seen as a scapegoat for humankind: According to the myth, she is responsible for everything we do wrong and for all suffering, because she released creatures into the world that make us unhappy and cause us to do bad things.
2. According to the myth, it is Pandora’s fault that there is evil in the world. The myth presents evil as an outside force that makes us do wrong, rather than as something inside of us.
3. Answers will vary. Students may offer that curiosity is good because it drives us to explore new places and discover new interests. It’s also what leads us to pursue



## ***Pandora's Box cont'd***

knowledge and make advances in our understanding of the universe. It helps us solve problems and leads us to invent new things. But curiosity can be bad when it leads us to behave in ways that might do harm, like conducting a dangerous experiment or not respecting someone's privacy.

4. Answers will vary.

### **PANDORA'S BOX QUIZ**

#### **\*Higher Level (HL)**

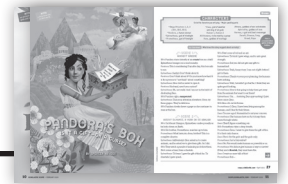
1. C (character; R.3)
2. A, B (character; R.3)
3. C (inference, text structure; R.1, R.5)
4. D (irony; R.4)
5. C (vocabulary; R.4)
6. B, C (vocabulary; R.4)
7. Zeus treats humans cruelly and carelessly, while Prometheus is deeply concerned with humans' well-being and is willing to help them at any cost. In Scene 2, when Prometheus's brother runs out of gifts for Earth's animals before giving a gift to humans, Prometheus fears for their future and brings the matter to Zeus's attention. Zeus brushes off Prometheus's worry, saying, "Humankind is not your concern . . . They'll figure something out." Prometheus then tells Zeus he wants to give humans fire, as they do not have fur to keep them warm through winter. Zeus denies his request and says, "Fire would make humans as powerful as us." When Prometheus protests, Zeus becomes outraged and throws a lightning bolt at Prometheus—which accidentally ignites a fire on Earth. Zeus is not worried about his error because he doesn't think humans are smart enough to figure out how to use the fire, and he forbids Prometheus from showing them. Prometheus, however, defies Zeus and teaches the humans how to use fire anyway in Scene 3. Clearly, Zeus and Prometheus have very different attitudes towards humans: Zeus thinks they're weak and wants to keep them powerless, while Prometheus wants them to survive and flourish. (character, explanatory writing; R.3, W.2)
8. Answers will vary. Some may say that Pandora is to blame—she could have simply obeyed Zeus's orders and never opened the box. Others may argue that had Epimetheus planned properly and been able to give a

gift to humankind, none of this would have happened in the first place: Prometheus wouldn't have felt the need to intervene in the matter or defy Zeus's orders, and Pandora and her box may have never been created at all. Still others may pin the blame on Prometheus, for disobeying Zeus and setting the wheels in motion. Most students, however, will likely argue that Zeus is ultimately responsible for releasing suffering into the world. He is the king of the gods and the only god who deliberately harmed others. His spite and cruelty is made clear when, while devising a punishment for Prometheus's disobedience, he says, ". . . I want a more memorable punishment . . . something that causes his precious humans to suffer and reminds those puny, feeble creatures of my power." That Deceit, Disease, Envy, and Greed come out of Pandora's box is the fault of one person and one person only: the person who put them in the box and set up another person to open that box. (key ideas and details, writing an argument; R.1, W.1)

### **PANDORA'S BOX QUIZ**

#### **\*Lower Level (LL)**

1. C (character; R.3)
2. A, B (character; R.3)
3. C (inference, text structure; R.1, R.5)
4. D (irony; R.4)
5. C (vocabulary; R.4)
6. B, C (vocabulary; R.4)
7. Prometheus cares about the humans on Earth. In Scene 2, when Prometheus's brother runs out of gifts for Earth's animals before giving a gift to humans, Prometheus fears for their future and brings the matter to Zeus's attention. When Zeus brushes off Prometheus's concern, Prometheus says he wants to give the humans fire, as they do not have fur to keep them warm through winter. Zeus denies his request and when Prometheus protests, Zeus becomes outraged and throws a lightning bolt at Prometheus—which accidentally ignites a fire on Earth. Zeus forbids Prometheus from showing humans how to use the fire, but Prometheus defies Zeus and teaches them anyway in Scene 3. Clearly, Prometheus wants humans to flourish and is willing to go to great lengths, like defying the mighty Zeus, to help them. (character, explanatory writing; R.3, W.2)



## ***Pandora's Box cont'd***

8. Answers will vary. Some may say that Pandora is to blame—she could have simply obeyed Zeus's orders and never opened the box. Others may argue that had Epimetheus planned properly and been able to give a gift to humankind, none of this would have happened in the first place: Prometheus wouldn't have felt the need to intervene in the matter or defy Zeus's orders, and Pandora and her box may have never been created at all. Still others may pin the blame on Prometheus, for disobeying Zeus and setting the wheels in motion. Most students, however, will likely argue that Zeus is ultimately responsible for releasing suffering into the world. He is the king of the gods and the only god who deliberately harmed others. His spite and cruelty is made clear when, while devising a punishment for Prometheus's disobedience, he says, ". . . I want a more memorable punishment . . . something that causes his precious humans to suffer and reminds those puny, feeble creatures of my power." That Deceit, Disease, Envy, and Greed come out of Pandora's box is the fault of one person and one person only: the person who put them in the box and set up another person to open that box. (key ideas and details, writing an argument; R.1, W.1)

### **PANDORA'S BOX VOCABULARY PRACTICE**

1. B; Fireworks are a showy display, or fanfare, for a dog's birthday.
2. A; Rockie seems to be trying to upset Gretchen; he seems spiteful toward her.
3. C; A healthy, happy puppy is flourishing; it has everything it needs to thrive.
4. B
5. A
6. B
6. A

### **PANDORA'S BOX GENRE EXPLORATIONS**

#### **Page 1**

**Has imaginary creatures or beasts:**

n/a

**Has heroes or heroines with superhuman abilities:**

n/a

**Teaches lessons about human emotions and behaviors:**

The play suggests that curiosity can be a dangerous thing

and we shouldn't let it get the best of us.

#### **Explains the creation of the world:**

The play explains how animals and humans came to be: Zeus asked Epimetheus and Prometheus to create them.

#### **Explains events in nature:**

The play explains how animals got their various "gifts," like bear's fur and cheetah's speed. It also explains how humans were able to harness the power of fire.

#### **Comes from long ago:**

The myth of Pandora's Box dates back to ancient Greece.

#### **Reflects a culture's values:**

The play reflects ancient Greek society's belief in the power of the gods.

#### **Has nonhuman or immortal characters:**

Includes the characters of Zeus, Hera, and Prometheus, who are immortal gods and goddesses.

#### **Page 2**

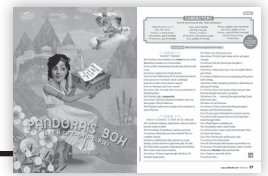
1. Answers will vary.
2. *Pandora's Box* ultimately blames the existence of evil and suffering in the world on Pandora, because she is the one who opened the box that contained it. Students may also offer that Zeus, if not all the gods, are actually to blame because they are the ones who created the box and set up Pandora to be so curious she would open it. Answers to the second part of the question will vary.
3. *Pandora's Box* warns about the dangers of curiosity and disobedience. It ends with the promise that though there is much that is negative in the world, hope can counteract it.

### **"PANDORA, UNGIFTED" POETRY ANALYSIS**

1. The poet is referring to the myth of Pandora's Box. She mentions Pandora in the title and first line of the poem without explaining who Pandora is. Also, the poet refers to Pandora opening "that box" without explaining that she's referring to the box Zeus gave Pandora as a wedding gift—and that Pandora opened, unleashing suffering into the world.
2. "she would have" and "she wouldn't have"
3. Answers will vary but students may say the repetition of "same" creates a sense of slowing down or getting stuck in that line of the poem, adding emphasis to the idea of having the same thing for dinner night after night. The repetition of "same" also helps express the feeling

**section continues >>**





## ***Pandora's Box cont'd***

of boredom that might come with making and eating the same thing all the time.

4. Answers will vary, but students may say that by taking the poem outside the world of Greek mythology, the poet makes this poem about not a mythological character but human beings in general.
5. Answers will vary. Some ideas:
  - Music, murals, dance: Curiosity drives creativity and artistic pursuits, providing artists with the desire to explore new ways of expressing themselves, new ways of answering “What if . . . ?” questions.
  - Science: Curiosity drives scientists to come up with new questions about the world we live in—about everything from the way our bodies work to the mysteries of outer space—and to then seek answers to those questions. Without curiosity, scientists might still look for solutions to problems, but once they arrived at a solution or an answer, they might stop there, never asking themselves if there is another approach, something more to discover.
  - Personal style: A lack of curiosity would lead to a lack of interest in the self.
  - Cooking: Without curiosity, we wouldn't have interest in trying new things to eat.
  - Movies, books, museums: We are driven to watch movies, read books, and go to museums out of curiosity about other people, other lives, and the world we live in. Without curiosity, what would drive us to explore these things?
  - Awful doctor: A good doctor asks questions and wants to learn about their patients, is driven to continue learning about new treatments and finds creative solutions to problems. A doctor without curiosity likely would not do any of these things.
  - Lousy friend: A good friend is genuinely interested in you and wants to know how you are feeling and what you are up to.
6. Stargazing often inspires a sense of wonder and big questions about the universe and our place in it.
7. The poet is expressing the idea that without curiosity, Pandora (or any of us) would not experience the sense of wonder and thoughtfulness that stargazing tends to inspire. The poet is suggesting that without curiosity, we would look at the stars and feel nothing more than bored or sleepy.

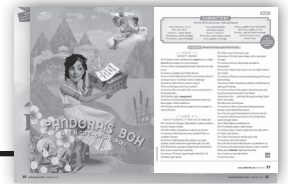
8. Students may suggest that the poet made this choice to slow down the rhythm of the poem for these last two lines to add emphasis to them. Also, the “yawned” is offered as a little bit of a surprise—it is probably not what the reader is expecting to see after the reference to gazing at the countless stars; it's a little like the poet is setting up a joke, slowing down the rhythm by putting each of these words on its own line.
9. In this stanza, the poet is acknowledging something negative that came from Pandora's curiosity: She opened the gift from Zeus and released suffering into the world. The rest of the poem is about positive aspects of curiosity.
10. In this poem, the poet acknowledges that curiosity can occasionally lead to trouble, but she focuses on what a gift curiosity is—how it adds wonder and richness to life.

### **CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE LOWER LEVEL (LL)**

1. C, D
2. C
3. **A.** Answers will vary. Possible answers: “Pandora stares intently at an ornate box on a shelf.”; “This is maddening! Day after day, this box calls to me.”; “Don't think about it? Do you know how hard it is for a person to ‘not think’ about something?”; “Pandora sighs, exasperated.”; “Pandora slowly chews a grape as she continues to stare at the box.”; “Isn't it adorable how every day Pandora reaches for the box and at the last minute changes her mind? She is absolutely tormented!”  
**B.** These lines reveal that Pandora is completely distracted by her curiosity over the contents of the box. The lines support the claim by showing how difficult it is for Pandora to resist opening the box. It takes enormous effort.

### **FINDING AND USING TEXT EVIDENCE HIGHER LEVEL (HL)**

1. C, D
2. C
3. **A.** Answers will vary. Possible answers: “Pandora stares intently at an ornate box on a shelf.”; “This is maddening! Day after day, this box calls to me.”; “Don't think about



## ***Pandora's Box cont'd***

it? Do you know how hard it is for a person to 'not think' about something?"; "Pandora sighs, exasperated."; "Pandora slowly chews a grape as she continues to stare at the box."; "Isn't it adorable how every day Pandora reaches for the box and at the last minute changes her mind? She is absolutely tormented!"

**B.** These lines reveal that Pandora is completely distracted by her curiosity over the contents of the box. The lines support the claim by showing how difficult it is for Pandora to resist opening the box. It takes enormous effort.

4. The play's ending is optimistic. In Scene 9, when Pandora opens the box for a second time—just after releasing all the evils of the world from it—out flies a golden butterfly that says, "All is not lost, Pandora." The butterfly then tells Pandora, "I am Hope. I make life bearable. No matter how bad things get, I can help humans see that things will get better." Here, the playwright is leaving readers with the idea that everything will be OK, because though there is much suffering in the world, hope can counteract it.