

GRAMMAR ON THE RED CARPET

THEIR, THERE, AND THEY'RE

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

Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because they're terrible cheaters. But their pleading wore me down, and it was raining, so I agreed. We set up the board on the dining-room table, removing Princess, the cat that likes to sleep there. Then we picked our tiles. There are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like their tiles: They kept trying to sneak their hands into the tile bag for new ones. There is not much else to say about the game, except that it went on and on and on. When it finally ended, I was more than ready to get out of there. The score? Lisa: 311. Janet: 296. Me: 64. Ugh. My sisters, of course, had a great time. They're already begging me to play again.

DAZZLE AND DANGER

ANALYZING AUTHOR'S ARGUMENT

Answers will vary but should be similar to the following.

Section 2

How the author uses the support to describe warrior culture in youth sports as harmful:

The author reports that experts put some of the blame for cheerleading injuries on warrior culture, a mentality in which winning is more important than anything, and playing through injury is considered "heroic." She writes that "no pain, no gain" has become the "accepted norm" in youth sports. The author shows that "no pain, no gain" is a problem not only for cheerleaders,

but for other young athletes as well; she does this by providing hypothetical examples of several types of young athletes—soccer players, volleyball players, and football players—playing with injury.

Section 3

Support from the article:

1. "Instead, Gabby is sharing her hard-learned lessons with others. Last year, she was crowned Miss Teen Minnesota and became a spokesperson for the National Center for Sports Safety. Now she travels the Midwest talking to kids about how to be safe so that no one else will have to suffer the way she has."
2. "In the meantime, Gabby's message to young athletes is simple: 'When your body is hurt, speak up and communicate with a coach, friend, teacher, anyone. You only get one body in life, and you need to honor and respect it.'"

How the author uses the support to share Gabby's message about sports safety:

Gabby Taylor, the author explains, is now a spokesperson for the National Center for Sports Safety. She travels the Midwest talking to kids about how to stay safe. The author shares Gabby's message for other young athletes: "When your body is hurt, speak up and communicate with a coach, friend, teacher, anyone. You only get one body in life, and you need to honor and respect it."

GABBY TAYLOR VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. A coping mechanism is a way of thinking or behaving that helps you deal with something difficult. Gabby says that speaking about her injury is her coping mechanism because it gives her something positive to focus on.
2. Gabby is critical of the "no pain, no gain" mentality because this attitude contributed to her injury. Gabby also thinks this mentality leads to repetitive-use injuries. Pushing through pain, Gabby says, is "not worth it."
3. Students may say they learned that Gabby was right-handed and had to learn how to use her left hand; that she

has a puppy that she wants to be able to give it "two-handed belly rubs"; and/or that her doctors are skeptical that Gabby will ever regain use of her arm (though she remains hopeful that she will).

4. Answers will vary. The detail about Gabby's need to switch to her left hand could go in the section "Unbearable Pain." Gabby's desire to use both hands to pet her dog, and about her prognosis, would best fit in the last section of the article.
5. These details may have been less essential to supporting her main points than the details she did include.
6. Yes, the author of "Dazzle and Danger" seems to agree with Gabby that the "no pain, no gain" mentality can be harmful. Gabby believes this mentality makes it harder for kids to speak up when they are hurt. If Gabby had spoken up, she likely would not have sustained as serious an injury. The author connects the "no pain, no gain" mentality to warrior culture, which she says contributes to major injuries because young athletes feel that it's heroic to play through pain.

CHRIS COYNE VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. He says that 56 percent of youth football players hide symptoms of their concussions so they can keep playing; he explains post-concussions syndrome; he tells the story of one promising player who had to give up football after suffering his sixth concussion.
2. The symptoms include difficulty with memory, focus, and mood. Chris talks about problems with memory and concentration. He would walk into a room to get a drink and not remember why he was there; he couldn't take notes in class because he couldn't remember what the teacher said long enough to write it down.
3. It is somber and informative. The narrator's voice is serious and the music is sad. The deeply personal narrative is punctuated by powerful statistics about concussions and youth sports.
4. Answers may include: They both suffered

terrible life-altering injuries; they are both speaking to young athletes about how to be safe; they both say they are hopeful for the future—Chris says he has to put his injury behind him, and Gabby says she must have faith that her arm will heal one day; they both played while injured.

5. If Gabby and Chris had stopped playing when they were first injured and given their bodies time to heal, they probably would have recovered fully. But it didn't occur to Chris to miss a game—that was “not possible” for him. He also did not understand how serious his injury really was. Gabby thought she needed to “push through the pain” to prove to herself that she was worthy of being captain. Doctors have told her that if she had stopped after the first attempt at the stunt, she would probably still be a cheerleader today.

READING GRAPHS

1. A 4. B
2. A 5. C
3. C
6. From “The Rate of Catastrophic Injury in Cheerleading,” you can infer that the new rules are working. In 2005/2006, there were 12 catastrophic injuries in cheerleading for every 1,000 times the sport was played. The following year, after squads had presumably started following the new rules, the rate dropped to 7 per 1,000 times the sport was played. The rate continued to drop each year through 2010/2011, the last year for which data was collected. You can infer that this steady decline is likely a result of more and more schools and organizations following the new rules.
7. She is wrong because the chart shows the total number of catastrophic injuries per sport, not the rate of injuries per sport. It's possible, for example, that cheerleading and basketball are equally dangerous, but that there are a lot more girls cheerleading than playing basketball, and that's why there are more cheerleading injuries than basketball injuries.

“DAZZLE AND DANGER” VOCABULARY PRACTICE

- | | |
|---------------|------------------------|
| 1. C | 7. reward |
| 2. C | 8. agility |
| 3. B | 9. flawless |
| 4. D | 10. soothing |
| 5. demoralize | 11. Answers will vary. |
| 6. puny | |

“DAZZLE AND DANGER” QUIZ

- | | |
|------|------|
| 1. C | 5. D |
| 2. D | 6. C |
| 3. B | 7. A |
| 4. B | 8. A |

9. Answers will vary but should be similar to the following: The section “Warrior Culture” describes a common mentality in youth sports that Gabby, at least to some degree, used to hold, and which likely contributed to her accident. One key aspect of warrior culture is taking the “no pain, no gain” so far that you continue playing or practicing even after suffering an injury—which can lead to a more serious injury. Another aspect of warrior culture is putting loyalty to the team and winning above your own health and safety. There is evidence in the article that Gabby did all of these things: She repeated the stunt that went wrong because, the article's author writes, “she didn't want to let her teammates down.” Gabby is quoted as saying that doctors have told her if she had stopped practicing after the first or second time the stunt went wrong, she might be healthy today, instead of suffering from serious medical problems. The section “Warrior Culture” also relates to Gabby in that it describes exactly the mentality that Gabby has dedicated herself to changing; she is now a spokesperson for the National Center for Sports Safety and travels the Midwest encouraging young athletes to take care of their bodies.

10. Answers will vary but should be similar to the following: When Gabby Taylor says, “You only get one body in life, you need to honor and respect it,” she means that you need to take care of your body, because if something serious happens to it, you can't always repair the damage. Gabby's statement applies to her own life because by

ignoring pain and continuing to practice a stunt after being injured, Gabby suffered nerve damage that left her right arm paralyzed; complications from her treatment also left her with a compromised immune system. Gabby's life has significantly changed since her injury. She must now spend lots of time in the hospital, and tasks that were once easy are now challenging for her.

CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. Lewis seems sympathetic and admiring of Gabby. She portrays Gabby as a dedicated young athlete who pushed through pain for the sake of her teammates. Lewis also describes Gabby's pain, which suggests that Lewis wants to evoke sympathy for Gabby. Near the end of the article, Lewis writes that Gabby “has discovered her extraordinary strength.”
2. They often perform on hard surfaces and don't wear protective gear, and the high level of competition is pushing girls to perform risky stunts. Also, cheerleaders have embraced “warrior culture,” a mentality that encourages athletes to push themselves too hard.
3. The author disapproves of warrior culture and thinks it is dangerous. She states that it has contributed to injuries, and quotes Gabby as saying that doctors told her she might have recovered if she had stopped after the first time the stunt went wrong.
4. She says the warrior-culture mentality “is held by all kinds of athletes” and gives examples of various types of athletes playing with injuries. She says Gabby is trying to send a message to young athletes, not just to cheerleaders.
5. Students may say yes, because that would likely cut down on the number of catastrophic injuries. Or students may say no, there are other ways of making cheerleading safer (following safety guidelines, teaching kids to listen to their bodies) without making it less exciting or less challenging.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

1. “Dazzle and Danger”
2. It shows a cheerleading team struggling

- through what seems to be a challenging and dangerous stunt. The girls' expressions seem frightened. One of the smaller photos on page 5 shows Gabby Taylor cheerleading before her injury; the other shows her in the hospital after her injury.
3. The three photos are included because together they tell a story about the risks of cheerleading, which is also suggested by the headline, "Dazzle and Danger." The large photo shows what appears to be a dangerous stunt. It suggests to the reader that Gabby—shown cheerleading and then in the hospital—got hurt while practicing a similar stunt.
 4. how the determination to play at all costs affects young athletes
 5. Despite Gabby's ordeal, she conveys a mood of optimism in these photos. She even manages to give a thumbs-up in the hospital. The photos suggest that Gabby is strong and resilient.
 6. A. Problem and Solution
B. The beginning of the section asks how injuries like Gabby's might be prevented in the future. The section then explains some of the reasons such injuries occur—problems—such as the fact that many states don't recognize cheerleading as a sport. Then the section describes some possible solutions to these problems, such as special education for cheerleading coaches. The section ends by noting that though significant progress has been made in the past five years, the problems persist in some cases.
 7. At cheerleading practice, Minnesota teen Gabby Taylor, 15, suffered a painful injury to her arm but continued to practice. She endured surgeries and hospital stays, and lost the use of her right arm. She went on to become a strong advocate for safety in youth sports. The article explains how Gabby is a victim of the "no pain, no gain" attitude common in athletics.
 8. Answers will vary but should be similar to the following: Cheerleading has become increasingly dangerous since it began in the 1800s.
 9. Answers will vary but may include: Experts believe that "warrior culture," the idea that athletes are similar to soldiers in battle, is a reason why

injuries occur. (p. 8)

10. Claim 1: False; According to the bar graph "The Number of Catastrophic Injuries," 22 injuries have occurred in basketball, while only 10 have occurred in soccer.
Claim 2: False; According to the bar graph "The Rate of Catastrophic Injury in Cheerleading," the rate went up two times between 2002/2003 and 2010/2011.
11. Answers will vary.
12. Answers will vary.

DID ALIENS MAKE THESE STATUES?

EVALUATING EVIDENCE

Theory 1: Rolling Method

Summarize the rolling method:

The Rapanui used a system of sledges and log rollers to move the giant statues across the island. First, the people built a track and a sledge out of trees. A statue was laid on a sledge, and a large group of men used ropes tied to the sledge to pull it along the track. A small number of men used wooden poles to guide the sledge along the track.

Points supporting the rolling method:

1. This explains what happened to the trees: They were cut down to make the sledges and rollers.
2. In 1998, scientists successfully tested this method, using a 9-ton *moai* replica.
3. Skeptics say that the opposing theory—that they "walked" the statues—would have worn away the statues. If the opposing theory is incorrect, it is more likely that this theory is correct.

Theory 2: Walking Method

Summarize the walking method:

The Rapanui tied long ropes around the top of an upright *moai*. Three teams of about seven men each spread out around the statue, each holding onto one of the ropes. The men used the ropes to rock, or walk, the statue to its destination.

Points supporting the walking method:

1. This fits with Rapanui oral tradition, which says the statues walked themselves.
2. Scientists Carl Lipo and Terry Hunt demonstrated that a team of 18 people could move a *moai* replica this way.

3. According to Lipo and Hunt, the Rapanui never had enough people to transport 900 statues using the sledge-and-roller method. If they are right and the Rapanui could not have rolled the statues, it is more likely that the walking theory is correct.
4. Fossils of ancient palm nuts have marks that suggest rat tooth marks. If rats destroyed the trees on Easter Island, there is an explanation for the disappearance of the trees other than that the Rapanui cut them down to create log rollers and sledges.

Strongest point for rolling theory:

Answers will vary.

Why it is strong:

Answers will vary. A student might, for example, say that she thinks the point that the rolling method provides an explanation for what happened to all the trees on Easter Island is strong because even today, humans are prone to overusing natural resources.

Weakest point for rolling theory:

Answers will vary.

Why it is weak:

Answers will vary. A student might say, for example, that he thinks the point that a group of scientists successfully walked a replica of a statue in 1998 is weak because they only walked it about 320 feet.

Strongest point for walking theory:

Answers will vary.

Why it is strong:

Answers will vary. A student might say, for example, that she thinks the point that the walking theory fits with Rapanui oral history is the strongest, because oral history is usually based on truth; if they statues had been moved on an elaborate system of sledges and tracks, Rapanui oral history probably would reflect that.

Weakest point for walking theory:

Answers will vary.

Why it is weak:

Answers will vary. A student might say, for example, that he thinks the point that the Rapanui never had enough people to move the statues is weak, at least as stated, because the author does not explain how Lippo and Hunt reached this conclusion.

**“DID ALIENS MAKE THESE STATUES?”
VOCABULARY PRACTICE**

1. steeped 6. sledge
2. depleted 7. shambles
3. skeptic 8. Answers will vary.
4. replica 9. Answers will vary.
5. plagued

**PAIRED TEXTS:
“Slave, Warrior, Hero” and
“Civil War Superhero”**

CONVINCE YOUR PRINCIPAL

Answers will vary but should include points similar to the following:

Summary

Roberts Smalls made a dramatic escape from slavery by commandeering a Southern ship and sailing it into Northern waters during the Civil War. Northern commanders, impressed with his skill, hired Smalls to run secret naval missions. After the war, Smalls became a successful businessperson and was elected to Congress five times.

Explain Why Smalls Is a Hero

Heroes are the people we look up to and on whom we model ourselves. They help us identify the values we want to live by. In his escape from slavery, Robert Smalls showed incredible bravery. He is a model of someone who refused to accept the cruel and unfair circumstances under which others tried to force him to live. That Smalls started life as a slave and later became a successful business owner and also a politician shows us that with determination and hard work, we can overcome even tremendous obstacles and achieve great things. Smalls is also a role model for compassion: After the war, he bought the home that belonged to his former owners and allowed one of them, Mrs. McKee, to live in the house because she was old and had nowhere else to go.

Describe the Benefits

For one thing, the play would help students learn more about the Civil War era. The play would also inspire students, teachers, and members of the community who came to see the play to act with courage, to show compassion, and perhaps to achieve greatness. The play would no doubt be very popular,

which means it would provide a great way to raise money for the school.

Sell the Story

The story of Robert Smalls isn't just inspiring and educational—it's exciting! Smalls' escape from slavery was extremely dangerous. Cannons were fired as Smalls made his way out of the harbor. And it wasn't just Southerners that Smalls had to fear as he made his escape; the North could have easily killed him before he had a chance to surrender. The play could also include a love story between Smalls and Hannah. What's more, the moment when Smalls allows his former master, Mrs. McKee, to live in his house would be very moving. This play has all the makings of a great drama!

Start With a Bang

I am writing to ask for your permission to put on a school play about Robert Smalls, who became a hero after his courageous escape from slavery in 1862. His amazing story would educate, inspire, and entertain the students and teachers, as well as members of the community who came to see it. I am positive that the play would be a hit!

ROBERT SMALLS QUIZ

1. D 5. D
 2. C 6. C
 3. A 7. C
 4. D 8. A
9. Both the article and the editorial are about the heroism of Robert Smalls, but the article is written in the third person and has an informational tone, while the editorial is written in the first person and has a more admiring, personal, and persuasive tone. For example, the article states that after his escape, “Robert became an instant hero,” while the editorial says, “[Smalls] emerged from horrifying circumstances as a hero, and deserves to be remembered forever.” The article presents a good deal of biographical information about Smalls, while the editorial provides only a small amount of biographical information about Smalls, focusing instead on *why* Smalls is such an admirable figure. Both the article and the editorial do present Smalls in an admiring way, though. The article builds sympathy for Smalls by describing his life

as a slave and how he lived knowing that his children could be taken away at any moment, and presents Smalls's escape as brave and amazing. The editorial says, “Smalls lived a life representative of humanity's most admirable ideals.

10. Answers will vary but should be similar to the following: The author probably included the description of when Smalls, as a child, saw the slave auction because the story helps the reader understand what it was like to be a slave, and why Smalls was willing to risk his life to escape slavery. The writer refers back to this event when she describes Smalls as an adult, living with the knowledge that his children could be taken away at any time.

**“SLAVE, WARRIOR, HERO”
VOCABULARY PRACTICE**

1. dull
2. commemorate
3. plead
4. incredulous
5. establish
6. loyalty
7. wing
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

THE BIRTHMARK

THE BIRTHMARK QUIZ

1. D 5. A
 2. B 6. D
 3. D 7. C
 4. B 8. C
9. Answers will vary but may be similar to the following: Aylmer is critical and obsessive. For example, in Act 1, Scene 2, he is shown in a variety of settings staring openly at Georgiana's birthmark, as if he can see nothing else (indirect characterization). He meanly tells her that the birthmark is a “crimson stain upon the snow.” (indirect) He seems not to care when his criticism of what he calls a “defect” makes Georgiana cry in Act 1, Scene 1. (indirect) And at the end of Act 1, Georgiana agrees to have the surgery because she says the

birthmark has made her the object of Aylmer's "disgust." (indirect). James tells the audience directly that Aylmer is obsessive when he says in Act 1, Scene 2: "For the next year, that birthmark was all he thought about. I watched Georgiana's happiness wither away." (direct)

10. *Seventeen* signed a "body peace treaty" pledging to "never change girls' body or face shapes" and to only use photos of "real girls and models who are healthy." Julia was happy about this because she had been advocating for the magazine to include at least one untouched photo per issue. Julia was disturbed by how obsessive her peers had become about their own appearances, and she believed that the impossible standards of beauty set by magazines like *Seventeen* were contributing to the problem. If the magazine featured more regular-looking girls, maybe her peers would realize that their appearances are completely normal. So Julia organized an online petition and even traveled to New York City to participate in a demonstration and meet with the editor of *Seventeen*. The "body peace treaty" was the result of Julia's hard work.

THE BIRTHMARK CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. The gentlemen see Georgiana's birthmark as part of her beauty, not a detractor from it. Gentleman 1 says that Georgiana's beauty is perfect, and Gentleman 2 says that the birthmark looks like the handprint of a tiny fairy, which suggests that he sees the birthmark as charming.
2. Aylmer's obsession with Georgiana's birthmark makes the couple miserable and ruins their marriage. Aylmer is so focused on the birthmark that he fails to appreciate Georgiana's love and sweetness. He looks at her in disgust when she wishes him a merry Christmas and a happy anniversary. Aylmer also becomes blind to Georgiana's physical beauty; he is able to see only her flaw.
3. She means that nothing in nature, including human beings, can meet Aylmer's unreasonable standards

of perfection.

4. Hawthorne is saying that it is impossible to be perfect, and it's dangerous to attempt perfection. James says, "That mark was the bond between body and soul." He means that Georgiana died because her flaw was an essential part of her. Hawthorne is saying that people simply don't, and can't, exist without flaws.
5. You can infer that Julia would like teens to accept themselves as they are. Aylmer is obsessed with perfection; for him, imperfection is intolerable. Julia realizes that perfection (or at least physical perfection) is an unattainable goal.

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. Aylmer; major. He is a scientist, obsessed with his work, who at the beginning of the play has just gotten married. He becomes obsessed with his wife's birthmark, and persuades her to let him remove it. He is critical and controlling. He is a static character because he does not learn from the misery he causes his wife by obsessing over her birthmark. (Students may also say he is a dynamic character because at the beginning of the play he is happy and in love; he then becomes obsessed with his wife's flaw and causes great unhappiness for both of them.)
B. Georgiana; major. She is Aylmer's new wife. She is kind and loving, despite Aylmer's constant criticism of the small birthmark on her cheek. She is a static character because she remains kind and loving throughout the play. (Students may also say she is dynamic because at the beginning of the play she is happy; she then becomes miserable thanks to Aylmer's obsession.)
C. James; major. He is Aylmer's friend, and also serves as a narrator of the play, speaking directing to the audience at times. He realizes the wrongness of Aylmer's obsession but fails to stop him. James is a static character because he does not undergo any significant change.
2. We learn that Aylmer is devoted to his work—maybe even obsessed with it—when in Act 1, Scene 1, James says

to Aylmer, "A man so dedicated to his work—in love?" Aylmer's obsession with perfection is also established in this scene, when he says that Georgiana is "so nearly perfect that perhaps only a scientist could fully appreciate her." Aylmer's critical and obsessive nature becomes clear during the next scene, when he asks Georgiana if she has ever considered having the birthmark removed, and tells her that "this slight defect shocks me." Over the course of the scene, Aylmer appears at various points during the next year—including Christmas and his anniversary—and at each point, he is staring at his wife's birthmark. This makes it clear that he is so overwhelmed by his obsession that he can think of nothing else. Aylmer's ego becomes apparent in the next scene, when he says, "I can correct what nature left imperfect." His controlling nature is revealed in Act 2, Scene 1, when James says about him, "You know his rule: No one but he and his assistant may enter that lab without permission." His obsessive nature is once again made clear in the following scene, when Georgiana says of him, "Look how pale he is, James. So absorbed in his work."

3. James is both the narrator and one of the characters. He steps in and out of the action of the play, so that sometimes he speaks directly to the audience, filling in details and offering comments, and other times he interacts with the other characters, experiencing the action at the same time they do. We know that James is telling us about events that happened in the past because when he speaks to the audience, he speaks in past tense. Also, some of James's comments to the audience are reflective, such as when he says, "If only I could have stopped her; if only I could have stopped *him* . . ."

Elements of Drama

4. A playwright includes stage directions because the space the characters inhabit and the objects in it, sound effects, lighting, and the characters' physical actions can all help tell the story. A play is written to be performed in front of an audience, so the playwright needs to be concerned with more than just what the characters say to each other; he or she

needs to be concerned with creating a whole world on stage.

5. One significant prop is the scalpel Aylmer uses in Act 1, Scene 3, when he dreams he has removed Georgiana's birthmark and in doing so, killed her. The scalpel creates a strong and terrifying image for the audience—Aylmer would hardly have to say anything for the audience to understand the horror of what he is doing. Another significant prop is the rose in Act 2, Scene 2. The rose is a symbol of Georgiana, both in its beauty and in its death as a result of Aylmer's meddling. (Students might also talk about the operating table, the poison in Act 2, Scene 1, or the mirror into which Georgiana gazes before dying.)
6. Students may list anything that James says that is preceded by the direction "to audience."
7. At the very end of Act 1, Scene 2, Georgiana finally tells Aylmer to remove her birthmark. The playwright probably chose to end Act 1 here because it is a tense and dramatic moment. The audience will be left in suspense, wondering how Aylmer will attempt to remove the birthmark, if he will succeed, and if it will end their misery.
8. There are at least five different settings, all rooms in Aylmer and Georgiana's house: an elegant dining room, a parlor, the bedroom, a study, and a messy laboratory.
9. The stage directions at the end of each scene all mention either the lights going dark (or fading out) or the curtain falling. This is because between each scene there is a transition in time or location or both.
10. A spotlight is used in Act 1, Scene 2, to indicate quick leaps in time. The spotlight comes up on different sections of the stage, where Aylmer and Georgiana are seen at different moments over the course of the year: Christmas, their anniversary, and another unspecified time. In each moment, Aylmer is obsessing over Georgiana's birthmark. The spotlight has the effect of emphasizing the extent of Aylmer's preoccupation with the birthmark.

Tone and Mood

11. Possible answers include: cautionary

(toward the reader), sympathetic (to Georgiana), judgmental (of those who are obsessed with physical perfection), pessimistic (that people obsessed with physical perfection cause misery). The tone could be described as cautionary because the play shows us the dangers of being obsessed with removing all flaws. The misery and tragedy that Aylmer causes could be seen as a warning to the reader. The tone could be described as sympathetic to Georgiana, because throughout the play she is kind and loving toward her husband, despite the fact that he is cruel to her. Her tragic death evokes sympathy in the reader. The tone might be described as judgmental of those who aren't able to see past small flaws and imperfections because Aylmer is portrayed as such a cruel and unlikeable character.

The tone might also be described as pessimistic, because Aylmer is never able to overcome his obsession and brings about a tragic end. Throughout the play, James speaks to the audience directly, commenting on the characters and events of the plot. His asides may also lead students to say that the playwright is critiquing Aylmer through James.

12. At the very beginning of the play, the mood is festive, but it quickly turns dark, anxious, threatening, creepy, uncomfortable, tense, etc. The level of intensity and darkness increases until the end of the play, when Georgiana dies. The author creates the mood through the subject matter—a man who torments his poor wife about her small birthmark, and then kills her by trying to remove the mark. The lighting in Act 1, Scene 2—a series of blackouts followed by spotlights turning on to reveal Aylmer staring at Georgiana's birthmark—create a deep sense of creepiness and threat. The dream sequence in Act 1, Scene 2I, when Aylmer cuts out Georgiana's heart with a scalpel while trying to remove her birthmark, intensifies the horror. The author also uses foreshadowing—both with the dream sequence and when James says, "If only I could have stopped her; if only I could have stopped *him* . . ."—to build tension. The minor character of Aminadab, Aylmer's assistant who laughs in a creepy way

throughout the play, also contributes to the uncomfortable mood.

Plot

13. Students may say that the main conflict is between Aylmer and the birthmark, or between Aylmer and Georgiana. Or, students might say that the main conflict is between Aylmer and himself; it is his own obsession that destroys his happiness.
14. The climax is at the end of Act 2, Scene 2, when Georgiana dies. The tension has been building up to this point, as Aylmer becomes more and more obsessed with the birthmark; he finally removes it, and in doing so, kills Georgiana. Following her death is just a short scene, in which James reflects on what happened.

THE BIRTHMARK

VOCABULARY PRACTICE

- | | |
|----------------|------------------------|
| 1. superficial | 7. ignorant |
| 2. crimson | 8. demolish |
| 3. folly | 9. gentle |
| 4. recount | 10. Answers will vary. |
| 5. concoct | 11. Answers will vary. |
| 6. brutish | |

THE LAZY EDITOR: "Mom, Did You Really Name Me Hashtag?!"

PERFECT APOSTROPHES

1. C
2. A
3. B
4. B
5. A
6. D
7. It's starting to rain, but I forgot my parents' umbrella. (OR: parent's)
8. Their football team's mascot isn't as frightening as ours.
9. Jackson wishes he didn't have to go to his brother-in-law's party.

CONQUER THOSE HOMOPHONES

- | | |
|------------|------------|
| 1. coarse | 7. Your |
| 2. you're | 8. there |
| 3. they're | 9. course |
| 4. two | 10. too |
| 5. their | 11. coarse |
| 6. to | 12. You're |

PUZZLING PRONOUNS

1. B
2. B
3. A
4. B
5. B
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

LET'S AGREE, SHALL WE?

1. are 11. is
2. isn't 12. is
3. have 13. nose
4. does 14. One
5. were (or was) 15. kittens
6. has 16. She
7. were 17. family
8. hopes 18. the students
9. seem 19. Nobody
10. wants 20. Rufus and Frannie

YOU WRITE IT

QUOTATION PUNCTUATION

1. "My mom's favorite movie is *The Princess Bride*. Actually, I like it a lot too," said Ariella.
2. "Could you please tell me where Third Street is?" asked Ed. "I'm trying to find the Magnolia Bakery."
3. "The only way to get there," explained the policewoman, "is to go down Fairfax and then turn left."
4. "When are you going to show me your art project? I'm really looking forward to seeing it!" Mom said.
5. Jake shouted, "Whoa! That was awesome! He almost broke the bat with that home run."
6. "If you don't have anything nice to say," said Mrs. Lewis, "then it's best not to say anything at all."

WHOLE ISSUE

CROSSWORD

