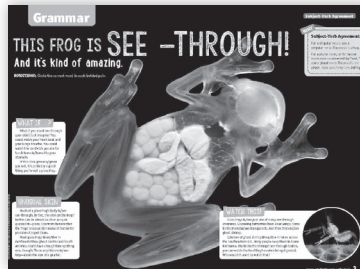


# Table of Contents

<b>1. GRAMMAR: THIS FROG IS SEE-THROUGH!</b>	<b>PAGE 1</b>
<b>2. NARRATIVE NONFICTION: "THE RETURN OF THE MUMMY KING"</b>	<b>PAGE 2-5</b>
2.a Writing Task	2
2.b Preparing to Write: The Mummy King Exhibit	2
2.c Close-Reading and Critical-Thinking Questions	3
2.d Vocabulary	3
2.e Quizzes (two levels)	3-4
2.f Core Skills activities	4-5
2.g Video Discussion Questions	5
<b>3. PLAY: THE EXPERIMENT</b>	<b>PAGE 6-9</b>
3.a Writing Task	6
3.b Preparing to Write: Dr. Heidegger's Experiment	7
3.c Close-Reading and Critical-Thinking Questions	7
3.d Quizzes (two levels)	7-9
<b>4. PAIRED TEXTS: "THE WAVE CATCHER"</b>	<b>PAGE 10-14</b>
4.a Writing Task	10
4.b Preparing to Write: Plan Your Speech	10-11
4.c Close-Reading and Critical-Thinking Questions	11-12
4.d Quizzes (two levels)	12-13
4.e Vocabulary	13
4.f Core Skills activities	13
4.g Video Discussion Questions	13-14
<b>5. DEBATE: "YOUR PHONE IS SPYING ON YOU"</b>	<b>PAGE 15-16</b>
5.a Writing Task	15
5.b Vocabulary	16
<b>6. SHORT READ: "ANYTHING IS POSSIBLE"</b>	<b>PAGES 17-19</b>
6.a Writing Task	17
6.b Quizzes (two levels)	17-18
6.c Vocabulary	18
6.d Short Write Kit	18
6.e Core Skills activities	19
<b>7. FLASH FICTION: "BAG FOR LIFE"</b>	<b>PAGES 20-21</b>
7.a Writing Task	20
7.b Core Skills activities	20
7.c Vocabulary	21
<b>8. POEM: "GRANDFATHER'S CHOPSTICKS"</b>	<b>PAGE 22</b>
8.a Poetry Analysis	22

## "This Frog Is See-Through!"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WHAT IF . . . ?

What if you could see through your skin? Just imagine! You could watch your heart beat and your lungs breathe. You could watch the sandwich you ate for lunch travels/travel to your stomach.

If this idea grosses/gross you out, it's probably a good thing you're not a glass frog.

#### UNUSUAL SKIN

Much of a glass frog's body is/are see-through. In fact, the skin on the frogs' bellies can be almost as clear as—you guessed it—glass. Scientists believe that the frogs' unusual skin makes it harder for predators to spot them.

Most glass frogs lives/live in rainforests throughout Central and South America. You'd have a tough time spotting one, though. These amphibians is/are tiny—about the size of a quarter.

#### WATCH THIS!

Glass frogs is/are just one of many see-through creatures. Glasswing butterflies have clear wings. Some kinds of eels is/are transparent. And then there is/are ghost shrimp..

Colonies of ghost shrimp lives/live in lakes across the Southeastern U.S. Many people keep them in home fish tanks. Thanks to the shrimps' see-through bodies, you can watch the food they've eaten being digested. Who wouldn't want to watch that?

### ANSWERS TO ACTIVITY SHEET

#### CAN WE AGREE?

1. are
2. do
3. was (*Were* is also acceptable.)
4. wants
5. is

## “The Return of the Mummy King”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 10

Advertisements will vary, but should include key ideas and details from the article:

- King Tut's tomb is one of the greatest archaeological discoveries of all time.
- The thousands of objects discovered in King Tut's tomb were unlike anything the world had ever seen and give us a vivid picture of ancient Egypt.
- The world continues to be fascinated by King Tut today.

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: THE MUMMY KING EXHIBIT

Answers will vary. Sample responses:

1. The Mummy King exhibit showcases thousands of artifacts from King Tutankhamen's tomb. Three thousand years ago, 8-year-old Tutenkhamen reigned as pharaoh of ancient Egypt for a decade before his mysterious and untimely death. His tomb and its contents, discovered in 1922, are one of the greatest archaeological discoveries of all time and give us a vivid picture of ancient Egypt. These artifacts continue to inspire wonder and fascination around the world today.
2. **A.** ornate couches, glittering jewels, stunning statues, radiant blue rings, golden shoes, golden fans, scarab ornaments, jars of food, trumpets, intricately carved chairs, gem-encrusted chariot wheels, King Tutankhamen's sarcophagus, hieroglyphs  
**B.** pharaoh, immortal, mystery, celebrity, wonder, fascination, mummies, curses, golden treasure, golden

sands of Egypt, tomb, gold, one of the greatest archaeological discoveries of all time.

#### “THE RETURN OF THE MUMMY KING” CLOSE-READING QUESTIONS

1. Lewis means that although the ancient Egyptians painstakingly prepared Tutankhamen for the afterlife, no one could have expected the “afterlife” he has today. Thousands of years after his death, Tutankhamen lives on through the researchers who are still trying to learn about his life and death, the kids who study him in school, and the exhibits that feature treasures from his tomb.
2. Lewis means that King Tut played only a small role in ancient Egypt's 3,000-year history, during which more than 170 pharaohs reigned. Of course, while King Tut's reign was perhaps not as significant as those of many other pharaohs, Tut has had a major impact on our understanding of ancient Egypt.
3. Carnarvon secured permission from the Egyptian government to excavate in a new area in the Valley of Kings, he asked Carter to lead the project, and he funded the search for more than seven years. When Carnarvon was ready to abandon the search, Carter convinced him to continue to fund it for a little longer. Carter's team then found a staircase buried in the sand, which led them to the discovery of the tomb.
4. The section builds excitement and suspense as it reveals how Tutankhamen's tomb was finally found. The author dramatically describes “a single step” found buried in the sand and “a door to a tomb.” Her use of questions builds excitement and mirrors questions readers may be asking themselves. Phrases such as “a rush of stale air engulfed them” and “the flickering light of a candle” also add drama and excitement to the story.

section continues >>



## “The Return of the Mummy King” cont’d

5. The author uses descriptive details such as “radiant blue rings” and “ornate couches, glittering jewels, and stunning statues” to describe the treasures found inside the tomb. These details help readers create a vivid picture of the artifacts found inside of Tutankhamen’s tomb. It also helps readers understand why tomb raiders looted tombs, and why people were willing to spend their lives searching for these treasures. Additionally, these details show readers the power and wealth of Tutankhamen.

### “THE RETURN OF THE MUMMY KING” CRITICAL-THINKING QUESTIONS

- Answers will vary. Students may offer that we can learn about the beliefs of the ancient Egyptians. For example, they believed that people’s spirits returned to their bodies in the afterlife. We can also learn that ancient Egyptians valued gold, gemstones, and intricate designs. We can see the power and wealth of rulers and how they were worshiped by their people. We can also learn about some of the hobbies and interests of Tutankhamen, and the types of foods that the ancient Egyptians ate.
- Answers will vary. Students may offer that people should not dig up gravesites, no matter how much time has passed. Others may believe that it is OK to enter tombs to study the past. Students might suggest that the descendants of the dead should be the ones who decide.

### VOCABULARY PRACTICE

Answers will vary. Sample responses:

- The popular streaming platform YouTube now boasts a list of over 4,000 television shows that users can watch for free (with advertisements).
- Believe it or not, it’s a shiny golden toilet that is drawing bigger crowds than ever to the museum.
- Are emojis the new hieroglyphs? It’s easy to compare the two as both use pictures to convey meaning. Let’s take a deeper look.
- On Saturday, a team of archaeologists unearthed a stone that appears to have a fossilized human footprint dating back millions of years.
- The special exhibit showcasing great African American painters, printmakers, poets, and more from New York City in the 1910s through the mid-1930s will be on display for all of July and August.

6. This week, collector Eva Rosales donated her collection of over 1,000 ceramic pieces from ancient Greece to a New York City museum.

### “THE RETURN OF THE MUMMY KING” QUIZ

#### \*Higher Level (HL)

- A (figurative language; R.4)
- A (author’s purpose; R.6)
- C (vocabulary; R.4)
- C (text structure; R.5)
- A, C (text evidence; R.1)
- B (figurative language; R.4)
- The sidebar “Making a Mummy” helps readers better understand how and why the ancient Egyptians made mummies like that of King Tut. The sidebar outlines the process of the sacred ritual and gives readers a glimpse into the beliefs ancient Egyptians held about life, death, and the afterlife. I think the author included it to provide background information on Tutankhamen’s mummy and also to help readers understand the ethical questions connected to entering a tomb, let alone removing its mummy and other artifacts. (explanatory writing, text evidence, text features; W.1, R.1, R.7)
- When Lewis states that “Tutankhamen has become immortal,” she means that although Tutankhamen has been dead for thousands of years, he lives on in the sense that he continues to inspire wonder and fascination. According to the section “Pharaoh Fever,” ever since King Tut’s tomb was discovered in 1922, people have been obsessed with the young pharaoh. In the decade after the discovery, King Tut was everywhere, from advertisements to songs and dances to fashion. President Herbert Hoover even named his dog King Tut. Today, 100 years later, people are still just as dazzled by him. Kids study him in school, academics continue to research his life and death, and new exhibits travel the world displaying the contents of his tomb. In other words, King Tut’s short life and legacy continue to live on. (explanatory writing, text evidence W.1, R.1)

### “THE RETURN OF THE MUMMY KING” QUIZ

#### \*Lower Level (LL)

- A (figurative language; R.4)
- A (author’s purpose; R.6)



## “The Return of the Mummy King” cont’d

3. C (vocabulary; R.4)
4. C (text structure; R.5)
5. A, C (text evidence; R.1)
6. B (figurative language; R.4)
7. The sidebar “Making a Mummy” helps readers better understand how and why the ancient Egyptians made mummies like that of King Tut. The sidebar outlines the process of the sacred ritual and gives readers a glimpse into the beliefs ancient Egyptians held about life, death, and the afterlife. (explanatory writing, text evidence, text features; W.1, R.1, R.7)
8. When Lewis states that “Tutankhamen has become immortal,” she means that although Tutankhamen has been dead for thousands of years, he lives on in the sense that he continues to inspire wonder and fascination. According to the section “Pharaoh Fever,” ever since King Tut’s tomb was discovered in 1922, people have been obsessed with the young pharaoh. In the decade after the discovery, King Tut was everywhere, from advertisements to songs and dances to fashion. President Herbert Hoover even named his dog King Tut. Today, 100 years later, people are still just as dazzled by him. Kids study him in school, academics continue to research his life and death, and new exhibits travel the world displaying the contents of his tomb. In other words, King Tut’s short life and legacy continue to live on. (explanatory writing, text evidence W.1, R.1)

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Higher Level (HL)

1. The article is about Tutankhamen and the discovery of his tomb by Howard Carter and his team.
2. Egypt in 1922, in an area known as the Valley of the Kings.
3. Carter, Lord Carnarvon, and their team’s discovery of the tomb of Tutankhamen
4. Back when Carter was working in the Valley of the Kings, tombs were difficult and expensive to find and excavate. Many tombs had already been looted long ago.
5. Answers will vary. Sample response: It is unclear who should have the right to the tomb or its contents; Tutankhamen has become immortal.

#### Summary:

Tutankhamen was a pharaoh in ancient Egypt over

3,000 years ago. In 1922, archeologist Howard Carter and his team discovered his tomb in the Valley of the Kings. Carter had been working on excavation projects when a wealthy man named Lord Carnarvon hired him to catalog artifacts. Carnarvon got permission to excavate a new area in the Valley of the Kings. After years of searching, Carter and his team finally found a tomb. The tomb contained thousands of priceless artifacts and treasures, including the coffin that held the mummy of Tutankhamen. News of the discovery spread, and soon the public was obsessed with “King Tut.” The discovery of the tomb raised questions about who the tomb and its contents really belong to, and who Tut was. Thanks to the discovery, Tutankhamen has become immortal.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

Tutankhamen was a pharaoh in ancient Egypt more than 3,000 years ago. In 1922, archeologist Howard Carter and his team discovered his tomb in the Valley of the Kings. Carter had been working on excavation projects when a wealthy man named Lord Carnarvon hired him to catalog artifacts. Carnarvon got permission to excavate a new area in the Valley of the Kings. After years of searching, Carter and his team finally found a tomb. The tomb contained thousands of priceless artifacts and treasures, including the coffin that held the mummy of Tutankhamen. News of the discovery spread, and soon the public was obsessed with “King Tut.” The discovery of the tomb raised questions about who the tomb and its contents really belong to, and who Tut was. Thanks to the discovery, Tutankhamen has become immortal.

### CORE SKILLS WORKOUT: TEXT FEATURES

1. Responses will vary. Sample response: elaborate, detailed, intricate, golden, ornate, flashy, brilliant, dazzling, expensive
2. The map shows the location of Egypt and the location of the Valley of the Kings. The author might have included the map to help readers understand where Tutankhamen’s tomb was found.
3. Responses will vary. Sample response: The author likely included these photos and captions to help you visualize the people, place, and time discussed in the article, to

section continues >>



## “The Return of the Mummy King” cont’d

provide additional details about Tut’s mummy (both how it was buried and how it was treated by Carter’s team), and to emphasize the disrespectful nature of Carter and his team’s excavation of the tomb.

4. Responses will vary.

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

#### Page 1: Cause and Effect

**CAUSE:** Tutankhamen’s tomb was one of the greatest archaeological discoveries of all time, containing thousands of ancient objects unlike anything the world had ever seen. These objects helped people better understand what life in ancient Egypt was like.

**CAUSE:** The discovery of Tutankhamen’s tomb was a welcome distraction from the painful memory of World War I, which had ended a few years earlier.

**CAUSE:** Tutankhamen was a symbol of Black Americans’ heritage and connection to the African continent.

#### Page 2: Sequence of Events:

~1332 B.C.: Tutankhamen becomes the pharaoh of Egypt.

~1342 B.C.: Tutankhamen mysteriously dies. His body is mummified and he is buried in the Valley of the Kings.

1891: Howard Carter moves to Egypt for a job painting pictures of hieroglyphs on ruins. He goes on to work on excavation projects.

1907: Howard Carter is hired by Lord Carnarvon to catalog the many artifacts he acquires from the tombs of Egyptian nobles.

1914: Carnarvon gets permission from the Egyptian government to excavate in a new area in the Valley of the Kings. He asks Carter to lead the project.

1921: After seven years of searching, Carter finds nothing. Carter convinces Carnarvon to give him more time.

1922: Carter’s team finds stairs and a door that lead to the tomb of Tutankhamen. They find thousands of artifacts and the mummy of Tutankhamen.

1920s-1930s: The public becomes obsessed; King Tut and ancient Egypt permeate art, culture, and products across the nation.

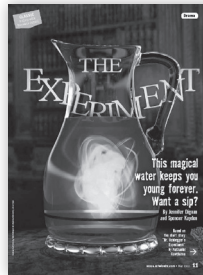
**Today:** People are still fascinated with King Tut. Millions travel great distances to gaze upon his treasures.

### “THE RETURN OF THE MUMMY KING” VIDEO DISCUSSION QUESTIONS

1. Kids had a lot of fun. They played sports and games. But they were also expected to either start working for their parents or attending school at a young age. And their lives depended quite a bit on who their parents were. For example, unless they were born into a noble family or to craftspeople, children did not get the opportunity to learn to read.
2. The ancient artifacts are the actual items that ancient Egyptians used in their lives. Seeing these artifacts—items that ancient Egyptians actually used—helps bring this ancient world to life. The artifacts serve as a bridge from their world to ours.
3. Answers will vary. Students might answer that they are reminded of ancient Greece or ancient Rome, which were also polytheistic societies, or Mesopotamia, where, like the Nile in ancient Egypt, the Tigris and Euphrates Rivers played a critical role in daily life.
4. Answers will vary.



## The Experiment



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 15

Responses will vary, but the purpose, observations, and conclusion in Dr. Heidegger's experiment notes should reflect the theme of the play: that if given a second chance at youth, people will make the same mistakes again. See sample experiment notes in the Preparing to Write activity below.

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: DR. HEIDEGGER'S EXPERIMENT

Answers will vary. Sample responses:

##### 1. Purpose:

The purpose of the experiment is to learn if the human heart is capable of change: If given a second chance at youth, will people make the same mistakes again? Can people overcome the flaws that once led them astray? To explore these questions, I will attempt to make four subjects young again using water from the Fountain of Youth. If their character can change in a positive way, they will have a second chance to live the life they desired—a life without regrets. Perhaps also, it will help me find a way to bring my Sylvia back to life!

##### 2. Observations:

- My guests each drink a glass of water from the Fountain of Youth.
- The transformation occurs within an hour; they appear to be in their 20s, full of strength, energy, and cheer.
- I refill their glasses two times over the course of the experiment.
- They are speaking and behaving in ways that show

that though their outer appearance has changed, their hearts have not. For instance:

- In her youth, Heather took foolish risks with money, engaging in schemes too good to be true. Now, she speaks of building an elevator to the moon and selling tickets.
- Jacob was a politician who took bribes. He speaks of running for office again and doing people favors in order to win.
- Harry was an athlete who destroyed his health with alcohol, tobacco, and decadent meals. He asks me for steak, chocolate cake, wine, and cigars.
- Clara was untrustworthy, known for telling people's secrets. She whispers in my ear about the others.
- They argue and fight over who gets to drink the rest of the water. The pitcher of water falls to the floor in the scuffle.
- Within 15 minutes, the subjects transform into their previous selves

##### 3. Conclusions:

Though the water did indeed make my guests young, it did nothing to change their underlying character. They had no insight into what had led their lives astray. Without insight, anyone drinking the water would inevitably repeat the same mistakes later in life. What good is eternal youth if one can't address the flaws in one's character? I learned that the human heart needs more than regained youth to change. Additionally, my guests grew old again when the pitcher crashed to the floor. It's unclear how long the water would have kept them young, had the pitcher not broken. Another experiment for another day.



## ***The Experiment cont'd***

### **THE EXPERIMENT**

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

1. The study is covered in dust and cobwebs. Bookcases filled with old books “loom in the shadows.” The doctor’s guests discuss a mirror on the wall from which the ghosts of Dr. Heidegger’s patients are rumored to peer. The guests also comment on a photograph of Dr. Heidegger’s former girlfriend, whose death is a strange mystery to them—perhaps the result of a secret experiment gone wrong. These details suggest that the doctor is bizarre and might do experiments that haunt the soul. The setting creates a dark, creepy mood.
2. When the doctor’s friends become young again, they return to their old vices and make the same mistakes they made in their youth.
3. Answers may include that they are foolish, that age has not brought them any insights, that they would rather be young and foolish or cruel than old and wise, and that they enjoyed the optimism and strength they felt in their youth and don’t care if their behavior was wrong.
4. Possible statements of theme include: People don’t learn from their mistakes; people are inherently foolish or sinful; youth is a foolish obsession; and if given a second chance, most people won’t rise to the occasion.

### **THE EXPERIMENT**

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

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

### **THE EXPERIMENT QUIZ**

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

1. A (text structure, characterization; R.5, R.3)
2. D (tone; R.4)
3. B (vocabulary; R.4)
4. C (text structure; R.5)
5. C (inference; R.1))
6. B (key ideas; R.2)
7. In Scene 5, Dr. Heidegger tells his guests, “You have taught me an important lesson today. Even if the Fountain of Youth gushed at my very doorstep, I would not stoop to sip from it.” He means that even if he could drink water from the Fountain of Youth whenever he wanted and return to being young, he would not do it.

His guests taught him this lesson through their behavior when they drank the magical water: Rather than using the wisdom they gained in life to avoid the mistakes that brought them misery, all four guests almost immediately start behaving in the same foolish ways they had behaved decades earlier. Heather, when she was young, lost all her money as a result of taking “foolish risks” and getting involved in schemes that, she says, “anyone could have seen were too good to be true.” And yet, as soon as she drinks the magical water and becomes young again, she comes up with an idea to get rich that is ridiculous and bound to fail: building an elevator to the moon. Clara is miserable and lonely in her old age because everyone reviles her for being untrustworthy and revealing people’s secrets; after drinking the water, she starts whispering to Dr. Heidegger about the others and threatens to reveal the secrets they told her during their freshman year of college. When Jacob was young, he ruined his promising career as a politician by taking bribes and other corrupt behavior; as soon as he is young again, he starts talking about doing favors for people in exchange for their help, and shrugs and laughs when Clara says, “You wouldn’t do anything illegal, would you?”—implying that yes, he totally would do something illegal. And then there’s Harry, who had the potential to be a professional athlete but ruined his chances through unhealthy habits; as soon as he is young again, he asks for a steak, chocolate cake, wine, and a cigar—exactly the sort of things that ruined his body years ago. Seeing his guests begin to repeat the mistakes of their youth convinces Dr. Heidegger that he would not want to be young again, as he too would likely repeat the mistakes he made in the past. (interpreting text, analyzing how characters and ideas develop, supporting a claim; R.4, R.3, W.1)

8. Dr. Heidegger is creepy and seems rather heartless; he also has a curious mind. His whole life has been devoted to conducting odd experiments, as is made clear in Scene 1 when his college friends, now in their eighties, talk about Heidegger’s college girlfriend, who died. Jacob says, “I heard that Sylvia was helping with some secret experiment—and something went wrong.” Harry then says, “Ah, yes, Heidegger *was* always conducting some sort of strange experiment or another, wasn’t he?” This exchange reveals Heidegger’s curious nature and also





## ***The Experiment cont'd***

hints that he was irresponsible in his experiments—that he did something that led to the death of his girlfriend. Heidegger’s reputation for conducting unusual experiments is referred to again in Scene 3 when he tells his four guests that he has gathered them together for an experiment and Heather says, “Ah, yes, your famous ‘experiments.’”

The experiment for which he has gathered his guests turns out to be giving them water that will make them young again and seeing how they react—specifically, seeing if they will repeat their past mistakes. The very nature of this experiment is rather creepy, and what’s more, while describing the magical water, Heidegger pulls out a dead rose that he says Sylvia gave to him to wear at their wedding. There’s something unsettling about this, given that Heidegger seems likely to have been involved in her death.

It becomes clear right away that Heidegger’s guests are indeed repeating their past mistakes and will relive all the misery of their lives a second time, but Heidegger makes no effort to discourage them from their terrible behavior, nor does he stop giving them the water. Even when his guests start physically fighting with each other, he does nothing except quietly observe their behavior. Heidegger doesn’t seem to have any concern or empathy for these four people he was once friends with. He is interested in them only as test subjects. This kind of heartlessness is also clear from what happens at the end of the play, when his four guests leave in search of the Fountain of Youth and he does nothing to discourage them. (characterization, supporting a claim; R.3, W.1)

other guests drink the magical water and become young again, they behave in exactly the ways that turned them into “miserable creatures.” Clara herself is miserable and lonely in her old age because everyone reviles her for being untrustworthy and revealing people’s secrets; after drinking the water, she starts whispering to Dr. Heidegger about the others and threatens to reveal the secrets they told her back in college. Meanwhile, Heather, who lost all her money after taking “foolish risks” and getting involved in schemes that, she says, “anyone could have seen were too good to be true,” drinks the magical water and almost immediately comes up with an idea to get rich that is ridiculous and bound to fail: building an elevator to the moon. Then there is Jacob, who ruined his promising career as a politician by taking bribes and other corrupt behavior; as soon as he is young again, he starts talking about doing favors in exchange for people’s help, and shrugs and laughs when Clara says, “You wouldn’t do anything illegal, would you?”—implying that yes, he totally would do something illegal. And finally there’s Harry, who had the potential to be a professional athlete but ruined his chances through unhealthy habits; as soon as he is young again, he asks for a steak, chocolate cake, wine, and a cigar—exactly the sort of things that ruined his body years ago. Every single one of the guests proves Clara wrong she says that they would do things differently if given a second chance. (analyzing how characters and ideas develop, supporting claims; R.3, W.1)

8. Dr. Heidegger is creepy and seems rather heartless; he also has a curious mind. His whole life has been devoted to conducting odd experiments, as is made clear in Scene 1 when his college friends, now in their eighties, talk about Heidegger’s college girlfriend, who died. Jacob says, “I heard that Sylvia was helping with some secret experiment—and something went wrong.” Harry then says, “Ah, yes, Heidegger was always conducting some sort of strange experiment or another, wasn’t he?” This exchange reveals Heidegger’s curious nature and also hints that he was irresponsible in his experiments—that he did something that led to the death of his girlfriend. Heidegger’s reputation for conducting unusual experiments is referred to again in Scene 3 when he tells his four guests that he has gathered them together for an experiment and Heather

### **THE EXPERIMENT QUIZ**

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

1. A (text structure, characterization; R.5, R.3)
2. D (tone; R.4)
3. B (vocabulary; R.4)
4. C (text structure; R.5)
5. C (inference; R.1))
6. B (key ideas; R.2)
7. In Scene 3, Clara says, “We understand how we became the miserable creatures we are today. I am sure we would all behave differently if given the chance to do it all again.” However, Clara is wrong: When she and the



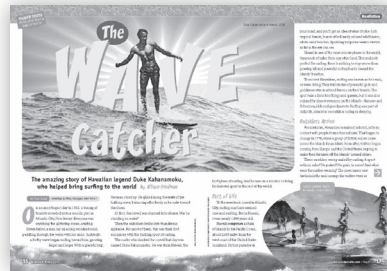
## ***The Experiment cont'd***

says, “Ah, yes, your famous ‘experiments.’”

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It becomes clear right away that Heidegger’s guests are indeed repeating their past mistakes and will relive all the misery of their lives a second time, but Heidegger makes no effort to discourage them from their terrible behavior, nor does he stop giving them the water. Even when his guests start physically fighting with each other, he does nothing except quietly observe their behavior. Heidegger doesn’t seem to have any concern or empathy for these four people he was once friends with. He is interested in them only as test subjects. This kind of heartlessness is also clear from what happens at the end of the play, when his four guests leave in search of the Fountain of Youth and he does nothing to discourage them. (characterization, supporting a claim; R.3, W.1)

## "The Wave Catcher"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 21

Speeches will vary. Sample speech:

Aloha, and welcome to the annual Kahanamoku Big-Wave Surfing Competition! If you've never seen big-wave surfing before, you're in for a treat!

Today's competition is held in honor of Duke Kahanamoku, a surfing legend of the early 1900s. He was born in Hawaii, where surfing was also born—nearly 1,000 years ago. Sadly, by the late 1800s, surfing had almost disappeared, thanks to outsiders from Europe and the United States who arrived in Hawaii and actively discouraged the sport. These outsiders even went so far as to chop up Hawaiians' lovingly crafted wooden surfboards and turn them into desks and chairs for schools. But surfers like Duke Kahanamoku stopped the sport from dying out completely. And lucky for us, Kahanamoku brought surfing to the rest of the world.

Though Kahanamoku won two medals—a gold and a silver—in the 1912 Olympics as part of the U.S. Olympic swim team, his true passion was surfing. Winning his Olympic medals turned him into a celebrity and he was invited to show off his aquatic skills across America. Of course, it wasn't the breaststroke or the backstroke that Duke Kahanamoku chose to demonstrate. It was his surfing skills! Audiences were mesmerized, as most people had never seen surfing before and didn't know such a thing existed. It didn't take long for surfing to become a prominent sport across the mainland, all thanks to Kahanamoku.

There is no doubt Kahanamoku would have loved to be here today. As you know, today's competition isn't ordinary surfing. It's big-wave surfing! What you're about to see looks almost like magic. While the average wave is 11 feet high, in big-wave

surfing, the waves are 20 feet or higher. It's safe to say that most people encountering waves this tall would move as fast as they could in the opposite direction. But big-wave surfers? They head straight towards such waves! You'll notice that a Jet Skier tows the surfer out to the wave. Then, just as the crest of the wave emerges, the surfer will let go of the tow rope. They'll speed down the wave until they are inside it, and then shoot out of the wave as it begins to collapse. The Jet Skier will then tow the surfer back to shore.

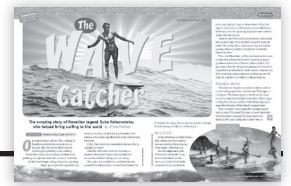
It takes true courage and skill to take on these monstrous waves, and I wish our surfers the best of luck. To the audience: I hope you enjoy witnessing these amazing feats. Maybe next year you'll take on the waves yourself. However, if you're anything like me, you will likely find that being in the audience is thrilling enough!

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: PLAN YOUR SPEECH

Answers will vary. Sample responses:

1. Duke Kahanamoku was a Hawaiian surfing legend of the early twentieth century who helped popularize surfing. He swam on the U.S. Olympic swim team at the 1912 Stockholm Summer Games, winning gold and silver medals.
2. Surfing was born in Hawaii nearly 1,000 years ago. By the late 1800s, it had begun to disappear, thanks to outsiders from Europe and the United States who arrived in Hawaii and actively discouraged the sport, even going so far as to chop up the Hawaiians' lovingly crafted wooden surfboards and turning them into desks and chairs for schools (18). But surfers like Kahanamoku continued to surf and didn't let the sport



## “The Wave Catcher” cont’d

die out. Kahanamoku later brought surfing to the rest of the world. After his Olympic success, Kahanamoku became a celebrity and toured the United States, giving swimming and surfing demonstrations. Most people on the mainland had never seen surfing before. His demonstrations led to the sport’s popularity on the mainland.

3. 1. The surfer is towed out to a big wave by a person on a Jet Ski.  
2. When the wave crests, the surfer lets go of the tow rope.  
3. The surfer speeds down the wave until they are inside it.  
4. The surfer shoots out from the wave as it begins to collapse.  
5. The Jet Skier tows the surfer back to shore.
4. The waves in big-wave surfing are at least 20 feet tall, and can be up to 100 feet tall. (By comparison, the average wave is 11 feet tall.) The waves in big-wave surfing are powerful and dangerous.

### “THE WAVE CATCHER”

#### CLOSE-READING QUESTIONS

1. Surfing played an important role in ancient Hawaiian religion: Hawaiian gods and goddesses were said to have mastered the sea on their boards. Through the centuries and into modern times, Hawaiians have enjoyed surfing as a ritual that connects them with their ancestors and with nature. Friedman explains that in Hawaii, surfing is “almost as essential as eating or sleeping.” Clearly, surfing is not just a hobby or sport, but a daily practice with deep spiritual and cultural meaning.
2. After Kahanamoku won gold and silver swimming medals in the Stockholm Olympic Games, his celebrity led him to tour the U.S. to show off his aquatic skills, demonstrating his techniques at pools and beaches everywhere. It was on this tour that he decided he would also share the gift of surfing. As a result, surfing gained prominence across the mainland U.S.
3. The section “Outsiders Arrive” helps readers understand how the arrival of Europeans and Americans affected Hawaii. These outsiders claimed more and more control over the islands and their natural resources. The existing monarchy was overthrown, and the U.S. government

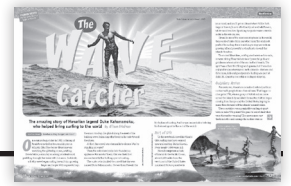
annexed Hawaii as a territory. And Hawaii lost more than its independence: Surfing was discouraged to the point where it began to disappear. This information builds context for the time in which Kahanamoku was born and raised, helping readers understand that he wasn’t just sharing his passion with the world, but also preserving and honoring his culture.

4. Friedman is emphasizing how widespread the surfing craze had become in the 1960s. She is saying that even a kid who lived nowhere near an ocean and would never see a wave—let alone surf one—would have understood surfing lingo, and this shows the degree to which surfing had permeated pop culture. A hang ten is a surfing maneuver in which the surfer perfectly balances the board so that the back of it is covered by the wave. The rider then walks all the way to the front of the board and hangs all 10 toes over the nose of the board. A wipeout is when a surfer is thrown off the board by a wave, quite ungracefully.
5. In the middle ground of the painting, Carissa Moore wears her Olympic gold medal for surfing, a Hawaiian flower in her hair, and the Hawaiian flag wrapped around her like a regal cloak. She looks strong, proud, and dignified as she gazes off into the distance. In the foreground, an ocean wave and a surfing Moore seem to be coming out of the painting. In the background, Duke Kahanamoku also stands proud, wearing one of his Olympic medals. He is painted in a slightly faded tint, making him seem like a spirit traveling with Moore. He stands behind her, looking on at one of his lifelong dreams coming true: surfing as an Olympic sport. His position behind her suggests that he is in the past, where he helped pave the way for surfers like Moore. The mural is huge, covering the side of what seems to be a 10-story building. This size communicates that these are larger than life, legendary figures in Hawaii; it celebrates their monumental achievements in the sport of surfing, their representation of Hawaii, and their roles in keeping an important part of the islands’ culture alive.

### “MONSTER WAVES”

#### CLOSE-READING QUESTIONS

1. In the introduction, Carro uses metaphors (“wall of water,” “monster wave”) and similes (“like a giant sheet



## “The Wave Catcher” cont’d

of moving concrete,” “this wave could crush a human like a bug”) to describe the waves that surfers ride in the sport of big-wave surfing. She also includes sensory details to help readers imagine being in the presence of such a wave, writing of a surfer, “she can’t hear anything but the violent churning of water” and “her heart pounds and her body buzzes.” This figurative language helps readers understand how enormous, powerful, dangerous, and exhilarating the biggest waves on Earth are.

2. Carro’s article explains that not only do large expanses of open ocean help create big waves, but other factors such as strong and sustained winds, storms out at sea, and the topography of the ocean floor are also key to the creation of massive waves.

### “THE WAVE CATCHER” AND “MONSTER WAVES” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may offer that people who are considered legends leave behind an unforgettable impression on others. They usually become well-known as a result of a unique characteristic, skill, or contribution. Kahanamoku is legendary because he had incredible aquatic skills—both in swimming and surfing. More importantly, he shared these skills with others, which in turn helped create the sport of surfing as we know it today and also kept an important part of his homeland’s culture alive.
2. Answers will vary. Students may offer that what usually comes to mind when they think of Hawaii is an idyllic vacation destination and that Friedman’s article offers a deeper look into the islands’ people, culture, and history. Students may not have been aware that Hawaii was once a sovereign nation that was annexed as a U.S. territory and later became a U.S. state, or that the U.S. banned hula dancing, surfing, and the Hawaiian language. Students may make connections to other instances of Indigenous peoples being forced to abandon their own culture and assimilate into the culture of those in power throughout history.

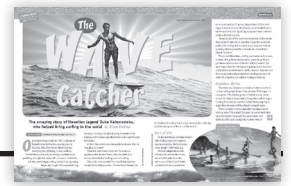
### PAIRED-TEXT QUIZ

#### \*Higher Level (HL)

1. B (text structure; R.5)
2. C (vocabulary; R.4)

3. C (figurative language; R.4)
4. C (figurative language, tone; R.4)
5. D (author’s purpose; R.6)
6. A, B, C (synthesis, key ideas; R.9, R.1)
7. The mood of the introduction to Mackenzie Carro’s article “Monster Waves” is intense and exhilarating. Carro describes a big-wave surfing wave, comparing it to a seven-story building and a giant sheet of moving concrete that could crush a human like a bug. This figurative language helps readers understand just how powerful and dangerous this wave is. Carro then describes a surfer who is being towed by a Jet Ski straight toward this wave, “taking deep breaths as it pulls her closer and closer.” After Carro’s description of the wave, this seems like the last thing a person would want to do. Carro goes on to say that the surfer “can’t hear anything but the violent churning of water. Her heart pounds and her body buzzes as she approaches the crest of the wave.” These sensory details create anxiety and suspense in readers as they wonder what will happen to the surfer in the face of this dangerous force of nature. Then Carro writes, “She lets go of the rope,” followed by a paragraph break, leaving readers on the edge of their seats. The next line, “And then—she’s flying,” creates a feeling of exhilaration, like the one a big-wave surfer must feel at this moment. (author’s craft, writing an explanatory text; R.4, W.2)
8. The surfing of the 1940s was a laid-back and peaceful activity, whereas big-wave surfing of today is an exhilarating and dangerous extreme sport. In her article “The Wave Catcher,” author Allison Friedman explains that “if you visited a California beach in the 1940s, you’d find sand-dusted surfers strumming ukuleles and goofing around between rides. To them, surfing was about letting your cares fade away, feeling harmony with the natural world—and above all, just having fun, dude.” In other words, this kind of surfing was a relaxing hobby and lifestyle. By contrast, big-wave surfing is competitive, intense, and risky. In her article “Monster Waves,” author Mackenzie Carro writes that the giant waves big-wave surfers ride “can rupture eardrums, crush bones, and rip arms out of sockets. They can pin surfers underwater and toss them around like rag dolls.” Clearly big-wave surfing is not quite as carefree as the surfing of the 1940s. (synthesis, writing an explanatory text; R.9, W.2)





## “The Wave Catcher” cont’d

### PAIRED-TEXT QUIZ

#### \*Lower Level (LL)

1. B (text structure; R.5)
2. C (vocabulary; R.4)
3. C (figurative language; R.4)
4. C (figurative language, tone; R.4)
5. D (author’s purpose; R.6)
6. A, B, C (synthesis; R.9)
7. The mood of the introduction to Mackenzie Carro’s article “Monster Waves” is intense and exhilarating. Carro describes a big-wave surfing wave, comparing it to a seven-story building and a giant sheet of moving concrete that could crush a human like a bug. This figurative language helps readers understand just how powerful and dangerous this wave is. Carro then describes a surfer who is being towed by a Jet Ski straight toward this wave, “taking deep breaths as it pulls her closer and closer.” After Carro’s description of the wave, this seems like the last thing a person would want to do. Carro goes on to say that the surfer “can’t hear anything but the violent churning of water. Her heart pounds and her body buzzes as she approaches the crest of the wave.” These sensory details create anxiety and suspense in readers as they wonder what will happen to the surfer in the face of this dangerous force of nature. Then Carro writes, “She lets go of the rope,” followed by a paragraph break, leaving readers on the edge of their seats. The next line, “And then—she’s flying,” creates a feeling of exhilaration, like the one a big-wave surfer must feel at this moment. (author’s craft, writing an explanatory text; R.4, W.2)
8. While the surfing of the 1940s was a laid-back and fun activity, big-wave surfing of today is an exhilarating and dangerous extreme sport. In her article “Monster Waves,” author Mackenzie Carro writes that the giant waves big-wave surfers ride “can rupture eardrums, crush bones, and rip arms out of sockets. They can pin surfers underwater and toss them around like rag dolls.” Clearly big-wave surfing is not quite as carefree as the surfing of the 1940s. (synthesis, writing an explanatory text; R.9, W.2)

### VOCABULARY PRACTICE

1. Answers will vary.
2. cheetah

3. Answers will vary.

4. Answers will vary.

5. A

6. A

7. B

8. A

### FINDING AND USING TEXT EVIDENCE

#### \*Higher Level (HL)

1. B, C
2. A
3. **A.** “Surfing, hula dancing, and even the Hawaiian language were banned.”  
**B.** These details show how newcomers to Hawaii deliberately tried—and almost succeeded—to stop Hawaiians from surfing.
4. Big-wave surfing is dangerous because the waves are enormous and powerful. As author Mackenzie Carro explains in her article “Monster Waves,” an average wave is only about 11 feet, while big-wave surfers attempt to ride waves that are 20 feet or taller, sometimes up to 100 feet (20-21). Not only are these waves tall, they can weigh 1,000 tons and have the ability to “rupture eardrums, crush bones, and rip arms out of sockets” (20). Clearly the waves in big-wave surfing are extremely dangerous and only the most experienced and well-trained surfers should attempt them.

### FINDING TEXT EVIDENCE

#### \*Lower Level (LL)

1. B, C
2. A
3. **A.** “Surfing, hula dancing, and even the Hawaiian language were banned.”  
**B.** These details show how newcomers to Hawaii deliberately tried—and almost succeeded—to stop Hawaiians from surfing.

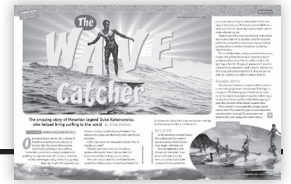
### “INTO THE WORLD OF SURFING”

#### VIDEO DISCUSSION QUESTIONS

1. The surf music in the first half of the video is upbeat and zippy. It conveys a mood of excitement and supports the idea that surfing is high-energy and fun. The music in the second half of the video is slower and

section continues >>





## “The Wave Catcher” cont’d

has an almost mystical feeling to it. It conveys a mood of awe or mystery, and perhaps a bit of tension as well, supporting the idea that surfing can be a meaningful experience of being in tune with nature, while also being dangerous. (Answers will vary.)

2. Answers will vary. Students may say they can learn that big-wave surfing is a spectacle that lots of people enjoy watching. They may also say the image shows them that big-wave surfing lives up to its name, because the photo shows the size of the platform and the people on it relative to the size of the wave. The wave is taller than the entire platform!

# "Your Phone Is Spying on You"



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary slightly. Here is a sample response:

	Carla Ramirez	Daniel Taylor
line(s) that express the central idea, or central claim	"The result is the same, though: a huge invasion of privacy. That's why I believe tracking and targeted advertising should not be allowed."	"Tacking technology is brilliant, and it shouldn't go away."
two pieces of evidence that support the central idea, or central claim	<p>"It's not like we're getting anything out of it—except ads that manipulate us into buying stuff ! I forked over three months of hard-earned babysitting money for headphones because ads kept showing up on my social media, practically screaming 'BUY ME!' It was relentless. Now I understand that I was pressured into buying something I didn't even need."</p> <p>"According to a survey by the Pew Research Center, 63 percent of Americans say they have little to no understanding about what companies do with the data they collect."</p>	<p>"Targeted advertising helps us in a bigger way as well: by keeping content and services free. How? Companies use the money they make selling ads to maintain their apps and websites. Without ad targeting, we could end up having to pay for things like Gmail or TikTok."</p> <p>"Let's say you buy a book on Amazon. Thanks to tracking, the next time you visit Amazon, you'll be greeted with a list of suggestions for other books you might like. It's a great service."</p>
line(s) that express the counterargument	"Supporters of tracking technology point out that the data companies collect and sell to advertisers is anonymous."	"Some say that targeted advertising is manipulative, that companies are using our data to trick us into buying their products."
line(s) that contain the rebuttal	"But in my opinion, the issue is not about how anonymous the data is. The issue is that these companies are using <i>our</i> data for <i>their</i> gain."	"But ads are just ads, and they were around long before the Internet came along. It's not as though anyone is forcing us to buy stuff."



## **“Your Phone Is Spying on You” cont’d**

### **ANSWERS TO ACTIVITY SHEETS**

#### **“YOUR PHONE IS SPYING ON YOU”**

##### **VOCABULARY PRACTICE**

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

# “Anything Is Possible”



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 27:

From the article “Anything Is Possible,” you can learn that in order to make a difference, you must be able to work through obstacles. As authors Nicole Tocco and Jennifer Dignan explain, the playground at Melody Day’s elementary school was inaccessible to her. The authors write, “Melody once again watched her friends go off and play. ‘I thought to myself, *Why am I just sitting here?*’ she remembers. That’s when Melody had an idea. She would help her school build an inclusive playground” (26). Melody’s mindset shows that when something seems unfair or not right, you should think of a way to make things better rather than just accepting things as they are. After Melody presented her idea to her principal, she was faced with another obstacle: The school didn’t have the money to pay for such a project. But as the authors write, “Melody was not about to let that stop her though” (27). Melody could have given up when she learned that her school did not have money for a new playground, but she didn’t. And not only did she find a creative way to raise money for the project, she also raised awareness and inspired others to join her cause.

## ANSWERS TO ACTIVITY SHEETS

### SHORT READ QUIZ

#### \*Higher Level (HL)

1. D (inference, key ideas and details; R.1, R.2)
2. B, C (text evidence; R.1)
3. A, C (text structure, key ideas and details; R.5, R.2)
4. B (text evidence; R.1)
5. Anne Frank meant that we are all capable of making a positive impact on the world, and that we can all start making that impact right away in our every day lives. This idea relates to the article “Anything Is Possible” in that Melody Day did not “wait a single moment” to start improving the world. When Melody realized there was a problem with her school’s playground, she did not sit back and wait for someone else to notice the problem and do something about it. Instead, she took action (26). By suggesting to her principal that the school design a more inclusive playground, Melody was taking initiative to improve the world for not only herself, but for other people living with disabilities as well. When her school did not have funding for the new playground, Melody did not falter or give up, but instead came up with a solution: She started a GoFundMe page to raise the money (27). Melody Day saw a need for a change and went out and did what she had to do to make that change happen. That is what Anne Frank was referring to when she said “nobody need wait a single moment before starting to improve the world.” (key ideas and details, writing explanatory text; R.2, W.2)



## “Anything Is Possible” cont’d

### SHORT READ QUIZ

#### \*Lower Level (LL)

1. D (inference, key ideas and details; R.1, R.2)
2. B, C (text evidence; R.1)
3. A, C (text structure, key ideas and details; R.5, R.2)
4. B (text evidence; R.1)
5. Anne Frank meant that we are all capable of making a positive impact on the world, and that we can all start making that impact right away in our everyday lives. This idea relates to the article “Anything Is Possible” in that Melody Day did not “wait a single moment” to start improving the world. When Melody realized there was a problem with her school’s playground, she did not sit back and wait for someone else to notice the problem and do something about it. Instead, she took action (26). By suggesting to her principal that the school design a more inclusive playground, Melody was taking initiative to improve the world for not only herself but for other people living with disabilities as well. When her school did not have funding for the new playground, Melody did not falter or give up but instead came up with a solution: She started a GoFundMe page to raise the money (27). Melody Day saw a need for a change and went out and did what she had to do to make that change happen. That is what Anne Frank was referring to when she said “nobody need wait a single moment before starting to improve the world.” (key ideas and details, writing explanatory text; R.2, W.2)

### “ANYTHING IS POSSIBLE”

#### VOCABULARY PRACTICE

1. access
2. accessible
3. include
4. inclusive
5. A
6. A
7. Answers will vary.

### SHORT WRITE KIT

Answers will vary. Sample responses:

#### Step 1:

**Claim:** From the article “Anything Is Possible,” you can learn that in order to make a difference, you must be

able to work through obstacles.

#### Step 2:

**Evidence 1:** “One day when she was in fourth grade, Melody once again watched her friends go off and play. ‘I thought to myself, *Why am I just sitting here?*’ she remembers. That’s when Melody had an idea. She would help her school build an inclusive playground.” (26)

**Commentary:** Melody’s mindset shows that when something seems unfair or not right, you should think of a way to make things better rather than just accepting things as they are.

**Evidence 2:** “The school didn’t have the funds to pay for it. Melody was not about to let that stop her though. She started a GoFundMe page.”

**Commentary:** Melody could have given up when she learned that her school did not have money for a new playground, but she didn’t. And not only did she find creative ways to raise money for the project, she also raised awareness and inspired others to join her cause.

#### Step 3:

From the article “Anything Is Possible,” you can learn that in order to make a difference, you must be able to work through obstacles. As authors Nicole Tocco and Jennifer Dignan explain, the playground at Melody Day’s elementary school was inaccessible to her. The authors write, “Melody once again watched her friends go off and play. ‘I thought to myself, *Why am I just sitting here?*’ she remembers. That’s when Melody had an idea. She would help her school build an inclusive playground” (26). Melody’s mindset shows that when something seems unfair or not right, you should think of a way to make things better rather than just accepting things as they are. After Melody presented her idea to her principal, she was faced with another obstacle: The school didn’t have the money to pay for such a project. But as the authors write, “Melody was not about to let that stop her though” (27). Melody could have given up when she learned that her school did not have money for a new playground, but she didn’t. And not only did she find a creative way to raise money for the project, she also raised awareness and inspired others to join her cause.



## “Anything Is Possible” cont’d

### CENTRAL IDEAS AND DETAILS

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

Answers will vary slightly. Sample responses:

#### Section: “Left Out”

**Central Idea:** Melody was often left out during recess because her school’s playground was not accessible to her.

#### Supporting Details:

- Melody uses a wheelchair, so she could not use the monkey bars or the other playground equipment.
- Melody couldn’t navigate the concrete barrier or gravel to even enter the playground.
- Feeling left out as her friends ran off to play inspired Melody to create an inclusive playground for her school.

#### Section: “Improved Designs”

**Central Idea:** Today, the law requires that public spaces be accessible and free of discrimination.

#### Supporting Details:

- Not long ago, places like schools, restaurants, stores, and public transportation were designed without consideration for the needs of people with disabilities.
- The Americans With Disabilities Act requires public spaces to be accessible. It has led to more ramps, wheelchair lifts, braille, and closed-captioning.
- But some places remain inaccessible, like the playground at Melody’s school before she worked to change it.

#### Section: “Planning the Playground”

**Central Idea:** Melody didn’t let her school’s lack of funds stop her from turning her vision for the playground into a reality.

#### Supporting Details:

- Melody started a GoFundMe page where people could donate to her project.
- Melody inspired her classmates to make their own donations and hold fundraisers for the new playground.
- Melody worked with a playground equipment company to help with the project.
- Melody achieved her dream in 2020, when the work was completed and the playground had accessible equipment, a buddy bench, and flat surfaces instead of gravel.

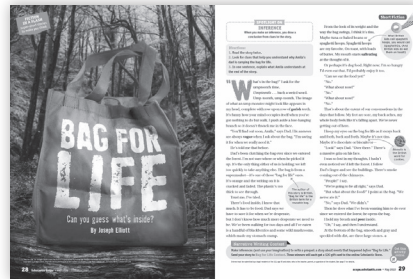
#### Short response:

After being left out during recess due to her school’s

inaccessible playground, Melody Day passionately worked to create a playground that makes all children feel like they belong.



## “Bag for Life”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### ACTIVITY, PAGE 29

See answers to the “Making Inferences” activity in the column to the right, which support this task in the magazine.

#### WRITING PROMPT, PAGE 29

Responses will vary.

### ANSWERS TO ACTIVITY SHEETS

#### CORE SKILLS WORKOUT:

##### MAKING INFERENCES

Answers will vary slightly. Sample responses:

1. Amila thinks Dad is saving the bag’s contents for when they need them to survive, or when their situation is more desperate than it is now.
2. Dad and Amila left their home in such a hurry that they were not able to take any of their belongings with them. They are traveling through the forest without any food or supplies, and without a clear destination. From these details, you can infer that they are on this trek because of an unexpected crisis—a difficult and dangerous situation that required them to take the immediate action of leaving their home to find a safer place.
3. Amila is completely focused on the bag for life—watching it, asking about it incessantly, fantasizing about what might be inside it. She is both physically and emotionally exhausted. Her body hurts from walking through the forest for so long, and she is beginning to lose hope.
4. Dad has been carrying the bag full of stones to give Amila hope—and it worked. The bag gave Amila the idea that if they really became desperate for food, they had some; it stopped her from thinking they would starve. The bag also gave her something to keep her mind on besides their perilous situation and her pain and exhaustion, as shown by the fact that Amila didn’t even notice when they’d finally left the forest and happened upon other people and safety.



## “Bag for Life” cont’d

### “BAG FOR LIFE”

#### VOCABULARY PRACTICE

1. garish
2. salivate
3. peered
4. vague
5. A
6. A
7. B
8. B

## “Grandfather’s Chopsticks”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 32

Responses will vary.

### ANSWERS TO ACTIVITY SHEETS

#### “GRANDFATHER’S CHOPSTICKS” POETRY ANALYSIS

*Note that for simplicity’s sake we are referring to the speaker as “she,” but the speaker is not necessarily female.*

Answers will vary slightly. Sample responses:

1. The speaker is likely a kid. She is being served by her grandfather, refers to superheroes, and perhaps isn’t that experienced using chopsticks (as suggested by her admiration for her grandfather’s skill with them).
2. A kid is out to dinner with her grandfather at a restaurant that serves cuisine typically eaten with chopsticks—such as Chinese or Thai food. You know this because she refers to a restaurant table and food that her grandfather is serving her with chopsticks. Though no other people are mentioned in the poem, that the restaurant table is “big” and “round” suggests that other family members may be there too.
3. The comparison of Grandfather’s chopsticks to “extra-long superhero fingers” tells you that Grandfather is so skilled at using his chopsticks that it seems like they are extensions of his fingers rather than something he is holding. The word “superhero” suggests that Grandfather’s skill is so great that it seems like a superpower.
4. In the last stanza, the speaker calls her grandfather’s chopsticks “pretty smart” and asks how they know what she wants to eat.

5. The poet likely includes these details to help the reader picture the different foods and imagine what it would be like to eat them—what they would taste like, how they would feel in the mouth—and to make the foods sound delicious, as the poem’s speaker finds them to be. These details may also have been included to make the poem more interesting and engaging for the reader.
6. The speaker may mean that her grandfather serves her the dishes that he knows are her favorites, or that he serves her foods that are so delicious that she realizes once she is eating them that they are exactly what she wants to eat.
7. The poem suggests that the speaker admires her grandfather—at least in terms of his ability to use chopsticks. She seems to appreciate him for serving her delicious foods. The fact that Grandfather serves the speaker delicious foods that he seems to know she will like suggests that he knows and cares about what foods she likes best.
8. Students will likely answer that the poem is really about Grandfather, not his chopsticks. The speaker talks about Grandfather’s chopsticks as a way of talking about Grandfather himself—how skilled he is at using chopsticks and how he seems to know exactly what she wants to eat.