

Table of Contents

1. GRAMMAR: "ACCEPT AND EXCEPT"	PAGE 1
2. NARRATIVE NONFICTION: "KILLER SMOG"	PAGES 2-6
Writing Task	2
Featured Skill: Key Ideas and Details	3
Close-Reading and Critical-Thinking Questions	3
Quizzes (two levels)	3-4
Core Skills activities	4-6
Video Discussion Questions	6
3. DEBATE: "THE RISE OF AI"	PAGE 7-8
Writing Task	7-8
Vocabulary	8
4. PLAY: <i>THE STRANGE CASE OF THE MUSGRAVE RITUAL</i>	PAGES 9-11
Writing Task	9
Featured Skill: Character	9-10
Close-Reading and Critical-Thinking Questions	10
Vocabulary	10
Quizzes (two levels)	10-11
5. SHORT READ: "WHEN DRAGONS SWALLOWED THE SUN"	PAGE 12-14
Writing Task	12
Short Write Kit	12-13
Vocabulary	13
Quizzes (two levels)	13
Core Skills activities	13-14
6. PAIRED TEXTS: "GROWING UP ON ALCATRAZ" AND "THE ISLE OF ALCATRAZ"	PAGES 15-18
Writing Task	15
Featured Skill: Synthesis	16
Close-Reading and Critical-Thinking Questions	16-17
Vocabulary	17
Quizzes (two levels)	17-18
7. FICTION: "DON'UT BREAK TRADITION"	PAGE 19-23
Writing Task	19
Featured Skill: Theme	19-20
Close-Reading and Critical-Thinking Questions	20-21
Quizzes (two levels)	21-22
Core Skills activities	22-23
8. ROOT POWER: "THE REHEARSAL" (EXTRA)	PAGE 24
Root Challenge	24
Root Power	24

“The Tree That Grows Pasta”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

A Fool's History

No one is certain how April Fools' Day started. Some trace it back to Europe, to a time when New Year's was widely celebrated at the end of March. In 1582, France changed calendars, and January 1 became the start of the year there—**except** not everyone got the news. Those who kept celebrating New Year's in the spring were considered fools.

There is no historical evidence to support this story, though—so we would all be April fools to **accept** it.

The Pasta Tree

Have you ever seen a pasta tree? Of course you haven't, because there's no such thing! Yet back in 1957, many people were convinced that there was, thanks to a prank by the BBC, a British news organization.

The BBC reported that a mild winter and a low population of beetles called "spaghetti weevils" had resulted in spaghetti trees in Switzerland producing more noodles than usual. The report was an April Fools' joke, **except** some viewers **accepted** the story as real. The next day, the BBC received hundreds of calls asking how to grow a spaghetti tree.

Extinct Animal Returns!

When an animal goes extinct, it's gone forever—**except** in the case of the glyptodon. This giant armadillo-like creature went extinct about 10,000 years ago, yet last

spring, the Smithsonian's National Zoo announced the birth of four baby glyptodons. The zoo said scientists used genetic material from fossils to bring back the species.

The news was, of course, an April Fools' joke. Glyptodons did once roam the planet, but none have been born in a very (very) long time.

The McFry

Last year, McDonald's Australia announced a new menu item: the McFry, a juicy burger topped with golden fries. "Get your hands on the McFry today. Available until yesterday," the announcement said.

The burger was an April Fools' prank—and all good fun, **except** to a number of fans who simply couldn't **accept** that such a delicious sounding burger wasn't really on the menu. "I'd actually eat this . . . don't play with me," wrote one person on social media.

ANSWERS TO ACTIVITY SHEET

ACCEPT OR EXCEPT?

1. except
2. accept
3. accept
4. except
5. accept
6. except
7. accept

“Killer Smog”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Responses will vary. Sample response:

As Lauren Tarshis explains in her article “Killer Smog,” the Great Smog of 1952 led to many positive changes. It served as a wake-up call for both British and American citizens, causing them to realize that smog was a deadly problem and spurring them to take action to make the air cleaner. However, in both England and the U.S., as well as in many other parts of the world, dirty air is still a major concern. The good news is that there are many steps ordinary people can take to start solving this problem.

Following the Great Smog of 1952, people realized for the first time that smog threatens lives. As a result, a series of changes were made to the way people were treating the environment. For example, the British government passed laws designed to make air cleaner and also helped citizens buy cleaner heating systems. Additionally, polluting factories were moved outside the densely populated city of London. America also took action, passing clean-air laws of its own. “Since 1955,” Tarshis explains, “these laws have enabled research on air pollution and set limits on the toxins that can be released into the air by factories, power plants, cars, and other sources of pollution” (8). Thanks to these improvements, killer smogs are no longer an issue in England or the United States.

However, dirty air continues to be a problem in many parts of both countries and a deadly problem in other parts of the world. Fortunately, there are many ways we can continue to clean up the air. The sidebar “How to Reduce Smog” provides several suggestions. One suggestion is to change our methods of transportation. This might mean walking, riding a bike, or skateboarding instead of driving, or organizing a carpool for a longer trip. The sidebar also suggests planting trees, which help clean the air by absorbing pollution through their leaves. The shade that trees provide also lowers the outdoor temperature, and, as Adele Braun explains in “Meet a Clean Air Hero,” when trees lower the temperature, “. . . people use less air-conditioning, which helps reduce air pollution.” Another suggestion in “How to Reduce Smog” is to turn off lights and electronics when we are not using them, as generating electricity contributes to smog.

By making these small changes and spreading the word to others to do the same, we can make a big difference in the air quality both for ourselves and for future generations. Though we have certainly made progress since the Great Smog of 1952, millions of people die each year from poor air quality. If Brian Bone were alive today, he would surely tell us to step up our game and get to work!



ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: KEY IDEAS AND DETAILS

Responses will vary. Sample responses:

Prewriting: Positive Changes

England

- The government passed laws to make the air cleaner.
- The government helped citizens buy cleaner heating systems.
- Polluting factories were moved outside London.

America

- The government passed clean air laws.

Prewriting: Taking Action

- Walk, bike, or skateboard instead of having someone drive you.
- Organize a carpool if you're going on a longer trip.
- Plant trees, which improve air quality.
- Turn off lights and electronics when you're not using them.

"KILLER SMOG"

CLOSE-READING QUESTIONS

1. Tarshis likely waits to reveal that the "killer cloud was air" to create suspense and hook the reader's attention. She also sets the reader up for a surprise; most people do not think of air as dangerous. This surprise draws the reader more deeply into the narrative—they will want to know how air can kill.
2. Tarshis is using personification to describe the poisonous smog that was present in London in 1952. By using the word "crept," Tarshis is portraying the smog as a dangerous or sinister person who is sneaking into homes and offices and hospitals, looking to cause harm. The line creates an ominous and frightening mood.
3. Air pollution is dangerous because it contains toxic chemicals and particulates. Breathing in these toxins can damage the lungs and lead to serious health problems like asthma and pneumonia.
4. There are several likely reasons the government did little about the smog problem for many years. For one thing, most people didn't fully understand the serious health consequences of air pollution. Plus, most Londoners could not afford to heat their homes with anything other than coal. In addition, factory

owners worried that reducing pollution would be too expensive and could lead to factories closing and people losing their jobs—and the government likely took these concerns seriously.

5. Tarshis supports this statement with the following details: After the Great Smog of 1952, the British and American governments passed laws to make air cleaner, pollution-producing factories were moved outside London, and the British government began helping residents pay for cleaner heating systems.

"KILLER SMOG"

CRITICAL-THINKING QUESTIONS

1. Obstacles include: the expense; a lack of awareness about the causes and the dangers; government or industry resistance to regulating pollution; and individuals feeling unable to change their lifestyles. Ways to overcome the obstacles include: governments creating laws to limit pollution further; increasing awareness about the causes and dangers; taking small steps like turning off lights, reducing cars on the road, carpooling when driving is necessary, and planting trees; and re-evaluating our priorities. (Answers will vary.)
2. Jesus Mendoza shows us that even though certain problems, like air pollution, can seem very daunting, there are simple things that we can all do to help make a difference, like taking public transportation or planting trees. Jesus also shows the power of community. If one person sets out to plant trees throughout a city, they might not get very far. But by banding together, Jesus and the other members of his volunteer group were able to plant more than 100,000 trees throughout their city of Tucson. When it comes to large-scale environmental problems like pollution, it will not take just one person to solve them; it will take all of us.

"KILLER SMOG" QUIZ

*Higher Level (HL)

1. C (central ideas; R.2)
2. D (central ideas and details, text evidence; R.2, R.1)
3. A (author's craft; R.4)
4. D (text structure; R.5)
5. A, C (text structure; R.5)
6. C (key ideas and details, synthesis; R.2, R.9)
7. At the end of "Killer Smog," Lauren Tarshis writes that throughout his life, Brian understood that being



able to breathe fresh air is “a gift.” She means that after surviving London’s Great Smog of 1952, Brian did not take fresh air for granted. After the Great Smog, people realized that smog was not merely ugly, but dangerous and even deadly. The Great Smog caused Brian and thousands of others serious health problems, and it killed 12,000 people. This led to laws in England and in America that helped to clean the air and keep people healthy. Yet smog is still a problem in parts of Europe and America and around the world. Tarshis may have chosen to end the article in this way to underline the fact that, like Brian, readers should not take clean air for granted. Many people in the past suffered from polluted air and many people continue to suffer from polluted air today. (interpreting text, key ideas and details, writing an explanatory text; R.4, R.2, W.2)

8. Smog has had a serious negative effect on people’s health throughout history. As Lauren Tarshis explains in “Killer Smog,” the chemicals in smog can cause permanent lung damage and can lead to serious, even fatal, respiratory illnesses such as asthma and pneumonia (7). Smog, Tarshis explains, started to become a problem in London in the 1800s and was common across both Europe and the U.S. in the early 1900s, due to the rapid growth of cities (6-7). People didn’t fully understand how smog affects the body until after London’s Great Smog of 1952, however. That event made thousands of people sick and led to the deaths of 12,000 people (5). Laws to protect air quality were passed in England and in the U.S. following the Great Smog, and today, smog is not as serious a problem as it once was in those places—but dirty air is still “a problem in many parts of both countries” (8). And, writes Tarshis, smog “remains a deadly problem” in other parts of the world (9). Tarshis explains that dozens of cities still experience pea soup smogs and that “6.7 million people die from exposure to particulates” each year (9). (key ideas and details, writing an explanatory text; R.2, W.2)

“KILLER SMOG” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. D (central ideas and details, text evidence; R.2, R.1)
3. A (author’s craft; R.4)
4. D (text structure; R.5)
5. A, C (text structure; R.5)

6. C (key ideas and details; R.2)
7. At the end of “Killer Smog,” Lauren Tarshis writes that throughout his life, Brian understood that being able to breathe fresh air is “a gift.” She means that after surviving London’s Great Smog of 1952, Brian did not take fresh air for granted. After the Great Smog, people realized that smog was not merely ugly, but dangerous and even deadly. The Great Smog caused Brian and thousands of others serious health problems, and it killed 12,000 people. This led to laws in England and in America that helped to clean the air and keep people healthy. Yet smog is still a problem in parts of Europe and America and around the world. Tarshis may have chosen to end the article in this way to underline the fact that, like Brian, readers should not take clean air for granted. Many people in the past suffered from polluted air and many people continue to suffer from polluted air today. (interpreting text, key ideas and details, writing an explanatory text; R.4, R.2, W.2)
8. Smog continues to have a serious negative effect on people’s health today. As Lauren Tarshis explains in “Killer Smog,” laws to protect air quality were passed in England and in the U.S. following the Great Smog of 1952, and today, smog is not as serious a problem as it once was in those places—but dirty air is still “a problem in many parts of both countries” (8). And, writes Tarshis, smog “remains a deadly problem” in other parts of the world (9). Tarshis explains that dozens of cities still experience pea soup smogs, millions suffer from pollution-related health issues, and “6.7 million people die from exposure to particulates” each year (9). Clearly, smog is still a serious problem for many people. (key ideas and details, writing an explanatory text; R.2, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mostly about 9-year-old Brian Bone and his family.
2. The article describes the Great Smog of 1952.
3. The Great Smog was caused by pollution in London. Factory smokestacks and home chimneys produced pollution that mixed with London’s fog creating a dangerous pea soup smog.
4. The Great Smog killed more than 12,000 people and left some, like Brian, with lifelong health complications.



5. After the Great Smog, the British government enacted laws to help make the air cleaner. Polluting factories were also moved outside the city and the government helped people purchase cleaner heating systems that didn't rely on coal. The U.S. passed clean-air laws of its own.
6. Students may add that air pollution remains a problem in both the U.S. and England, and that in other countries, air pollution and smog remain a deadly problem.

Summary:

Author Lauren Tarshis's narrative nonfiction article "Killer Smog" tells the story of 9-year-old Brian Bone, who lived through the Great Smog of 1952. At the time, smog in London was common and caused by pollution from factory smokestacks and home chimneys that mixed with London's famous fog. People did not understand that smog was dangerous and toxic. Compared with previous smogs in London, the Great Smog was more extreme because the weather had been very cold, which meant people were burning more coal to stay warm. Plus, there was no wind to clear away the smog. The smog ultimately took the lives of more than 12,000. After the disaster, the British government enacted laws to help make the air cleaner. Polluting factories were also moved outside the city and the government helped people purchase cleaner heating systems that didn't rely on coal. But in many parts of the world today, smog remains a deadly problem.

CORE SKILLS WORKOUT: SUMMARIZING

***Lower Level (LL)**

Author Lauren Tarshis's narrative nonfiction article "Killer Smog" tells the story of **9-year-old Brian Bone**, who lived through **the Great Smog of 1952**. At the time, smog in London was common and caused by **pollution from factory smokestacks and home chimneys that mixed with London's famous fog**. People did not understand that smog was **dangerous and toxic**. Compared with previous smogs in London, the Great Smog was more extreme because **the weather had been very cold, which meant people were burning more coal to stay warm**. Plus, **there was no wind to clear away the smog**. The smog ultimately **took the lives of more than 12,000**. After the disaster, **the British government enacted laws to help make the air cleaner**. **Polluting factories were also moved outside the city and the government helped people purchase cleaner heating systems that didn't rely on coal**. But in many parts of the world today, **smog remains a deadly problem**.

CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary. Sample answers:

1. These text features tell you that air pollution can be a deadly problem. They also tell you that although progress has been made in efforts to make our air cleaner, the problem of air pollution is still not completely solved.
2. capable of causing death
3. The appearance of fog in art and books shows us just how common fog was in London and how engrained it was in people's lives. As the article states, "fog was as much a part of the city as Buckingham Palace and Tower Bridge."
4. Planting trees creates shade, which lowers the temperature. As a result, people don't use as much air-conditioning, which helps create less air pollution. Additionally, trees help clean the air by absorbing pollution through their leaves.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

***Higher Level (HL)**

Answers will vary slightly. Sample responses:

1. A
2. C
3. C
4. C; I chose C because the fact that even scientists did not make a connection between the sick people and the smog tells you that not many people understood the connection between health and air pollution. Choices A and B are about the smog, but not about how people viewed the smog.
5. B; Answer B includes a topic sentence and cites the source.
6. Air pollution is a serious environmental problem today. As author Lauren Tarshis explains in "Killer Smog," "Lahore, Pakistan, and Delhi, India, are just two of dozens of cities frequently shrouded in pea soup smogs from factories, burning coal, and car exhaust" (9). Clearly, smog is still a major problem around the world. And this air pollution is taking a toll on people's health and lives. Tarshis writes, "Millions suffer from pollution-related health issues such as asthma. Each year, about 6.7 million people die from exposure to particulates" (9). The fact that so many are still getting sick and dying from dirty air shows that it is still a serious environmental problem.



CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

Lower Level (LL)

1. B, C
2. C; I chose C because the fact that even scientists did not make a connection between the sick people and the smog tells you that not many people understood the connection between health and air pollution. Choices A and B are about the smog, but not about how people viewed the smog.
3. Answers will vary. Sample response:
Line or group of lines that supports the statement:
 “Millions suffer from pollution-related health issues such as asthma. Each year, about 6.7 million people die from exposure to particulates.” (p. 9)
How this line or group of lines supports the statement: By showing how so many people are still getting sick and dying from dirty air, this line shows how serious a problem air pollution still is.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE

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

Page 1:

CAUSE: By the mid-1800s, London had grown more crowded and industrialized.
EFFECT: The air in London became polluted with smoke from factories and home chimneys.
EFFECT: On foggy days, this smoke mixed with the fog and created a toxic pea soup smog.
EFFECT: People breathed in this smog and became sick.

Page 2:

PROBLEM 1: The Great Smog of 1952 killed more than 12,000 people.
SOLUTION 1: The British government passed laws designed to make air cleaner.
SOLUTION 2: Polluting factories were moved outside of London.
SOLUTION 3: The government helped people purchase cleaner heating systems that didn’t rely on coal.

Page 3: Answers will vary.

VIDEO DISCUSSION QUESTIONS

1. The lines create a mood of quiet terror by rousing feelings of fear and unease. Tarshis describes a “dark cloud” that is “black and poisonous,” and explains that it would “kill 12,000 people.” She does not explicitly say what this dark cloud is, though. These

descriptions create suspense and fear, and hook the reader’s attention.

2. Answers will vary, but may include: “warm,” “breezy,” “salty air,” “lapping waves,” “seagulls squawking,” “hot sand,” “cloudless sky,” and “laughter.”
3. Tarshis means that instead of directly explaining what happened, you should provide descriptive details that allow readers to arrive at what happened on their own. “Showing” means using descriptive details in your story to help readers picture what is happening in their minds. “Telling” means explicitly stating what happened or is happening.

Students’ charts will vary.

“The Rise of AI”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

SCAVENGER HUNT

Answers will vary slightly. Here is a sample response:

	Mikayla Simmons	Dave Ram
line(s) that express the or central claim	“Artificial intelligence is not something to be feared. It’s a brilliant technology that can make our world—and our daily lives—better.”	“AI is a dangerous technology.”
lines that express the writer’s reasons	“Fear of technology is nothing new.” “AI can be used in ways that help society too.”	“The truth is, AI is dangerous because it can make us less smart, spread false information, and take people’s jobs.”
two pieces of evidence that support the central claim	“AI-powered algorithms on TikTok serve us content that we’re interested in. Facial recognition unlocks our phones with a glance. Devices like Alexa tell us the weather when we’re getting ready for school. These are just a few of the AI tools that have made life more convenient.” “Because it can sift through large amounts of data at lightning speed, AI can help doctors detect and diagnose diseases. It can analyze photos and describe objects for people with vision loss. It can help predict natural disasters like hurricanes by quickly analyzing information about past storms.”	“McKinsey Global Institute estimates that 12 million people may need to change jobs by 2030 because of AI.” “AI can be used to generate convincing fake videos and images, as well as articles filled with lies.”



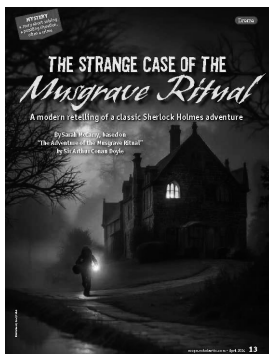
line(s) that express a counterclaim	"Still, there are issues with AI that must be addressed. One issue is the potential spread of misinformation by tools like ChatGPT, which sometimes gives false or incomplete information."	"Convenience and speed are no doubt valuable when it comes to getting things done."
line(s) that contain the rebuttal	"But concerns like these are already being dealt with through safety guidelines. In fact, seven major tech companies—including OpenAI, Google, and Meta—have agreed to enact AI safety rules. One rule that's been proposed is that content generated by AI must be labeled with a mark or stamp. This could help prevent the spread of misinformation."	"But what about the sense of pride that comes with doing things for yourself? The feeling of accomplishment you get when you solve that tough algebra problem or write the perfect introduction for that social studies essay, for example, simply cannot be replaced."

VOCABULARY PRACTICE

1. A
2. C
3. C
4. A

Answers will vary but should make the meaning of the bolded word clear.

The Strange Case of the Musgrave Ritual



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 18

Responses will vary. Sample response:

Friday, April 1, 2024
Aruba

Dear Diary,

I just finished listening to the latest episode of Clued In. It makes me so happy to think that the Musgrave case still haunts the great Sherlock Holmes! HA!

When Robert told me about the family poem and how it was a treasure map, I immediately knew it was my ticket to an early retirement. I packed my bags and bought a one-way ticket to Aruba!

The only question was what to do about Robert. No way was I sharing any of the loot. Not to mention, the poor thing was so nervous and tormented about what we were doing—I was honestly concerned he'd do something stupid, like hand the treasure over to Sara! Once we found the treasure in the cellar, I scrambled up the stairs as fast as I could and slammed the cellar door closed.

Do I feel guilty? Nah. Robert was such a bore. And as I said, he was way too loyal to the Musgraves. Poor, pitiable Robert. I was glad to hear on the podcast that he survived. Too bad he didn't have the brains and pluck to get to Aruba, like I did!

I will admit it's a bummer that what I thought was a worthless pile of metal turned out to be the ancient crown of King Charles I. (Should have paid more attention in history class,

I guess.) Fortunately, that was not the only treasure in the cellar. Sara and Sherlock will never know that the crown was just one item in a heaping pile of rubies, diamonds, and emeralds!

Well, time to sign off. I have a snorkeling lesson this afternoon, and my tan is not quite up to par, so I'll also need to spend some serious time at the beach.

Bye for now!
Vera

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: CHARACTER

Answers will vary depending on which character students choose. Sample response:

1. Vera Howells: One day in the staff room, Robert told me about the family poem and how it was a treasure map. I immediately knew this was my ticket to an early retirement. I packed my bags and bought a one-way ticket to Aruba! The only question was what to do about Robert. The poor thing was so nervous and tormented about what we were doing—I was honestly concerned he'd do something stupid, like hand the treasure over to Sara! Once we found the treasure, I had no choice but to lock him in the cellar. Do I feel guilty? Nah.
2. Vera would definitely have something to say about how the police found the crown of King Charles I of England. She wouldn't be pleased to learn that what she thought was a pile of junk was actually extremely



valuable. That said, I think she probably found other treasure in the cellar and is living the good life somewhere!

3. I think that Vera is living on an island somewhere. She would definitely feel that everything worked out for the best, and would be happy that the mystery of what happened to her remains unsolved.

THE STRANGE CASE OF THE MUSGRAVE RITUAL

CLOSE-READING QUESTIONS

1. Dr. Watson provides the audience with background information about Sherlock Holmes and his detective work, which is helpful to those unfamiliar with Arthur Conan Doyle's stories. Holmes makes it clear that the play's mystery took place in the past; which allows audience members/readers to mentally prepare to jump around in time. Lastly, Holmes provides the audience with an important piece of information—that "there is one question about the case that remains unanswered." Audience members will likely keep this in mind throughout the play, trying to figure out for themselves what might remain "unanswered."
2. We can infer that Holmes is a brilliant and experienced detective. He instantly figures out who Sara is based solely on her physical appearance. He has incredible observational skills and uses them to make inferences about Sara's identity. His knowledge of the weather, the value of jewelry and clothes, and the Musgrave family shows that he is well-informed on a variety of topics.
3. The flashbacks show us the mysterious circumstances under which Robert and Vera disappeared. Additionally, we learn several important details that will have significance later in the play, such as the fact that Robert read the secret family poem.
4. Robert and Vera are conniving and deceitful. They try to take a treasure that does not belong to them, which is illegal. Their crime is especially reprehensible given that Robert has been with Sara's family for decades. That said, it is Vera, not Robert, who is truly evil; her attempt to kill Robert reveals her villainous, wicked character.
5. Holmes realizes Robert understood that the poem was a treasure map. Robert was asking for the height

of the elm because once he knew the height, he could calculate the length of the shadow and figure out where to find the treasure.

6. You can infer that the person behind the screen name "Treasure4Me" is probably Vera—and that she is, as Treasure4Me suggests, doing just fine. She got away with her attempted crimes at the Musgrave estate and is still out there—perhaps committing other crimes.

THE STRANGE CASE OF THE MUSGRAVE RITUAL

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students will likely say that Holmes has incredible observational and inference skills. For example, with one quick look, he can figure out a person's identity, personality, and interests. He does this with Sara Musgrave. Students may also note that Holmes excels at solving riddles, which involves analyzing information, using deduction, and thinking logically. He realizes that the family poem is a riddle pointing the way to a treasure; he then quickly solves the riddle, aware that finding the treasure will likely lead him to Robert and Vera.
2. Answers will vary. Students might say that Doyle might have Holmes use fingerprints and DNA to solve his cases, or he might have Holmes work with forensic scientists.

VOCABULARY PRACTICE

1. disheveled
2. forensic
3. inherit
4. inquiry
5. helm
6. deduction
7. bewilderment

THE STRANGE CASE OF THE MUSGRAVE RITUAL QUIZ

*Higher Level (HL)

1. D (inference, character; R.1, R.3)
2. A, B (text evidence; R.1)
3. C (vocabulary; R.4)
4. A, D (inference, key ideas and details; R.1, R.2)
5. B (inference; R.1)
6. B (author's purpose; R.6)



7. The question that remains unanswered is “What happened to Vera?” In the final scene, Holmes says that she was never found, and he supposes she fled the country. Based on the last line of the scene, readers can infer that the person behind the screen name “Treasure4Me” is probably Vera—and that she is, as Treasure4Me suggests, doing just fine. She got away with her attempted crimes at the Musgrave estate and is still out there—perhaps committing other crimes. (inference; R.1)
8. Sherlock Holmes demonstrates his “astonishing powers of deduction,” as Dr. Jenny Watson describes them, throughout the play, starting with his very first line. The first thing Holmes says to Watson during her conversation with him on her podcast, *Clued In*, is “I hope you enjoyed your cereal after your 5-mile run.” When Watson asks Holmes how he knew she went running and ate cereal, he explains that he deduced this information from her T-shirt (which she always wears on long runs) and the cornflakes stuck to it. Holmes again demonstrates his powers of deduction in Scene 2, which begins a flashback to a case Holmes worked on 10 years earlier. A woman Holmes has never met comes to him for help, and he is able to figure out from the details of her clothing that she is Sara Musgrave, the owner of a country estate outside London. As Holmes gathers information during the next several scenes, he reveals little of what he has clearly already begun to deduce—though in Scene 4, he does surprise Sara when she says “It’s so strange—” and he finishes her sentence with the statement that Robert, the Musgrave’s property manager, asked Sara the same question that Holmes just posed. Holmes does not explain how he knew this, but it later becomes clear that Holmes had already started to put together the pieces of the mystery Sara presented to him. In Scene 5, Holmes discovers Robert trapped in the cellar of an outbuilding; in Scene 6, Holmes explains the series of deductions that led him to the discovery of Robert as well as to the understanding that Vera Howells, the Musgraves’ marketing director, robbed the family with help from Robert—before she turned against him and locked him in the cellar. What’s more, Holmes figures out that the bag of what everyone else took for “junk” includes an extremely

valuable object: the ancient crown of King Charles I. (character; R.3)

THE STRANGE CASE OF THE MUSGRAVE RITUAL QUIZ

*Lower Level (LL)

1. D (inference, character; R.1, R.3)
2. A, B (text evidence; R.4)
3. C (vocabulary; R.4)
4. A, D (inference, key ideas and details; R.1, R.2)
5. B (inference; R.1)
6. B (author’s purpose; R.6)
7. Based on the last line of Scene 7, readers can infer that the person behind the screen name “Treasure4Me” is probably Vera—and that she is, as Treasure4Me suggests, doing just fine. She got away with her attempted crimes at the Musgrave estate and is still out there—perhaps committing other crimes. (inference; R.1)
8. Answers will vary slightly. Sample response: Sherlock Holmes demonstrates his “astonishing powers of deduction,” as Dr. Jenny Watson describes them, with his very first line. The first thing Holmes says to Watson during her conversation with him on her podcast, *Clued In*, is “I hope you enjoyed your cereal after your 5-mile run.” When Watson asks Holmes how he knew she went running and ate cereal, he explains that he deduced this information from her T-shirt (which she always wears on long runs) and the cornflakes stuck to it. (character; R.3)

“When Dragons Swallowed the Sun”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21:

Answers will vary. Sample response: Sample response:

While we once viewed solar eclipses as supernatural or mystical events, today we possess the scientific knowledge to understand why the sun sometimes “disappears” in an event we now call a solar eclipse. As authors Elizabeth Carney and Jess McKenna-Ratjen explain in their article “When Dragons Swallowed the Sun,” without the technology and scientific understanding we have today, ancient peoples came up with their own stories to explain the disappearing sun (21). In ancient China, for example, people believed a dragon was eating the sun, while in ancient Egypt, it was a giant demon snake attacking Ra, the sun god (21). But today we understand that solar eclipses happen when the sun, moon, and Earth align during the day, temporarily blocking the sun’s light and casting a shadow on part of Earth (20-21). Furthermore, we understand the patterns and different types of solar eclipses. So while long ago, people regarded solar eclipses as mysterious and threatening, today we look forward to these utterly fascinating and not at all frightening natural events.

ANSWERS TO ACTIVITY SHEETS

SHORT WRITE KIT

Answers will vary. Sample responses:

Your Claim: While we once viewed solar eclipses as supernatural or mystical events, today we possess the scientific knowledge to understand why the sun “disappears” sometimes in an event we now call a solar eclipse.

Text Evidence 1: “Back then, people didn’t possess the scientific knowledge to understand why the sun had disappeared. So around the world, people created stories to explain what they were observing.” (21)

Commentary: These explanations relied on myths, legends, and religious beliefs.

Text Evidence 2: In ancient China, for example, people believed a dragon was eating the sun, while in ancient Egypt it was a giant demon snake attacking Ra, the sun god (21).

Commentary: Clearly, solar eclipses were viewed with awe, fear, and superstition.

Text Evidence 3: Today we understand that the eclipses happen when the sun, moon, and Earth align during the day, blocking the sun’s light and casting a shadow on part of the Earth (20-21).

Commentary: Furthermore, we understand the patterns and different types of solar eclipses. So while long ago people regarded solar eclipses as mysterious and threatening, today we look forward to these utterly fascinating and not at all frightening natural events.



Paragraph:

While we once viewed solar eclipses as supernatural or mystical events, today we possess the scientific knowledge to understand why the sun sometimes “disappears” in an event we now call a solar eclipse. As authors Elizabeth Carney and Jess McKenna-Ratjen explain in their article “When Dragons Swallowed the Sun,” without the technology and scientific understanding we have today, ancient peoples came up with their own stories to explain the disappearing sun (21). In ancient China, for example, people believed a dragon was eating the sun, while in ancient Egypt, it was a giant demon snake attacking Ra, the sun god (21). But today we understand that solar eclipses happen when the sun, moon, and Earth align during the day, temporarily blocking the sun’s light and casting a shadow on part of Earth (20-21). Furthermore, we understand the patterns and different types of solar eclipses. So while long ago, people regarded solar eclipses as mysterious and threatening, today we look forward to these utterly fascinating and not at all frightening natural events.

VOCABULARY PRACTICE

1. nocturnal
2. filter
3. solar
4. eerie

“WHEN DRAGONS SWALLOWED THE SUN” QUIZ

***Higher Level (HL)**

1. C (key ideas and details; R.2)
2. B (central ideas; R.2)
3. B (key ideas and details; R.2)
4. B, D (inference, key ideas; R.1, R.2)
5. A (inference; R.1)
6. D (author’s purpose, central ideas; R.6, R.2)
7. When a solar eclipse occurs, not everyone on Earth can see it. The authors explain that when the moon passes between Earth and the sun, “the moon temporarily blocks the sun’s light, casting a shadow on part of Earth” (21). As the illustration in the text feature “What Is a Solar Eclipse?” helps make clear, people on parts of Earth where it is nighttime when an eclipse occurs do not see. But not all those on the daytime side of Earth experience the eclipse either—only those within the circular shadow cast by the moon. And even among those people, only those within a smaller circle at the center of the shadow experience total darkness. Those within the outer

parts of the shadow experience only partial darkness. Lucky for people in the U.S., the solar eclipse taking place on April 8, 2024, will be visible from much of the country! (key ideas and details; writing explanatory text; R.2, W.2)

“WHEN DRAGONS SWALLOWED THE SUN” QUIZ

***Lower Level (LL)**

1. C (key ideas and details; R.2)
2. B (text structure; R.5)
3. B (vocabulary, key ideas and details; R.4, R.2)
4. B, D (inference, key ideas; R.1, R.2)
5. A (inference; R.1)
6. D (author’s purpose, central ideas; R.6, R.2)
7. When a solar eclipse occurs, not everyone on Earth can see it. The authors explain that when the moon passes between Earth and the sun, “the moon temporarily blocks the sun’s light, casting a shadow on part of Earth” (21). As the illustration in the text feature “What Is a Solar Eclipse?” helps make clear, people on parts of Earth where it is nighttime when an eclipse occurs do not see. But not all those on the daytime side of Earth experience the eclipse either—only those within the circular shadow cast by the moon. And even among those people, only those within a smaller circle at the center of the shadow experience total darkness. Those within the outer parts of the shadow experience only partial darkness. Lucky for people in the U.S., the solar eclipse taking place on April 8, 2024, will be visible from much of the country! (key ideas and details; writing explanatory text; R.2, W.2)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

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

Section Title: “Blocking the Sun’s Light”

Central Idea: The darkness on the morning in 2134 B.C. was caused by a solar eclipse.

Supporting Details:

- Earth orbits the sun and the moon orbits Earth.
- When the sun, moon, and Earth align during the day, the moon blocks the sun’s light temporarily, casting a shadow on Earth and resulting in a solar eclipse.
- During a total solar eclipse, the moon completely covers the sun for up to seven minutes and it can look like the sun has completely disappeared.

Section Title: “Angry Gods”



Central Idea: Long ago, people created their own stories to explain what was happening during a solar eclipse.

Supporting Details:

- People in ancient China believed a dragon was eating the sun.
- Ancient Egyptians thought a giant demon snake was attacking their sun god, Ra; when the sun returned, Ra had escaped.
- In other cultures, people believed the gods were angry at them, so they offered sacrifices to win back their favor.

Section Title: “Reason to Celebrate”

Central Idea: Today, eclipses are viewed with fascination and awe rather than fear.

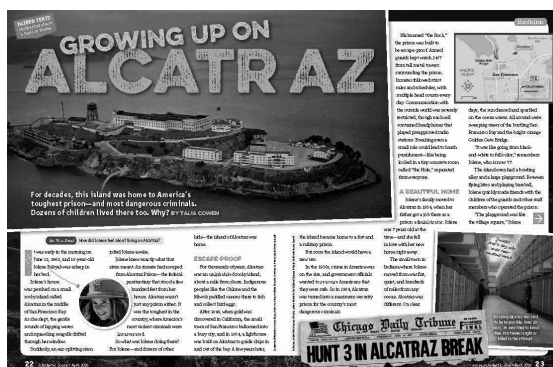
Supporting Details:

- Many U.S. cities host festivals when solar eclipses occur.
- People old and young gather to witness solar eclipses.
- Students construct special devices for observing eclipses safely at school.
- Scientists use the opportunity to study the sun’s corona, which is only visible during these events.

Central Idea of the Article:

While we once viewed solar eclipses as supernatural or mystical events, today we possess the scientific knowledge to understand why the sun sometimes “disappears” in an event we now call a solar eclipse.

“Growing Up on Alcatraz” and “The Isle of Alcatraz” poems



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 26

Responses will vary. Sample response:

The two poems by Esther Faulk present Alcatraz island in two very different ways. “The Isle of Alcatraz (As Seen From the Outside)” portrays the island as a hostile and frightening prison. “The Isle of Alcatraz (As Seen By Those Who Live There)” portrays the island as a warm and welcoming home. Talia Cowen’s article “Growing Up on Alcatraz” shows that Jolene Babyak, who enjoyed a happy and typical childhood on Alcatraz, shared the positive view of Alcatraz that is expressed in “The Isle of Alcatraz (As Seen By Those Who Live There).”

Faulk’s poem “The Isle of Alcatraz (As Seen From the Outside)” presents Alcatraz as an intimidating and unwelcoming place. This unfavorable perspective is made clear in the first stanza with the line, “Like a fortress grim,/ Lashed by angry waves,/Which no man can swim.” The use of the words “lashed” and “angry” to describe the waves establishes a severe and foreboding tone. The next line, “Which no man can swim,” makes it clear that no one escapes from this sinister place. Other words throughout the poem such as “forbidden,” “scorn,” and “fear” continue the foreboding tone. In this poem, Alcatraz lives up to its terrifying reputation.

Faulk’s other poem, “The Isle of Alcatraz (As Seen By Those Who Live There),” presents Alcatraz in a very different light. This poem presents the island as a happy, beautiful, and peaceful place to live. The lines “Cozy homes where love abides,/Where ease and comfort welcomes one,/Where a loved one homeward strides,/When his day at work is done” paint a picture of a comfortable, cheerful place for families, and they establish a warm and inviting tone. Other words and phrases, such as “beauty” and “happy voices, children’s laughter” contribute to this tone as well. In this poem, Alcatraz is portrayed as a beautiful place where families live and work.

As made clear in Talia Cowen’s article “Growing Up on Alcatraz,” Jolene’s feelings toward Alcatraz echo Faulk’s poem “The Isle of Alcatraz (As Seen By Those Who Live There).” To Jolene, Alcatraz is a beautiful place where she experienced a childhood not unlike children in other parts of the country. This is evident from lines like, “It was like going from black-and-white to full color” (23), and “The playground was like the village square” (23). Cowen explains that Babyak made friends with other children and partook in traditional American activities such as trick-or-treating on Halloween and Christmas caroling in the winter. Cowen also ends the article with a quote from Babyak: “It was the most beautiful home I’ve ever had” (25). All of these details show that Jolene viewed Alcatraz in a positive light, much like Faulk’s second poem does, and loved growing up there.



ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: SYNTHESIS

Responses will vary. Sample responses:

- Nature imagery in the first poem:** "Staunch and alone in the bay"; "Lashed by angry waves"; "Thus it stands in Frisco Bay,/Where the waters cold,/Dash and beat in fury"

Nature imagery in the second poem: "Out in Frisco's bay of beauty,/High above the lashing waves"; "The beauty of its cliffs,/Where poppies and sweet flowers grow"

In the first poem, nature is portrayed as hostile and aggressive.

In the second poem, nature is depicted as beautiful and nurturing.
- Perspectives in the first poem:** "Little children fear it,/Bad men live there, they are told,/Old folks shudder at the thought,/Of those prisoners bold"; "No fame or honor it attains,/No name of high degree"

Perspectives in the second poem: "Happy voices, children's laughter,/Echo out across the bay"; "Cozy homes where love abides,/Where ease and comfort welcomes one,/Where a loved one homeward strides"; "Ships may come and pass you by,/But you stand in all your glory,/Lift your regal head up high,/We who know you love you,/Our own dear Isle of Alcatraz."

In the first poem, Alcatraz is seen as a feared place of punishment.

In the second poem, Alcatraz is seen as a cherished home where families live in comfort and happiness.
- Simile in the first poem:** "Like a fortress grim"

Simile in the second poem: "Like a battleship on duty,/Guarding well the Golden Gate";

The simile in the first poem suggests that Alcatraz is isolated, bleak, and formidable.

The simile in the second poem suggests that Alcatraz is strong, important, and a symbol of protection.
- Personification in the first poem:** "Ships from foreign lands,/Glimpse with scorn upon the rock"; "Defiant Isle of Alcatraz"

Personification in the second poem: "The passing ships will never know,/The beauty of its cliffs"; "It cares not for praise or fame,/From the world

without,/It cares only to attain,/Praise from those within"

The personification in the first poem suggests that Alcatraz is disliked, feared, and formidable.

The personification in the second poem suggests that Alcatraz is humble.

- Word choice in the first poem:** *alone, grim, solemn, forbidden, lonely, unwelcome, defiant, unfamed*

Word choice in the second poem: *cozy, beautiful, peaceful, regal, dear*

The first group of words is negative. The second group is positive.

"GROWING UP ON ALCATRAZ"

CLOSE-READING QUESTIONS

- In the 1930s, crime was rising in the United States. The government wanted to reassure people that they were safe, so they created Alcatraz prison as a place for dangerous convicted criminals. There, inmates had to follow strict rules, and they were watched by armed guards 24/7. They had multiple head counts every day. These details show that Alcatraz was "built to be escape-proof."
- Babyak probably means that compared with Alcatraz, the place she lived before wasn't very interesting or exciting. She had moved from a small, quiet town in Indiana that was far away from the ocean. After she moved to Alcatraz, she found beauty and excitement. She lived close to the sparkling ocean and the exciting city of San Francisco, and there were other kids her age to spend time with.
- Families living on Alcatraz could enjoy ordinary things like ice cream on hot summer days, trick-or-treating on Halloween, and Christmas caroling. But because the kids shared the island with prisoners locked up for committing violent crimes, there were many rules in place to keep everyone safe. Playdates with friends who lived outside of Alcatraz needed to be approved by prison officials. When kids got back to the island from school, they had to go through a metal detector to ensure that they didn't bring with them objects that could be used as weapons. And kids couldn't play with toys that could be mistaken for weapons, so they used bananas and sticks instead.
- The article opens with a description of Babyak waking up to the sound of sirens, indicating that an



inmate had escaped. “After the Escape” returns to that moment and explains more about what happened: Frank Morris and brothers John and Clarence Anglin broke out and were never found. The photo showing rows of guarded cells helps you understand how difficult it was to break out of Alcatraz prison. The large headline from the Chicago Daily Tribune suggests that people all over the country followed the news of the prison break.

5. The caption “In the News” states, “Americans were fascinated by Alcatraz and loved to read about the prison in newspapers and magazines.” The nation’s most notorious criminals were imprisoned in Alcatraz; people probably wondered what it was like to live near them and whether it was scary. Additionally, people tend to be interested in unusual lifestyles, and living on a prison island is unusual.

“THE ISLE OF ALCATRAZ” POEMS

CLOSE-READING QUESTIONS

1. The tone of the first poem is severe or forbidding. Words and phrases including “a fortress grim,” “forbidden spot,” “scorn,” “fear,” and “fury” help create this tone. The second poem’s tone is warm and inviting. Words and phrases contributing to this tone include “beauty,” “happy voices, children’s laughter,” “cozy,” and “welcomes.”
2. In both poems, the last line of each stanza ends with the phrase “Isle of Alcatraz.” But the words that come before this phrase to describe the island differ greatly between the two poems. In the first poem, the words are mainly negative: “lonely,” “unwelcome,” “grim,” “defiant,” and “unfamed.” In the second poem, they are mainly positive: “welcome,” “beautiful,” “peaceful,” and “dear.” By repeating a similar line with varying descriptive words, the poet makes a direct comparison of the two views of Alcatraz, one from the outside and the other from within.
3. Faulk lived on Alcatraz for almost 20 years and raised three children there. She likely had fond memories and warm feelings about the island and wanted to let people know that living there was not how many might imagine it. Perhaps she wanted to share an insider’s view, one unknown to most people.

“GROWING UP ON ALCATRAZ” AND “THE ISLE OF ALCATRAZ” POEMS

CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary, but students may say that for the general public, the first thing—and maybe the only thing—people thought of when they thought about Alcatraz was a harsh penitentiary and its infamous inmates. For those who lived there, Alcatraz was first and foremost a home—and it was a lovely one, with “sweeping views of the bustling San Francisco Bay,” where “the sun danced and sparkled on the ocean waves.”

VOCABULARY PRACTICE

1. B
2. C
3. A
4. B
5. notorious
6. incarcerated
7. uninhabited
8. reassure

PAIRED TEXTS QUIZ

*Higher Level (HL)

1. D (key ideas and details; R.1)
2. A, D (central ideas; R.2)
3. B, D (figurative language; R.4)
4. C (figurative language; R.4)
5. A (text features; R.7)
6. C (author’s purpose; R.6)
7. Life for kids on Alcatraz was both similar to and different from life in other places in America. As author Talia Cowen explains in her article “Growing Up on Alcatraz,” like in other cities and towns, kids on Alcatraz went trick-or-treating on Halloween and sang Christmas carols together in winter. They participated in activities like fishing and bowling, and they met up to play on the playground (24, 25). But there were differences as well. Cowen writes that although they went to school like other kids, they had to take a ferry across San Francisco Bay to get there, and when they returned home, they were required to show an I.D. card and go through a metal detector. They weren’t allowed to play with toy guns but used bananas and sticks instead (24). Another unusual part of life for kids on Alcatraz was their neighbors: America’s toughest criminals. Talking to them was not allowed, but occasionally



conversations occurred anyway (24). (compare and contrast, writing explanatory text; R.3, W.2)

8. Jolene Babyak had very positive feelings about growing up on Alcatraz. As author Talia Cowen explains in her article “Growing Up on Alcatraz,” to Jolene, Alcatraz was a beautiful place where she made friends with other kids, had fun catching crabs and fishing off the jagged cliffs, and took in the sweeping views of San Francisco and the Golden Gate Bridge. She met up with her childhood friends for years afterward and became a historian of Alcatraz, which shows her fondness for her childhood home. Some lines from the poem that reflect Jolene’s experience include “Happy voices, children’s laughter,/Echo out across the bay,” “Cozy homes where love abides,” and “The beauty of its cliffs,/Where poppies and sweet flowers grow.” These lines mirror the details that Jolene reports about her childhood. (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

PAIRED TEXTS QUIZ

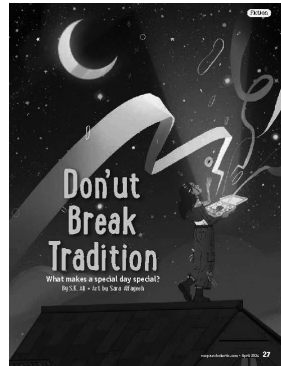
*Lower Level (LL)

1. D (text evidence; R.1)
2. A, D (central ideas; R.2)
3. B, D (figurative language, inference; R.4, R.1)
4. C (figurative language; R.4)
5. A (text features; R.7)
6. C (author’s purpose; R.6)
7. Life for kids on Alcatraz was both similar to and different from life in other places in America. As author Talia Cowen explains in her article “Growing Up on Alcatraz,” like in other cities and towns, kids on Alcatraz went trick-or-treating on Halloween and sang Christmas carols together in winter. They participated in activities like fishing and bowling, and they met up to play on the playground (24, 25). But there were differences as well. Cowen writes that although they went to school like other kids, they had to take a ferry across San Francisco Bay to get there, and when they returned home, they were required to show an I.D. card and go through a metal detector. They weren’t allowed to play with toy guns but used bananas and sticks instead (24). Another unusual part of life for kids on Alcatraz was their neighbors: America’s toughest criminals. Talking to them was not allowed, but occasionally

conversations occurred anyway (24). (compare and contrast, writing an explanatory text; R.3, W.2)

8. Jolene Babyak had very positive feelings about growing up on Alcatraz. As author Talia Cowen explains in her article “Growing Up on Alcatraz,” to Jolene, Alcatraz was a beautiful place where she made friends with other kids, had fun catching crabs and fishing off the jagged cliffs, and took in the sweeping views of San Francisco and the Golden Gate Bridge. She met up with her childhood friends for years afterward and became a historian of Alcatraz, which shows her fondness for her childhood home. (key ideas and details, writing an explanatory text; R.2, R.1, W.2)

“Don’t Break Tradition”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 31

Responses will vary. Sample response:

Over the course of the story, Nadia comes to realize that days are special because of the actions we take to make them so. When the story starts, Nadia is feeling disappointed about Eid. She expects the day to be a let down, and laments that it is different from the holiday it had been in past years because of her mother’s illness. She says that the day so far has been “un-special” and that there are “No delicious smells coming from the kitchen, no colorful balloon bundles in room corners, no music playing from the stereo” (28). She remarks that she can’t help but remember the things she and her family did on past Eids, before her mother was sick and calls them “The things that made this special day special.” Clearly, Nadia has high expectations for what Eid should be like. She feels like the holiday is no longer special because it is not exactly the same as it once was, and the people around her are not doing the same things they once did. For example, she is wearing pajamas instead of her usual fancy Eid clothes (28). But as the story progresses, Nadia’s feelings begin to change. She decides to take matters into her own hands and make Eid feel special on her own. For example, she goes out and buys her family donuts to keep up their tradition, buys her mom a new hijab, gets dressed in her favorite dress, and puts on makeup (28-30). She lovingly helps her mother get ready for the day, suggesting perfume and surprising her with the beautiful new

hijab (30). Once Nadia adopts a brighter outlook, the rest of her family seems to catch her positive spirit. Her mom even gets up to make hot chocolate (30). By the end, after taking these actions to improve the day for those around her, she says she has realized that “special days start when you run toward them” (31). In other words, Nadia has realized that she herself has the power to make a day feel special.

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: THEME

Answers will vary. Sample responses:

1. When the story starts, Nadia is feeling disappointed about Eid. She expects the day to be a let down, and different from the holiday it had been in past years because of her mother’s illness.
2. I know Nadia is feeling disappointed on Eid because she says “... so far, today has been the opposite—an un-special day” and “there’s nothing to tell you today’s a special day. No delicious smells coming from the kitchen, no colorful balloon bundles in room corners, no music playing from the stereo. (p. 28)
3. buys donuts for her family; buys a special hijab for her mother to wear; puts on a dress in her favorite color; creates her own unique shade of lipstick; helps her mother put on perfume; helps her mother get dressed in her new hijab; makes her mom laugh by joking about the donuts



4. Nadia comes to realize that days are special because of the actions we take to make them so.
5. I know Nadia's outlook on special days has started to change because she says, "Special days start when you run toward them." (p. 31)

"DON'UT BREAK TRADITION"

CLOSE-READING QUESTIONS

1. At the beginning of the story, Nadia is feeling disappointed about Eid. This is clear from the first line of the story, when she says, "It's Eid, but it doesn't *feel* like Eid." She contrasts this Eid to Eids past, when she would have been wearing fancy clothes, smelling delicious foods cooking, and listening to lively music. We can infer that this Eid is different from Eids of the past because of her mother's serious illness. Nadia says that "happiness left the house" and refers to staying home to take care of her sleeping mother. The family also seems to have fallen on financial difficulties (likely related to paying for Nadia's mother's care); Nadia reveals that the family had to sell their car and rent out the basement and upstairs of their house.
2. After leaving the donut shop, Nadia goes to Buyway to purchase a turquoise hijab for her mother. Later in the story, Nadia opens the Buyway bag and offers the hijab to her mother, saying, "Do you want your favorite color? Turquoise?" These lines make clear that Nadia bought the hijab at Buyway and that it was the color of Joy's ring that gave Nadia the idea, because turquoise is her mother's favorite color.
3. *Donut* sounds like *do not*. Kareem is saying that it's important to stick to the traditions of the holiday because they set it apart from other days. Eating donuts is an example of a special holiday tradition for Nadia and Kareem's family.
4. Mama has lost her hair—Nadia refers to her "bare head"—which indicates she has been receiving cancer treatments, which can cause hair to fall out. Because a hijab is meant to cover the hair, Noor might think that her mother does not need one, given that she has no hair to cover.
5. The *it* Mama is starting to feel is the special feeling that comes with celebrating Eid. It's what makes the day different from ordinary days.
6. Nadia has started to see things in a more positive way, like her dad does. Whenever something bad happened, "Dad pointed out something good," Nadia says. For example, the family had to sell their car, but rather than complain, Nadia's dad pointed out how lucky they were to have a bus stop right in front of their house. At this point in the story, Nadia explains that her family had to rent out part of their house and fit into a smaller living area, but rather than dwell on the loss of space, Nadia expresses her gratitude to have a wide front porch.
7. Mr. Laidlaw tells Nadia's family that they have come to bring some new Cinnamon Chai donuts, since Nadia had not picked any out earlier. But it's likely they have other motivations as well. Mr. Laidlaw knows that Nadia's mother is ill because Nadia told him so; he probably wants to do something kind for the family. Furthermore, he doesn't have his own family to celebrate with, so he might want to spend time with Nadia's family. Joy seems like she might have a crush on Kareem, so she probably likes having a chance to see him.
8. Nadia means that you can take actions to make a special day special. She has learned that she has the power to create the kind of Eid she wants to celebrate. It seems that in the past, when she was younger and her mother was well, Eid was special without Nadia having to make any particular efforts—probably because her parents were able to uphold traditions that made the day feel special. Now that Nadia is older and has more responsibilities, she realizes that she can do things to make the day feel special, like buying donuts for the family and buying her mother a brightly colored hijab. When Nadia talks about running toward special days, she might also be talking about looking at things in a positive way and embracing the holiday as it is—in other words, focusing on what is good and what she can be grateful for rather than on what is challenging or seems like a loss.

"DON'UT BREAK TRADITION"

CRITICAL-THINKING QUESTIONS

1. At the beginning of the story, Nadia is disappointed that Eid doesn't feel like Eid. In other years, specialness seemed to be baked into the day. The



family would wear special clothes, eat delicious food, and decorate the house. Bit by bit, though, Nadia realizes that she can take steps to restore some of the happiness that has “left the house” since her mother became ill. By the end of the story, Nadia is more optimistic and empowered. She sees that she has the power to create the Eid she wants.

2. Other sensory details include references to smells, such as the scents that usually come from the kitchen on Eid, the “deliciousness in the air” at the donut shop, and the perfume of Mama’s oud. Important sights in the story are smiles—Joy’s and Mama’s—which Nadia decides can make a day special. And the sound of Mama’s laughter is “like a door opens for happiness to step back into the house.” Senses are important in this story because it is often through our senses that we experience the specialness of a day. Holidays, in particular, often stand out from other days because of what we eat, how we dress, the music we hear, and so on. The things Nadia craves for Eid mainly have to do with sights, sounds, tastes, and smells.
3. Answers will vary, but students might say that taking on more family responsibilities and helping out more on holidays is a universal experience of growing up. But Nadia has the added burden of caring for an ill mother and coping with the consequences of her mother’s illness.

“DON’UT BREAK TRADITION” QUIZ

*Higher Level (HL)

1. B (character; R.3)
2. B (key ideas and details, inference; R.2, R.1)
3. D (inference; R.1)
4. D (text inference; R.1)
5. C (vocabulary; R.4)
6. A (theme; R.2)
7. The idea that “special days start when you run toward them” is supported by Nadia’s actions in the story. At the start of the story, Nadia is feeling down because Eid is not feeling like it used to now that her mother is sick. Her parents can’t uphold the traditions that once made the holiday feel special. To remedy this, Nadia takes matters into her own hands and “runs toward” the day and makes it special on her own. She does this by taking it upon herself to

uphold her family’s Eid traditions. First she decides to buy her family donuts, which is something her parents used to do. She also changes into her black-purple dress from last year and uses her sister’s makeup to apply black-purple lipstick in an attempt to entice her mom into getting dressed up for Eid too. Finally, although her mother is ill, Nadia helps her to feel the specialness of Eid by buying her a turquoise hijab and helping her get dressed. In these ways, Nadia is “running toward” the special day of Eid. (theme, text evidence, explanatory writing; R.1, R.2, W.2)

8. Nadia giving Mama the turquoise hijab is a turning point in the story because it changes the mood of the story and what happens next. Getting dressed and putting on her new hijab boosts Mama’s mood and motivates her to celebrate Eid with the family. At the beginning of the story, Mama is in bed sleeping, and it becomes clear that she has cancer. Nadia has noticed that her older sister, Noor, put out a special abaya for her mother to wear but no hijab. When she looks through her mother’s drawer for one, she finds only “Black and white. Nothing special.” Buying the turquoise hijab and presenting it to Mama makes Mama feel special and more like her old self, which lifts the mood in the house. You can infer this from the fact that after Mama puts on the hijab, Nadia notes that “she’s starting to feel it.” The *it* is the special feeling that comes with celebrating Eid. You can also infer that Mama and Nadia’s moods have improved because after Mama receives her hijab, Nadia says that “Mama laughs, and it’s like a door opens for happiness to step back into the house. A door opens in me too, and I tumble out unsquished.” Afterward, Mama puts on her new hijab and offers to make hot chocolate for the family. All of this shows that Nadia giving Mama the new hijab was a turning point in the story. (plot, character, explanatory writing; R.3, W.2)

“DON’UT BREAK TRADITION” QUIZ

*Lower Level (LL)

1. B (character; R.3)
2. B (key ideas and details; R.2)
3. D (inference; R.1)
4. D (text inference; R.1)



5. C (vocabulary; R.4)
6. A (theme; R.2)
7. Nadia means that she keeps remembering the things she and her family did on Eid before her mother got sick. Before this line she remarks “I’m waiting for Mama to wake up and need me.” From this you can infer that her mom requires special care of some sort. As the story goes on, we learn that her mother has cancer and the family’s life has changed greatly because of it. Nadia feels that once her mother got sick, things changed and “happiness left the house.” (key ideas and details, interpreting text, explanatory writing; R.2, R.4, W.2)
8. Nadia wants to give Mama the hijab because she thinks it will make her feel more like herself and perhaps make her feel some of the specialness of Eid. At the beginning of the story, Mama is in bed sleeping, and as the story progresses it becomes clear that she has cancer. Nadia has noticed that her older sister, Noor, put out a special abaya for her mother to wear but no hijab. When she looks through her mother’s drawer for one, she finds only “Black and white. Nothing special.” Buying the turquoise hijab and presenting it to Mama makes Mama feel special and more like her old self, which lifts her mood. You can infer this from the fact that after Mama puts on the hijab, Nadia notes that “she’s starting to feel it.” The *it* is the special feeling that comes with celebrating Eid. You can also infer that Mama’s mood has improved because after Mama receives her hijab, Nadia says that “Mama laughs, and it’s like a door opens for happiness to step back into the house. . .” Afterward, Mama puts on her new hijab and offers to make hot chocolate for the family. All of this shows that Nadia giving Mama the new hijab helped improve Mama’s mood and helped her feel the specialness of Eid, which makes her more excited to celebrate even though she is ill. (plot, character, explanatory writing; R.3, W.2)

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Answers will vary slightly. Sample response:
 - “It’s Eid, but it doesn’t *feel* like Eid. I’m wearing pajamas, the house is empty (except for Mama, who’s sleeping), and if you look around and check in with all your

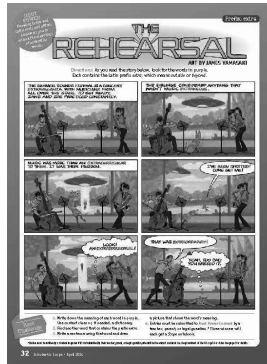
senses, there’s nothing to tell you today’s a special day. No delicious smells coming from the kitchen, no colorful balloon bundles in room corners, no music playing from the stereo.”

- “Tons worse, because my brain keeps showing me all the things we did every Eid before happiness left the house. The things that made this special day special.”
2. Answers will vary slightly. Sample response:
 - “But every time something ‘bad’ happened, Dad pointed out something good. Like that the bus stop is right outside our house.”
 - “I sip the warm chocolate on the porch. It’s so wide that Dad says it’s like an extra sofa. I smile. Now I get it. It’s because we had to cut our living room in half with bookshelves to make a bedroom for Esa and Kareem. Dad’s saying the porch is part of our living room now.”
 3. Answers will vary. Sample response: Mama has lost her hair—Nadia refers to her “bare head”—which indicates she has been receiving cancer treatments, which can cause hair to fall out. Because a hijab is meant to cover the hair, Noor might think that her mother does not need one, given that she has no hair to cover.
 4. Answers will vary slightly. Sample response:
 - “Mama looks up from her oatmeal, and her gaze goes from my dress to my lips. Her eyes widen, and they look like they did before she got sick. They look like they want to see *everything* again. She smiles at my lips, covered in my favorite color. At first her smile is small, like a spark you’re not sure you saw. Then it grows big—big enough for me to know something for sure: *Yes, a smile can make a day special.*”
 - “She puts it on. And when she turns to me, her face tells me it’s true—she’s starting to feel *it*. Like me. That’s when she notices the box of donuts. As she stares at them, I whisper, ‘Don’t break Eid tradition.’ Mama laughs, and it’s like a door opens for happiness to step back into the house.”



5. Answers will vary. Sample response: At the beginning of the story, Nadia was dwelling on the negative. She was disappointed that Eid was not feeling like it used to before her mother's illness and her family's economic difficulties. For example, she talks about how her opinion of her house changed when her family had to rent the upstairs and basement: "I used to love our house so much, its red brick with wide steps leading up to an even wider porch. It's hard to love it so much now that we only live on the first floor." Thus, the line "We're lucky to have such a porch," shows that Nadia's attitude is beginning to shift. She is learning to focus more on the positive aspects of life and be grateful for what she has.
6. Nadia means that you can take actions to make a special day special. She has learned that she has the power to create the kind of Eid she wants to celebrate. It seems that in the past, when she was younger and her mother was well, Eid was special without Nadia having to make any particular efforts—probably because her parents were able to uphold traditions that made the day feel special. Now that Nadia is older and has more responsibilities, she realizes that she can do things to make the day feel special, like buying donuts for the family and buying her mother a brightly colored hijab. When Nadia talks about running toward special days, she might also be talking about looking at things in a positive way and embracing the holiday as it is—in other words, focusing on what is good and what she can be grateful for rather than on what is challenging or seems like a loss.

“The Rehearsal”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

ROOT CHALLENGE

Answers will vary. Sample responses:

1. **extravaganza:** beyond incredible; a lavish spectacle
extraneous: outside what is necessary; not essential or vital
extracurricular: outside the regular curriculum
extraterrestrial: a being from outside Earth; an alien
extraordinary: going beyond what is usual; exceptional
2. Answers will vary. Words might include: *extravagant*, *extrasensory*, *extrapolate*, *extract*
3. Sentences and drawings will vary.

ANSWERS TO ACTIVITY SHEET

ROOT POWER

Answers will vary. Sample responses:

Part 1:

extravaganza: beyond incredible; a lavish spectacle
extraneous: outside what is necessary; not essential or vital
extracurricular: outside the regular curriculum
extraterrestrial: *noun:* a being from outside Earth; an alien; *adjective:* occurring or coming from outside Earth

extraordinary: going beyond what is usual; exceptional

Part 2:

1. extracurricular
2. extraneous
3. extraterrestrial
4. extravaganza
5. extraordinary

Part 3:

Answers will vary.