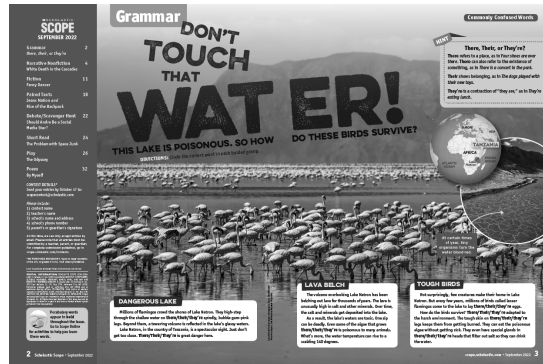


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“Don’t Touch That Water!”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

DANGEROUS LAKE

Millions of flamingos crowd the shores of Lake Natron. They high-step through the shallow water on there/their/they're spindly, bubble gum-pink legs. Beyond them, a towering volcano is reflected in the lake's glassy waters.

Lake Natron, in the country of Tanzania, is a spectacular sight. Just don't get too close. There/their/they're is great danger here.

LAVA BELCH

The volcano overlooking Lake Natron has been belching out lava for thousands of years. The lava is unusually high in salt and other minerals. Over time, the salt and minerals get deposited into the lake.

As a result, the lake's waters are toxic. One sip can be deadly. Even some of the algae that grows there/their/they're is poisonous to many animals. What's more, the water temperature can rise to a scalding 140 degrees.

TOUGH BIRDS

Not surprisingly, few creatures make their home in Lake Natron. But every few years, millions of birds called lesser flamingos come to the lake to lay there/their/they're eggs.

How do the birds survive? There/Their/They're adapted to the harsh environment. The tough skin on there/their/they're legs keeps them from getting burned. They can eat the poisonous algae without getting sick. They even have special glands in there/their/they're heads that filter out salt so they can drink the water.

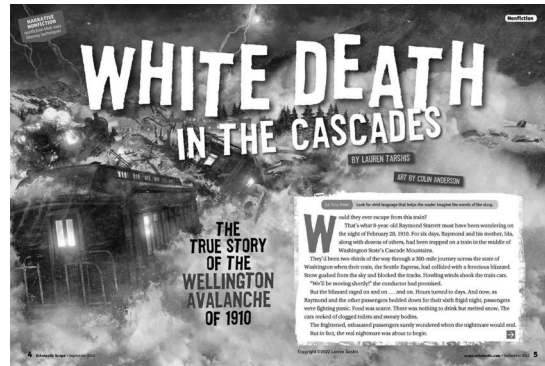
ANSWERS TO ACTIVITY SHEET

THERE, THEIR, OR THEY'RE

1. they're
2. there
3. their
4. there

Yesterday, my younger sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because they're terrible cheaters. But their pleading wore me down, and it was raining, so I agreed. We set up the board on the dining room table, removing Princess, the cat that likes to sleep there. Then we picked our tiles. There are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like their tiles. They kept trying to sneak their hands into the tile bag for new ones. There is not much else to say about the game, except that it went on and on. When it finally ended and my sister Lisa won, I was very ready to get out of there!

“White Death in the Cascades”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Movie trailer narrations will vary, but should be based on key details from the story and use sensory language as practiced in the “Writing Planner” activity below.

ANSWERS TO ACTIVITY SHEETS

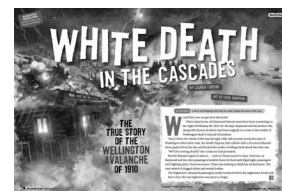
WRITING PLANNER: THE WELLINGTON DISASTER

- Answers will vary. Sample response:
 - the Seattle Express collides with a ferocious blizzard
 - the train gets stranded in the small railroad town of Cascade Tunnel Station
 - when food begins to run low, the train is moved a few miles to the town of Wellington
 - the train is parked on the edge of a steep canyon
 - the passengers receive terrible news: snowplows have broken down, shovelers are quitting, and an avalanche just plowed through Cascade Tunnel Station
 - a violent thunderstorm sweeps in, changing snow to rain

- an avalanche careens down the mountain, hurling the Seattle Express into the Canyon
- Answers will vary. Sample response:
 - the train:** “with two shrill shrieks of its whistle and a puff of steam.”; “lulled by the gentle sway of the train and the clackety-clack of the wheels on the rails”; “the roar of the engine had gone silent”; “reeked of clogged toilets and sweaty bodies”; “the train cars shattered in midair”
 - the weather:** “had collided with a ferocious blizzard”; “all Raymond could see was a thick swirl of snow”; “an impressive snow-fighting army—five massive snowplows with whirling metal blades and teams of ‘shovelers’”; “At midnight, a violent thunderstorm swept in. Lightning slashed the sky. Thunder boomed.”
 - the avalanche:** “Did he hear the muffled roars of distant avalanches that terrified passengers as they lay awake at night?”; “the snow turned into a killer wave”; “it careened down the mountainside”; “it lifted both trains into the air and hurled them over the edge of the canyon”; “Whumph. A massive slab of snow cracked loose”

“WHITE DEATH IN THE CASCADES” CLOSE-READING QUESTIONS

- Tarshis portrays the turn of the 20th century as a time of great change in the U.S. New electric lights,



motorcars, skyscrapers, and factories were transforming American life; everything seemed to be getting bigger, faster, brighter, better. This information helps readers understand why people were shocked by the Wellington disaster: In 1910, few imagined such a disaster could happen.

2. The section "Iron Horses" helps readers understand that trains transformed American life in both positive and negative ways. On one hand, expanding railroads connected people, places, and goods. On the other hand, the expansion of railroads had tragic consequences: the destruction of Native Americans' homelands, the horrific working conditions for railroad builders and workers, and the loss of lives in train disasters.
3. Answers will vary but may include "Snow gushed from the sky," "Howling winds shook the train cars," "The cars reeked of clogged toilets and sweaty bodies," "massive hunks of snow broke loose from the steep mountainside that loomed above," "the snow turned into a killer wave," "It careened down the mountainside, obliterating everything in its path," "Gleaming steel skyscrapers soared higher than the 1,000-year-old trees being chopped down to build new houses and factories," "And rising above it all was the sound—whooo whooo!—of train whistles," "with two shrill shrieks of its whistle and a puff of steam," "Lulled by the gentle sway of the train and the clackety-clack of the wheels on the rails," and "all Raymond could see was a thick swirl of snow." These details help readers feel like they've been transported to 1910 and are living in Tarshis's story, experiencing what Raymond Starrett experienced.
4. More snow fell in the Cascade Mountains than perhaps anywhere in the world; blizzards and avalanches were and still are common there.
5. Tarshis likely uses questions here because she doesn't know for certain how Raymond was experiencing the unfolding nightmare; there is likely no record of what Raymond was thinking, wondering, or picking up on in these moments. By using questions, Tarshis is able to convey what was happening around Raymond while telling the reader that we can't know exactly how he was experiencing it.

"WHITE DEATH IN THE CASCADES"

CRITICAL-THINKING QUESTIONS

1. Tarshis means that throughout history, humans have failed to recognize the strength of nature's forces and suffered disastrous consequences for it—and that we will surely make the same mistake again. When we underestimate nature, we overestimate our own strength and ingenuity. Examples might include disasters such as the "unsinkable" *Titanic* going down after colliding with an iceberg or climbers who died on Mount Everest.
2. Answers will vary. Students may offer that we shouldn't underestimate nature's power, that the desire for profit shouldn't be placed above safety, and that everyone's perception of progress is not the same.
3. Answers will vary.

"WHITE DEATH IN THE CASCADES"

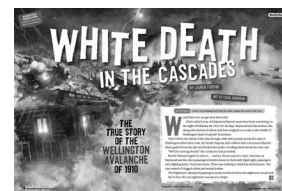
VOCABULARY PRACTICE

1. Both telegraphs and cell phones are communication devices. Telegraph messages are transmitted in code, while cell phones can send messages using text, voice, emoji, audio, video, and photos.
2. Students will likely say no, they would not allow a young child to play on rickety playground equipment, because such equipment would be dangerous.
3. Answers will vary.
4. Farmer Tim means that the pumpkin vines are spreading beyond the pumpkin patch and into the cornfield.
5. A
6. B

"WHITE DEATH IN THE CASCADES" QUIZ

*Higher Level (HL)

1. B (figurative language; R.4)
2. C (text features; R.7)
3. C (vocabulary; R.4)
4. A (text structure; R.5)
5. A, B (text evidence; R.1)
6. A (text structure; R.5)
7. The North Coast Limited advertisement seems to suggest that early train travel was easy and fast. Motion lines make the train appear to be moving at lightning speed along squeaky clean rails. Tarshis, on



the other hand, portrays early train travel as slow and dangerous. She supports this idea by providing many examples of the threats passengers faced during that era: accidents, bridge collapses, collisions with cars and horses, explosions of steam engines, and avalanches. These risks and obstacles made train travel anything but easy or fast. (supporting a claim with text evidence; W.1, R.1)

8. Answers will vary. Sample response: I agree that the Great Northern Railway was to blame for the disaster. The article states that James J. Hill, the railroad's founder, pressured his team to keep trains running no matter what, because late trains cost him money and hurt the reputation of his railroad. This greed put many people into a deadly situation. It's true that mother nature can be difficult to predict, but more precautions could and should have been taken. (supporting a claim, text evidence, evaluating evidence; W.1, R.1, R.8)

"WHITE DEATH IN THE CASCADES" QUIZ

*Lower Level (LL)

1. B (figurative language; R.4)
2. C (text features; R.7)
3. C (vocabulary; R.4)
4. A (text structure; R.5)
5. A, B (text evidence; R.1)
6. A (text structure; R.5)
7. Tarshis supports the claim that early train travel was dangerous by providing many examples of the threats passengers faced: accidents, bridge collapses, collisions with cars and horses, explosions of steam engines, and avalanches. (supporting a claim with text evidence; W.1, R.1)
8. Answers will vary. Sample response: I agree that the Great Northern Railway was to blame for the disaster. The article states that James J. Hill, the railroad's founder, pressured his team to keep trains running no matter what, because late trains cost him money and hurt the reputation of his railroad. This greed put many people into a deadly situation. It's true that mother nature can be difficult to predict, but more precautions could and should have been taken. (supporting a claim, text evidence, evaluating evidence; W.1, R.1, R.8)

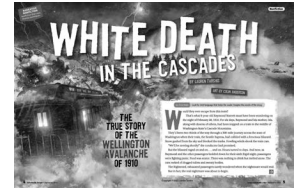
CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article takes place on the Seattle Express train in Washington State's Cascade Mountains during the winter of 1910.
2. The article is about 8-year-old Raymond Starrett and the other passengers aboard the Seattle Express train.
3. The article describes the Great Wellington Avalanche of 1910.
4. Some of the events leading up to the Wellington Avalanche include: passengers of the Seattle Express became stranded in a small railroad town called Cascade Tunnel Station; with depleting supplies, the train is moved a few miles to a small town called Wellington; the train is forced to park on the edge of a 150-foot canyon; the passengers learn that Cascade Tunnel Station was destroyed by an avalanche.
5. Answers will vary. Possible details include: Raymond is one of the lucky few who survived, thanks to a man who found him and miraculously removed the wood from his skull; The Great Wellington Avalanche is still the deadliest avalanche in U.S. history; Traveling by train was much more dangerous in 1910 than it is today; Many blamed the railroad company.

Summary:

"White Death in the Cascades" tells the story of a boy named Raymond Starrett, who was traveling on the Seattle Express in Washington's Cascade Mountains in the winter of 1910. The train collided with a ferocious blizzard, stranding it in a town called Cascade Tunnel Station. After two days, food was running low, and the train was moved a few miles to the town of Wellington. The only place to park the train was on the edge of a steep canyon. Two days later, the passengers learned that an avalanche had obliterated Cascade Tunnel Station. Two days after that, the snow turned to rain, and a massive avalanche broke off the mountain and slammed into the Seattle Express. Though Raymond was badly injured, his life was saved when a man removed a chunk of wood that was lodged into his skull. In the years that followed, the Great Northern Railway put protections in place to make the mountain route safer.



CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

"White Death in the Cascades" tells the story of a boy named Raymond Starett, who was traveling on the Seattle Express in Washington's Cascade Mountains in the winter of 1910. The train collided with a ferocious blizzard, stranding it in a town called Cascade Tunnel Station. After two days, food was running low, and the train was moved a few miles to the town of Wellington. The only place to park the train was on the edge of a steep canyon. Two days later, the passengers learned that an avalanche had obliterated Cascade Tunnel Station. Two days after that, the snow turned to rain, and a massive avalanche broke off the mountain and slammed into the Seattle Express. Though Raymond was badly injured, his life was saved when a man removed a chunk of wood that was lodged into his skull. In the years that followed, the Great Northern Railway put protections in place to make the mountain route safer.

CORE SKILLS WORKOUT: TEXT FEATURES

1. Responses will vary. Sample response: I notice a shattered train crashing wildly down a mountainside as it bursts into flames. I also notice lightning striking across the sky and blizzard-like conditions. The illustration and font create a chaotic and terrifying mood.
2. Responses will vary. Sample response: The map shows the route of the Seattle Express. It helps me better understand where the train was headed on its 300-mile journey, and how the timeline of events unfolded.
3. Responses will vary. Sample response: The photos help me understand the section "Iron Horses" better. Specifically, it helps me understand that early trains were slow, rickety, and dangerous, and how trains would later become faster, safer, and more comfortable. The text features also help me understand the grueling work that railroad builders faced.
4. Responses will vary. I think the author included this information to help readers understand how and why avalanches like the Great Wellington Avalanche occurred. If people knew how to monitor the snowpack and weather as we do today, they could have closed the train route and prevented the tragedy.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE

Higher Level (HL) and Lower Level (LL)

Page 1: Cause and Effect

CAUSE: A ferocious blizzard caused snow to gush from the sky and block the tracks. Then temperatures rose and the snow turned to rain, causing a massive hunk of snowpack to break loose from the mountain.

CAUSE: Passengers on the Seattle Express believed they were safe in the train car. They were reassured that they would be moving shortly. The townspeople of Wellington believed they were safer on the trains than in the rickety town buildings.

CAUSE: Leaders of the Great Northern Railway understood the potential for avalanches, yet they still chose to send two trains into the Cascade Mountains during a blizzard to protect their profit and reputation.

Page 2: Sequence of Events

1st: Raymond and his mother board the Seattle Express at 7:30 p.m. in Spokane, Washington.

2nd: Raymond awakes to find the train stranded in Cascade Tunnel Station by a blizzard. Passengers eat breakfast at a railroad cookhouse and reboard the train.

3rd: Food begins to run low and the train is moved a few miles to the town of Wellington. The only place to park is on the edge of a steep canyon.

4th: Passengers eat at Hotel Bailets and receive troubling news: Snowplows are broken, workers are quitting, and an avalanche just plowed through Cascade Tunnel Station. Townspeople take shelter on the Seattle Express.

5th: The temperature rises and snow turns to rain.

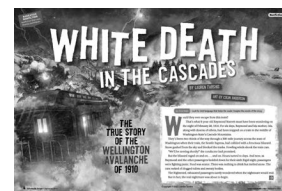
6th: An avalanche careens down the mountain, hurling the Seattle Express into the canyon. A lucky few survive, including Raymond.

"WHITE DEATH IN THE CASCADES"

SENSORY DETAILS SCAVENGER HUNT

Answers will vary. Sample response:

Sight: "massive hunks of snow broke loose from the steep mountainside that loomed above the stranded train"; "In the blink of an eye, the snow turned into a killer wave—a monstrous avalanche of snow, ice, boulders, and broken trees"; "It careened down



the mountainside, obliterating everything in its path”; “Booming cities glowed with new electric lights”; “Gleaming steel skyscrapers soared higher than the 1,000-year-old trees being chopped down to build new houses and factories”; “Out the window, all Raymond could see was a thick swirl of snow”; “Lightning slashed the sky”; “A massive slab of snow cracked loose from the mountain high above the tracks.”

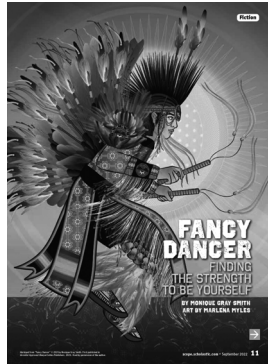
Smell: “The cars reeked of clogged toilets and sweaty bodies”; “Did he gag at the stench that filled the train car...?”

Sound: “Did he hear the muffled roars of distant avalanches...?”; “Howling winds shook the train cars”; “And rising above it all was the sound—*whooo whooo!*—of train whistles”; “The Seattle Express left on time, at 7:30 p.m., with two shrill shrieks of its whistle and a puff of steam”; “... the clackety-clack of the wheels on the rail...”; “The roar of the engine had gone silent”; “...or overhear the crew whispering that food was now running low at Bailets?”; “Thunder boomed”; “*Whumph.*”

Taste: n/a

Touch: “Howling winds shook the train cars”; Lulled by the gentle sway of the train...”; “It lifted both trains into the air and hurled them over the edge of the canyon.”

“Fancy Dancer”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 16

Letters will vary. Sample response:

Dear Uncle Fred,

First, I want to thank you for the regalia. It meant a lot to me to wear it to the powwow. It helped me feel like a true Cree and made me so proud to be a member of our family.

The powwow was unforgettable. First, I danced in the Grand Entry. I wasn't too nervous about this because there were so many other dancers. Then, I participated in the Junior Boys Fancy Dance. I was a little nervous because there were just eight or nine other boys. If I made a mistake, everyone would notice. I felt a little better after Paul gave me a pep talk.

When the drum started, I began to dance, and my worries floated away. I thought about our Ancestors and how they have been dancing for generations and about how lucky I am to be a part of this great tribe. Dancing took me to another place . . . it took me out of my own skin. It wasn't until the music ended that I came back down to earth, surprised by the cheers and applause.

Though I didn't win, I am glad I participated, and can't wait to attend my next powwow! I would love to go to the powwow in Saskatchewan and take you up on your offer to teach me some of your moves. In fact, I think I'll go talk to Mom and Paul about it right now. Fingers crossed!

Rory

ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: RORY'S LETTER

1. Rory was feeling nervous before the dance started. After Paul gave him a pep talk, he started to feel more confident. At the beginning of the dance, he feels "alive" and "proud" of his heritage. Answers to the third part of the question will vary, but students will likely write that Rory continued to feel confident throughout the rest of the dance.
2. Students may write that Rory practiced a lot and was very confident at the beginning of the dance, so he may have done pretty well in the competition—but on the other hand, it was his first powwow, so he probably did not win. In fact, he says earlier that he was not expecting to win. It seems like it was the experiences of connecting to his culture and bonding with Paul that really mattered to Rory, not winning, so he probably felt good about himself no matter how he did in the competition.
3. Answers will vary.

“FANCY DANCER”

CLOSE-READING QUESTIONS

1. Rory's mom walks differently because the way she feels about herself and her life has changed. When she was married to Rory's biological father, he forbade her from speaking Cree, practicing Cree ceremonies, or doing anything related to her culture.



He also convinced her to move far away from her family. He treated her as though being Cree was shameful. She must have felt sad, lonely, and oppressed by her ex-husband, and perhaps ashamed that she wasn't able to do more to keep her culture alive and express her identity. Feeling that way must have affected the way she carried herself; perhaps she kept her eyes down and her shoulders hunched forward. But now she has a new partner who treats her and her culture with love and respect, and she is able to participate fully in Cree culture. The way she now walks reveals that she has a sense of confidence and pride.

2. Rory's father has caused Rory to have a lack of confidence in his ability to do anything physical; he's made Rory afraid to even try dancing. Students might also offer that it's because of Rory's father that Rory doesn't know what a powwow is, because Rory's father stopped him from participating in anything related to Cree culture. Students' ideas on what they would say to Rory will vary.
3. Paul means that Rory can be the person other people (like his father) think or say that he is, or he can decide for himself what kind of person he is. Paul is telling Rory to ignore what his father told him about not being good at anything that requires coordination and also, perhaps, to ignore his father's implication that he should reject his Cree identity.
4. Rory likely feels confused because some of the beliefs he has always had about himself (that he is bad at anything requiring coordination, that he should not participate in activities related to Cree culture) are coming into conflict with what he is now feeling (he enjoys dancing and is good at it, he wants to participate in Cree culture). He may also be feeling confused about whether he wants to participate in the powwow because he's worried that he's not a good enough fancy dancer, despite what Paul says.
5. Paul is telling Rory to trust his body and let it move the way it wants to move, that he doesn't need to overanalyze or be critical of himself as he dances. Paul also means that Rory should trust his body to express what is going on in his mind and in his heart, that he doesn't have to think about how to do that but to just do it. Earlier, Paul told Rory, "Your body remembers how to dance. Your Ancestors have been

dancing like this for generations. Trust yourself." Paul is expressing the same idea when he tells Rory that his mind and body need to believe in each other. (Answers will vary.)

6. It seems that in the past, Rory defined "home" as the place where he lived: Ann Arbor, Michigan. But now he seems to be expanding that definition, thinking of home as not just the place where he lives, but the place where his relatives and his Ancestors live and have lived—a place he is connected to, a place where he belongs and is welcome.
7. We don't know for sure, but it seems like this could be the first time Rory and Paul have said "I love you" to each other. It seems like it could also be the first time Rory has called Paul "Dad." But even if it's not the first time for either of those things, it's an important moment for the two of them because they are acknowledging how much they mean to one another. That they use a Cree word to express their feelings is also important; a big part of Paul and Rory's relationship has been Paul helping Rory connect to Cree culture, and their use of *kisâkihitin* acknowledges that fact.
8. Participating in the powwow has given Rory confidence and pride, both in his dancing skills and in his identity. He has grown stronger and learned to trust his body and his skills as a dancer, and he has strengthened his connection to Cree culture. In addition, participating in the powwow has been an opportunity for him to bond with his mom and her side of the family and, especially, with Paul.

"FANCY DANCER"

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that being Cree is part of who they are—that is, of their identity—and everyone has a natural desire to express who they are. Students may also say that participating in Cree culture is a way of connecting with others and finding a sense of belonging. Participating in Cree culture may also be a way for Rory, his mom, and Paul to explore—and honor—who they are. And it's a way for them to honor their Ancestors and preserve their heritage, which is especially important in light of the injustices and oppression that Native Americans have faced and continue to face.



2. Answers will vary.
3. Answers will vary. Students may point out that Rory says he wasn't expecting to win—and given that this was his first powwow, he probably did not win. But the end of the story reveals that Rory went into the dance with a prayer that his Ancestors be with him and that as soon as the drumming started, he felt alive and proud—so you can conclude that the experience was meaningful and positive for Rory, regardless of how the judges scored him.

"FANCY DANCER"
VOCABULARY PRACTICE

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

"FANCY DANCER" QUIZ

***Higher Level (HL)**

1. A (character, inference; R.3, R.1)
2. D (character; R.3)
3. B, C, D (character, text evidence; R.3, R.1)
4. B (inference; R.1)
5. B (theme; R.2)
6. D (inference, central ideas; R.1, R.2)
7. Over the course of the story, Rory changes from someone who lacks self-confidence to someone who is confident and proud, both in his dancing skills and in his identity. This change is a result of his positive relationship with Paul. Paul teaches Rory to fancy dance and expresses his confidence in Rory as a dancer. In turn, Rory realizes that the things his father had always made him believe—that he doesn't have the ability to do anything physical and that he should reject his Cree identity—are wrong. With Paul's encouragement and support, Rory takes on the challenge of learning to fancy dance and perform at a powwow. The whole experience not only helps Rory learn to trust his body, but allows him to connect deeply to Cree culture and his family.

(explanatory writing, text evidence, character; W.2, R.1, R.3)

8. I think Rory means that dancing makes him feel like he's doing what he was put on Earth to be doing, that dancing feels right to him. Earlier in the story, Paul tells Rory, "Dancing isn't just about being athletic, it's about telling a story and revealing the strength that is in your heart." Indeed, dancing has allowed Rory to learn his story and tell his story. Being able to express something about himself that other things haven't allowed him to do makes him feel alive, strong, and like his best self. (interpreting text, character; R.4, R.3)

"FANCY DANCER" QUIZ

***Lower Level (LL)**

1. A (character, inference; R.3, R.1)
2. D (character; R.3)
3. B, C, D (character, text evidence; R.3, R.1)
4. B (inference; R.1)
5. B (theme; R.2)
6. D (inference, central ideas; R.1, R.2)
7. Learning to be a fancy dancer helps Rory gain self-confidence because it helps him unlearn something his father had always made him believe—that he doesn't have the ability to do anything physical. With Paul's encouragement and support, Rory takes on the challenge of not only learning fancy dance but performing at a powwow. In the process, he stops being critical of himself and learns to trust his body, and develops pride in both his dancing skills and identity. (explanatory writing, text evidence, character; W.2, R.1, R.3)
8. I think Rory means that dancing makes him feel like he's doing what he was put on Earth to be doing, that dancing feels right to him. Earlier in the story, Paul tells Rory, "Dancing isn't just about being athletic, it's about telling a story and revealing the strength that is in your heart." Indeed, dancing has allowed Rory to learn his story and tell his story. Being able to express something about himself that other things haven't allowed him to do makes him feel alive, strong, and like his best self. (interpreting text, character; R.4, R.3)



CORE SKILLS WORKOUT: INFERENCE

1. Rory means that even though Paul is technically his stepfather, he fills the role of Rory's father. Paul has a positive effect on everyone in Rory's family, transforming their lives for the better. Rory loves Paul just as much as if Paul was his biological father.
2. Rory is confused over whether to participate in the annual Dance for Mother Earth Powwow. Rory's father had a negative view of the Cree people, and Rory believes that if his father were around, he would sneer at Rory for participating in the powwow. However, Rory enjoys fancy dancing, as it makes him feel more like himself. He feels conflicted over what he wants to do. Rory pretends to have a stomachache so that he won't have to practice fancy dancing with Paul—and perhaps to avoid discussing his dilemma.
3. Paul hopes Rory will feel a connection with his ancestors; fancy dancing is something that the Cree people have been doing for generations. Paul wants Rory to better understand his Cree identity and culture so that Rory can know himself better and feel proud of who he is.

VIDEO DISCUSSION QUESTIONS

1. Answers will vary. Sample response: According to the video, a powwow is a celebration "where Native American peoples gather to dance, sing, and spend time together." Powwows also involve eating traditional foods and the sale of arts and crafts.
2. Powwows are important because they give Native American peoples a space to celebrate their cultures and traditions, which helps keep their cultures and traditions alive. People from other cultures can also visit powwows to learn about Native American traditions.
3. Answers will vary slightly. Students may say that the idea that a powwow is a way of honoring traditions, families, and ancestors is expressed by both Taylor and Mateo. Taylor explains that there was a time when other people tried to take away the traditions of her people and one way to prevent that from happening is by continuing to go to powwows and dance at them. Mateo expresses a similar idea when he says, "It's important to keep passing on this tradition because if it's not passed on, it's forgotten. . . and you lose part of your culture."

"Jeans Nation"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Responses will vary. Sample response:

The expression "necessity is the mother of invention" means that when something is badly needed, people will find a way to get or achieve it. This expression relates to the story of jeans and backpacks because both of these iconic items became what they are today not as a result of someone's desire to create something new, but out of someone's need to solve a problem.

In Nevada in 1870, gold and silver miners' pants kept ripping while they worked. They needed stronger pants. A tailor named Jacob Davis affixed pins he used on horse blankets, called rivets, to the pocket corners and the base of the fly—the parts of the pants that ripped most often. The result was a pair of pants that was comfortable and virtually indestructible. Over the next 60 years, workers across America came to wear these durable work pants, which we now know as jeans.

In the 1930s, rucksacks were uncomfortable and cumbersome to use during outdoor activities such as skiing, hiking, and rock climbing. A young outdoor enthusiast from upstate New York named Gerry Cunningham used his mom's sewing machine to create a new pack with zippers. Now he could easily reach over his shoulder and get what he needed without removing the whole pack. Later, he swapped out the stiff canvas fabric for lightweight nylon.

ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: THE MOTHER OF INVENTION

- Answers will vary, but should be along the lines of: "When something is badly needed, people will find a way of getting or achieving it" or "Great need leads people to invent new things."
- What great need or problem existed?**

Jeans: In Nevada in 1870, gold and silver miners' pants kept ripping while they worked. They needed stronger pants.

Backpacks: In the 1930s, rucksacks were uncomfortable and cumbersome to use during outdoor activities such as skiing, hiking, and rock climbing.

What was invented to solve that need or problem?

Jeans: A tailor named Jacob Davis affixed pins he used on horse blankets, called rivets, to the pocket corners and the base of the fly—the parts of the pants that ripped most often. The result was a pair of pants that was comfortable and virtually indestructible.

Backpacks: A young outdoor enthusiast from upstate New York named Gerry Cunningham used his mom's sewing machine to create a new pack with zippers. Now he could easily reach over his shoulder and get what he needed without removing the whole



pack. Later, he swapped out the stiff canvas fabric for lightweight nylon.

“JEANS NATION” AND “RISE OF THE BACKPACK”
CLOSE-READING QUESTIONS

1. A uniform is special clothing worn by members of a particular group or organization—a sports team, workplace, school, army, etc.—to make the members of the group look the same as one another and distinct from others. In saying that denim started to become America’s uniform, Friedman means that jeans started to become the pants worn by almost all Americans.
2. Jacob Davis attached the rivets to the pocket corners and flies of the denim pants workers were already wearing in order to make the pants more durable. By attaching the rivets to those areas of the pants, Davis solved the problem of the pants constantly ripping.
3. Cunningham created a pack that was more comfortable than the backpacks that existed at the time (which were called rucksacks) and that had an important new feature: zippers. The zippers made it possible to reach back and get something out of the pack without taking the whole thing off. Gerry made these changes because he found the backpacks that existed to be uncomfortable and cumbersome to use while rock climbing.
4. Both items are used today by people around the world. Friedman explains that about half of all the people on the planet wear jeans on any given day. Carro explains that today, backpacks are everywhere and used by students of all ages. Originally, jeans were a practical garment worn only by those doing physical labor, but they became a fashion item worn by all. Similarly, backpacks were a practical bag for climbers, but now they are essential for anyone carrying anything, especially students carrying books.
5. At one time, the wearing of jeans was met with resistance and jeans were even banned in some places, while backpacks were never out of favor with the public. And while jeans were popularized by movie stars and musicians, backpacks were popularized by college students and the companies that tailored them to students’ needs. Finally, jeans

are seen as quintessentially “American,” while backpacks are seen as quintessentially “student.”

“JEANS NATION” AND “RISE OF THE BACKPACK”
CRITICAL-THINKING QUESTIONS

1. The following lines from “Rise of the Backpack” express a similar idea to what James Sullivan says about jeans: “By the late 1980s, backpacks had become an indispensable part of the American student’s life—and identity. After all, there were endless ways to make a backpack your own. You could choose a bold color or pattern, like race car red or tie-dye. You could deck it out with pins of your favorite bands or keychains of your favorite sports teams. Each back-to-school season, students selected their bags with the same care and passion as they did their sneakers and jeans.” Answers to the second question will vary.
2. Answers will vary.

PAIRED TEXTS QUIZ
***Higher Level (HL)**

1. A (text structure, central ideas; R.5, R.2)
2. B (vocabulary; R.4)
3. B (figurative language; R.4)
4. A (interpreting text, R.4)
5. A (compare/contrast; R.9)
6. A, B (draw conclusions; R.1)
7. As Allison Friedman explains in “Jeans Nation,” denim was the ideal fabric for work pants because the heavy cloth was sturdy, yet comfortable. Its blue color hid the dirt and grime that built up. And as Mackenzie Carro explains in “Rise of the Backpack,” nylon was the ideal fabric for backpacks because it was strong and durable like canvas but lighter, so it did not add much weight. (explanatory writing, text evidence, synthesizing information W.2 R.1, R.9)
8. People use both jeans and backpacks to express their individuality. As Allison Friedman explains in “Jeans Nation,” each generation has left their mark on denim, from the bell-bottoms of the 1960s to the high-waisted jeans of the 1980s (which are back in style today). In “Rise of the Backpack,” Mackenzie Carro explains that people have made backpacks their own by choosing different colors or patterns, and by adding pins or keychains. (explanatory



writing, text evidence, synthesizing information W.2, R.1, R.9)

PAIRED TEXTS QUIZ

*Lower Level (LL)

1. A (text structure, central ideas; R.5, R.2)
2. B (vocabulary; R.4)
3. B (figurative language; R.4)
4. A (interpreting text, R.4)
5. A (text structure, central ideas; R.5, R.2)
6. A, B (draw conclusions; R.1)
7. As Allison Friedman explains in "Jeans Nation," denim was the ideal fabric for work pants because the heavy cloth was sturdy, yet comfortable. Its blue color hid the dirt and grime that built up. And as Mackenzie Carro explains in "Rise of the Backpack," nylon was the ideal fabric for backpacks because it was strong and durable like canvas but lighter, so it did not add much weight. (explanatory writing, text evidence, synthesizing information W.2, R.1, R.9)
8. People use jeans to express their individuality. As Allison Friedman explains in "Jeans Nation," each generation has left their mark on denim, from the bell-bottoms of the 1960s to the high-waisted jeans of the 1980s (which are back in style today). (explanatory writing, text evidence W.2, R.1)

CORE SKILLS WORKOUT: TEXT EVIDENCE

*Higher Level (HL)

1. B
2. B
3. Jacob Davis and Levi Strauss created a wildly successful company. As author Allison Friedman explains in her article "Jeans Nation," Levi Strauss & Co. "not only still exists but in fact sells more jeans than any other company in the world." Clearly, Davis and Strauss's company has not just survived for many years, it has thrived.

CORE SKILLS WORKOUT: TEXT EVIDENCE

*Lower Level (LL)

1. B
2. B

“Should Andre Be a Social Media Star?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers may vary slightly. Here is a sample response:

	Andre	Mom
line(s) that express the or central claim	“Well, I think it’s time to take my talents out into the world, and I believe social media is the way to do it.”	“But when it comes to social media stardom, I don’t think it’s a good idea.”
two pieces of evidence that support the central claim	<p>“Some TikTok stars make \$500,000 per post. Think what I could do with that kind of money.”</p> <p>“Speaking of careers, gaining a following can lead to opportunities beyond social media. Zach King, a top TikTok creator, has his own book series now. Other stars have landed roles on TV shows.”</p>	<p>“Putting yourself out there on social media can lead to negative attention and even bullying.”</p> <p>“Do you know how much time and energy go into making a single video? Filming and editing a three-minute video of yourself whipping up your famous brownies could take hours—maybe days.”</p>
line(s) that express a counterclaim	“I understand that becoming a star is not easy.”	“You seem to believe that making TikToks or YouTube videos is automatically lucrative.”
line(s) that contain the rebuttal	“It takes time, hard work, and dedication, but I’m willing to put in the effort.”	“The reality is that very few people make the kind of money you’re talking about.”



ANSWERS TO ACTIVITY SHEETS

"SHOULD ANDRE BE A SOCIAL MEDIA STAR?"

VOCABULARY PRACTICE

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

“The Problem with Space Junk”



THE PROBLEM WITH SPACE JUNK

There is a bunch of junk flying around our planet, and it's causing big problems. What can be done?

BY CRASSIDIS, CARRO

It was December 3, 2015, and the astronauts aboard the International Space Station (ISS) were in trouble. An object hurtling through space was headed straight toward them. It was, in fact, the station's own satellite. The object's path seemed to be a straight line, but it was a small piece of an old rocket that was launched in space 20 years ago.

FAST FACTS

Space junk, also known as "orbital space debris," refers to all the human-made objects in space that no longer serve a purpose. There are tools, sensors, rocket parts, and even old satellites and rockets. The debris ranges in size from giant dead satellites to tiny objects of metal.

The junk began to accumulate in the 1950s, when humans first started exploring space. Back then, space exploration was a new frontier, and people were excited about the possibilities. But as the number of satellites and rockets increased, so did the amount of debris in space.

Today, there are more than 25,000 pieces of space junk in orbit around Earth. Most of it is in low Earth orbit, where it can be seen with the naked eye. Some of it is in higher orbits, where it can be seen with telescopes.

The problem is that space junk is growing at an alarming rate. Every year, about 10,000 new pieces of debris are added to the already existing collection. This is because of the increasing number of satellites being launched into space. In 2019, for example, more than 100 new satellites were launched. By 2025, that number is expected to reach 10,000.

So, what can be done to solve the problem of space junk? There are several options. One is to build a "space junk graveyard" where old satellites and rockets can be sent to die. Another is to build a "space junk collector" that can go out and pick up the debris. A third option is to build a "space junk detector" that can track the debris and warn us if it's heading toward Earth.

It's important to solve the problem of space junk because it's a real threat to our planet. If a piece of debris hits a satellite, it could cause the satellite to malfunction. If a piece of debris hits a rocket, it could cause the rocket to explode. And if a piece of debris hits a person in space, it could cause serious injury or death.

So, let's work together to solve the problem of space junk. We can build a space junk graveyard, a space junk collector, and a space junk detector. We can make sure that every satellite and rocket that is launched into space is designed to be safe. And we can make sure that every piece of debris that is launched into space is tracked and monitored.

Only then can we ensure that space exploration is a safe and successful endeavor.

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25:

Answers will vary. Here is a sample response:

It is important to solve the problem of space junk because space junk collisions are going to become increasingly frequent and will affect not just astronauts in space but also people's day-to-day lives on Earth. "There's going to be a cascading effect," explains Dr. John L. Crassidis, a professor and aerospace engineer quoted in Mackenzie Carro's article "The Problem with Space Junk." He means that each collision will result in more debris that will then go on to cause more collisions. If a piece of debris collides with the International Space Station or another spaceship, the results could be devastating. This is because, as Carro explains, the speed at which space junk travels means that even a tiny speck of paint can have the destructive power of a bomb. Plus, writes Carro, "Satellites that we rely on for all sorts of things—watching TV, using the internet, tracking storms—are at risk, too." In other words, if space junk hits a TV, internet, or weather satellite, it could seriously damage or destroy it, and that could have a harmful impact on our health, safety, and well-being. For example, if scientists are unable to track storms, people may be unaware of a deadly storm approaching their city. We must solve the problem of space junk before collisions increase and negatively affect both space travel and daily life.

ANSWERS TO ACTIVITY SHEETS

SHORT WRITE KIT

Answers will vary. Sample responses:

Your Claim:

It is important to solve the problem of space junk because space junk collisions are going to become increasingly frequent and will affect not just astronauts in space but also people's day-to-day lives on Earth.

Text Evidence 1:

"Experts like Dr. John L. Crassidis, a professor and aerospace engineer, say that collisions will become an increasing problem. And each collision will create even more debris. 'There's going to be a cascading effect,' says Crassidis. 'It's a huge worry.'"

Commentary:

This means that one event (such as a space junk collision) will have a negative effect on other events. For example, each collision will cause more debris than there was previously, which will result in the problem of space junk becoming increasingly dangerous.

Text Evidence 2:

"These collisions won't affect only the ISS. Satellites that we rely on for all sorts of things—watching TV, using the internet, tracking storms—are at risk too."

Commentary:

In other words, if space junk hits a TV, internet, or weather satellite, it could seriously damage or destroy it, and that



could have a harmful impact on our health, safety, and well-being. For example, if scientists are unable to track storms, people may be unaware of a deadly storm approaching their city.

Paragraph:

It is important to solve the problem of space junk because space junk collisions are going to become increasingly frequent and will affect not just astronauts in space but also people's day-to-day lives on Earth. "There's going to be a cascading effect," explains Dr. John L. Crassidis, a professor and aerospace engineer quoted in Mackenzie Carro's article "The Problem with Space Junk." He means that each collision will result in more debris that will then go on to cause more collisions. If a piece of debris collides with the International Space Station or another spaceship, the results could be devastating. This is because, as Carro explains, the speed at which space junk travels means that even a tiny speck of paint can have the destructive power of a bomb. Plus, writes Carro, "Satellites that we rely on for all sorts of things—watching TV, using the internet, tracking storms—are at risk, too." In other words, if space junk hits a TV, internet, or weather satellite, it could seriously damage or destroy it, and that could have a harmful impact on our health, safety, and well-being. For example, if scientists are unable to track storms, people may be unaware of a deadly storm approaching their city. We must solve the problem of space junk before collisions increase and negatively affect both space travel and daily life.

"THE PROBLEM WITH SPACE JUNK"

VOCABULARY PRACTICE

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

"THE PROBLEM WITH SPACE JUNK" QUIZ

***Higher Level (HL)**

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

5. Small pieces of space debris are particularly dangerous because they are too small to track. As Carro explains, most space junk zips around Earth at a breathtaking speed of 17,500 mph. "When moving that fast," writes Carro, "even a fleck of paint can have the destructive power of a bomb." And, Carro explains, the world's space agencies cannot track debris that is smaller than a softball. So small pieces of space debris are both incredibly destructive and, in Carro's words, "too small to see coming." This means there is no way to take action to prevent them from crashing into the International Space Station, a satellite, or any other object in space. (key ideas and details, text evidence; R.2, R. 1)

"THE PROBLEM WITH SPACE JUNK" QUIZ

***Lower Level (LL)**

1. D (vocabulary; R.4)
2. B, C (text structure; R.5)
3. B (text evidence; R.1)
4. A (text structure; R.5)
5. The fact that most space debris is too small to see coming is a problem because if debris can't be seen coming, there's no way to take action to prevent it from colliding with the International Space Station, a satellite, or any other object in space. And even a tiny piece of space debris can be incredibly destructive, thanks to the incredibly high speed at which most space junk travels: 17,500 mph. As Carro explains, "When moving that fast, even a fleck of paint can have the destructive power of a bomb." (key ideas and details, text evidence; R.2, R. 1)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

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

Section Title: "Fast Trash"

Central Idea: Scientists used to think that space junk was harmless, but now realize that it can be destructive.

Supporting Details:

- Space junk started to accumulate in the 1950s. Scientists were not too worried about it.
- Though most objects in orbit eventually fall and burn up harmlessly in our atmosphere, this can take hundreds of years. In the meantime, the incredible fast speed at which space junk travels makes it destructive.



Section Title: "More Collisions"

Central Idea: Space junk collisions are going to become an increasing problem that will affect both astronauts in space and citizens down on Earth.

Supporting Details:

- Most debris in space is not large enough to track, which means it is too small to see coming. When these small pieces of debris collide with something, each collision only creates more space debris.
- According to one expert, there will be a cascading effect that is very worrisome.
- The collisions will affect satellites, which people rely on for a wide variety of things.
- The collisions will also threaten the safety of astronauts on the ISS.

Section Title: "Alligator Teeth"

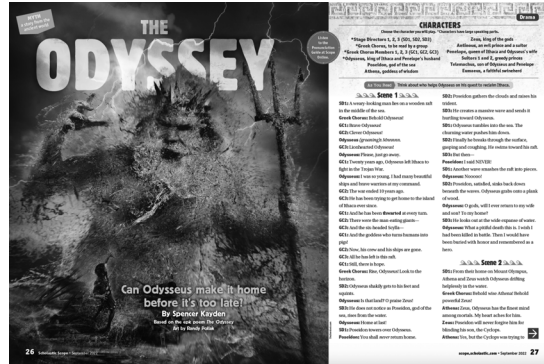
Central Idea: People around the world are working to solve the problem of space junk.

Supporting Details:

- The European Space agency is developing a robotic claw to grab debris.
- A Japanese company is developing a spacecraft that uses magnets to move space junk.
- A company in the U.S. is experimenting with a device that shoots a puff of powder to throw debris off course.
- A group of sixth-graders designed a space junk collecting device that will be tested in the spring of 2023.

Answers to the final question will vary slightly. Sample answer: Space junk is a major issue that could negatively impact our lives if the problem is not solved.

The Odyssey



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 31

News broadcasts and articles will vary. Here's a sample news broadcast:

Reporter: Breaking news! Odysseus has reclaimed Ithaca, restoring peace to the kingdom! I'm here with Odysseus himself, to talk to him about his experience. Penelope and Athena are also joining us today, as they played a big role in bringing Odysseus back. Odysseus, we'll start with you. How did you manage to make it back to Ithaca?

Odysseus: As you know, I left 20 years ago to fight in the Trojan War, which ended 10 years ago. Believe it or not, I've been trying to get home ever since! I was stopped at every turn, battling everything from man-eating giants to the six-headed Scylla. Man, that was interesting! The most recent obstacle was a storm sent by Poseidon. He really has it in for me.

Reporter: And that's when you came on the scene. Is that right, Athena?

Athena: Yes, my heart went out to Odysseus! I said to Zeus, we gotta get this kid home. I gave Odysseus a wooden plank and directed the winds to favor him. He eventually reached the shores of Ithaca. Unfortunately, as you all know, Ithaca was overrun by suitors hoping to marry Penelope, murder

Telemachus, and steal Ithaca from Odysseus. I knew it would be bad if Odysseus went straight to the palace. He hadn't eaten in weeks! He needed a hot meal, and he needed to talk to his son and come up with a plan! So I arranged for Telemachus to meet him at the home of Eumaeus, Odysseus's faithful swineherd. I also created a great disguise, if I do say so myself. I temporarily transformed Odysseus into an old man.

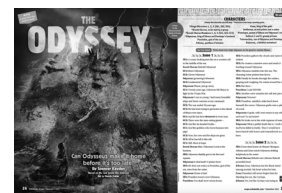
Odysseus: She really went all out—wrinkles, gray hair, the works! Anyway, at the hut of Eumaeus, Telemachus and I devised a plan to defeat the suitors. I was finally ready to go to the palace.

Reporter: And Penelope, this is where you came in. Is that correct? How did you help Odysseus?

Penelope: Well, I devised a contest for the suitors, with the help of my son Telemachus. They had to string a bow and shoot an arrow through the holes in a dozen ax-heads—with a single shot. This was part of the plan that Odysseus and Telemachus had come up with, knowing that Odysseus is the best shooter in Ithaca.

Odysseus: No one was able to do it, except for me. Almost all the suitors tried.

Athena: After Odysseus successfully put the arrow through all 12 ax-heads, I decided the time was right to return Odysseus to his true self.



Odysseus: After Athena changed me back, I decided it would be best to kill the evil suitors so that none of them would be able to overtake my throne.

Reporter: Wow. What an amazing story. Penelope, what was all of this like for you? And what is it like to have Odysseus home again?

Penelope: It's been a crazy few days. When Telemachus told me about an old man with news of Odysseus, I started to have hope for the first time in a long time. I'd never given up hope altogether, but some days, it was hard to believe he might still be out there. When the old man told me my husband was alive and on his way here, it did make me wonder if the old man was Odysseus in disguise, that maybe the gods were up to something. And I was right! The one part I could have done without was the suitor killing. It was pretty bloody. But it's so great to have my dear Odysseus back!

Odysseus: That sounds good to me. After 20 years away, I can't tell you how nice it is to sleep in my own bed. Rocks and logs just don't make great pillows.

Reporter: Thank you for joining us today, Odysseus, Athena, and Penelope. It's been absolutely thrilling to hear about your experiences. Odysseus, I know I speak for all the people of Ithaca when I say we are so glad you're back!

ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: ODYSSEUS RETURNS TO ITHACA

Prewriting: The Key Events

Answers will vary. Sample response:

- A series of obstacles prevented Odysseus from returning to Ithaca after the end of the Trojan War.
- The final obstacle was a storm sent by Poseidon.
- Athena helped Odysseus return to Ithaca.
- Athena disguised Odysseus as an old man.
- Athena sent Odysseus and Telemachus (separately) to the hut of Eumaeus.
- Odysseus and Telemachus devised a plan to get rid of the suitors.
- Odysseus went to the palace, still disguised as the old man.

- Penelope announced a contest, saying she would marry the winner.
- Odysseus won the contest disguised as the beggar.
- Athena turned Odysseus back into his old self.
- Odysseus killed the suitors, reclaiming Ithaca.

Prewriting: Understanding the Characters

Odysseus: Students will likely write that Odysseus feels happy and proud to have reclaimed Ithaca. He is likely grateful and relieved to be home after 20 years away, and happy to see his family again.

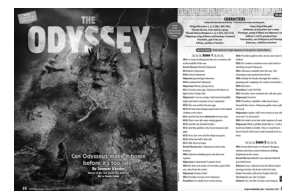
Penelope: Answers will vary. Students will likely write that Penelope is proud of Odysseus for having reclaimed Ithaca, and relieved that she did not have to marry one of the evil suitors. She is probably ecstatic that her husband is finally home.

Other Characters: Answers will vary.

THE ODYSSEY

CLOSE-READING QUESTIONS

1. The interaction between Penelope and the suitors in Scene 3 reveals that Penelope, as the Greek Chorus states, is clever and loyal. By holding off her suitors with the ruse of completing a giant tapestry—which she is in fact unraveling every night, just as Antinous suspects—before she chooses a new husband, she buys herself time during which Odysseus might return. Her actions are clever and also show her loyalty to Odysseus.
2. Odysseus may share these details just to convince Penelope of his story—that he really did see Odysseus. He may also mention the pin—an object that she gave to him—and the cloak as a way of letting Penelope know his true identity.
3. Penelope's look could be interpreted several ways. It could suggest that Penelope realizes that the old man is Odysseus. Or the look could suggest that Penelope merely finds something familiar about the man or that she is puzzled by or even skeptical of this old man's knowledge of Odysseus, because no one in Ithaca has heard news of him in a very long time.
4. Penelope knows that none of the suitors is strong and skilled enough to win the contest. Therefore she's not really expecting to marry any of them. It could also be that Penelope suspects that the old man is Odysseus—and that he will win.



5. Antinous's response suggests he knows that he, like the other suitors, will not be able to string the bow, let alone shoot an arrow through a dozen ax-heads with a single shot. In an effort to avoid failure, he tries to play the situation off casually, as if he has no anxiety or enthusiasm about the contest.
6. It is clear that Odysseus has been thwarted by the gods throughout his odyssey back to Ithaca, as demonstrated through Poseidon's wrath in Scene 1 and in the mishaps described in the text feature "Odysseus's Epic Journey: The Highlight Reel." But as Odysseus tells Telemachus, the gods also have the power to glorify mortals. In Scene 2, Athena convinces Zeus to let her intervene and help Odysseus achieve his goals of returning to Ithaca and restoring his kingdom to a land of plenty and generosity. Without her help, it's unlikely Odysseus would have ever made it home.

THE ODYSSEY

CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. When Athena arrives at the palace, Telemachus welcomes her. Later, Eumaeus welcomes Odysseus, disguised as a weary old man, and feeds him despite having little to share. Odysseus tells Eumaeus that Zeus will bless him for his kind hospitality. In response, Eumaeus says that Odysseus welcomed beggars and strangers from far and wide, and that he tries his best to carry on Odysseus's legacy. Later, Penelope welcomes the disguised Odysseus to the palace. In all of these instances, hospitality is presented as a revered quality that is rewarded by the gods. On the other hand, those in the play who fail to show hospitality—the suitors—are portrayed as villainous. They abuse the hospitality shown to them by Penelope and Telemachus and treat the weary old man unkindly, calling him a beggar, scorning him, and resenting him for eating "their" food.
3. In addition to hospitality, it's clear that loyalty was valued in ancient Greece. Penelope's loyalty to Odysseus is celebrated: After 20 years, she maintains that her husband's fate is yet unknown and refuses to marry any of the princes who wish to take his place. Odysseus praises his loyal swineherd,

Eumaeus, who carries on Odysseus's legacy of kindness. (Answers will vary; other qualities students may identify include kindness, generosity, cleverness, strength, etc.)

4. Answers will vary.

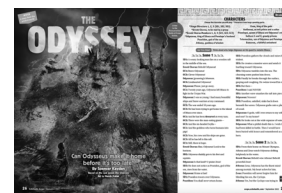
VOCABULARY PRACTICE

1. B
2. A
3. B
4. B
5. You've been asked to think up or invent a new game.
6. Answers will vary.

THE ODYSSEY QUIZ

*Higher Level (HL)

1. B (author's purpose, text structure; R.6, R.5)
2. C (inference, character; R.1, R.3)
3. A (inference, interpreting text; R.1, R.4)
4. D (author's purpose; R.6)
5. C (vocabulary; R.4)
6. B, C, D (theme; R.2)
7. I think Penelope recognizes that the old man is Odysseus. In Scene 6, Odysseus, disguised as an old man, tells Penelope that he believes her husband is "alive and on his way here." Stage Director 2 says, "A strange look passes over Penelope's face as she stares at the old man before her." The strange look on her face shows that she has likely figured out—or that she at least suspects—that the man is Odysseus. Furthermore, the bow and arrow contest that Penelope devises is one that she knows only Odysseus could win. When Antinous tries to stop the old man from stringing the bow in Scene 7, she makes sure that the old man has the opportunity to try. She says, "It is not right to deny our guest. Besides, you cannot really think he could best you." The fact that Penelope is ensuring that the old man participates in the contest further proves that she is aware that the old man is actually Odysseus in disguise. (supporting a claim with text evidence; W.1. R.1)
8. When Odysseus says, "The gods have the power to glorify or diminish us," he is saying that if the gods like and believe in someone, they will help that person to succeed. If someone is not in the gods'



favor, they will make sure that person fails. In the play, the goddess Athena clearly likes and believes in Odysseus. In Scene 2, she says he has “the finest mind among mortals” and that her “heart aches” for him. For these reasons, she convinces Zeus to allow her to help Odysseus get home to Ithaca. She also assists Odysseus in his quest to defeat the evil suitors once he is back in Ithaca. At the end of the play, she says, “Your odyssey will not be forgotten. Indeed, your story shall be told for thousands of years, your name echoing across the generations forever and ever.” In these ways, Athena is “glorifying” Odysseus. (writing explanatory texts, character, interpreting text, text evidence; W.2, R.3, R.4, R.1)

THE ODYSSEY QUIZ

*Lower Level (LL)

1. B (author’s purpose, text structure; R.6, R.5)
2. C (inference, character; R.1, R.3)
3. A (interpreting text; R.4)
4. D (author’s purpose; R.6)
5. C (vocabulary; R.4)
6. B, C, D (theme; R.2)
7. Answers will vary depending on the character selected. Here is a sample response: The Greek Chorus describes the suitors as “greedy.” Throughout the play, the suitors show that they are indeed greedy. In Scene 4, Telemachus says, “Day after day, they feast on my inheritance. They steal the riches of Ithaca. Now we are but a shadow of the great and noble kingdom my father built.” The suitors also show their greed through their behavior during the feast in Scene 4. Antinous’s line, “Another fine meal,” and the way he demands more music by pounding his fists on the table shows that gluttonous behavior is the norm for the suitors. Eumaeus also reveals the greed of the suitors in Scene 5. When Odysseus, disguised as an old man, visits the hut of Eumaeus, he says, “I wish I had more food for you, but those dreaded suitors take everything for themselves.” (supporting a claim with text evidence; W.1, R.1)
8. Athena helps Odysseus on his quest to reclaim Ithaca in many ways. First, she helps Odysseus escape Poseidon’s storm and get back to Ithaca by instructing him to climb onto a piece of wood and

commanding the winds to favor him (Scene 2). In Scene 5, Athena disguises Odysseus as an old man. She leads him to Eumaeus’s hut, where Odysseus is able to eat and have a conversation with his son, who Athena has brought there. It is there that the two are able to devise a plan to defeat the suitors. In Scene 7, Athena turns Odysseus back into himself at just the right moment, after he wins the bow and arrow contest. At the play’s end, Odysseus summarizes how much Athena did to help him: “Wise Athena, you brought me home, protected my family, and restored peace to my kingdom.” In other words, Odysseus could not have made it home and reclaimed Ithaca without the help of Athena. (writing explanatory texts, character, text evidence; W.2, R.3, R.1)

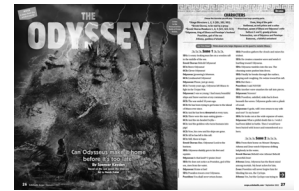
LITERARY ELEMENTS: GENRE EXPLORATIONS

PAGE 1

- **Has nonhuman or immortal characters:** Includes the characters of Zeus, Athena, and Poseidon, who are immortal gods and goddesses.
- **Has imaginary beasts or creatures:** In Scene 2, Zeus and Athena discuss the Cyclops, a one-eyed monster that tried to eat Odysseus and his crew.
- **Has heroes or heroines with superhuman abilities:** Odysseus is able to easily shoot an arrow—that no one else can even string onto the bow—through a dozen ax-heads with a single shot.
- **Teaches lessons about human emotions and behaviors:** Greed and a lack of hospitality is punished, while hospitality, kindness, and loyalty are rewarded.
- **Explains the creation of the world:** n/a
- **Explains events in nature:** n/a
- **Comes from long ago:** This play is based on the epic poem *The Odyssey*. It was written down around 700 B.C.
- **Reflects a culture’s values:** This story promotes the qualities of hospitality, loyalty, honor, generosity, kindness, cleverness, strength, respect for the gods.

PAGE 2

1. Answers will vary.
2. A. This line suggests that honor was highly valued in ancient Greece and that one way of achieving it



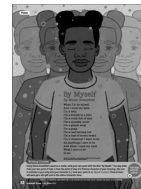
would have been to die in battle for one's people.

(Answers will vary slightly.)

B. Answers will vary. Sample response: Based on the play, other qualities valued in ancient Greece were hospitality, loyalty, and cleverness: The hospitality of Telemachus, Penelope, and Eumaeus is rewarded by the gods. The characters in the play who fail to show hospitality, like the suitors, are portrayed as villainous. The loyalty that Penelope and Eumaeus show Odysseus is celebrated and wins them blessings from the gods. (Other qualities students may identify include kindness, generosity, strength, and respect for the gods.)

[illegible]

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she could be, she is happy with who she is—she doesn't want to change anything about herself.

14. Answers will vary. Students may say the poem has a dreamy or fanciful tone, because the speaker imagines herself to be inanimate objects and even sounds. Students may also say that the poem has a reflective tone, because the speaker is thinking about how she feels about herself. Students could also say the poem—especially at the end—has a confident, satisfied, proud, or contented tone, because the speaker expresses the idea that she is happy with who she is.