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"BEWARE THE CHUPACABRA"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

THE MONSTER

Ask anyone who's/whose ever heard a twig snap in a dark forest: The night is full of frights. And of all the creatures that prowl the darkness, the scariest just might be the chupacabra, who's/whose giant eyes glow red and who's/whose foul stench will make you gag.

The chupacabra is a vampirelike monster that drinks the blood of farm animals. It is said to have sharp fangs and claws and long spikes running down its back. Some say it stands 5 feet tall and hops on two legs like a kangaroo. Others say it walks on all fours.

As you may have guessed, the chupacabra is a cryptid, like Bigfoot and the Loch Ness monster. That means it's a creature some claim is real—but who's/whose existence has not been proven.

THE STORIES

Chupacabra stories tend to follow a similar pattern: A farmer wakes up in the morning to find all the farm animals dead, seemingly drained of all their blood. There is no sign of struggle and no evidence of an attack except for two or three bite marks on the animals' necks.

Sightings of the chupacabra, who's/whose name means "goat-sucker" in Spanish, have been reported in parts of Brazil, Chile, Mexico, and the U.S. Most famously, in 1995, the beast was blamed for the deaths of hundreds of animals in Puerto Rico.

THE FACTS

Over the years, all sorts of creatures have been blamed for mysterious attacks on farm animals. Could aliens be

responsible? Or bats? Scientists believe one of the most likely explanations is that many "chupacabras" are actually coyotes suffering from a disease called mange. Mange causes animals to lose their fur. Mange also thickens skin—and the infected skin can produce a powerful smell. What's more, sick coyotes may be more likely to feed on livestock than wild animals, because farm animals make easier prey.

But then again, who's/whose to say the chupacabra definitely isn't real? After all, there may not be any proof that the chupacabra exists—but there's also no proof that it doesn't!

ANSWERS TO ACTIVITY SHEET

WHOSE OR WHO'S?

1. who's
2. who's
3. whose
4. who's
5. whose
6. Whose
7. who's
8. whose
9. Who's
10. whose
11. who's
12. Who's

“This Is the End of Chicago!”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

As Lauren Tarshis explains in her article “This Is the End of Chicago!”, many factors contributed to the Great Chicago Fire of 1871. For starters, the light sources and fuels people used in their homes in 1871 made it all too easy for a fire to ignite. Tarshis explains that “people read by the light of flames from candles or lanterns. They cooked on stoves heated with wood or white-hot coals. One fallen candle or stray ember could torch an entire neighborhood” (7). In addition to the hazards that existed in homes at that time, the weather during that particular summer also made it easier for fires to ignite. Tarshis explains that the summer of 1871 was “far hotter and drier than normal. Only about an inch of rain fell between July and September. The city sizzled.” She goes on to add that October 7th, the day before the Great Chicago Fire, had been an unusually warm day with hot wind gusts; by the end of the summer, these conditions were causing fires to break out several times a day (8). And not only was the weather making fires more likely, the city’s stunning growth was also increasing the likelihood of fire outbreaks. Tarshis explains that after the advent of railroads, Chicago had become “a thriving metropolis of over 330,000 people” and that “not surprisingly, there were more and more fires as Chicago grew. In 1870, 669 fires broke out in the city—a record” (6-8). Combined, these factors made Chicago extremely vulnerable to a devastating fire such as the Great Chicago Fire that broke out in the O’Leary family’s barn on October 8th.

Once the Great Chicago Fire ignited, a combination of factors then caused it to burn wildly out of control. The previously mentioned dry and windy weather only made things worse. Tarshis writes, “The hot, dry wind pulled sheets of

flame from house to house. Sparks and embers and hunks of fiery wood rose into the air. Like burning seeds, they grew into new fires wherever they landed” (8). And because the city was made almost entirely out of wood—houses, streets, sidewalks, bridges—wherever it landed it, it burned with ease. In Tarshis’s words, the fire was “growing fast, its flaming jaws devouring the endless feast of wood” (9). Lastly, the city’s fire department had its hands tied when it came to fighting the monstrous blaze: the department was simply too small for a city of its size. Tarshis explains that Chief Fire Marshal Robert Williams knew this after watching other large cities in the U.S. be nearly destroyed by fire, so he requested money for additional men and equipment to no avail (7-8). Had the mayor granted Williams’s request, perhaps the fire could have been controlled. Additionally, Tarshis explains that the small fire department was utterly exhausted from fighting a fire on October 7th for 17 straight hours, and that there was “a series of errors and confusion” that delayed their arrival at the O’Leary’s barn on the 8th (8).

Fortunately, advances in technology have made us better prepared for fires today than in 1871. The hazardous light sources and fuels once used in homes have been replaced by electricity. Advanced alarm now systems alert citizens and fire departments when a fire ignites and sprinkler systems begin battling them immediately. Speeding fire trucks and many, large fire departments are at the ready all over the country (7). Additionally, as Tarshis explains was the case in Chicago following the Great Chicago Fire, laws have been passed that keep cities safer from fire (10), and infrastructure has since been built out of stone or brick—materials that are far less likely to burn (7).



“This Is the End of Chicago!” cont’d

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: ANALYZING CAUSE AND EFFECT

Slide 2:

CAUSE: The Weather

Tarshis writes that during the summer of 1871, the weather in Chicago was “far hotter and drier than normal. Only about an inch of rain fell between July and September. The city sizzled.” She adds that the day before the Great Chicago Fire had been an unusually warm day with hot wind gusts; by the end of the summer, these conditions were causing fires to break out several times a day. (p. 8)

CAUSE: Hazards at Home

The light sources and fuels people used in their homes in 1871 made it all too easy for a fire to ignite. Author Lauren Tarshis writes, “People read by the light of flames from candles or lanterns. They cooked on stoves heated with wood or white-hot coals. One fallen candle or stray ember could torch an entire neighborhood.” (p. 7)

CAUSE: The City’s Growth

Tarshis explains that after the advent of railroads, Chicago had become “a thriving metropolis of over 330,000 people” and that “in the history of the world, few cities had grown as fast as Chicago.” She goes on to say that “not surprisingly, there were more and more fires as Chicago grew. In 1870, 669 fires broke out in the city—a record.” (pp. 6-8)

Slide 3:

CAUSE: The Weather

Once the fire ignited and began to grow, the dry and windy weather only made things worse. Tarshis writes, “The hot, dry wind pulled sheets of flame from house to house. Sparks and embers and hunks of fiery wood rose into the air. Like burning seeds, they grew into new fires wherever they landed.” (p. 8)

CAUSE: The Wood

Because the city of Chicago was made “almost entirely out of wood”, the fire burned out of control. At the time,

wood was cheap and plentiful; houses, streets, sidewalks, and bridges were all built out of wood. In Tarshis’s words, the fire was “growing fast, its flaming jaws devouring the endless feast of wood.” (p. 9)

CAUSE: The Fire Department

The city’s fire department was too small for a city of its size. Chief Fire Marshal Robert Williams knew this after watching other large cities in the U.S. be nearly destroyed by fire, so he requested money for additional men and equipment to no avail. Had the mayor granted Williams’s request, perhaps the fire could have been controlled. Additionally, Tarshis explains that the small fire department was exhausted from fighting a fire on October 7th for 17 straight hours, and that there was “a series of errors and confusion” that delayed their arrival at the O’Leary’s barn on the 8th. (p. 8)

Slide 4:

Responses will vary, but should include information related to:

- advances in technology (alarm systems, sprinkler systems, speeding fire trucks, electricity, etc.)
- larger fire departments
- laws that keep cities safer from fire
- infrastructure made out of stone, brick, concrete, steel, glass, etc. rather than wood

“THIS IS THE END OF CHICAGO!”

CLOSE-READING QUESTIONS

1. The section “High Hopes” helps readers better understand the time and place in which the Great Chicago Fire occurred, and it introduces people who will be affected by the fire later in the article. Tarshis provides important details that help transport readers back to 1871 Chicago: Women didn’t have the right to vote or work in most professions, large numbers of immigrants were coming to America, and Chicago had dairies that delivered fresh milk to people’s homes each morning by horse-drawn wagon.
2. Tarshis describes Chicago in the 1800s as part of an exciting new era of motion, connection, and innovation that was dawning in the United States. She also makes clear that not everyone benefited from this stunning growth: Nations such as the Potawatomi Nation were forced off their lands, human waste and garbage



“This Is the End of Chicago!” cont’d

polluted the air and water, and many immigrants worked low-paying and often dangerous jobs.

3. According to the article, fire risks were everywhere at the time of the Great Chicago Fire—people used flames from candles and lanterns as a light source, and wood- and coal-powered stoves for cooking. Plus, the weather conditions in the summer of 1871 were far hotter and drier than normal, and the days before the fire were especially warm with hot wind gusts.
4. As Tarshis explains, a series of errors and confusion delayed the arrival of the fire department to the O’Learys’ neighborhood. What’s more, the firefighters must have been completely exhausted upon arrival: The entire department had spent 17 hours fighting another fire the previous day. And even though the department was better equipped than those of most cities at the time, the 190 firefighters, 172 alarm boxes, and pumper trucks they had were not nearly enough to keep a city of Chicago’s size safe. Another reason the fire burned out of control was the weather. The hot, dry wind picked up flames and embers and spread them across the city—a city made almost entirely out of wood. At the time, roads, sidewalks, bridges, and buildings were constructed out of the cheap and plentiful material, and they caught fire all too easily.
5. Tarshis’s use of figurative language helps readers visualize the fire and understand just how violent and fast-moving it was. For example, she writes that “the hot, dry wind pulled sheets of flame from house to house” and that “like burning seeds,” the embers “grew into new fires wherever they landed.” She then describes the fire in a way that portrays it as a hungry monster, writing that “the fire was now hundreds of yards wide and growing fast, its flaming jaws devouring the endless feast of wood,” and that explosions inside the fire “tore rooftops from buildings and hurled them into the streets.”

“THIS IS THE END OF CHICAGO!” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may offer that when something terrible happens, people are angry and want answers. They sometimes want someone to blame. Perhaps it’s more comforting to believe that one person

is responsible for a disaster than to accept that a combination of small decisions or bad luck could lead to something as tragic as the Great Chicago Fire. Students may also offer that, as Tarshis explains, the lies people spread about Catherine O’Leary were fueled by prejudice against Irish immigrants.

2. Answers will vary. Students may say that the story shows the importance of paying attention to the warnings and valuable lessons that can be learned from those around us. The Chicago mayor had dismissed the Chief Fire Marshal’s pleas for additional firefighters and equipment, which the Fire Marshal made after observing what was happening in other big cities and within Chicago. Students may also offer that the disaster offers a lesson in resilience, as Chicago was able to rebuild and flourish again just a decade after the fire—and passed strict laws to make the city safer from fire. Students may also say that the story highlights the importance of helping others through the examples of the cities that rallied to send food, funds, and supplies to Chicago and the strangers who extinguished Bessie’s burning coat with their bare hands.

“THIS IS THE END OF CHICAGO!” QUIZ

***Higher Level (HL)**

1. D (author’s craft; R.4)
2. C (text structure; R.5)
3. C, D (text structure; R.5)
4. A (character; R.3)
5. A, B, D (text evidence; R.1)
6. B (central idea; R.2)
7. According Lauren Tarshis’s article “This is the End of Chicago!”, Chicago was changing dramatically and rapidly in the 19th century. She explains that for centuries, Chicago had been a land of quiet marshes and beautiful rivers inhabited by nations such as the Potawatomi, but that by the 1830s, the U.S. government had forced these nations off of their lands (6-7). The city then became a trading post, and with the advent of trains, exploded into a metropolis of 330,000 people over the course of just a few decades, as the city was a crossroads for dozens of railroads that now connected the country’s coasts (6). Describing Chicago’s incredibly fast and dramatic change, Tarshis writes, “In the history of the world, few cities had



“This Is the End of Chicago!” cont’d

grown as fast as Chicago” (6). (key ideas and details, text evidence, explanatory writing; R.1, R.2, W.2)

8. As made evident in Lauren Tarshis’s article “This Is the End of Chicago!”, we are better protected from fires today than we were in the past. For starters, in the 19th century, fire risks were everywhere. Tarshis explains that at the time, people used constantly used candles, lanterns, and wood or coal stoves, which could accidentally “torch an entire neighborhood” (7). Today, we use electric appliances in our homes rather than open flames, eliminating many fire risks. Other advances in technology, such as smoke detectors, sprinkler systems, and modern fire-fighting tools also provide us with enhanced protection from fires. Lastly, in the past, cities like Chicago were built almost entirely out of wood, a cheap and plentiful—but very flammable—material. Now that cities are built using brick, stone, glass, cement, etc., fires don’t spread as easily and quickly as they once did. (key ideas and details, text evidence, explanatory writing; R.1, R.2, W.2)

“THIS IS THE END OF CHICAGO!” QUIZ

***Lower Level (LL)**

1. D (author’s craft; R.4)
2. C (cause and effect; R.5)
3. C, D (cause and effect; R.5)
4. A (character; R.3)
5. A, B, D (text evidence; R.1)
6. B (central idea; R.2)
7. As Lauren Tarshis explains in her article “This Is the End of Chicago!”, trains played an enormous role in Chicago’s stunning growth in the 19th century. Tarshis writes that “by the late 1860s, thousands of miles of railroad tracks crisscrossed the United States” and that “ smack in the middle of the action was Chicago, where dozens of railroad lines met” (6). As Tarshis explains, this new means of transportation that connected the country’s coasts transformed Chicago from a “mosquito-ridden trading post” to a “thriving metropolis of 330,000” in just a few short decades. (key ideas and details, text evidence, explanatory writing; R.1, R.2, W.2)
8. As made evident in Lauren Tarshis’s article “This Is the End of Chicago!”, advances in technology have helped us to be better protected from fires today than we were

at the time of the Great Chicago Fire. For starters, in the 19th century, fire risks were everywhere because of the energy sources people used. Tarshis explains that people used candles, lanterns, and wood or coal stoves that could accidentally “torch an entire neighborhood” (7). Today, we use electric appliances in our homes rather than open flames, eliminating many fire risks. Other advances in technology, such as smoke detectors, sprinkler systems, and modern fire-fighting tools also provide us with enhanced protection from fires. (key ideas and details, text evidence, explanatory writing; R.1, R.2, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

***Higher Level (HL)**

1. The article takes place in Chicago in 1871.
2. The article is mainly about two families living in Chicago: The O’Learys and the Bradwells.
3. The article describes the Great Chicago Fire of 1871, when a fire destroyed much of the city of Chicago.
4. Some of the events leading up to the fire include: The summer of 1871 had been abnormally hot and dry. The mayor denied the fire chief’s request for more money and men to improve the department in their rapidly growing city. By October, fires were breaking out several times a day. The city was built almost entirely of wood.
5. Answers will vary. Possible details include: After the Great Chicago Fire, new laws were passed to prevent future fires. Catherine O’Leary was a scapegoat for the start of the fire. Hundreds of people died and over 100,000 lost their homes.

Summary:

On the night of October 8, 1871, an enormous fire started in the city of the Chicago. The fire started in a barn belonging to Catherine O’Leary and her family while they were sleeping, likely as the result of a bit of drifting ash. The fire spread quickly because the city had seen weeks of drought, because so much of Chicago was built from wood, and because Chicago did not have enough firefighters to handle a large fire. By midnight, the fire had become an inferno, with almost every neighborhood in flames. Thirteen-year-old Bessie Bradwell and her family were among the thousands who ran into the streets, desperate to escape the flames. Bessie became



“This Is the End of Chicago!” cont’d

separated from her parents. The fire burned for over 24 hours and when it ended, the city was destroyed. More than 100 people died and 100,000 were left homeless. Fortunately for the Bradwells, they all made it safely through the fire and were reunited. Catherine O’Leary also survived, but her life was ruined by the fact that she was unfairly blamed for the fire. Impressively, within a decade of the Great Chicago Fire, as it came to be called, the city was almost completely rebuilt and new laws were put in place to prevent future fires.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Numbers in gray boxes from top to bottom:

4, 2, 8, 7, 1, 9, 3, 6, 5

Sentences in order:

1. On the night of October 8, 1871, an enormous fire started in the city of the Chicago.
2. The fire started in a barn belonging to Catherine O’Leary and her family while they were sleeping, likely as the result of a bit of drifting ash.
3. The fire spread quickly—in part because the city had seen weeks of drought, in part because so much of Chicago was built from wood, and in part because Chicago did not have enough firefighters to handle a large fire.
4. By midnight, the fire had become an inferno, with almost every neighborhood in flames.
5. Thirteen-year-old Bessie Bradwell and her family were among the thousands who ran into the streets, desperate to escape the flames. Bessie became separated from her parents.
6. The fire burned for over 24 hours and when it ended, the city was destroyed. More than 100 people died and 100,000 were left homeless.
7. Fortunately for the Bradwells, they all made it safely through the fire and were reunited.
8. Catherine O’Leary also survived, but her life was ruined by the fact that she was unfairly blamed for the fire.
9. Impressively, within a decade of the Great Chicago Fire, as it came to be called, the city was almost completely rebuilt and new laws were put in place to prevent future fires.

CORE SKILLS WORKOUT: TEXT FEATURES

1. The illustration shows a large fire and people trying to escape in a crowded street. This image creates a terrifying and chaotic mood as the reader wonders what will happen to them.
2. The drawing shows people trying to escape the fire by going out of a window. The expressions on the people’s faces are terrified and panicked. Some of the people’s mouths are open in screams. This image supports the idea that the Great Chicago Fire of 1871 was a terrifying and intense experience for those living in the city at the time.
3. The images support this quote because the image on page 7 shows a well-dressed woman looking relaxed in a train car that is traveling through a beautiful landscape. The “Burlington Route” postcard shows examples of glamorous train cars with lavish decorations that could be from the living room in a wealthy person’s home, like couches, chandeliers, and curtains.
4. The photo on page 9 shows a city that has been burned to the ground by the fire. There are only a few people wandering the streets. The images on page 10 show a city filled with impressive buildings and many people. Together, these photos tell the story of how Chicago rebuilt itself after the fire of 1871.

VOCABULARY PRACTICE

1. sweltered
2. fouled
3. metropolis
4. scapegoat
5. A
6. B
7. A
8. B
9. B
10. A

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. B
2. C; This detail explains how quickly Chicago’s population was growing in the 1800s.
3. Answers will vary. Sample response: “Over time, cities have become safer from fire.”



“This Is the End of Chicago!” cont’d

4. “But the vicious lie spread, fueled by the hateful prejudice against immigrants at the time, especially against those from Ireland.”

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, B, D
2. Life could be difficult for immigrants in Chicago.

VIDEO DISCUSSION QUESTIONS

1. In her narration, Tarshis says that the fire destroyed one-third of the city, killed 300 people, and left 100,000 other people homeless. Onscreen, we see footage of people scrambling to put out a raging fire and pictures of smoldering ruins. Together, these details support the statement that the disaster was “one of the most devastating fires in U.S. history.”
2. Primary sources are a firsthand account about of an event or time period that were created at the same time as the event or time period. They can include artifacts, diaries, letters, and photographs. These types of materials, especially the firsthand account of Bessie Bradwell, helped Tarshis create a picture in her mind of what the Great Chicago Fire was like, so that she could include details in her article to help you better picture the scene of the fire as well.
3. Answers will vary. Details chosen may be about how both the Bradwell and O’Leary families survived the fire, how Bessie made it through the chaotic scene of the fire on her own, how Bessie saved her mother’s business during the fire, or how the city of Chicago was able to rebuild after the fire.

The Mighty Baba Yaga



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 17

Answers will vary.

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: A CINDERELLA STORY

Answers will vary.

THE MIGHTY BABA YAGA

CLOSE-READING QUESTIONS

1. Maria, Nina, and Anna are hateful to Vasilisa—they say horrible things to her, lock her up and withhold meals from her, and sell her late mother's prized possessions. They use this money to buy themselves fancy clothes while Vasilisa waits on them hand and foot in dirty, shabby clothes. They do this because Vasilisa's father married Maria after Vasilisa's mother died, and Maria, Nina, and Anna now stand in line to inherit his farm and fortune—after Vasilisa, that is. The three of them exert power over Vasilisa in an attempt to get rid of her—and go so far as to send her to her death at Baba Yaga's house—so that they can become more rich and powerful.
2. Even though it might sound at first like Maria is being gentle and kind, she is making a scornfully abusive remark to Vasilisa: Just as an enormous and powerful bear doesn't even notice if it steps on a tiny, helpless beetle, we don't care about you in the least.
3. These lines foreshadow what happens in Scene 8: After touching Baba Yaga's glowing skull, Maria, Nina, and

Anna vanish into thin air. The playwright hints at their punishment in Scene 1, when after the three of them treat Vasilisa most terribly, the sky darkens, thunder claps, and Baba Yaga's flaming skull appears in their cottage window. This suggests that Baba Yaga is already watching and plotting, which is confirmed when Baba Yaga tells Vasilisa that she has been expecting her. In addition, in Scene 3, after Maria, Nina, and Anna send Vasilisa off to Baba Yaga's house believing they are seeing the last of her, Maria says, "Well, girls, I daresay there is now nothing that will stop us from getting what we deserve." Echoing this comment at the end of Scene 7, as Vasilisa leaves Baba Yaga's hut with a glowing skull, Baba Yaga says, "The light will deliver that which is deserved"—which is to say, a harsh punishment for Maria, Nina, and Anna.

4. Vasilisa is unable to complete Baba Yaga's first task of separating a sack of peas into piles because the walking house makes it impossible. The task is ultimately completed for Vasilisa in reciprocity for her kindness: After sharing her bacon and scrap of bread with Baba Yaga's cat and dog, the animals repay her by separating the peas into neat piles while she sleeps.
5. In Scene 2, readers get the sense that Vasilisa finds joy in the land she cultivates and in nature as she "pauses to look out at the farm, at the neat rows of cabbage and bushes bursting with wild berries." Her connection with animals is apparent in Scene 5 when she is not afraid of Baba Yaga's snarling dog and hissing cat, but rather, senses their hunger and shares what little food she has with them. In response, the cat begins to purr and the dog curls up beside her. In Scene 6, when she is struggling to complete Baba Yaga's second task of filling a bucket full of holes with water, she is able to

section continues >>



The Mighty Baba Yaga cont'd

observe a magpie and mimic its behavior to overcome the challenge.

6. Vasilisa is hopeful, kind, and forgiving. When Peter offers to take her in, she refuses with gratitude and expresses optimism that Maria, Nina, and Anna will soften their hearts to her. Even after all of the awful things they've done to her, she still forgives them in the end and tells them that when she inherits her father's fortune, she will not turn them away.

THE MIGHTY BABA YAGA

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that the play suggests good will win the day and evil will be punished. They may point out that Baba Yaga is clearly capable of evil—she is constantly threatening to eat Vasilisa and seems a bit disappointed when Vasilisa solves the riddle and Baba Yaga must therefore let her go. On the other hand, she helps Vasilisa and punishes Maria, Nina, and Anna.
2. Answers will vary.
3. Answers will vary.

THE MIGHTY BABA YAGA QUIZ

***Higher Level (HL)**

1. C, D (text structure; R.5)
2. B (figurative language; R.4)
3. B (inference; R.1)
4. C (inference; R.1)
5. D (text structure; R.5)
6. C, D (theme; R.2)
7. The qualities that helped Vasilisa complete Baba Yaga's tasks are courage, determination, kindness, and cleverness. To even approach Baba Yaga—who Vasilisa expects to kill her—and try to accomplish the impossible-seeming tasks Baba Yaga gave her required courage and determination. Vasilisa's kindness came into play during the first of her three tasks, which was to sort a sack full of peas into piles by color. Vasilisa was unable to complete the task because Baba Yaga's house had legs and kept moving around, scattering the piles. Vasilisa fell asleep, and when she awoke, discovered that Baba Yaga's cat and dog had sorted the peas for her. The reason they did this was to repay the

kindness that Vasilisa had shown them earlier, when she gave them the small amount of food that she had for herself. Vasilisa again showed kindness when she completed the task of picking lice from Baba Yaga's hair. Cleverness helped Vasilisa complete the second task, carrying water in a bucket full of holes. Vasilisa observed a magpie using mud to hold the twigs in its nest together and then cleverly used mud to plug the holes in the bucket. Cleverness also enabled Vasilisa to solve the riddle Baba Yaga posed to her as a final test. (character, text evidence; R.3, R.1)

8. The idea that evil will be punished and good will win the day is developed in *The Mighty Baba Yaga* through the story of a kind, generous, and brave young woman who survives an encounter with a dangerous witch and goes on to live a happy life while her cruel stepmother and stepsisters are severely punished. At the beginning of the story, the young woman, Vasilisa, is living with her stepmother and stepsisters, who are very mean to her. In fact, as one of the stepsisters reveals in Scene 1, they are trying to make Vasilisa's life so unbearable that she will leave. The reason they want Vasilisa to leave is that if she does, they—not Vasilisa—will inherit from Vasilisa's father the valuable farm where they are living. So they force Vasilisa to do all the chores, sell the belongings of Vasilisa's late mother and use the money to buy themselves fancy clothes, and generally treat Vasilisa with cruelty. For example, in Scene 1, one of the stepsisters trips Vasilisa and causes her to drop the wood she is carrying, and the stepmother then punishes Vasilisa, saying, "You clumsy, useless child! You will have no dinner tonight." Soon after this, the stepmother and her daughters conspire to send Vasilisa to visit the dreaded witch Baba Yaga, who they expect will kill Vasilisa.

Vasilisa, meanwhile, is as good as her stepmother and stepsisters are evil. She tells a neighbor that she is staying in her family home because of a promise she made to her father, who is off traveling. She also tells her neighbor that she keeps hoping that if she is patient, her stepmother and stepsisters will soften their hearts to her. As the neighbor points out, this reveals that Vasilisa has incredible patience. Vasilisa's goodness is also made apparent through her experience at Baba Yaga's house. She is kind to the witch's cat and dog,



The Mighty Baba Yaga cont'd

sharing her food with them, and she proves herself to be courageous and clever by completing the seemingly impossible tasks that Baba Yaga gives her. So at the end of the story when Baba Yaga casts a spell that makes the stepmother and stepsisters vanish without a trace while Vasilisa goes on to fall in love, get married, and live a life of comfort of joy, we get the message that evil will be punished and good will win the day. (theme, text evidence; R.2, R.1)

THE MIGHTY BABA YAGA QUIZ

***Lower Level (LL)**

1. C, D (text structure; R.5)
2. B (figurative language; R.4)
3. B (inference; R.1)
4. C (inference; R.1)
5. D (text structure; R.5)
6. C, D (theme; R.2)
7. One adjective you could use to describe Vasilisa is clever. When the witch Baba Yaga tells Vasilisa to fill a badly leaking bucket with water, Vasilisa observes a magpie using mud to hold the twigs in its nest together and then cleverly imitates the bird, using mud to plug the holes in the bucket. Vasilisa shows cleverness again when she is able to quickly solve the riddle Baba Yaga poses to her as a final test. Baba Yaga asks, "What is always in front of you but cannot be seen?" A few moments later—though none too soon, because if she can't answer Baba Yaga will eat her—Vasilisa comes up with the answer: the future. (character, text evidence; R.3, R.1)
8. Baba Yaga's skulls explain that Baba Yaga is a witch who may harm you, or worse, eat you. But Baba Yaga is also helpful and good, as demonstrated by the fact that she helps a deserving young woman and punishes a very terrible woman and her terrible daughters. When a kind, patient, and generous young woman named Vasilisa shows up at Baba Yaga's hut in the forest asking for help, Baba Yaga does help her—although only after making Vasilisa perform a series of very difficult tasks. But when Vasilisa successfully completes the tasks, Baba Yaga stays true to her word and gives Vasilisa a flaming skull that she can take home to relight her hearth. What's more, Baba Yaga casts a spell that causes Vasilisa's cruel, abusive stepmother and stepsisters to

vanish without a trace, which is what they deserve! (theme, text evidence; R.2, R.1)

VOCABULARY PRACTICE

1. gaunt
2. aspiring
3. chamber pot
4. reverberated
5. gnarled
6. pluck
7. A
8. B
9. A

CORE SKILLS WORKOUT: MOOD

1. Answers will vary but should be similar to spooky, creepy, eerie, frightening, etc.
2. The setting is described as a "dark" and "forbidden" forest and the audience hears voices echo from the shadows. Those voices belong to floating skulls with glowing orange eye sockets, who present warnings about the witch we will meet in this story. The skulls enter the stage and also end the scene in a chorus of sinister laughter.
3. "Outside the window, the sky darkens. Thunder claps in the distance."
"A flaming skull appears in the window."
"The skull's mouth curves into a grotesque smile."
4. Answers will vary but may include:
"Baba Yaga smiles, revealing sharp iron teeth."
"Baba Yaga devours it like a lion feasting on its prey."
"Don't even think about escape. My cat will scratch your eyes out, my dog will tear you to pieces, and my gate will trap you."
5. Answers will vary.

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Answer provided.
2. Vasilisa: For my part, I have forgiven you. And when I inherit my father's fortune, I will not turn you away. (Scene 8)
3. In Scene 6, when Vasilisa wakes to find the peas neatly separated into two piles, SD1 says, "She looks at the cat



The Mighty Baba Yaga cont'd

and the dog. They stare at her blankly.” Readers can infer that the cat and the dog have repaid Vasilisa’s kindness by separating the peas for her while she slept.

4. Despite expressing a desire to eat Vasilisa for dinner throughout the play—and even as she attempts this final task—Baba Yaga seems to ultimately want Vasilisa to succeed. She is impressed by Vasilisa’s ability to answer the riddle, tells her that she is worthy, and lets her go with what she came for.
5. Good triumphs over evil. When Vasilisa, who is good, forgives her stepmother and stepsisters, who are evil, they do not return her kindness. Instead, they insult her and yell at her, and for this they are punished: Baba Yaga makes them disappear.

Clues:

Vasilisa: First, I must ask a question: Are you sorry for what you have done?

Maria: Sorry? SORRY?!

Vasilisa: For my part, I have forgiven you. And when I inherit my father’s fortune, I will not turn you away.

Nina: How dare you!

Maria: We do not want your forgiveness!

Anna: We do not want your kindness!

Maria: WE ONLY WANT YOU GONE!

SD3: The three of them reach out and grab the glowing skull at the same time, and then—

Baba Yaga (from offstage): POOF!

SD1: They vanish.

“Should Halloween Be on a Saturday?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 19 should include some of the following points:

YES!

1. It would be safer for trick-or-treaters.
2. When Halloween falls on a weekday, you may have to wait until after school to celebrate. Halloween on a Saturday would give people a whole day to partake in holiday festivities.
3. Halloween on a Saturday would mean never having to worry about getting up early for work or school the next day.

NO!

1. Halloween has been celebrated on October 31 for centuries. Moving the holiday would be breaking a long-standing tradition.
2. Some people observe Saturday as a religious day and wouldn't be able to celebrate Halloween if it always fell on a Saturday.
3. If Halloween were to be moved to a Saturday people might still celebrate on the 31st. Having two different days of celebration could make Halloween feel less unified.

“El Magnífico”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Essays will vary slightly but should include:

- ideas about what shapes the legacy a person leaves behind
- a description of Roberto Clemente's legacy (See sample answers in the activity "Preparing to Write: Roberto Clemente's Legacy" below.)

ANSWERS TO ACTIVITY SHEETS

PREPARING TO WRITE: ROBERTO CLEMENTE'S LEGACY

- Answers will vary. Possible ideas include:
 - family traditions they passed on to the next generation
 - something the person invented or created
 - something the person achieved in their job or hobby
 - a barrier the person broke that paved the way for others
 - knowledge the person shared with others
 - kindnesses the person showed toward others
 - harm that the person did to something or someone
 - a tree that the person planted
 - justice that the person helped bring about
 - a law the person helped create or change

2. Answers will vary. Possible ideas include:

Clemente's inspiring character traits

- Clemente had the courage to speak up in the face of injustice.
- Clemente was passionate about baseball and dedicated to the sport from the time he was a young boy all the way through his career with the MLB, even when it

was challenging. He was able to find joy in the game he loved, and he channelled the anger he felt into his performance on the field. He regularly answered his fan mail and signed more than 20,000 autographs a year. (pp. 21-23)

- Clemente conducted himself admirably on the field. Frank writes that even more impressive than his skills was the dignity with which he played. In other words, he played in a way that was worthy of honor and respect and showed the sense of pride he had in himself. (p. 22)
- Clemente was selfless and devoted his life to helping others and making a difference in the world. (p. 24)

Clemente's contributions

- Clemente was a legendary baseball player: He helped the Pittsburgh Pirates win their first World Series in more than 30 years and then another in 1971. He won countless other awards during his career, including 12 Golden Gloves, and he was a 15-time All-Star and the first Latino player to be inducted into the Hall of Fame. (pp. 22-25)
- Clemente was slowly able to make the MLB a more just and inclusive organization. For example, when he and his Black teammates experienced segregation in the Southern United States, he demanded that the Pittsburgh Pirates treat all of their players equally. Because of Clemente's demands, Black players were provided a car to drive to restaurants that would serve them dinner, rather than being forced to sit on the team bus while White players went into segregated restaurants to eat. (p. 22)
- He used his interviews as a platform to speak out about racial injustice and civil rights on the American mainland, and to express pride in his heritage. He



“El Magnífico” cont’d

touched Spanish speakers around the world when he addressed his family in Puerto Rico in Spanish on live television, something that had never been done before. (pp. 24-25)

- Clemente gave free baseball lessons to kids in Puerto Rico. (p. 22)
- Clemente was a mentor to many new Caribbean players joining the MLB. Today, Puerto Rican players make up 20 percent of players in the MLB, and they see Clemente as someone who paved the way for them. (p. 24)
- Clemente was a humanitarian who helped people in need around the world, like the Nicaraguan earthquake victims he was visiting when he tragically died in a plane crash at age 38. (pp. 24-25)

Remembering and honoring Clemente today

- Clemente's family carries on his mission of giving free baseball training to kids in Puerto Rico. (p. 24)
- Hundreds of schools, hospitals, and parks are named after Clemente. (p. 24)
- Major League baseball gives out the prestigious Roberto Clemente award each year to celebrate players who carry on Clemente's legacy of giving back to their communities. (pp. 24-25)
- The Pittsburgh Pirates retired Clemente's jersey and many are pushing to have it retired across the entire MLB, as was done for Jackie Robinson. (p. 25)

“EL MAGNÍFICO”

CLOSE-READING QUESTIONS

1. To “beat the odds” is to succeed despite not having a good chance of succeeding—to be faced with difficult obstacles and overcome them. As a Black man from Puerto Rico joining Major League Baseball in 1955—a period Frank later describes as a “shameful time in American history”—Clemente faced racism, segregation, and discrimination throughout his career. Despite these obstacles, he became a legendary player.
2. Frank means that even more admirable than Clemente's skills was the way he conducted himself on the field: He played in a way that was worthy of honor and respect and showed the sense of pride he had in himself.
3. This moment was a turning point in Clemente's career. The Pittsburgh Pirates had finally won the World Series,

thanks in large part to Clemente's contributions. Before this game, Clemente had mostly been treated like an outsider. But after this victory, it was clear that the Pittsburgh fans respected him and that his skills were no longer overlooked.

4. Clemente had been disrespected by the press for years because of his accent and Puerto Rican heritage. When he delivered a blessing in Spanish, he was not only communicating with his family back in Puerto Rico but also displaying his pride in his heritage, which likely filled Puerto Ricans and Latinos across the Americas with immense pride as well. Note: La bendición (“the blessing”) is a cultural tradition practiced by many Latinos across the Americas in which individuals ask for the blessing of their parents, grandparents, and respected elders.
5. Clemente used his fame, money, and talent to help others and make the world a better place. He spoke out about racial injustice during his interviews, he provided free baseball lessons to kids in Puerto Rico, he mentored new Caribbean MLB players, he advocated for civil rights, and he was a great humanitarian. Before tragically dying at the age of 38, he was planning to devote the rest of his life to serving others.
6. The Roberto Clemente Award is an award given every year to players who give back to their communities. MLB gives out this award to recognize players who go above and beyond their duties as baseball players and work to make a difference in the world. It's a way MLB encourages players to use their influence for good. It's also a way MLB honors the memory of Clemente, who was a hero to many and who died at a young age.

“EL MAGNÍFICO” AND “SHOULD NO. 21 BE RETIRED?” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students will likely say that like Jackie Robinson, Clemente also expected to be treated with dignity. After experiencing segregation in the U.S. for the first time, Clemente spoke out against the injustice. He confronted the Pirates organization, saying, “If I'm good enough to play here, I have to be good enough to be treated like the rest of the players.” When disrespected by the press, he called them out about it. He said he was proud to be Black and Puerto Rican. He also used his



“El Magnífico” cont’d

interviews as a platform for talking about racial injustice.

2. Answers will vary. Students will likely say that for Clemente, being called “Bob” or “Bobby” was disrespectful to his heritage. A person’s name is key to their identity, so mispronouncing it or changing it ignores—or worse, mocks—that identity. Changing an unfamiliar name to a name belonging to the dominant culture, as the press did when they referred to Roberto Clemente as “Bob” or “Bobby,” also sends the message that the person’s culture is viewed as unacceptable. If someone’s name is unfamiliar to you and you’re unsure of how to pronounce it, you could admit you’re having difficulty and ask for assistance. If you hear someone mispronounce another person’s name, you could teach them the correct pronunciation.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. D (figurative language; R.4)
2. A (text structure; R.5)
3. C (inference; R.1)
4. A (author’s purpose; R.6)
5. B (vocabulary; R.4)
6. A, B (synthesis, R.9)
7. In her article “El Magnífico,” author Mary Kate Frank has an admiring tone as she writes about Roberto Clemente. This tone comes through when she describes Clemente’s baseball skills, such as his “impossible catches” and “lightning-fast throws.” Frank also shows her admiration for Clemente when she says of his character on the field, “Most of all, he played with dignity.” She means that he played in a way that was worthy of honor and respect. Furthermore, when describing his campaign for racial justice, she writes, “Slowly, the world started to catch up with him.” This shows that she views Clemente as a leader and someone the world was overdue in joining. (tone, supporting a claim, writing explanatory text; R.1, R.4, W.2)
8. A humanitarian is someone who is dedicated to improving the lives of others. As evidenced in Mary Kate Frank’s article “El Magnífico” and Mackenzie Carro’s article “Should No. 21 Be Retired?”, Roberto Clemente was a great humanitarian who used his fame, money, and talent to improve the lives of others in countless ways. Both

authors explain that Clemente spoke out against racism, advocated for civil rights, and loved supporting young people, especially young Puerto Rican baseball players. Frank describes how Clemente gave free baseball lessons to kids in Puerto Rico, later built a sports complex for young athletes there, and also mentored new MLB players who had come over from the Caribbean. Tragically, Clemente died while doing humanitarian work—his plane crashed while he was on his way to Nicaragua to help earthquake victims. Clearly, Clemente lived a life of service to others. (key ideas and details, synthesis, writing explanatory text; R.1, R.9, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. D (figurative language; R.4)
2. A (text structure; R.5)
3. C (inference; R.1)
4. A (author’s purpose; R.6)
5. B (vocabulary; R.4)
6. A, B (synthesis, R.9)
7. In her article “El Magnífico,” author Mary Kate Frank has an admiring tone as she writes about Roberto Clemente. This tone comes through when she describes Clemente’s baseball skills, such as his “impossible catches” and “lightning-fast throws.” Frank also shows her admiration for Clemente when she says of his character on the field, “Most of all, he played with dignity.” She means that he played in a way that was worthy of honor and respect. Furthermore, when describing his campaign for racial justice, she writes, “Slowly, the world started to catch up with him.” This shows that she views Clemente as a leader and someone the world was overdue in joining. (tone, supporting a claim, writing explanatory text; R.1, R.4, W.2)
8. As evidenced in Mary Kate Frank’s article “El Magnífico” and Mackenzie Carro’s article “Should No. 21 Be Retired?”, Roberto Clemente was a great humanitarian. Clemente used his fame, money, and talent to improve the lives of others in countless ways. Both authors explain that Clemente spoke out against racism, advocated for civil rights, and loved supporting young people, especially young Puerto Rican baseball players. Frank describes how he gave free baseball lessons to kids in Puerto Rico,



“El Magnífico” cont’d

later built a sports complex for young athletes there, and also mentored new MLB players who had come over from the Caribbean. Tragically, Clemente died while doing humanitarian work—his plane crashed while he was on his way to Nicaragua to help earthquake victims. Clearly, Clemente lived a life of service to others. (key ideas and details, synthesis, writing explanatory text; R.1, R.9, W.2)

was “ridiculed for his Spanish accent, and his incredible talent was often overlooked” (23). Frank also writes, “Some baseball cards, referred to Roberto Clemente as ‘Bob,’ which was deeply frustrating to Clemente because it was disrespectful to his heritage.” Unfortunately, acts of racial bias and discrimination such as these persisted throughout his career.

PAIRED TEXTS VOCABULARY PRACTICE

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

FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. B, D
2. **A.** Possible answers include: “In his honor, Major League Baseball created a special award to celebrate players who give back to their communities” (p. 24); “Last year, Puerto Rican players wore Clemente’s number, 21, on Roberto Clemente Day as a tribute to the man who led the way” (p. 24); “People mourned Clemente as a hero—both on and off the field. And less than three months after his death, Clemente became the first Latino player elected to baseball’s Hall of Fame” (p. 24); “The Pirates retired Clemente’s number in 1973. But in a 2017 poll conducted by ESPN, nearly 75 percent of respondents said No. 21 should be retired across *all* Major League Baseball” (p. 25); “. . . the MLB honors Clemente by giving out the prestigious Roberto Clemente Award each year” (p. 25).
B. Answers will vary depending on text evidence, but should express the idea that the evidence shows a way that Clemente is remembered, honored, respected, etc.
3. Roberto Clemente experienced discrimination during his career in MLB.
4. Roberto Clemente experienced discrimination during his career in MLB. For example, as author Mary Kate Frank explains in her article “El Magnífico,” Clemente

FINDING TEXT EVIDENCE

*Lower Level (LL)

1. B, D
2. B; The fact that many public places are named for Roberto Clemente shows how much people admire him and want to honor him as one of their heroes.
3. C

“That Can’t Be True . . . Can It?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

When it comes to passing along information I see online, I can be a responsible digital citizen by taking steps to avoid sharing misinformation and disinformation. As authors Tod Olson and Mackenzie Carro explain in their article “That Can’t Be True . . . Can It?”, “There are many ways fake stories can trick us into thinking they are real. First of all, fake stories are often designed to seem plausible. They might have realistic headlines, graphs, photos, or video footage.” So I must not assume that an article I see online is true just because at first glance, it looks official or professional. Another thing I must keep in mind is that just because someone I know or trust posts a story, that doesn’t necessarily mean that the story is true. As Olson and Carro point out, people often trust content simply because it is posted by a friend, influencer, or celebrity. But those people could have been tricked into believing a story is true themselves. So to be a good digital citizen, I must take the authors’ advice to “First, take time to evaluate a story before passing it on. Research the author, sources, and site it came from. Find out what reputable sources say about the information presented.” This might seem annoying, but it’s worth the time and effort. After all, as the authors point out, sharing made-up stories can cause real damage. Just look at what happened when people shared a made-up story about 5G cell phone towers spreading the coronavirus. As the authors explain, people believed the story and started setting cell phone towers on fire!

ANSWERS TO ACTIVITY SHEETS

SHORT READ QUIZ

*Higher Level (HL)

1. D (central idea; R.2)
2. C (text structure; R.5)
3. A (vocabulary; R.4)
4. B (figurative language; R.4)
5. In their article “That Can’t Be True . . . Can It?”, authors Tod Olson and Mackenzie Carro explain that one way fake stories trick us into thinking they are real has to do with the people who are spreading these stories. The authors write that “much of what we take in on social media comes from friends, influencers, and celebrities,” and because we trust these people, “we tend to believe what they post and share” (27). Perhaps the post about the 5G towers was believed and shared because people saw the post being shared by people they thought of as trustworthy. Unfortunately, their trustworthy friends had likely been tricked too. People could have also been fooled by the story’s design. The authors write that often, fake stories look official because they have realistic-looking headlines, photos, graphs, and videos (27). Fortunately, there are steps people can take to prevent being tricked in the future. The authors suggest researching a story’s author, its sources, and the site that it came from, as well as finding out what reputable news organizations and government sites have to say about the information (27). (key ideas and details, cause and effect, explanatory writing; R.1, R.3, W.2)



“That Can’t Be True . . . Can It?” cont’d

SHORT READ QUIZ

*Lower Level (LL)

1. D (central idea; R.2)
2. C (text structure; R.5)
3. A (vocabulary; R.4)
4. B (figurative language; R.4)
5. In their article “That Can’t Be True . . . Can It?”, authors Tod Olson and Mackenzie Carro explain that one way fake stories trick us into thinking they are real has to do with the people who are spreading these stories. The authors write that “much of what we take in on social media comes from friends, influencers, and celebrities,” and because we trust these people, “we tend to believe what they post and share” (27). Perhaps the post about the 5G towers was believed and shared because people saw the post being shared by people they thought of as trustworthy. Unfortunately, their trustworthy friends had likely been tricked too. (key ideas and details, cause and effect, explanatory writing; R.1, R.3, W.2)

SHORT WRITE KIT

Answers will vary. The following are sample responses.

Step 1:

Claim: When it comes to passing along information I see online, I can be a responsible digital citizen by taking steps to avoid sharing misinformation and disinformation.

Step 2:

Evidence 1: “There are many ways fake stories can trick us into thinking they are real. First of all, fake stories are often designed to *seem* plausible. They might have realistic headlines, graphs, photos, or video footage.”

Commentary: So I must not assume that an article I see online is true just because at first glance, it looks like it is official or professional.

Evidence 2: “First, take time to evaluate a story before passing it on. Research the author, sources, and site it came from. Find out what reputable sources say about the information presented.”

Commentary: This might seem annoying, but it’s worth the time and effort. After all, as the authors point out, sharing made-up stories can cause real damage. Just look at what happened when people shared a story about 5G cell phone towers spreading the coronavirus. As the

authors explain, some people believed it and set fire to cell phone towers!

Evidence 3: “Then there is the fact that much of what we take in on social media comes from friends, influencers, and celebrities. We trust these people, so we tend to believe what they post and share.”

Commentary: The thing I must remind myself of is that these people could have been tricked themselves! I’m sure my friends don’t mean to spread misinformation or disinformation, but it could easily happen.

Step 3:

When it comes to passing along information I see online, I can be a responsible digital citizen by taking steps to avoid sharing misinformation and disinformation. As authors Tod Olson and Mackenzie Carro explain in their article “That Can’t Be True . . . Can It?”, “There are many ways fake stories can trick us into thinking they are real. First of all, fake stories are often designed to seem plausible. They might have realistic headlines, graphs, photos, or video footage.” So I must not assume that an article I see online is true just because at first glance, it looks official or professional. Another thing I must keep in mind is that just because someone I know or trust posts a story, that doesn’t necessarily mean that the story is true. As Olson and Carro point out, people often trust content simply because it is posted by a friend, influencer, or celebrity. But those people could have been tricked into believing a story is true themselves. So to be a good digital citizen, I must take the authors’ advice to “First, take time to evaluate a story before passing it on. Research the author, sources, and site it came from. Find out what reputable sources say about the information presented.” This might seem annoying, but it’s worth the time and effort. After all, as the authors point out, sharing made-up stories can cause real damage. Just look at what happened when people shared a made-up story about 5G cell phone towers spreading the coronavirus. As the authors explain, people believed the story and started setting cell phone towers on fire!

VOCABULARY PRACTICE

1. One of our city’s most well-liked ice cream shops sadly closed its doors on Saturday after 30 years of sweet service. (Answers will vary.)



“That Can’t Be True . . . Can It?” cont’d

2. Turns out the strange-looking object reported by fairgoers was just a weather balloon. (Answers will vary.)
3. Much to the dismay of local kids, Soaky Mountain has fallen behind its construction schedule and no longer sees its original opening date of June 1st as realistic. (Answers will vary.)
4. A
5. B
6. A

"The Worst"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

ACTIVITY, PAGE 28

See answers to the Conflict activity on the next page, which support this task in the magazine.

WRITING PROMPT, PAGE 29

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

VOCABULARY PRACTICE

1. D; I chose this answer because Lila is looking, or peering, into her new school.
2. A; I chose this answer because the students are trying to clean up a big mess, which could be considered a catastrophe.
3. C; I chose this answer because the three girls teaming up would make them a talented trifecta.
4. B
5. A
6. A



“The Worst” cont’d

CONFLICT

GRAHAM’S <u>EXTERNAL</u> CONFLICT	GRAHAM’S <u>INTERNAL</u> CONFLICT
<p>What is Graham’s external conflict? Who or what is he struggling against?</p> <p>While at a party, Graham said something mean about his friend Brianna. She overheard him and the people laughing at what he said and, you can infer, she feels shocked and hurt. Plus, someone recorded the incident and shared it. Many of Graham’s friends are disappointed in him and posting negative comments about him and what he did.</p>	<p>What is Graham’s internal conflict?</p> <p>Graham feels ashamed of his behavior and hates himself for hurting Brianna. He doesn’t know how to fix it, so he runs away, but then he feels even worse.</p>
<p>Give two lines or groups of lines from the story that help reveal Graham’s external conflict.</p> <p>Line(s) 1: “And Graham had locked eyes with Brianna, and she had looked at him with disbelief.”</p> <p>Line(s) 2: “Jake had sent around a video of the entire incident. A bunch of others had texted that he was the worst. But the one person who had not texted was Brianna.”</p>	<p>Give two lines or groups of lines from the story that help reveal Graham’s internal conflict.</p> <p>Line(s) 1: “When Graham got home, he trudged up the stairs, the thud of each step a nail in the coffin of his friendship with Brianna. Maybe with everyone. Because who would want to be his friend now? His life was over.”</p> <p>Line(s) 2: “He hurled himself into his room, shut the door, and stood there shaking as the memory of what he had said crashed over him again and again and again.”</p>