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## “The Most Colorful Holiday on Earth”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### Festival of Colors

On March 8, more than 1 billion people in India and other countries around the world will celebrate Holi (HOH-lee), also known as the Festival of Colors. **It's** a holiday like no other. In packed streets, people throw powdered dye called *gulal* at each other as the sound of laughter fills the air. They also spray colored water from water guns and toss balloons filled with dyed water. Before long, everyone is covered from head to toe in vivid blues, purples, yellows, and reds.

#### The Celebrations

Holi celebrations usually start in the evening with people lighting bonfires to represent the burning of evil spirits. The following day, **it's** time to start tossing colors. Other Holi traditions include dancing, playing music, and eating special foods.

#### Day of Goodwill

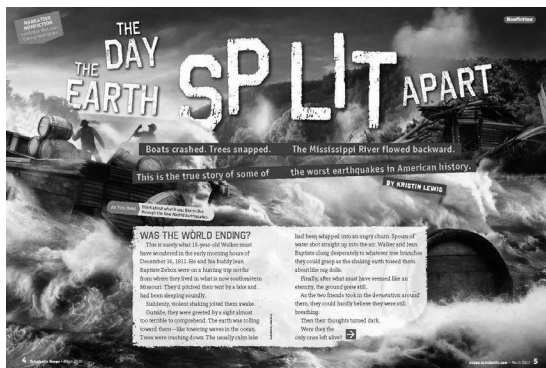
With **its** many traditions, Holi is undoubtedly fun. But **it's** also a meaningful religious holiday in the Hindu religion. Holi bids a joyous farewell to the gray days of winter and welcomes the coming of spring. **Its** purpose is also to celebrate the triumph of good over evil. During this time of goodwill, people who've had disagreements often offer each other forgiveness.

### ANSWERS TO ACTIVITY SHEET

#### ITS OR IT'S?

1. It's
2. it's
3. it's, it's
4. It's, its
5. its, its
6. It's, it's
7. Answers will vary.

## “The Day the Earth Split Apart”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 9:

Imagined interviews will vary, but should draw on details from the article.

### ANSWERS TO ACTIVITY SHEETS

#### WRITING PLANNER: THE NEW MADRID EARTHQUAKES

Responses will vary.

#### “THE DAY THE EARTH SPLIT APART”

##### CLOSE-READING QUESTIONS

- Students will likely say that the mood is chaotic, terrifying, and suspenseful. One way the author creates the mood is through sensory details that help readers feel, hear, and see the chaos of the earthquake in their minds. For example, she writes that “violent shaking jolted them awake” and “trees were crashing down.” The author also uses figurative language to create vivid and terrifying sensory details, such as “the earth was rolling toward them—like towering waves in the ocean” and “the

shaking earth tossed them about like rag dolls.” The title and illustration also add to the mood, as the letters of the title and every element of the scene depicted on the water are in a state of mayhem.

Lastly, the author creates the mood by beginning and ending with two dark questions: “Was the world ending?” and “Were they the only ones left alive?”

- Just before the earthquakes, a giant comet had been visible for months and a dramatic solar eclipse occurred. In addition, the young United States had recently doubled in size through the Louisiana Purchase.
- The Louisiana Purchase contributed to the conflict between Native nations and the United States. The purchase doubled the size of the country, which lured White settlers westward to claim land long inhabited by Native nations. This caused much anger—especially after the United States government repeatedly broke its promises to Native nations regarding land use—and contributed to the outbreak of war.
- Tecumseh wanted to unite Native nations against the expansion of the United States into Native lands. To convince nations to join, he mentioned Great Britain’s support of his cause. He also spoke of the force of the Great Spirit in his destiny: His name meant “Shooting Star,” and the recent comet, he said, had been sent by the Great Spirit as a sign that he,



Tecumseh, was to unite the nations. Tecumseh cited his brother's prediction of the recent eclipse as further evidence of the Great Spirit's forces at work. Tecumseh's warning in the village of Tuckhabatchee was later seen as a prophecy and convinced many peoples to join the alliance.

5. The author characterizes Tecumseh as a powerful leader, a brave and brilliant warrior, and a gifted speaker.
6. The Mississippi River was a vital transportation route that was used to carry goods, people, food, and supplies in a time before cars, railroads, and planes. The quakes caused the Mississippi to flow backward briefly. Its waters churned and roared, capsizing boats. Islands in the river were submerged, disappearing forever, and new islands appeared.

#### **"THE DAY THE EARTH SPLIT APART"** **CRITICAL-THINKING QUESTIONS**

1. Answers will vary.
2. When the author writes that voices are "calling to us from the past," she means that we can understand past events by reading or listening to the words of people who lived through those events. She seems to be suggesting as well that people of the past would want us to listen to their stories and understand their perspectives. In the article, the author utilizes the voices of Walker and Tecumseh, who offer us different perspectives on not only the New Madrid Earthquakes but also on the United States itself. The author includes primary source material—quotes from Tecumseh, Godfrey LeSieur, Eliza Bryan, a reporter from the *Martinsburgh Gazette*, and reverend John Carrigan. These voices from the past help us imagine what being there during the earthquakes might have been like.

#### **"THE DAY THE EARTH SPLIT APART"** **VOCABULARY PRACTICE**

1. *Disquiet*
2. *Thinking Like a Geologist*
3. *From the Orators*
4. *An Unlikely Alliance*
5. *The Good Omen*
6. *Matters of Magnitude*

#### **"THE DAY THE EARTH SPLIT APART" QUIZ**

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

1. C (inference; R.2)
2. A (text structure; R.5)
3. B (key ideas and details; R.2)
4. C (text features; R.5)
5. A (author's craft; R.4)
6. B (vocabulary; R.4)
7. As made evident in Kristin Lewis's article "The Day the Earth Split Apart," the United States was a young country in 1811, still shifting and changing. Lewis explains that in the early 19th century, the U.S. consisted of 17 states—and half of this land had recently been added through the Louisiana Purchase, a deal with France in 1804 (6). This transaction lured White settlers further west in search of land and opportunities, and at the same time, brought disaster for the Native peoples that had been living there for thousands of years (7). Lewis writes that after the U.S. continually broke its promises to Native nations, "anger was growing" and "there was talk of war" (7). The year 1811 was, Lewis makes clear, a time of great change and great conflict. Another way the country was different in 1811 was in the way that people and goods were transported. Lewis explains that back then, railroads and highways did not yet exist. It was a different sort of "flowing highway" that connected people north to south: the great Mississippi river (7). Lewis writes, "Perhaps Walker himself enjoyed watching the flat-bottom wooden boats sailing down the river's muddy waters, ferrying food and supplies to settlements like New Madrid that dotted the shores" (7). Clearly, the river was the key mode of transportation and the heart of life for White settlers in 1811. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)
8. According to Kristin Lewis's article "The Day the Earth Split Apart," the powerful Shawnee leader Tecumseh wanted to create an alliance of Native nations to resist the expansion of the United States into Native lands. Lewis writes that in the early 1800s, "the lands Native peoples had lived on for thousands of years were being swallowed up by the growing U.S." (7). What's more, she writes, "The U.S. government had made promises to many different groups of Native peoples, saying, for example, that they could continue to hunt, trap, and farm on these



lands. But those promises were broken over and over. Anger was growing. There was talk of war” (7). For these reasons, Tecumseh made it his mission to unite the Native nations against the United States. With strength in numbers, perhaps the Native peoples could stop the country that was taking their homes and making promises it did not intend to keep. To convince Native nations to join his alliance, Tecumseh assured them that he had the support of Great Britain. Tecumseh also spoke of his destiny: His name meant “Shooting Star,” and the recent comet, he said, had been sent by the Great Spirit as a sign that he, Tecumseh, was to unite the nations. He cited his brother’s prediction of the recent eclipse as further evidence of the Great Spirit’s forces at work. Finally, Tecumseh’s warning in the village of Tuckhabatchee was later seen as a prophecy foretelling the earthquakes that shook the country in 1811 and 1812, and this convinced many to join his alliance. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

### “THE DAY THE EARTH SPLIT APART” QUIZ

#### \*Lower Level (LL)

1. C (inference; R.2)
2. A (text structure; R.5)
3. B (key ideas and details; R.2)
4. C (text features; R.5)
5. A (author’s craft; R.4)
6. B (vocabulary; R.4)
7. Transportation was quite different in 1811 than it is today. As author Kristin Lewis explains in her article “The Day the Earth Split Apart,” in the early 19th century, railroads and highways did not yet exist, and it was a different sort of “flowing highway” that connected people north to south: the great Mississippi river (7). Lewis writes, “Perhaps Walker himself enjoyed watching the flat-bottom wooden boats sailing down the river’s muddy waters, ferrying food and supplies to settlements like New Madrid that dotted the shores” (7). Clearly, the river was the key mode of transportation and the heart of life for White settlers in 1811. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)
8. According to Kristin Lewis’s article “The Day the Earth Split Apart,” the powerful Shawnee leader Tecumseh wanted to create an alliance of Native nations to resist the expansion of the United States

into Native lands. Lewis writes that in the early 1800s, “the lands Native peoples had lived on for thousands of years were being swallowed up by the growing U.S.” (7). What’s more, she writes, “The U.S. government had made promises to many different groups of Native peoples, saying, for example, that they could continue to hunt, trap, and farm on these lands. But those promises were broken over and over. Anger was growing. There was talk of war” (7). For these reasons, Tecumseh made it his mission to unite the Native nations against the United States. With strength in numbers, perhaps the Native peoples could stop the country that was taking their homes and making promises it did not intend to keep. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Higher Level (HL)

1. This article is about the disaster known as the New Madrid Earthquakes: a 7.4 magnitude earthquake and the some 2,000 tremors that followed over the next four months.
2. This first quake struck on December 16, 1811, in what is now southeastern Missouri.
3. According to legend, it was the great Shawnee leader Tecumseh stamping his foot in anger that caused the first quake. Today, we know that earthquakes are caused by shifting of the planet’s tectonic plates.
4. The New Madrid Earthquakes not only destroyed homes, they changed the landscape in dramatic ways: Islands in the Mississippi River disappeared and new ones were formed, flooding submerged entire villages, chunks of land were thrust upward, and cracks tore open the earth.
5. Answers will vary.

#### Summary:

Kristin Lewis’s narrative nonfiction article “The Day the Earth Split Apart” is about the New Madrid Earthquakes. This disaster began on December 16, 1811, when a 7.4 magnitude quake—one of the biggest in U.S. history—occurred in southeastern Missouri. Some 2,000 tremors continued to shake the Earth over the next four months. According to legend, it was the great Shawnee leader Tecumseh stamping his foot in anger that caused the first quake. Today, we know that earthquakes happen when large blocks of Earth’s



crust move suddenly and rapidly. The New Madrid Earthquakes not only destroyed houses and villages, they changed the landscape in dramatic ways: Islands in the Mississippi River disappeared and new ones were formed, flood waters submerged entire villages, chunks of land were thrust upward, and cracks tore open the earth.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

Kristin Lewis's narrative nonfiction article "The Day the Earth Split Apart" is about the **New Madrid Earthquakes**. This disaster began on December 16, 1811, when a **7.4 magnitude quake—one of the biggest in U.S. history—occurred in southeastern Missouri**. Some 2,000 tremors continued to shake the Earth over the next four months. According to legend, it was **the great Shawnee leader Tecumseh stamping his foot in anger that caused the first quake**. Today, we know that earthquakes **happen when large blocks of Earth's crust move suddenly and rapidly**. The New Madrid Earthquakes not only destroyed houses and villages, they changed the landscape in dramatic ways: **Islands in the Mississippi River disappeared and new ones were formed, massive flooding submerged entire villages, chunks of land were thrust upward, and cracks tore open the Earth**.

### CORE SKILLS WORKOUT: TEXT FEATURES

1. The title and illustration create a chaotic and terrifying mood. The title itself reveals that this story will be about a violent day that likely caused much damage and injury. Additionally, the letters of the title and every element of the scene depicted on the water are in a state of mayhem: destroyed homes, churning water, and uprooted trees.
2. The photo shows a wide expanse of river that appears to be two or more bodies of water coming together. On the map, it is easy to see how long the river is, flowing through state after state from north to south. The map also shows how the Ohio River flows into the Mississippi River, which connects to the idea of "gathering of waters." The river continues off the edges of the map, so from this map, there's no telling just how long it is or how many other waters join it. The Ojibwe must have named the river Mississippi because it is a large and important body of water that, in some places, joins with other rivers.
3. In the early 19th century, the United States was not nearly as large as it is today. Half of its land mass had just been purchased from France. Not everyone who

lived on this land was happy about the expansion of the United States; the Shawnee leader Tecumseh formed an alliance of Native nations to resist the expansion of the U.S. into Native lands. The early 19th century was a time of war in the U.S., with the U.S. and its allies on one side and Tecumseh's alliance and Great Britain on the other side.

### CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

#### \*Higher Level (HL)

1. B, D
2. B
3. A. Answers will vary but may include: "Thousands of cracks would tear open the ground. Floods would destroy forests and towns." (p. 6); "Islands on the Mississippi River disappeared, and new ones appeared. Chunks of land were thrust upward, triggering massive flooding. A Cherokee village was submerged. In Tennessee, a new lake was created." (p. 9)  
B. This text evidence shows that the quakes both created and destroyed land features, which supports the idea that the quakes changed the landscape completely.
4. The expansion of the United States affected Native nations negatively. As author Kristin Lewis explains, as White settlers pushed west, they were taking over lands that Native peoples had lived on for thousands for years (7). In addition to forcing groups of Native peoples to give up their homes, Lewis explains the United States made dishonest deals with Native nations regarding land use. She writes, "The U.S. government had made promises to many different groups of Native peoples, saying, for example, that they could continue to hunt, trap, and farm on these lands. But those promises were broken over and over. Anger was growing. There was talk of war" (7). Clearly, while the expansion of the United States presented land and opportunities for settlers, it impacted Native nations in horrific ways.

### CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

#### \*Lower Level (LL)

1. B, D
2. A



3. Answers will vary but may include: “Thousands of cracks would tear open the ground. Floods would destroy forests and towns.” (p. 6); “Islands on the Mississippi River disappeared, and new ones appeared. Chunks of land were thrust upward, triggering massive flooding. A Cherokee village was submerged. In Tennessee, a new lake was created.” (p. 9)  
**B.** This text evidence shows that the quakes both created and destroyed land features, which supports the idea that the quakes changed the landscape completely.

### CORE SKILLS WORKOUT: TEXT STRUCTURES

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

#### Page 1

**CAUSE:** In 1804, the United States purchased land from France in a deal called the Louisiana Purchase. (Answer provided.)

**EFFECT:** This transaction doubled the size of the young U.S., luring White settlers west in search of land and opportunities.

**EFFECT:** This expansion forced Native peoples off the land they'd called home for thousands of years.

**EFFECT:** Tecumseh formed an alliance of Native nations to resist the expansion of the U.S. into their lands.

#### Page 2

**Around 1768:** Tecumseh, whose name means “shooting star” in Shawnee, is born in what is now southeastern Ohio.

**1804:** The Louisiana Purchase lures White settlers to the lands of Native peoples.

**Around the time Walker moved to Little Prairie:** Tecumseh goes on a mission to form an alliance of Native nations to stop White settlers from taking over Native lands.

**March 1811:** A giant comet appears in the sky, which Tecumseh says is a sign that he was sent by the Great Spirit to unite Native nations.

**September 1811:** In the Muscogee village of Tuckhabatchee, Tecumseh issues a warning that he will go to Detroit, stamp his foot, and level the village for not believing in him.

**December 16, 1811:** Tecumseh reaches Detroit and the earthquake levels every house in the village of Tuckhabatchee.

**Six months after the first quake:** Many peoples unite behind Tecumseh and the War of 1812 breaks out.

**1813:** Tecumseh dies in battle.

#### Page 3

Answers will vary but should include description of earthquake traits such as where earthquakes occur, why earthquakes occur, how often earthquakes occur, what happens to a landscape when earthquakes occur, how earthquakes affect living things, etc.

### VIDEO DISCUSSION QUESTIONS

1. A primary document is a piece of information—a newspaper article, a drawing or diagram, a map, a letter—about an event or time period that were created at the same time as the event or time period. These types of materials helped Lewis create a picture in her mind of what the New Madrid Earthquakes were like, so that she could include details in her article to help you better picture the earthquakes as well.
2. When writing about events from the past, it's important to understand their historical context because understanding what was going on in the world helps you understand what people might have been thinking or feeling and why they might have done or said what they did. For example, at the time of the New Madrid Earthquakes, the Mississippi River was a vital transportation route that was used to carry goods, people, food, and supplies in a time before cars, railroads, and planes. Knowing this helps you understand how disruptive it would have been for the river to turn into the chaotic, surging waterway that it did during the quakes.
3. Answers will vary. Sample response: The job of a designer like Albert Amigo is to bring the words of a story to life with visuals. Once a story is written, Amigo creates a layout, which includes all the words of the story along with photos, illustrations, captions, and design elements such as color, texture, and other visual flourishes. A designer helps enhance the reading experience by providing visuals that help the reader better understand and picture the events of a story. Designers also enhance the reading experience by adding color and other design elements that help make the story more visually interesting, and oftentimes, easier to read.

# "Should Robots Look Like People?"



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 12 should include some of the following points:

### YES!

1. Robots will be more effective at jobs that require social interaction because some experts believe people will be more likely to engage with robots that look like people.
2. Research shows that we're more likely to bond with robots that have human-like qualities.
3. Robots will perform better in jobs and spaces made for humans if they look and act like humans.
4. Some humanlike robots already have a lot of fans and followers.

### NO!

1. Humanlike robots are unsettling. (Answer provided.)
2. Robots don't need to look human for people to connect with them. Take WALL-E, for example.
3. Building robots that look and act like humans is time-consuming and expensive. It makes more sense to optimize robots for specific jobs.
4. Humanlike robots could one day deceive us.

## ANSWERS TO ACTIVITY SHEET

### "Should Robots Look Like People?" VOCABULARY PRACTICE

1. As my teacher started to collect our homework, I got an unsettling feeling that I left mine on the kitchen table.
2. It's so fun to watch Freckles engage with other puppies.
3. I listened to an interesting TED talk about the pros and cons of humanizing robots.
4. My classmates and I were shocked to learn that the humanoid would be guest teaching our math class.
5. The winner of the math competition will receive a pair of the most sophisticated virtual reality goggles on the market!
6. Ophelia optimized her closet space by hanging the mirror on the door and adding shelves and hooks.

## The Lens of War



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 18

Responses will vary. Sample response:

As made evident in Mackenzie Carro's play *The Lens of War*, photojournalist Margaret Bourke-White was a true trailblazer for photojournalists and for women.

When Bourke-White began her career, photojournalism was a completely new field (14). While working, Bourke-White helped forge a path for the next photojournalists by moving the field forward creatively. For example, Bourke-White pioneered the photo essay format, a form of visual storytelling that uses a series of photographs to tell a story. This format is still used today. Bourke-White also forged a trail in photojournalism by creating the art that she did in a way that many did not do at the time. In the play, Bourke-White's photos are described as "stunning," "new art," and "incredible." She was well-known for her fearlessness. People called her "Maggie the Indestructible," as she was always putting herself in danger—hanging out of the doors of planes or off the edge of the 61st floor of a building, for example—to get the photos she wanted. Her work and the way she went about it was clearly like nothing anyone had seen before.

What's more, the achievements Bourke-White made as a photojournalist are all the more impressive considering the time she was living in. During Bourke-White's time,

women were not viewed as equal to men. Instead, women were often viewed as less capable, and it was believed that they should stay at home rather than be part of the workforce. Bourke-White defied these expectations by pursuing a career despite the fact that people doubted her. Even though Bourke-White faced challenges simply because she was a woman, she did not let those challenges stop her from doing her work or pursuing her passions. For example, when she was denied entry to the steel mill because she was a woman, she didn't give up. She continued to try to gain entry, and eventually did. And once inside, she took spectacular photos, again defying people's expectations that a woman could not handle or thrive in such a dangerous place. By making strides like this in a field where women were not expected to be included at all, Bourke-White "blazed a trail" for women everywhere.

Bourke-White's work during World War II also shows how she is a trailblazer. In the play, General Doolittle isn't ready to send Bourke-White on a combat mission because he thinks it is too dangerous for her; he sends male photojournalists only (17). However, she stands up for her experience, talent, and capabilities and shows that she is determined to have the same opportunity. We learn in the play that Bourke-White eventually became the first female correspondent permitted to work in combat zones during the war. This is trailblazing because by standing up for herself and not taking no for an answer, Bourke-White forged a path that other female correspondents could follow after her.



## ANSWERS TO ACTIVITY SHEETS

### WRITING PLANNER:

#### TRAILBLAZER MARGARET BOURKE-WHITE

Answers will vary slightly. Sample responses:

1. Photojournalism is using photographs to tell news stories. This was a new field at the time Margaret began her career. She was the pioneer of the photo essay, a form of visual storytelling that uses a series of photographs to tell a story.
2. During Margaret's time, women were not viewed as equal to men. Instead, women were often viewed as less capable, and it was believed that they should stay at home rather than be part of the workforce. Margaret defied these expectations by pursuing a career despite the fact that people doubted her. Even though Margaret faced challenges simply because she was a woman, she did not let those challenges stop her from doing her work or pursuing her passions. For example, when she was denied entry to the steel mill because she was a woman, Margaret didn't give up. She continued to try to gain entry, and eventually did. And once inside, she took spectacular photos, again defying people's expectations that a woman could not handle or thrive in such a dangerous place.
3. In the play, General Doolittle isn't ready to send Margaret on a combat mission because he thinks it is too dangerous for her; he sends male photojournalists only. However, she stands up for her experience, talent, and capabilities and shows that she is determined to have the same opportunity. We learn in the play that Margaret eventually became the first female correspondent permitted to work in combat zones during the war. This is trailblazing because by standing up for herself and not taking no for an answer, Margaret forged a path that other female correspondents could follow after her.
4. In the play, people describe Margaret's photos as "stunning," "new art," and "incredible." She was well-known for her fearlessness. People called her "Maggie the Indestructible," as she was always putting herself in danger—hanging out of the doors

of planes or off the edge of the 61st floor of a building, for example—to get the photos she wanted.

### THE LENS OF WAR

#### CLOSE-READING QUESTIONS

1. In Scene 2, we learn that Margaret is a passionate and driven teenager with an interest in nature and photography. The author conveys Margaret's interest in nature by having her hold a pet snake. The author also conveys Margaret's interests through dialogue: Margaret excitedly tells her great-aunt that she plans to become a nature photographer, and that she wants to travel and help people. When her great-aunt expresses doubts about these dreams, Margaret's determination becomes clear. Margaret says, "She's wrong. I will see the world." Scene 2 also reveals that Margaret's parents are worldly and intellectual people who are supportive of Margaret's ambitions. The living room is described as being full of butterfly larvae, gadgets, books, and maps. These details of the setting suggest that Margaret's parents support and encourage curiosity and learning. Minnie's line "We encourage Margaret to pursue all her interests. She's very passionate. She wants to see the world," also supports this idea.
2. You can infer that in Margaret's time, women were not viewed as equal to men—that women were often viewed as less capable, and it was believed that they should stay at home rather than be part of the workforce. You can infer this from Aunt Lynn's reaction to Margaret's dreams of becoming a photographer in Scene 2: Aunt Lynn calls the idea "preposterous" and says Margaret should be focused on learning how to run a household. A similar idea is expressed by the men at the newsstand in Scene 5. The men—and apparently others who have been spreading the rumor that Margaret is a "front" for a male photographer—don't seem to believe that a woman could have taken the photos that Margaret took, or that a woman should even be inside a "dangerous" place like a steel mill. The idea that women cannot handle difficult or dangerous jobs also appears in Scene 7, when Margaret is denied her request to go out on a combat mission, even though a male photographer was allowed to do so.



3. Many details in the play and its text features support the idea that Margaret was fearless. In Scene 1, instead of going directly to the lifeboats after the torpedo strike, Margaret climbs some stairs to get a better view for her photos. In Scene 6, she tells Wilson Hicks that she “hung out the door of a plane” to get certain photos in the Arctic. You can also tell she is fearless from the fact that she wanted to—and did—photograph combat missions, even after being on a boat that was struck by a torpedo. The photo on page 16 of Margaret perched on a ledge on the 61st floor of a skyscraper also shows Margaret’s fearlessness.
4. Margaret believed her role as a photographer was to show the general public the world—the beautiful and inspiring parts as well as the ugly and frightening parts. She felt that it was her responsibility to go to the places that most people wouldn’t or couldn’t visit—steel mills, war zones, the Arctic, the ledges of skyscrapers—and share what she saw. Margaret expresses this sentiment in Scene 4 when she says “And isn’t my job as a photographer to show people what they can’t go see for themselves? To open up the world for them?”
5. Doolittle’s decision to have Margaret travel by boat because a plane would be too dangerous is ironic because Margaret’s boat ends up getting torpedoed. In other words, Doolittle puts Margaret on a boat because he thinks it will keep her safe but just the opposite ends up happening: Traveling on the boat places Margaret in great danger.

### THE LENS OF WAR

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may describe Margaret as courageous, bold, determined, resilient, dedicated, etc.
2. Answers will vary. Students may say that photojournalism is important because it gives the public a better understanding of current events by allowing the public to see, rather than just read or hear about, what is happening. Photos can also serve as proof of events in a way that words alone cannot. In other words, people may be more trusting of a news story if they see photos of what is being reported. The photos taken by photojournalists also

help to create a historical record of things that happened and people who lived, which can help future generations understand the past.

#### VOCABULARY PRACTICE

1. D
2. B
3. D
4. B

Answers to questions 5-8 will vary. Sample answers:

5. it quickly sank.
6. the thieves broke into her neighbor’s homes.
7. develop photos.
8. report on a music festival in Germany.

#### THE LENS OF WAR QUIZ

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

1. B (R.1; inference)
2. B, D (R.1; inference, text evidence)
3. A (R.4; vocabulary)
4. D (R.4; vocabulary)
5. B (R.2; central ideas)
6. C (R.2; theme)
7. In Scene 7, Margaret asks Doolittle if she can travel by plane, and he responds, “Too risky. There may be heavy bombing in the air. We’re sending you in a convoy. It’ll be safer.” This is an example of irony because traveling in the convoy would turn out to be extremely unsafe for Margaret. A German submarine torpedoed Margaret’s ship, resulting in the ship sinking. Passengers had no choice but to abandon the ship and board lifeboats, and Margaret was lucky to have survived. Thus, Doolittle’s plan to keep Margaret safe ended up, ironically, putting her life in danger. (literary devices, writing explanatory texts; R.4, W.2)
8. The photos help me to understand the risks Margaret Bourke-White took by showing the dangerous circumstances in which she put herself in to photograph certain events and places. For example, one photo shows her sitting on a ledge of the Chrysler building to capture a photo of the city below. The photo shows how perilously high up she is and the caption explains the ledge is on the 61st floor. Another photo—Margaret’s own—shows a German city after an Allied air attack. The city has



been destroyed, and it is likely that taking this photo must have been extremely dangerous. You can tell that the photo was taken very close to the city, which likely put her at risk of being in the vicinity of another bomb. I believe she took these risks because she was passionate about photography—so much so that she was willing to sacrifice her life if need be. In Scene 4 she says, “And isn’t it my job as a photographer to show people what they can’t go see for themselves? To open up the world for them?” In other words, she feels that taking these risks is part of her job. Margaret also felt that war correspondents in particular were obligated “to pass what we see onto others” (Epilogue). She wanted people to be able to see the war and the world for themselves, even if they were far away, and even if it meant putting herself in danger. (text features, writing arguments to support claims; R.7, W.1)

### THE LENS OF WAR QUIZ

#### \*Lower Level (LL)

1. B (R.1; inference)
2. B, D (R.1; inference, text evidence)
3. A (R.4; vocabulary)
4. D (R.4; vocabulary)
5. B (R.2; central ideas)
6. C (R.2; theme)
7. Doolittle’s words are ironic because traveling in the convoy would turn out to be extremely unsafe for Margaret. A German submarine torpedoed Margaret’s ship, resulting in the ship sinking. Passengers had no choice but to abandon the ship and board lifeboats, and Margaret was lucky to have survived. Thus, Doolittle’s plan to keep Margaret safe ended up, ironically, putting her life in danger. (literary devices, writing explanatory texts; R.4, W.2)
8. The photos help me to understand the risks Margaret Bourke-White took by showing the dangerous circumstances in which she put herself to photograph certain events and places. For example, one photo shows her sitting on a ledge of the Chrysler building to capture a photo of the city below. The photo shows how perilously high up she is and the caption explains the ledge is on the 61st floor. Another photo—Margaret’s own—shows a German city after an Allied air attack. The city has

been destroyed, and it is likely that taking this photo must have been extremely dangerous. You can tell that the photo was taken very close to the city, which likely put her at risk of being in the vicinity of another bomb. (text features, writing arguments to support claims; R.7, W.1)

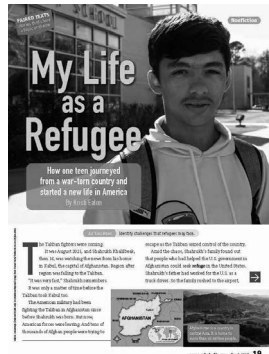
### CORE SKILLS WORKOUT: MAKING INFERENCES

1. Even though Margaret should be at her lifeboat at this moment, she is determined to take photographs. In telling the sailor that she has permission to be there, and standing up straighter while she does so, she is trying to look as confident and official as possible so that he won’t try to stand in her way. The sailor shakes his head at her because he can’t believe the choice she is making in this dire moment. He doesn’t think that she should risk her safety to take photos.
2. The living room is described as being full of butterfly larvae, gadgets, books, and maps. These details suggest that Margaret’s parents support and encourage curiosity and learning. The details also show that exploring nature and the world are valued in Margaret’s home.
3. Margaret’s conversation with Alfred in Scene 4 tells you that women weren’t allowed to be in certain places or do certain things. A similar idea is expressed by the men in Scene 5. The men—and apparently others who have been spreading the rumor that Margaret is a “front” for a male photographer—don’t seem to believe that a woman could have taken the photos that Margaret took, or that a woman should even be inside a “dangerous” place like a steel mill. These lines tell you that in Margaret’s time, women were not viewed as equal to men—that women were often viewed as less capable. Margaret pushes against these ideas and wants to show the world that women are more than capable. If anything, she is more motivated when she is told that she cannot do something. She shows this attitude when she says to Alfred, “Nothing attracts me like a closed door,” and when she makes it a point to confront the men in Scene 5 and let them know that it is really her—a woman—taking the photos.
4. Margaret says that Doolittle reminds her of her Aunt Lynn because when Doolittle denies her the



opportunity to go out on a combat mission, he is insulting her just like Aunt Lynn did in Scene 2. When Margaret expresses her desire to see the world and become a photographer, Aunt Lynn calls her ambitions “preposterous” and says Margaret should be learning to “run a household” instead. Aunt Lynn is perpetuating the idea that women are less capable than men and should not pursue certain jobs. When Doolittle denies Margaret’s request, he is also perpetuating the idea that women are less capable. He is underestimating Margaret’s ability to handle a dangerous and difficult situation just because she is a woman.

## “My Life as a Refugee,” “How to Be Welcoming,” and “Mediterranean Blue”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 24

Responses will vary. Sample response:

In her poem “Mediterranean Blue,” poet Naomi Shihab Nye reflects on the experiences of refugees who cross the Mediterranean Sea from Africa and the Middle East in pursuit of safety and freedom in Europe. She wants readers to understand the dangers such people face during their journey as well as the challenges they face once they arrive in their host country—how terribly they miss their homes, the people and lives that they left behind. In the final line of her poem, Nye writes, “And if we can reach out a hand, we better.” She means that we should support refugees in any way we are able. The article “My Life as a Refugee” by Kristi Eaton and the informational text “How to Be Welcoming” describe challenges that refugees may face as well, and they also provide ways that individuals and communities can do what Nye instructs and “reach out a hand.”

“My Life As a Refugee” tells the story of a teen named Shahrukh and the journey that he and his family took from war-torn Afghanistan to America. The challenges they faced are ones that refugees face around the world: dealing with anxiety and fear, a long and difficult journey to a host country, and navigating life in a new and unfamiliar place. As Eaton

points out, refugees may have to learn a new language, adjust to new customs and foods, and figure out how to get around without having a license or a car (21-22). All the while, refugees may be struggling with memories of extreme violence they’ve witnessed (21). They may have left loved ones behind in a dangerous place and have little or no contact with them (20-21).

Fortunately in Tulsa, where Shahrukh and his family now live, the community reaches out a hand to refugees in multiple ways. Charities help families find housing and jobs and enroll in school (22). Tulsa’s school system provides school supplies and emotional support systems for refugee students (22). The city provides bus passes and driving classes for refugees, and community members volunteer to drive refugees to places they need to go (22).

“How to Be Welcoming” offers ways that individuals can support refugees: volunteer with a group that helps refugees settle into their new home, greet refugees at the airport, take refugees food shopping, welcome refugees into your home for dinner, be a friend to refugees at school, raise funds for refugee advocacy groups, seek out stories and information about refugees from trustworthy sources and share what you’ve learned, and collect donations for refugee resettlement organizations.



## ANSWERS TO ACTIVITY SHEETS

### WRITING PLANNER: REACHING OUT A HAND

Responses will vary. Sample responses:

#### 1. Challenges Refugees May Face

##### “My Life as a Refugee”

- anxiety and fear about safety
- long journeys
- struggling with memories of extreme violence
- leaving loved ones behind in a dangerous place
- the challenge of staying in touch with loved ones who’ve been left behind
- navigating life in a new and unfamiliar place
- learning a new language
- adjusting to new customs and foods
- transportation

##### “How to Be Welcoming”

- struggling to feel welcome in a new community
- making friends
- leaving behind all personal belongings

##### “Mediterranean Blue”

- worry for all the refugees in the world
- missing home: memories, food, people

2. Responses will vary. Sample response: We should support refugees in any way we are able.

#### 3. Ways to “Reach Out a Hand”

##### “My Life as a Refugee”

- Organizations in Tulsa greet families at the airport and help them find housing and jobs and enroll in public school.
- Tulsa’s public schools provide refugee students with the electronic devices and school supplies they need, including bilingual books and dictionaries.
- Tulsa’s public schools also provide students with access to safe spaces to go for a break or to meet with others who understand what they are going through.
- Shahrukh’s boss is happy to shift Shahrukh’s schedule during Ramadan.
- The city of Tulsa provides driving classes and bus passes.
- Volunteers drive Shahrukh’s family to places they need to go.
- Shahrukh has made new friends at school. They are teaching him how to drive.

##### “How to Be Welcoming”

- volunteer with a group that helps refugees get settled in their new home
- greet refugees at the airport
- take refugees food shopping
- welcome refugees into your home for dinner
- be a friend at school
- raise funds for refugee advocacy groups
- seek out stories and information about refugees from trustworthy sources and share what you’ve learned with friends and family
- collect donations for refugee resettlement organizations

##### “Mediterranean Blue”

- n/a

### “MY LIFE AS A REFUGEE”

#### CLOSE-READING QUESTIONS

1. Those who live in areas under Taliban control are forced to follow oppressive rules. Music, movies, and TV are banned. Women and girls are forbidden to go to school or have careers, and can only travel about in public if accompanied by a male relative. The Taliban is a violent extremist organization, so people live in fear of attacks and punishment.
2. On September 11, 2001, terrorists attacked the United States, killing thousands of people. The Taliban harbored these terrorists within Afghanistan, so one month later, the U.S. invaded Afghanistan to overthrow the Taliban and set up a new government. The U.S. military remained in Afghanistan for nearly 20 years, fighting the Taliban, and left in the summer of 2021.
3. In 2020, the United States and the Taliban made a peace agreement—an ending to the nearly 20-year war between them. But as soon as the U.S. military left, the Taliban began seizing control of Afghanistan again. As a result, thousands of Afghans fled their country.
4. The statistics in the “What to Know” text feature help readers understand that Afghan refugees like the Khalilbeak family and the many others who fled Afghanistan in 2021 are not the world’s only refugees; there are multiple crises on multiple continents causing people to flee their homes. The author tells us that number is 100 million, the highest number in history, but it can be hard to understand what a number that big really means.



The information that 100 million represents more than 1 in every 100 people globally may be more impactful.

5. To navigate is to find the way to a place. A person might use Google Maps to navigate while driving. In the context of the sentence provided, *navigate* means “to make your way through a difficult or complicated experience.” Many people and organizations have helped Shahrugh’s family and other refugees navigate life in America: Catholic Charities helps them find housing, jobs, and enroll in school. Tulsa’s school system provides school supplies and emotional support systems. The City of Tulsa provides bus passes and driving classes to refugees, and community members volunteer to drive refugees to places they need to go.
6. Shahrugh likely means that his parents have helped and guided him and his siblings in countless ways as they’ve grown up and that now, during a time when his parents need help from him, he is happy to give it.
7. Shahrugh’s attitude is positive and hopeful: He is excited about learning to drive from his new friends and is making plans for his future, like going to college and becoming a pilot. He feels optimistic because he sees the United States as a place where people can learn anything and pursue any dream.

### “MY LIFE AS A REFUGEE” AND

### “HOW TO BE WELCOMING”

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Students might say that it can be hard or intimidating to talk to someone who is different from you because you’re not sure what you have in common with the person, you’re afraid of asking “dumb” questions, or you might not speak the same language. Interacting with people who are different from you is important because it can introduce you to new ideas and give you a better understanding of the world and the people in it. It can also help you realize how similar you are to people with whom you might not think you have much in common. Talking to someone who is new to your community can help that person feel welcome and less lonely.
3. Students may say that it is important because refugees are people in crisis who need help. Learning more about their lives can evoke empathy and kindle support.

### “MEDITERRANEAN BLUE”

#### POETRY DISCUSSION QUESTIONS

1. The poet wants readers to know that seeking refuge can be a dangerous, frightening, and sad experience that requires great courage. The poet refers to refugees who do not know how to swim crossing the sea on rafts. She describes her father, who was a refugee, swimming “through sorrow.” She says that refugees are “the bravest people on earth right now.” (Answers will vary.)
2. The poet wants readers to understand that even after finding refuge, people face many challenges. She describes her father as having something inside him that was “always paddling home,” perhaps referring to how he always longed for the place he came from and the people he left behind. She describes the sea as “too wide for comfort,” suggesting, perhaps, that the vast body of water separating people from where they came adds to feelings of separation and homesickness. The poet also writes that those who have found refuge have “nowhere to receive a letter for a very long time,” referring to the sense of disconnection from home, family, and friends that people who have found refuge may experience. In addition, the poet wants readers to understand that after finding refuge, people still need help; that is what she means when she writes “And if we can reach out a hand, we better.” (Answers will vary.)
3. Perhaps the title refers to the color of the Mediterranean Sea and also, with the word “Blue,” to the feelings of sorrow felt by those who cross that sea as refugees. (Answers will vary.)

#### VOCABULARY PRACTICE

1. fretting
2. optimism
3. extremist
4. ushered, refuge
5. forged
6. harbor

#### PAIRED TEXTS QUIZ

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

1. B (sequence of events; R.3 )
2. A, C (cause and effect; R.3 )
3. A, D (supporting a claim; R.1)



4. B (vocabulary; R.4)
5. D (central ideas; R.2)
6. B (supporting a claim; R.1)
7. The people of Tulsa supported Shahrukh and his family in several of the ways listed in "How to Be Welcoming." The first way was through volunteering. The article "My Life as a Refugee" explains, "Upon their arrival in Tulsa, Shahrukh and his family were greeted by members of Catholic Charities, which helped them find housing and jobs. The organization also helped Shahrukh and his siblings enroll in public school . . ." Additionally, because no one in Shahrukh's family had a driver's license or car, volunteers drove them to places such as the doctor's office and grocery store. Another way people in Tulsa helped Shahrukh is by being a friend to him, as the article explains: "Shahrukh has forged friendships with classmates from all sorts of backgrounds. Some of them are even teaching him to drive . . ." Helping Shahrukh learn to drive must be a time-consuming task and clearly demonstrates true friendship. (synthesis, writing explanatory texts; R.9, W.2)
8. Refugees are brave because of what they face as they flee their home and what they encounter when they arrive in their new home. In the poem "Mediterranean Blue," poet Naomi Shihab Nye describes the dangers refugees face as they cross the Mediterranean Sea from Africa or the Middle East. Nye explains that refugees cross the water "on small rafts and you know they can't swim." But it's not only physical danger that refugees confront; refugees also face great emotional challenges, as Nye points out as she describes how her father, who was a refugee, constantly missed his home country: "But something inside him was always paddling home," she writes. The article "My Life as a Refugee" also supports the idea that refugees are brave. Author Kristi Eaton describes how Shahrukh's family had to spend the night at the airport, unsure if they would be able to board a plane and knowing that if they left, they would be killed. "For days," writes Eaton, "Shahrukh and his family waited, scared and uncertain, at the airport." They risked their lives for the chance to relocate, which shows true courage. Eaton also describes the many emotional and logistical challenges refugee families face upon arriving in their host country, from missing loved ones back home to "navigat[ing] life in a new and unfamiliar

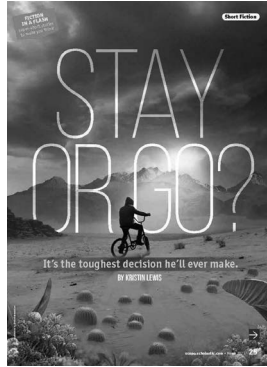
place." (synthesis, writing arguments to support claims; R.9, W.1)

### PAIRED TEXTS QUIZ

#### \*Lower Level (LL)

1. B (sequence of events; R.3)
2. A, C (cause and effect; R.3)
3. A, D (supporting a claim; R.1)
4. B (vocabulary; R.4)
5. D (central ideas; R.2)
6. B (supporting a claim; R.1)
7. The people of Tulsa supported Shahrukh and his family in several of the ways listed in "How to Be Welcoming." One way was through volunteering. The article "My Life as a Refugee" explains, "Upon their arrival in Tulsa, Shahrukh and his family were greeted by members of Catholic Charities, which helped them find housing and jobs. The organization also helped Shahrukh and his siblings enroll in public school." Additionally, because no one in Shahrukh's family had a driver's license or car, volunteers drove them to places such as the doctor's office and grocery store. (synthesis, writing explanatory texts; R.9, W.2)
8. In her poem "Mediterranean Blue", Naomi Shihab Nye writes that refugees are "the bravest people on earth." The article "My Life as a Refugee" describes how Shahrukh has been brave. For one thing, as he and his family were fleeing Afghanistan, they spent the night at the airport, unsure if they would be able to board a plane and knowing that if they left the airport, they would be killed. "For days," writes author Kristi Eaton, "Shahrukh and his family waited, scared and uncertain, at the airport." They risked their lives for the chance to relocate, which shows true courage. Eaton also describes how Shahrukh has had to deal with leaving loved ones back in Afghanistan and how he has had to establish a whole new life in Tulsa, making new friends and adjusting to new customs and new foods. He and his family have also had to find ways to get around without a car. (synthesis, writing arguments to support claims; R.9, W.1)

## “Stay or Go?”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 27:

Stories will vary.

### ANSWERS TO ACTIVITY SHEETS

#### “STAY OR GO?”

##### DISCUSSION QUESTIONS

1. Students may say the fact that a quarter-like object was ice cold even though it was sitting on a sizzling-hot desert floor suggests that something supernatural or not of this world is at play. It becomes clear that the Travelers are not human or of this world when the narrator describes the fungus Aunt Lorna used from “back home” to make a tonic that all the Travelers drank “to keep their bones from crumbling” and that she figured out how to make a lemonade that “didn’t upset their sensitive digestive systems.” Students may also say that upon finishing the story, it was clear that the line “Aunt Lorna was one of those women who could be 35 years old—or 350” was a clue; given that the Travelers can live 50

times as long as humans, Aunt Lorna may literally have been 350 years old.

2. This comparison reveals that Adrian knows the moment of finding the object is monumental—a moment of great importance when everything will change.
3. Adrian considers dropping the object on the ground or burying it because he realizes giving the object to Aunt Lorna will mean leaving Earth to return to his home planet, and he isn’t sure he wants to go.
4. Aunt Lorna shows this ability when she reads Adrian’s expression and says, “You want to stay.” She understands how conflicted Adrian is about leaving, without him saying anything.
5. Aunt Lorna is worried about Adrian staying behind for two reasons: She thinks the humans will find out that Adrian is not of this Earth, and she fears that he will come to regret his decision after all the humans he currently knows and loves are gone. Adrian doesn’t seem too concerned about the humans learning his secret; he says, “Perhaps they will. Perhaps they won’t.” He does seem shaken and upset, however, after Aunt Lorna voices her second concern. His voice cracks, he is unable to respond, and his resolve falters.
6. The Travelers are exhibiting a wide range of reactions—some are crying, some are laughing, some are in a daze. These varied reactions suggest that



while some Travelers are excited to finally return to their real home, others, like Adrian, may feel conflicted about leaving Earth, the place they'd come to accept as home. And perhaps some simply feel overwhelmed.

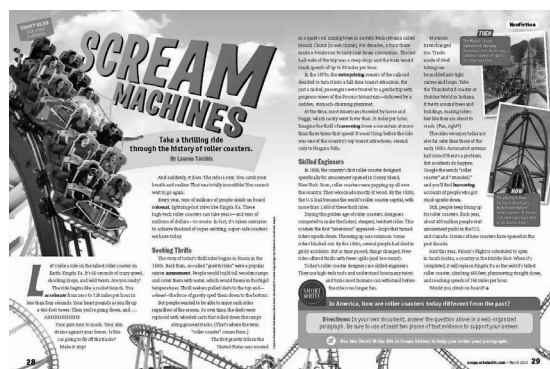
7. The title refers to the decision Adrian faces in the story: to stay on Earth or return to the Travelers' home planet. The tagline refers to how difficult this choice will be. Earth is where Adrian has lived most of his life and he clearly loves it, but staying means risking discovery, losing the Travelers, and outliving everyone he loves. In addition, staying likely means never finding out what happened to—and possibly reuniting with—his parents.
8. Answers will vary.

**“STAY OR GO?”**

**VOCABULARY PRACTICE**

1. B
2. D
3. A
4. C
5. A
6. B

## "Scream Machines"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 29:

Answers will vary. Here is a sample response:

In America, the roller coasters of today are far more thrilling and also far safer than those of the past. As author Lauren Tarshis explains in her article "Scream Machines," today's coasters can reach speeds of up to 128 miles per hour and are up to 45 stories high (28-29). Compare that to America's first roller coaster, Mauch Chunk, which was an old coal train that reached speeds of only 50 miles per hour (29). While its speed and steep drop were certainly thrilling for people at that time, its track was firmly tied to the Earth and did not have the crazy twists, drops, and speed of coasters today. In addition to an increase in their thrill factor, coasters of today are also much safer. Tarshis explains that by the 1930s, several people had died in roller coaster accidents (29). Today, however, "skilled engineers" use high-tech tools to design coasters and equip them with automated systems that halt them if there's a problem (29). Still, an increase in bravery to board one of these coasters might be necessary.

### ANSWERS TO ACTIVITY SHEETS

#### SHORT WRITE KIT

Answers will vary. Sample responses:

**Your Claim:** In America, the roller coasters of today are far more thrilling and also far safer than those of the past.

#### Text Evidence 1:

"Kingda Ka in New Jersey is America's fastest and tallest roller coaster. It travels 128 miles per hour and is 45 stories high!" (p. 29)

#### Commentary:

Mauch Chunk, America's first roller coaster, was just an old coal train that only reached speeds of 50 miles per hour. While its speed and steep drop were thrilling for people at that time, its track was firmly tied to the Earth and didn't have the crazy twists, drops, and speed of coasters today.

#### Text Evidence 2:

"Automated systems halt rides if there's a problem." (p.29)

#### Commentary:

Even with these safeguards, increased bravery is required.

#### Paragraph:

In America, the roller coasters of today are far more thrilling and also far safer than those of the past. As author Lauren Tarshis explains in her article "Scream Machines," today's coasters can reach speeds of up to 128 miles per hour and are



up to 45 stories high (28-29). Compare that to America's first roller coaster, Mauch Chunk, which was an old coal train that reached speeds of only 50 miles per hour (29). While its speed and steep drop were certainly thrilling for people at that time, its track was firmly tied to the Earth and did not have the crazy twists, drops, and speed of coasters today. In addition to an increase in their thrill factor, coasters of today are also much safer. Tarshis explains that by the 1930s, several people had died in roller coaster accidents (29). Today, however, "skilled engineers" use high-tech tools to design coasters and equip them with automated systems that halt them if there's a problem (29). Still, an increase in bravery to board one of these coasters might be necessary.

### "SCREAM MACHINES" QUIZ

#### \*Higher Level (HL)

1. D (craft and structure; R.4, R.5)
2. B (key ideas and details; R.2)
3. A (interpreting words and phrases; R.4)
4. A (figurative language; R.4)
5. C (key ideas and details; R.1)
6. A, B, C (craft and structure; R.4)
7. In her article "Scream Machines," author Lauren Tarshis writes, "During this golden age of roller coasters, designers competed to make the fastest, steepest, twistiest rides." A golden age is a period of time when a specific activity or field is at its peak, or its highest level of innovation and achievement. By "golden age of roller coasters," Tarshis means that the 1920s was a booming time for roller coasters in America. The rides were popping up everywhere and each one seemed to be more thrilling than the last. Based on the information in the article, I think roller coaster designers are still competitive today. Tarshis opens her article with a description of the tallest roller coaster on Earth: Kingda Ka. Kingda Ka is 45 stories high and can travel 128 miles per hour (28-29). Tarshis then ends her article by describing a new roller coaster scheduled to open in Saudi Arabia, Falcon's Flight (29). The ride, explains Tarshis, will replace Kingda Ka as the world's tallest roller coaster. Falcon's Flight will climb 655 feet and reach speeds of 156 miles per hour (29). Clearly, roller coasters are still getting bigger and more thrilling. From this, you can infer that designers are still

competitive like they were in the 1920s. (key ideas, text evidence, writing explanatory text; R.2, R.1, W.2)

8. According to the article "Scream Machines" by Lauren Tarshis, roller coasters are safer today than in the 1920s because the rides of today have been designed by "skilled engineers" with high-tech tools and materials that can help prevent negative physical effects and accidents (29). Tarshis explains that on the coasters of the 1920s, throwing up was common, and that by the 1930s, several people had died in roller coaster accidents (29). She goes on to explain that today, this has changed. Today, she writes, skilled engineers "use high-tech tools and understand how many twists and turns most humans can withstand before the ride is no longer fun" (29). In other words, roller coasters are designed more thoughtfully and scientifically today. In addition, Tarshis explains that coasters today include automated systems that are able to halt rides if there's a problem (29). These tools certainly have made roller coasters safer to ride than the coasters of the 1920s. (key ideas, text evidence, compare and contrast, writing explanatory text; R.2, R.1, R.5, W.2)

### "SCREAM MACHINES" QUIZ

#### \*Lower Level (LL)

1. D (craft and structure; R.4, R.5)
2. B (key ideas and details; R.2)
3. A (interpreting words and phrases; R.4)
4. A (figurative language; R.4)
5. C (key ideas and details; R.1)
6. A, B, C (craft and structure; R.4)
7. As Lauren Tarshis explains in her article "Scream Machines," what made the gravity ride Mauch Chunk so popular at the time it was created was its thrilling speed. Tarshis writes that Mauch Chunk could reach speeds of up to 50 miles per hour (29). Though that may not seem like much to us today, Tarshis explains that back then, "most Americans traveled by horse and buggy, which rarely went faster than 15 miles per hour" (29). In other words, the speed of the Mauch Chunk would have been extremely exciting and thrilling for most Americans at the time. This context makes it easy to see why Mauch Chunk was one of the country's top tourist attractions. (key



ideas, text evidence, writing explanatory text; R.2, R.1, W.2)

6. One way that roller coasters are safer today than in the 1920s is that they have been designed with high-tech tools to prevent negative physical effects or accidents. In her article “Scream Machines,” author Lauren Tarshis explains that on the coasters of the 1920s, throwing up was common, and that by the 1930s, several people had died in roller coaster accidents (29). She goes on to explain that today, this has changed. Today, she writes, skilled engineers “use high-tech tools and understand how many twists and turns most humans can withstand before the ride is no longer fun” (29). In other words, roller coasters are designed more thoughtfully and scientifically today, which has made them safer. (key ideas, text evidence, compare and contrast, writing explanatory text; R.2, R.1, R.5, W.2)

#### **CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS**

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

##### **Section Title: “Seeking Thrills”**

**Central Idea:** Thrill rides have been popular for centuries all over the world.

##### **Supporting Details:**

- In the 1600s, “gravity rides” were popular in Russia during the winter. These were ice-covered ramps that you would ride on a sled.
- Eventually the sleds used in gravity rides were replaced with wheeled carts so people could enjoy the rides in any season.
- In the 1870s, a coal train in Pennsylvania with a steep drop at the end was turned into a ride and quickly became one of America’s top tourist attractions.

##### **Section Title: “Skilled Engineers”**

**Central Idea:** Roller coasters have changed a lot since the early 1900s.

##### **Supporting Details:**

- At the time roller coasters became popular in the 1920s and 1930s, the rides were dangerous and several people died while riding them. But things have changed.
- Early coasters were made mostly of wood; tracks are now made out of steel tubing, which allows for tight curves, loops, and twists.

- Today, skilled engineers use high-tech tools and can gauge what humans can withstand, making rides more fun with less vomit than in the past.
- Today, automated systems halt rides if there’s a problem.
- The limits continue to be pushed: This year, the world’s tallest and fastest coaster will be replaced by a coaster that is even taller and faster.

**Central idea of the article:** Over the centuries, roller coasters have become more thrilling and safer.

## “Designing for Difference”



### ANSWERS TO ACTIVITY SHEETS

#### USING COLONS AND SEMICOLONS

##### Check for Understanding

1. This sentence uses a colon to add emphasis to what comes after it.
2. This sentence uses a semicolon to join two closely related sentences.
3. This sentence uses a colon to introduce a list.
4. This sentence uses a colon to introduce a quote after an independent clause.
5. This sentence uses a colon to introduce a list and uses a semicolon to separate units in a list when the units contain commas.

##### Let's Practice

1. I order the Go-Go Bananas at Smoothie Universe; my brother prefers the Chocolate Bomb.

Answers will vary for questions 2-5. Sample answers:

2. There are a few reasons winter is my least favorite season: cold weather, dead plants, and short days.
3. I used to ride the bus to school everyday; now I carpool with my neighbors.
4. It's like my grandma always said: "If you can't say anything nice, don't say anything at all."
5. I'd like to request books about Louis Armstrong, trumpeter and vocalist; Duke Ellington, pianist; and Billie Holiday, vocalist.

#### COMPOUND SENTENCES

1. The restaurant serves great cheeseburgers, but its pizza isn't very good.
2. Answers will vary. Sample response: Katie hates getting up early, but she'll do it for soccer practice.

#### COMPLEX SENTENCES

Answers will vary. Sample responses:

1. Before I took Mazy for a walk, I cleaned my room.
2. We're not going to the beach tomorrow if the weather doesn't clear up.

#### VARY YOUR SENTENCES

Answers will vary. Here is a sample revision of the paragraph:

We went to the mountains last weekend. We brought a lot of stuff, including skis, hot cocoa, snow boots, firewood, and board games. Saying that it's important to protect our skin, my mom put sunscreen all over us. She insisted that you can get a sunburn in winter when the sun reflects off the snow. Unfortunately, my mom used the kind of sunscreen that doesn't blend into your skin, so the sunscreen stayed white on our skin. We all looked silly, but we had a lot of fun anyway.

#### USING PRECISE WORDS

Answers will vary. Here is a sample revision of the paragraph:



I had a fantastic time with my family on Saturday. My dad made us a delicious breakfast of blueberry pancakes. Then we all went to the park. The weather was pristine, and our dog, Robert, had an awesome time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was amazing! For supper, we ordered pizza from Joe's. Their pizza is scrumptious!

## “Root Power”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### ROOT CHALLENGE

Answers will vary. Sample responses:

- spectacle:** a strange or interesting sight; a grand and impressive event, performance, or public display  
**spectator:** someone who watches something, especially a sports event  
**speculate:** to examine, think, and wonder about a subject  
**spectacular:** very impressive or dramatic
- Answers will vary. Words might include: *species*, *specter*, *spectrum*, *specimen*, *retrospective*, *speculum*, *respect*, *spectacles*
- Sentences and drawings will vary.

### ANSWERS TO ACTIVITY SHEETS

#### ROOT POWER

Answers will vary. Sample responses:

##### Part 1:

**spectacle:** a strange or interesting sight; a grand and impressive event, performance, or public display  
**spectator:** someone who watches something, especially a sports event  
**speculate:** to examine, think, and wonder about a subject  
**spectacular:** very impressive or dramatic

##### Part 2:

- C
- B
- A
- Answers will vary.
- 👁️; eyeglasses

##### Part 3:

Answers will vary.