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“Festival of Lights”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Welcoming the New Year

This fall, more than 1 billion people in India and around the globe will celebrate Diwali (dee-WAH-lee). Spanning five festive days, Diwali marks the start of the Hindu new year and **is** a major holiday in the Hindu religion. Diwali **is** an important holiday in several other religions as well.

Spreading Light

During Diwali—also known as the Festival of Lights—homes, businesses, and public spaces **are** decorated with small clay oil lamps called diyas (DEE-yahs). These lights symbolize two major themes of Diwali: the triumph of light over darkness and the triumph of good over evil.

Some believe diyas guide the Hindu goddess of wealth, Lakshmi, into people's homes so that she can provide prosperity in the new year. Others believe diyas guide the Hindu heroes Rama and his wife, Sita, back home from the forest, where they had been banished. For all, the lights **are** used to bring light and happiness into homes. Many families also donate to people in need as a way of spreading good fortune.

Sweet Traditions

This year, Diwali begins on October 29. (The timing changes from year to year according to the Hindu lunar

calendar.) On the first two days of Diwali, many people clean their homes to remove negativity and make room for positivity in the new year.

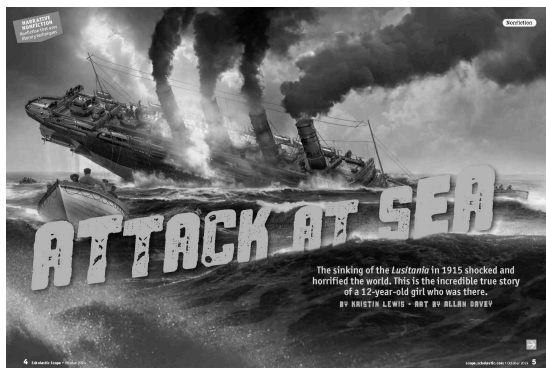
The third day is the main day of the festival. People enjoy sweet treats, light fireworks and diyas, and attend celebrations. The crowd in this photo, for example, **is** enjoying a laser light show. The final days of Diwali **are** for visiting family and friends and giving gifts.

ANSWERS TO ACTIVITY SHEET

SUBJECT-VERB AGREEMENT

1. are
2. have
3. is
4. wants
5. are
6. gets

“Attack at Sea”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Poems and visual artwork will vary.

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: KEY IDEAS AND DETAILS

Responses will vary.

“ATTACK AT SEA”

DISCUSSION QUESTIONS

1. The first three paragraphs describe a lively scene in New York City just before the *Lusitania*’s launch, as well as the ship’s beauty and power. These paragraphs create a joyful and exciting mood. That mood shifts in the last two paragraphs, when Kristin Lewis writes that “there was something Elsie could not have known,” that a German war submarine would, in just six days, “tear the *Lusitania* apart.” By letting the reader know that tragedy will strike later in the story, Lewis creates a mood of doom and suspense.
2. In the section “The Unsinkable Ship,” Lewis writes that German U-boats “prowled the waters near Great Britain, lurking unseen beneath the waves.” This personification highlights how hard U-boats

were to detect, and how terrifying it must have been to travel in areas where U-boats were known to be.

3. The section has a chaotic, desperate, and frightening atmosphere. Lewis writes, “Glass shattered. Fire broke out. Passengers screamed in terror,” with each idea in a separate sentence to emphasize that many terrifying things were happening at once. She describes people becoming tangled in ropes and trying, but failing, to get the lifeboats into the water, which creates a feeling of desperation and anxiety. The feeling of terror intensifies when Lewis describes the Hook family clutching the railing of the ship and “waiting for the right moment to jump into the cold sea.”
4. Lewis writes that the ship was a symbol of the developments in science and technology that were making life safer as well as more exciting and more convenient. People probably put too much trust in the ship’s ability to outrun U-boats and their torpedoes. Plus, as noted in the caption on page 7, few expected the Germans to target a civilian ship.
5. Usually, there is something to be learned from disasters of the past—something that could help us avoid similar disasters in the future. Mistakes or decisions that lead to a disaster might be repeated if we don’t explore them. By studying historic disasters, we might be able to learn something about how to prevent a disaster in the future, or we might learn something about coping with or recovering from a tragic event.



***HIGHER LEVEL (HL) QUIZ**

1. C (author's craft; R.4)
2. C (figurative language; R.4)
3. B, C (text structure; R.5)
4. A (author's craft, interpreting text; R.4)
5. C (text structure; R.5)
6. C (summarizing; R.2)
7. The mood of the section "A Rapidly Changing World" is energetic, exciting, and optimistic. The author's descriptions of new and exciting technologies like automobiles, electric lights, and the telegraph, as well as her description of the *Lusitania* and its power, help to create this mood. (Students may also note that the mood of the section shifts to one of anxiety and tension with the last line of the section, "At the start of the 20th century, it seemed as if humans could do anything—yet by the time the *Lusitania* set sail in 1915, that optimism was starting to slip away." (author's craft, mood; R.4)
8. A turning point is a point in time when a major change or shift occurs. The sinking of the *Lusitania* was a turning point because it caused a shift in public opinion about U.S. involvement in World War I. The sinking of the *Lusitania* shocked the world, including Americans, who lost 128 fellow citizens in the attack. Before the sinking of the *Lusitania*, many people in the United States did not want to get involved in World War I. After the sinking, public opinion changed and the U.S. declared war on Germany. America's entry into World War I led to another turning point: Great Britain, Russia, and France were able, with help from the U.S., to defeat their enemy and win the war. (key ideas and details, inference, writing an explanatory text; R.2, R.1, W.2)

***LOWER LEVEL (LL) QUIZ**

1. C (vocabulary; R.2)
2. C (figurative language; R.4)
3. B, C (text structure; R.5)
4. A (author's craft, interpreting text; R.4)
5. C (text features, key ideas; R.7, R.2)
6. C (summarizing; R.2)
7. The mood of the section "A Rapidly Changing World" is energetic, exciting, and optimistic. The author's descriptions of new and exciting technologies like automobiles, electric lights, and the telegraph, as well as her description of the *Lusitania* and its power, help to create this mood. (Students may also note

that the mood of the section shifts to one of anxiety and tension with the last line of the section, "At the start of the 20th century, it seemed as if humans could do anything—yet by the time the *Lusitania* set sail in 1915, that optimism was starting to slip away." (author's craft, mood; R.4)

8. A turning point is a point in time when a major change or shift occurs. The sinking of the *Lusitania* was a turning point because it caused a shift in public opinion about U.S. involvement in World War I. The sinking of the *Lusitania* shocked the world, including Americans, who lost 128 fellow citizens in the attack. Before the sinking of the *Lusitania*, many people in the United States did not want to get involved in World War I. After the sinking, public opinion changed and the U.S. declared war on Germany. America's entry into World War I led to another turning point: Great Britain, Russia, and France were able, with help from the U.S., to defeat their enemy and win the war. (key ideas and details, inference, writing an explanatory text; R.2, R.1, W.2)

VOCABULARY PRACTICE

Answers for questions 1-4 will vary.

5. b
6. b
7. c

CORE SKILLS WORKOUT: SUMMARIZING

***Higher Level (HL)**

1. The article is mainly about Elsie Hook, a 12-year-old girl traveling with her family on the *Lusitania* to England.
2. Most of Europe was fighting World War I.
3. The article describes the *Lusitania* being hit by a torpedo from a German U-boat.
4. The *Lusitania* sinks and only 764 passengers survive. Elsie and her family are saved.
5. The sinking of the *Lusitania* is considered by some to be a turning point in U.S. history. It may have contributed to America's decision to declare war on Germany.
6. Answers will vary. Students may say Germans had issued a warning that ships in the North Sea were targets for German U-boats. But many people ignored the warnings.



Summary:

Author Kristin Lewis’s narrative nonfiction article “Attack at Sea” tells the story of Elsie Hook, who survived the tragic sinking of the American passenger ship the *Lusitania*. In 1915, Elsie and her family were traveling to England on the *Lusitania*. At the time, most of Europe was fighting World War I. The Germans warned that ships traveling near England were targets for German U-boats. Many did not take the warning seriously because they were told that the *Lusitania* was too fast and could not be sunk. But a German U-boat fired a torpedo that struck the *Lusitania*, causing it to sink very quickly. Elsie and her family survived, but over 1,000 people on board died. The sinking of the *Lusitania* may have contributed to America’s decision to declare war on Germany.

CORE SKILLS WORKOUT: SUMMARIZING

***Lower Level (LL)**

Author Kristin Lewis’s narrative nonfiction article “Attack at Sea” tells the story of Elsie Hook, who survived the tragic sinking of the American passenger ship the *Lusitania*. In 1915, Elsie and her family were traveling to England on the *Lusitania*. At the time, most of Europe was fighting World War I. The Germans warned that ships traveling near England were targets for German U-boats. Many did not take the warning seriously because they were told that the *Lusitania* was too fast and could not be sunk. But a German U-boat fired a torpedo that struck the *Lusitania*, causing it to sink very quickly. Elsie and her family survived, but over 1,000 people on board died. The sinking of the *Lusitania* may have contributed to America’s decision to declare war on Germany.

CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary. Sample answers:

1. The mood created by the image of the sinking ship and the title is foreboding. It suggests that the story is going to be about a terrifying event that happened at sea.
2. You can infer that the sinking of the *Lusitania* came as a surprise to those on board—as well as perhaps other members of the public. The caption explains that passengers did not take the warnings of an attack seriously because they did not believe Germany would target a passenger ship, which tells you that they would not have been expecting the tragedy that ended up occurring.
3. The caption makes it clear that Captain Turner was experienced and respected. The fact that he felt shame for having survived when others did not

suggests that he took his job very seriously, and was a man of honor.

4. The map shows who was at war with whom, and who was neutral, in 1915. It also shows exactly where the *Lusitania* sank. The author likely provided the map to provide historical context and to help explain the state of the world at the time of the sinking of the *Lusitania*.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE

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

Answers will vary slightly. Sample responses:

Page 1:

Cause: Few people thought Germany would attack a civilian ship.

Cause: The crew of the *Lusitania* told passengers that the ship was too fast to be sunk. The captain also did not think the ship was in danger.

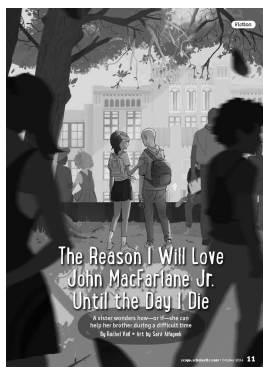
Effect: Passengers on the *Lusitania* did not take the warnings of a U-boat attack seriously.

Page 2: Answers will vary.

VIDEO DISCUSSION QUESTIONS

1. Lewis says she read and studied eyewitness accounts, newspaper articles, books, and primary documents like archival photos and footage to prepare for her story. A story like this has to be thoroughly researched because it is a nonfiction story about a historical event. When writing a story about a historical event, it is important to be accurate so as to not pass along incorrect information to readers. It also takes a lot of “digging” to find interesting, accurate details about an event that occurred in the past.
2. The narration supports the idea that America was in a “time of progress” when the narrator says, “Amazing new technology was changing the way people lived.” Footage and photos of people using vacuum cleaners, cars, and telephones demonstrate this idea.
3. Students may say that the fact that Kristin Lewis wrote 12 drafts of her article tells you that the revision process is important. It shows you that even experienced writers have to write multiple versions of their work before they get it right.

“The Reason I Will Love John MacFarlane Jr. Until the Day I Die”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15:

Answers will vary. Sample response:

Jodie will love John MacFarlane Jr. until the day she dies because he and a large group of friends from his soccer team helped Calvin on the day he returned to school. Mackey and his teammates gave Calvin what he really needed: a group of friends to make him feel a sense of belonging and support. The group also helped Calvin with his desire to blend in by all shaving their heads to look just like Calvin. Calvin feels surprised, then relieved and grateful to be a part of this group. Jodie was concerned about Calvin and his first day back, and had been worried about the fact that Calvin doesn't really have a group of friends at school. When she sees Mackey and the guys from the soccer team, she is overcome with emotion for this reason. This act of kindness shown toward her brother in a time of need is why Jodie will love John MacFarlane Jr. until the day she dies.

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: CHARACTER

1. John MacFarlane Jr., referred to in the story as “Mackey,” is the boyfriend and longtime friend of Jodie, the story’s narrator.
2. Answers will vary.
3. Jodie is struggling with how—or if—she can help her younger brother Calvin during a difficult time. He has been fighting cancer and is returning to school after being out for the past two months. She not only struggles with how his sickness affects him, but with the guilt of wishing she could take his place, or that he had someone to support him the way she has Mackey. Calvin has always been a bit awkward and doesn’t have a friend group that would make this return easier. It truly breaks her heart that Calvin wishes he could just “blend in.” She knows he won’t, and that it will really hurt him to walk into school on Monday morning.
4. Jodie will love Mackey until the day she dies because he and a large group of friends from his soccer team helped Calvin on the day he returned to school. Mackey and his teammates gave Calvin what he really needed: a group of friends to make him feel a sense of belonging and support. The



group also helped Calvin with his desire to blend in by all shaving their heads to look just like Calvin. Calvin feels surprised, then relieved and grateful to be a part of this group. Jodie was concerned about Calvin and his first day back, and had been worried about the fact that Calvin doesn't really have a group of friends at school. When she sees Mackey and the guys from the soccer team, she is overcome with emotion for this reason. This act of kindness shown toward her brother in a time of need is why Jodie will love John MacFarlane Jr. until the day she dies.

VOCABULARY PRACTICE

1. flinch
2. terminal, remission
3. lope
4. flank

"THE REASON I WILL LOVE JOHN MACFARLANE JR. UNTIL THE DAY I DIE"

DISCUSSION QUESTIONS

1. You can infer that Calvin has lost weight as a result of having cancer.
2. Jodie tells Mackey what Calvin said about wishing he could just blend in for once. It is because Jodie shares this comment with Mackey that Mackey has the idea to shave his head—and get his fellow soccer players to shave their heads—for Calvin's first day back at school.
3. Jodie is likely referring to stereotypical or old-fashioned ideas about what girls and girlfriends are like: someone who giggles a lot and enjoys "girly" things like flowers, jewelry, wearing dresses, etc. She might also be suggesting that having a boyfriend was not something she particularly wanted or gave much thought to.
4. Jodie means that it's a relief to have Mackey to talk to, but doing so makes her feel guilty—she seems to feel that it's not fair that she has someone to talk to in a way that Calvin doesn't, and that it's wrong or selfish for her to be complaining when Calvin is the one who's sick.
5. Jodie, Mom, and Dad are acting very cheerful—more cheerful than any of them actually feels. In other words, their cheerfulness is forced.

It is likely they are acting this way because they think it will make Calvin feel better about his return to school, which he is not looking forward to. Perhaps through their cheerfulness, they are also trying to reassure themselves that everything is OK.

6. Calvin told Jodie directly that he wished that when he returned to school he could just blend in. He is dreading everyone staring at him and whispering about him, or even simply paying attention to him in an effort to be helpful, as a guidance counselor might do. Jodie is wishing for her brother what he is wishing for himself—that people would let him just blend in.
7. At the end of the story, Calvin feels surprised and then relieved and grateful to be swept into the group of other bald-headed boys at school, as you can tell from the way his mouth hangs open before he smiles and the way he then says "Yeah" and goes into the school as part of the bald-headed group. Jodie feels deeply moved and grateful to Mackey and his friends for thinking about Calvin and doing the perfect thing to make him feel supported as he returns to school. Mackey figured out a way to give Calvin his wish of blending in. Jodie says she cannot move; you can infer that this is because she is so overcome with emotion.

*HIGHER LEVEL (HL) QUIZ

1. D (interpreting text; R.4)
2. A (vocabulary; R.4)
3. A, C (character, inference; R.3, R.1)
4. C (interpreting text; R.4)
5. D (summarizing, key ideas and details; R.2)
6. B (character, inference; R.3, R.1)
7. When Jodie says that she is "psyched" and that "everything is great," she does not mean it. At this moment, Jodie is feeling worried for Calvin on his first day back at school, but she doesn't want to show her feelings to Calvin. Earlier in the story, Jodie expresses concern that Calvin doesn't have anyone at school to help him ease back in. She says, "I have someone to talk to, someone to vent to about my brother and how much it hurt me to think about how much it was going to hurt him to walk into school Monday morning" and then asks "Who does Calvin



have?” These lines show that she is worried about Calvin. But then, several lines later she slaps her cheeks to “snap out of it” and says that she is “determined not to be grim.” At breakfast she acts overly enthusiastic about getting a ride to school and remarks that Calvin and her mother “flinch” at her behavior; her brother and mother are reacting to the strange, forced nature of her cheerfulness. Jodie is trying to convince Calvin—and perhaps herself—that everything is great, when in reality, Jodie and her family are all feeling uneasy. (character, key ideas and details, writing explanatory texts; R.3, R.2, W.2)

8. Mackey is a kind and thoughtful person. When Jodie tells him how worried she is about Calvin and shares what Calvin said about wanting to just blend in at school, Mackey not only comforts Jodie, but he also goes a step further. He gets his soccer team friends to come together and provide Calvin with exactly what he wants: a group at school to make him feel less alone and different. Mackey and his friends all shave their heads so that Calvin, who has lost his hair due to his illness, is not the only one showing up at school bald. The fact that Mackey came up with and organized this plan shows that he is an extraordinarily kind and thoughtful person. (character, key ideas and details, writing explanatory texts; R.3, R.2, W.2)

***LOWER LEVEL (LL) QUIZ**

1. D (interpreting text; R.4)
2. A (vocabulary; R.4)
3. A, C (character, inference; R.3, R.1)
4. C (interpreting text; R.4)
5. D (summarizing, key ideas and details; R.2)
6. B (character, inference; R.3, R.1)
7. When Jodie says that she is “psyched” and that “everything is great,” she does not mean it. At this moment, Jodie is feeling worried for Calvin on his first day back at school, but she doesn’t want to show her feelings to Calvin. Earlier in the story, Jodie expresses concern that Calvin doesn’t have anyone at school to help him ease back in. She says, “I have someone to talk to, someone to vent to about my brother and how much it hurt me to think about how much it was going to hurt him to walk into school Monday morning” and then asks “Who does Calvin

have?” These lines show that she is worried about Calvin. But then, several lines later she slaps her cheeks to “snap out of it” and says that she is “determined not to be grim.” At breakfast she acts overly enthusiastic about getting a ride to school and remarks that Calvin and her mother “flinch” at her behavior; her brother and mother are reacting to the strange, forced nature of her cheerfulness. Jodie is trying to convince Calvin—and perhaps herself—that everything is great, when in reality, Jodie and her family are all feeling uneasy. (character, key ideas and details, writing explanatory texts; R.3, R.2, W.2)

8. Mackey is a kind and thoughtful person. When Jodie tells him how worried she is about Calvin and shares what Calvin said about wanting to just blend in at school, Mackey not only comforts Jodie, but he also goes a step further. He gets his soccer team friends to come together and provide Calvin with exactly what he wants: a group at school to make him feel less alone and different. Mackey and his friends all shave their heads so that Calvin, who has lost his hair due to his illness, is not the only one showing up at school bald. The fact that Mackey came up with and organized this plan shows that he is an extraordinarily kind and thoughtful person. (character, key ideas and details, writing explanatory texts; R.3, R.2, W.2)

“How Spicy Is Too Spicy?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 17:

Answers will vary. Sample response:

According to the article “How Spicy Is Too Spicy?,” there are several precautions you should take when eating spicy foods. First, people should refrain from eating anything with extremely high levels of spice until they are older. As author Jess Romeo explains in the article, kids and teens can be more sensitive to spice. Also, people should not participate in the spicy food challenges that have gone viral in recent years. As Romeo explains in her article, foods with extremely high levels of capsaicin can have serious side effects, including stomach cramps, vomiting, and headaches. In some cases, she explains, spicy food challenges have ended in hospitalization and death (17). And lastly, if something you are eating is making you feel sick or uncomfortable, it likely means that it is too much spice for you and you should stop eating it. These are just several precautions that one should take when eating spicy foods.

ANSWERS TO ACTIVITY SHEETS

VOCABULARY PRACTICE

1. scald
2. ingested

3. perceived
4. ingesting
5. perceives

*HIGHER LEVEL (HL) QUIZ

1. D (vocabulary; R.4)
2. C (text structure; R.5)
3. A, B (author’s craft; R.5)
4. D (text structure; R.5)
5. Spicy food can be risky because eating something with too much capsaicin, the chemical in chili peppers, can lead to health problems. As author Jess Romeo explains in her article “How Spicy Is Too Spicy?,” too much capsaicin can hurt a person’s stomach, causing painful cramps and vomiting. Other effects include intense sweating, headaches, and even difficulty breathing. These potential side effects are why eating spicy foods can sometimes put you at risk. (key ideas and supporting details, writing explanatory text; R.2, W.2)

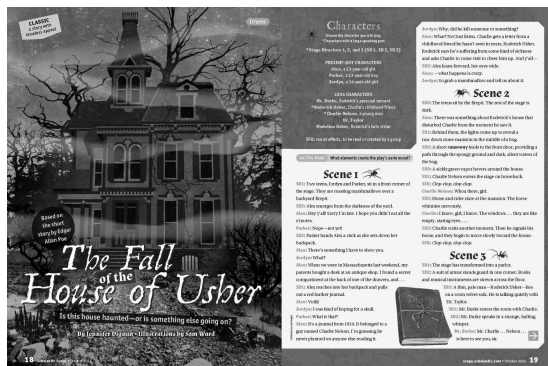
*LOWER LEVEL (LL) QUIZ

1. D (vocabulary; R.4)
2. C (text structure; R.5)
3. A, B (text structure; R.5)
4. D (text structure; R.5)
5. Spicy food can be risky because eating something with too much capsaicin, the chemical in chili peppers, can lead to health problems. As author Jess Romeo explains in her article “How Spicy Is Too



Spicy?," too much capsaicin can hurt a person's stomach, causing painful cramps and vomiting. Other effects include intense sweating, headaches, and even difficulty breathing. These potential side effects are why eating spicy foods can sometimes put you at risk. (key ideas and supporting details, writing explanatory text; R.2, W.2)

The Fall of the House of Usher



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 23

Videos will vary.

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: MOOD

Answers will vary.

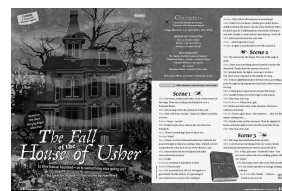
THE FALL OF THE HOUSE OF USHER

DISCUSSION QUESTIONS

1. Answers will vary. Students might offer that perhaps Dignan added the teens to create characters *Scope's* readers could relate to, to modernize the story, or to add a bit of lightness to a seriously creepy story. Dignan also may have added the teens to serve as narrators; the teens' role in the play is to set up the story and then wrap up what happens at the end.
2. In Scene 2, Roderick's house is described as a run-down mansion in the middle of a bog and surrounded by a "sickly green vapor." All these details help create an eerie mood. That the mansion is run-down suggests that something is wrong—why isn't anyone taking care of the mansion? Bogs can be creepy; their waters are full of decaying plants, and they threaten to swallow up any creature that steps

in the wrong place. The sickly green vapor is strange and mysterious. That the house's windows are like "empty, staring eyes," as Charlie describes them, adds even more eeriness.

3. This story is filled with eerie details, so answers will vary. Students may name the strange way Mr. Burke speaks, Dr. Taylor's nervous manner, Roderick's terrible condition (his acute senses and his fearful manner), the tragedy of Madeline's illness and apparent death and that she was entombed alive, additional details about the setting (such as the empty suit of armor that "stands guard" in Roderick's parlor or the storm in Scene 7), or the ghastly conclusion when Roderick and Madeline fall to the ground dead and the house falls apart and sinks into the bog.
4. This detail is important because it provides an explanation for why Madeline was taken for dead and placed in a coffin. At the end of the play, you can look back and conclude that Madeline was actually in a trance, not dead.
5. Students might describe the house as wicked, sinister, evil, or cursed. The weird green vapor that surrounds the house suggests there is something supernatural about it. Perhaps most importantly, the house is closely connected to Roderick and Madeline; there's even a suggestion that the house might be responsible for their misfortune. In Scene 3, Roderick mutters that his suffering is to be expected after so many years in the house, and in Scene 4 he says that the house would not like it if he were to



leave it. In other words, Roderick seems to believe that the house is sentient—capable of thoughts and feelings. Also, although it's technically Roderick and Charlie who trap Madeline in the cellar, you could think of the house itself as trapping Madeline. Finally, the house cracking apart and sinking into the bog—taking the Ushers with it—provides a dramatic conclusion to the story.

6. Answers will vary. Students might say that Madeline dies as a result of having been locked in a coffin for days and that Roderick dies from the shock of seeing her and/or from the mysterious illness that has been plaguing him. Or perhaps the twins die through some supernatural means—the house brings them down along with itself.

VOCABULARY PRACTICE

Answers for questions 1-3 will vary slightly.

1. Harper twisted and pulled the bear away from the dog.
2. The rabbit's sense of hearing was especially sensitive or sharp.
3. across the lake.
4. B
5. A
6. B
7. A

*HIGHER LEVEL (HL) QUIZ

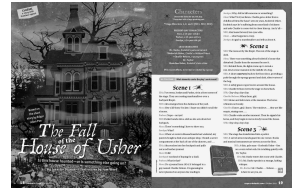
1. B, D (text structure; R.5)
2. B (mood; R.4)
3. C (figurative language; R.4)
4. B (vocabulary; R.4)
5. D (character; R.3)
6. C (summarizing; R.2)
7. The mood of Scene 2 is eerie. The playwright creates this mood through her descriptions of the setting. The "run-down stone mansion" that is the Usher house is located in the middle of a bog—a swampy kind of place she describes as "dark" and "spongy," with "silent waters." Charlie feels "disturbed" by the sight of it, and his horse whinnies nervously as they stare at it. The only sound against the silent backdrop is the horse's hooves *clop-clopping* over and over again, building tension. She also describes a

"sickly green vapor [that] hovers around the house," suggesting that something unnatural or toxic is present. Lastly, the windows are compared to "empty, staring eyes," making the house seem as though it is alive and watching them, which further enhances the creepy mood. (key ideas and details, writing explanatory texts; R.2, W.2)

8. In Scene 3, readers learn that Madeline often goes into "trancelike states where she cannot move a muscle." This detail becomes important in Scene 5, when Charlie and Roderick place Madeline in a tomb after Dr. Taylor says she has died. Charlie notices that her cheeks are "flushed" and she looks like she is "smiling," which usually describes someone who is living and breathing. Therefore, one can infer that Madeline was actually in a trance when she was put in the coffin in the tomb. This is why, in Scene 7, she appears again, having fought her way out of the tomb. (inference, key ideas and details, writing explanatory texts; R.1, R.2, W.2)

*LOWER LEVEL (LL) QUIZ

1. B, D (text structure; R.5)
2. B (mood; R.4)
3. C (figurative language; R.4)
4. B (vocabulary; R.4)
5. D (character; R.3)
6. C (summarizing; R.2)
7. In Scene 2, the playwright creates an eerie mood through her description of the setting. The "run-down stone mansion" that is the Usher house is located in the middle of a bog—a swampy kind of place she describes as "dark" and "spongy," with "silent waters." Charlie feels "disturbed" by the sight of it, and his horse whinnies nervously as they stare at it. The only sound against the silent backdrop is the horse's hooves *clop-clopping* over and over again, building tension. She also describes a "sickly green vapor [that] hovers around the house," suggesting that something unnatural or toxic is present. Lastly, the windows are compared to "empty, staring eyes," making the house seem as though it is alive and watching them, which further enhances the creepy mood. (key ideas and details, writing explanatory texts; R.2, W.2)



8. In Scene 3, readers learn that Madeline often goes into “trancelike states where she cannot move a muscle.” This detail is important to Scene 5, when Charlie and Roderick place Madeline in a tomb after Dr. Taylor says she has died. Charlie notices that her cheeks are “flushed” and she looks like she is “smiling,” which usually describes someone who is living and breathing. Therefore, one can infer that Madeline was actually in a trance when she was put in the coffin in the tomb. This is why, in Scene 7, she appears again, having fought her way out of the tomb. (inference, key ideas and details, writing explanatory texts; R.1, R.2, W.2)

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Readers can infer that Alex’s eyes widen because she is surprised or shocked by the events Charlie describes in his journal.
2. Roderick blames the house for his illness. In the play, the house is described as being alive with “empty, staring eyes,” and as having feelings when Roderick claims that “the house would not like that.” Roderick thinks the house is making noises and hurting him on purpose. Roderick thinks the house is responsible for his fears.
3. Readers can infer that Madeline is alive when Roderick and Charlie place her in the tomb. “Flushed” cheeks and a “smiling” face typically describe someone who is alert and active. Thus, this is an odd way to describe Madeline’s face after Dr. Taylor said she has died and she is lying in a coffin. So, this suggests that there is something suspicious about Madeline’s death. Earlier, in Scene 3, Roderick tells Charlie that Madeline is “often falling into trancelike states where she cannot move a muscle,” so it seems plausible that she is simply in one of these trances when placed in the coffin.
4. Up to this point, Charlie has been worried about his friend’s physical and mental state, and begging him to let him call a doctor for him. Now, he is clearly feeling nervous and scared by what is occurring at the house, and he seems to be trying to convince himself that there must be a logical explanation for the deeply unsettling events that are unfolding.

“Long Journey to the Stars” and “Invictus”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 31

Responses will vary. Sample response:

The last lines of William Ernest Henley's poem "Invictus" are "I am the master of my fate,/ I am the captain of my soul." Being the master of your fate means taking control of your own future and decisions. Being the captain of your soul means being in charge of your own emotions and beliefs.

The life of astronaut José Hernández, as described in Mary Kate Frank's article "Long Journey to the Stars," is a powerful example of someone who embodies the spirit of this quote. Hernández applied to NASA's astronaut program 11 times before his 12th application was finally accepted. While failure or rejection is often seen as an endpoint, Hernández used every failure and rejection as a new beginning—as a learning experience and a motivator to get him closer to achieving his dreams. For example, after receiving his sixth rejection letter from NASA, he studied the applicants that NASA *did* accept to see what it was they had that he didn't. As a result, he earned his pilot's license, got certified in scuba, and learned Russian to improve his odds for the next time he applied.

No matter how difficult the path was for Hernández, his determination and resilience kept the light of his dreams from being extinguished and led to them eventually coming true. In these ways, Hernández illustrates the true meaning of being the master of one's fate and the captain of one's soul.

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: SYNTHESIS

Responses will vary. Sample responses:

1. Being the master of your fate means taking control of your own future and decisions. Being the captain of your soul means being in charge of your own emotions and beliefs.
2. Hernández applied to NASA's astronaut program 11 times before his 12th application was finally accepted in 2004. After receiving his sixth rejection letter from NASA, he studied the applicants that NASA *did* accept to see what it was they had that he didn't. As a result, he earned his pilot's license, got certified in scuba, and learned Russian to improve his odds for the next time he applied.
3. Answers will vary. See sample response to the writing prompt at left.



"LONG JOURNEY TO THE STARS"

DISCUSSION QUESTIONS

1. Hernández applied to NASA's astronaut program 11 times before his 12th application was finally accepted in 2004. His incredible persistence and determination are what enabled him to overcome the challenges and rejection he faced on his long journey to space.
2. Hernández had a very supportive family. By making the sacrifice to stay in Stockton rather than continue their work as migrant farmers, his parents paved the way for Hernández to learn English, flourish in his studies, and eventually go to college. His father's encouragement and belief in his son's potential were especially crucial throughout Hernández's journey. His second-grade teacher nurtured his love of astronomy and advocated for his family to stay put in Stockton. The astronauts at NASA inspired Hernández; it was watching their first lunar missions on television and seeing Franklin Chang-Díaz, a Spanish speaker with a background similar to his own, that made Hernández believe that he too could go to space.
3. To reach for the stars is to try to do something that is very difficult. Hernández is not saying that he hopes his story inspires all kids to become astronauts; he is saying he hopes his story inspires kids to try to achieve their goals even if they seem difficult or impossible to achieve.
4. Answers will vary. Students may offer that a failure or rejection is often seen as an endpoint, but Hernández used every failure and rejection as a new beginning—a learning experience and a motivator to get him closer to his dreams. No matter how difficult the path was for Hernández, his attitude and confidence kept the light of his dreams from being extinguished and led to them eventually coming true.

"INVICTUS"

POETRY ANALYSIS

1. This poem has an ABAB rhyme scheme; in each stanza, the first line rhymes with the third, and the second line rhymes with the fourth. For example, in stanza 1, the line "Out of the night that covers me" rhymes with the line "I thank whatever gods may be,"

- and the line "Black as the pit from pole to pole" rhymes with the line "For my unconquerable soul."
2. There is repetition of the "p" sound in "Black as the pit from pole to pole" and repetition of the "b" sound in "Under the bludgeonings of chance/My head is bloody, but unbowed."
3. The poem has a musical quality. As you read, it feels like a steady and unwavering beat. This beat creates momentum that feels like moving forward, just like the speaker moves forward despite his circumstances.
4. a. In stanza 1, Henley uses metaphor and simile to compare the speaker's experiences to night and a black pit. This emphasizes how dark, deep, and inescapable his struggles are.
b. In stanza 2, Henley personifies "chance" and "circumstance" as forces that physically beat or strike the speaker, suggesting that events outside of his control have tried to break him.
5. The speaker's tone is defiant and determined. The words "bloody," "unbowed," and "unafraid" contribute to this tone.
6. The speaker repeats the phrase "I am" twice. This repetition emphasizes the importance of personal responsibility in the path your life takes. The speaker has not let his hardships define his life; he has shaped his own life through strength and determination, even when faced with seemingly impossible odds.
7. The poem is about showing strength, defiance, and resilience in the face of hardship. It leaves the reader feeling inspired and empowered. The poem's overall message and mood mirror the meaning of invictus.
8. Henley's personal struggles with illness likely influenced the poem's themes of enduring hardship and maintaining strength.

VOCABULARY PRACTICE

1. astronomy
2. migrant
3. humble
4. persevered
5. Sample answer: Because of the noise from cars and trucks rushing by, animals are avoiding areas where they would naturally search for food.
6. Sample answer: As young people pour back into classrooms, stores and restaurants are having



trouble finding help to wait tables and ring up purchases.

7. Sample answer: Astronomers hope to learn more about the moon's history by examining the craters on its surface.
8. Sample answer: Millions of people found themselves without internet service when a crucial satellite stopped working.

***HIGHER LEVEL (HL) QUIZ**

1. C (inference; R.1)
2. A, C, D (key ideas and details; R.1)
3. D (mood; R.4)
4. A, C (text evidence; R.1)
5. B (character; R.3)
6. A (central ideas, synthesis; R.2, R.9)
7. Hernández showed determination many times throughout his life. One example of Hernández displaying determination is the fact that he applied to NASA's astronaut program 12 times. Instead of being upset by his rejections from NASA, Hernández saw them as a source of motivation and remained determined to achieve his dream of becoming an astronaut. After his sixth rejection, he studied the applicants accepted by NASA and learned new skills such as flying a plane, speaking Russian, and scuba diving (29). This is a powerful example of Hernández's determination. (key ideas and details, writing explanatory texts; R.2, W.2)
8. A positive attitude helps a person overcome a challenging situation to shape their own future. Even though he was rejected from NASA 11 times, Hernández maintained a hopeful and determined attitude, persevering to achieve his dream of becoming an astronaut. Similarly, the speaker in the poem "Invictus" was defiant and courageous despite the difficulties and "bludgeonings of chance" he faced in order to control his own fate. (inference, writing explanatory texts; R.1, W.2)

***LOWER LEVEL (LL) QUIZ**

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

6. A (central ideas, synthesis; R.2, R.9)
7. In the section "Staggering Odds," Hernández's determination is shown through the fact that he applied to NASA's astronaut program 12 times. Instead of being upset by his rejections from NASA, Hernández saw them as a source of motivation and remained determined to achieve his dream of becoming an astronaut. After his sixth rejection, he studied the applicants accepted by NASA and learned new skills such as flying a plane, speaking Russian, and scuba diving (29). This is a powerful example of Hernández's determination. (key ideas and details, writing explanatory texts; R.2, W.2)
8. A positive attitude helps a person overcome a challenging situation to shape their own future. Even though he was rejected from NASA 11 times, Hernández maintained a hopeful and determined attitude, persevering to achieve his dream of becoming an astronaut. Similarly, the speaker in the poem "Invictus" was defiant and courageous despite the difficulties and "bludgeonings of chance" he faced in order to control his own fate. (inference, writing explanatory texts; R.1, W.2)

“Should Students Wear Uniforms?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

SCAVENGER HUNT

Answers will vary slightly. Here is a sample response:

	Esther Speidel	Malcolm Richardson
line(s) that express the or central claim	“Uniforms would be a relief.”	“Switching to uniforms would be a disaster for the students of Fairview Middle School.”
lines that express the writer’s reasons	<p>“If Fairview had uniforms, we wouldn’t have to waste time worrying about our outfits.”</p> <p>“If we don’t have to worry about clothes, we can focus more on learning.”</p>	<p>“For one thing, students would be self-conscious.”</p> <p>“Regardless, the solution to meanness shouldn’t be to make us all look the same. It should be for us to learn to respect our differences and not judge people based on superficial things like clothing.”</p>
two pieces of evidence that support the central claim	<p>“‘Wearing a uniform has helped me not worry about what my peers are wearing,’ says Lauren Sarpong, 14, who attends a Success Academy charter school in New York City.”</p> <p>“According to a study from the University of Nevada, 37 percent of students at middle schools that recently switched to uniforms reported that they worry less about their appearance than they did before they wore uniforms.”</p>	<p>“... according to a report published in <i>Public Health Review</i> on uniform policies around the world, many uniforms aren’t well-designed and don’t always fit well. How is making students feel awkward and uncomfortable conducive to learning?”</p> <p>“Here is a powerful statistic I did find though: Ninety percent of middle school students who recently switched to wearing uniforms said they don’t like wearing a uniform, according to a study</p>

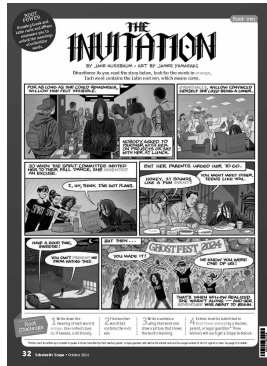


		from the University of Nevada. In that same study, only 17 percent of students reported that they were treated better than before they wore uniforms.”
line(s) that express a counterclaim	“A common criticism of uniforms is that they impede self-expression.”	“Now, many say that a benefit of uniforms is that they can reduce bullying.”
line(s) that contain the rebuttal	“But there are plenty of other ways for students to show their individuality—such as their hairstyles or backpacks. And of course, students can wear what they want outside of school.”	“But if we have to wear uniforms, we’ll just find something else to judge each other by—our socks or shoelaces or phone cases. Regardless, the solution to meanness shouldn’t be to make us all look the same. It should be for us to learn to respect our differences and not judge people based on superficial things like clothing.”

VOCABULARY PRACTICE

1. Ouch! Terrell got a paper cut. Good thing it was only superficial.
2. Running and stretching are going to be conducive to me making the track team.
3. Nothing was going to impede Caroline from singing her song at the talent show.
4. a, c
5. b
6. a

“The Invitation”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

ROOT CHALLENGE

Answers will vary. Sample responses:

1. **eventually:** at some later time, in the end
invented: to create something for the first time or to make something up from nothing; fabricate
event: an occurrence or something that happens
prevent: to stop from happening
adventure: an exciting, sometimes dangerous, experience or activity
2. Answers will vary. Words might include: *advent, convene, convention, convenient, intervene*
3. Sentences and drawings will vary.

ANSWERS TO ACTIVITY SHEET

ROOT POWER

Answers will vary. Sample responses:

Part 1:

eventually: at some later time, in the end
invented: to create something for the first time or to make something up from nothing; fabricate
event: an occurrence or something that happens
prevent: to stop from happening
adventure: an exciting, sometimes dangerous, experience or activity

Part 2:

1. prevent
2. adventure
3. eventually
4. event
5. invented

Part 3:

Answers will vary.