

## GRAMMAR: BFFs

### AMONG VS. BETWEEN

- |            |                        |
|------------|------------------------|
| 1. between | 7. between             |
| 2. among   | 8. between             |
| 3. among   | 9. Among               |
| 4. between | 10. between            |
| 5. Among   | 11. Among              |
| 6. between | 12. Answers will vary. |

## HUNTED FOR FUN, LEFT TO DIE

### HELPING DOLPHINS

Answers will vary but should be similar to the following:

#### Section II

##### Threats to Dolphins

- being captured for shows and swim-with-the-dolphins programs
- being caught in fishing nets intended to catch tuna
- Japanese dolphin hunts
- pollution, climate change, and overfishing
- continued hunting in parts of Asia, Africa, and South America

##### Ways People Have Helped Dolphins

- The Nicaraguan government and the WSPA intervened in a crisis to help dying dolphins.
- Hardy Jones has used film to make people aware of abuses and threats to dolphins.
- People held protests and boycotts against tuna companies; now all tuna sold by American companies is "dolphin safe."
- Accredited aquariums and interactive programs abide by policies and practices to protect dolphins.
- Interactive programs provide education that prompts people to care about dolphins.

#### Section III

##### Paragraph 1

1. Over the years, dolphins have faced numerous threats to their survival, but humans have intervened in various ways to help them.
2. One of the most serious threats dolphins face today is being captured for shows and "swim-with" programs.

Other dangers include tuna fishing, pollution, climate change, and overfishing, as well as continued hunting in Asia, Africa, and South America.

##### Paragraph 2

1. Fortunately, people have taken various actions to help dolphins.
2. For example, filmmaker Hardy Jones has made films to increase public awareness of the plight of dolphins. When people saw images of Japanese dolphin hunts, many protested and villages reduced or eliminated their hunts. Furthermore, protests and boycotts of tuna companies have led to "dolphin-safe" tuna in the United States. Accredited interactive programs have also done their part, educating people about dolphins and abiding by policies and practices that protect dolphins.

##### Paragraph 3

Although dolphins still face dangers, the actions people have taken on their behalf have helped increase awareness and reduce some threats to them.

### "HUNTED FOR FUN, LEFT TO DIE" QUIZ

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

9. Answers will vary but should be similar to the following: Hardy Jones made films about dolphins that were getting caught in tuna-fishing nets and dying as a result. His films were seen by thousands of people, who became outraged at the unsafe fishing practices. Many people protested and stopped buying tuna; they wrote letters to tuna companies insisting that they do more to protect dolphins. As a result, American tuna companies like Bumble Bee and StarKist changed the way they fished so that dolphins would not be harmed. Jones's film about dolphins dying in tuna nets directly impacted the tuna industry by spreading awareness and inspiring citizens to take action.

10. Answers will vary but should be similar to the following: The author presents Hardy Jones as passionate and persistent. She tells us that Jones has spent the past 33 years dedicating

himself to protecting dolphins. She explains that the passion that Jones feels comes from the deep bond he has had with dolphins since he swam with them in the late 1970s. The author communicates Jones's persistence by writing that he travels all over the world making films that bring to light the dangers that dolphins face. The author notes that as Jones recalls the Japanese dolphin hunts that he witnessed, his voice "shakes with anger and sadness." This sentence communicates the strength of Jones's feelings for dolphins. The author also quotes Jones saying, "I was on a plane as fast as I could move" after he received the call about Nica and Blue Fields. This quote shows Jones's willingness to drop everything and fly to Nicaragua, and demonstrates his deep commitment to helping dolphins.

### READ, THINK, EXPLAIN: NONFICTION ELEMENTS

1. "Hunted for Fun, Left to Die"
2. It shows a dolphin swimming freely in the ocean. The sun shining down on the dolphin conveys a sense of calm and freedom, but there is also something unsettling in the photograph. The watery reflections and the angle coming from below suggests something ominous lurking in the water.
3. how humans have helped and harmed dolphins
4. It suggests that he is a deeply caring person who is dedicated to helping dolphins.
5. The two photographs are included because together they tell a story about the impact Hardy Jones's films have had and what it is he's fighting for. In the large photograph, the protestors are serious and determined. The photograph of the plate of dolphin meat may cause the reader to pause and imagine the slaughter of innocent animals. The photo also shows how eating dolphin is part of life in Japan.
6. The author may have included this information to convey how special and intelligent dolphins are. The article has more impact if the reader is moved to care about the subject matter.
7. A. Problem and Solution  
B. The section begins by describing two

major problems: that tens of thousands of dolphins were dying as a result of getting caught in tuna nets, and the brutal dolphin hunts in Japan. Hardy Jones realized that he could help solve these problems by making films and creating awareness. After seeing his films, the public became outraged and demanded solutions. Tuna companies then changed their fishing practices, and many Japanese villages stopped hunting dolphins.

8. A filmmaker named Hardy Jones filmed the rescue of two dolphins that were trapped during a dolphin hunt in Japan. The article describes the threats dolphins face, which are largely a result of human carelessness and greed. It also describes the ways that Jones and others are helping dolphins.
9. Answers will vary but should be similar to the following: Hardy Jones has used his camera to help save the lives of many dolphins.
10. Answers will vary but may include: "53 percent of wild dolphins die within three months of being captured." (p. 8)
11. Claim 1: False; Marilee Menard says that almost 70 percent of the dolphins cared for by members of the Alliance are born in accredited facilities, which means they are bred in captivity, not in the wild. Claim 2: True; Menard states that the dolphins have a choice of whether they want to participate in interactive programs.
12. Answers will vary.
13. Answers will vary.

### "HUNTED FOR FUN, LEFT TO DIE" VOCABULARY PRACTICE

1. S      9. harpoon
2. S      10. hoist
3. A      11. disoriented
4. A      12. steward
5. S      13. stringent
6. A      14. Answers will vary.
7. A      15. Answers will vary.
8. S

### CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. WSPA scientists and the Nicaraguan military helped save the dolphins. The scientists and soldiers worked together

to lift the dolphins out of a toxic pool and transport them by boat and helicopter back to the Caribbean Sea. Hardy Jones filmed the operation so millions of people could see the danger dolphins like Nica and Blue Fields face.

2. People knew little about dolphins at the time, so Jones risked his safety to swim with them. As a result of that experience, he has formed a lifelong bond with dolphins and works to protect them. Opinions will vary; students should use details from the text in their response.
3. After seeing Jones's films, people were outraged. There were numerous protests. Many villages in Japan have curbed or eliminated their dolphin hunts, and all tuna producers in the U.S. now use "dolphin-safe" fishing practices.
4. Answers will vary. Students should cite specific text evidence in their analysis.
5. Marilee Menard explains that dolphins in accredited facilities are obtained in safe ways and receive excellent care. Opinions will vary.

### PAIRED TEXTS: "The Eruption of Mt. Vesuvius"

#### HOW DO PEOPLE REACT? (LESS SCAFFOLDING)

Answers will vary but should be similar to the following:

##### A. "The Eruption of Mt. Vesuvius"

1. The people of Pompeii ignored the signs that Mount Vesuvius was about to erupt because they had no idea what a volcano was and didn't know they were in danger.

Quotes:

"The people of Pompeii have no idea that a huge lake of magma is boiling under Vesuvius, steaming with poisonous, explosive gases." (p. 12)  
"There is not even a word for *volcano* in Latin." (p. 12)  
"Of course, nobody understands that the terrible smell is sulfurous gas, part of the explosive brew simmering inside Vesuvius." (p. 12)  
"But no one understands the signs." (p. 12)

2. While some people fled from the

eruption, others stayed in their homes or businesses to guard them against thieves. They thought the terrible conditions would subside.

Quotes:

"Other people decide to stay behind, to guard their homes and businesses." (p. 13)  
"An empty home or shop will almost certainly be ransacked by thieves." (p. 13)  
"They think this strange storm of ash and rock will soon end." (p. 14)

##### B. "A Black and Dreadful Cloud"

Pliny the Younger did not flee because he did not want to leave behind his uncle or his mother.

Quotes:

"We could never think of our own safety, we said, while we were uncertain of his." "But I refused to leave her."  
"My mother and I, notwithstanding the danger that still threatened us, had no thoughts of leaving, till we could receive some news of my uncle."

##### C. "Staying Put When Disaster Strikes"

In 79 A.D., people had no way of knowing about an upcoming natural disaster. But today, thanks to progress in science and technology, people are often warned in advance of a natural disaster and have an opportunity to escape.

Quotes:

"Scientists warned that an eruption was imminent."  
"Today, we have the science and technology to forecast when and where many natural disasters may occur."

Quotes:

"Some people think they will be better off among neighbors who know and care for each other; or they stay to help friends."  
"Others believe predictions are exaggerated."  
"Then there is the question of money."  
"Another major concern is crime."  
"And some, like Truman, simply don't have the heart to abandon their communities."

#### HOW DO PEOPLE REACT? (MORE SCAFFOLDING)

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

##### A. "The Eruption of Mt. Vesuvius"

1. The people of Pompeii did not flee because they had no idea what a volcano was and didn't know they were in danger.

Quotes may include:

"There is not even a word for *volcano* in Latin."

"Of course, nobody understands that the terrible smell is sulfurous gas, part of the explosive brew simmering inside Vesuvius."

"But no one understands the signs."

2. Some people stayed in their homes or businesses to guard them against thieves. They thought the terrible conditions would subside.

Quotes may include:

"An empty home or shop will almost certainly be ransacked by thieves."

"They think this strange storm of ash and rock will soon end." (p. 14)

#### B. "A Black and Dreadful Cloud"

Pliny the Younger did not flee because he did not want to leave behind his uncle or his mother.

#### C. "Staying Put When Disaster Strikes"

Quote may include:

"Today, we have the science and technology to forecast when and where many natural disasters may occur."

These quotes show that today, thanks to progress in science and technology, people are often warned in advance of a natural disaster and have an opportunity to escape. In 79 A.D., people had no way of knowing about an upcoming natural disaster.

Quotes may include:

"Others believe predictions are exaggerated."

"Then there is the question of money."

"Another major concern is crime."

"And some, like Truman, simply don't have the heart to abandon their communities."

#### MT. VESUVIUS QUIZ

1. D      5. D
2. C      6. A
3. B      7. A
4. D      8. A
9. Answers will vary. Students should state one of the reasons Lewis identifies that people opt not to evacuate, and provide a possible solution—a way to convince the people who stay behind for

that reason to flee. For example: One obstacle to evacuation that Kristin Lewis identifies is feeling the need to stay and protect one's home or business from looting. To help overcome this obstacle, the government should send more police officers or soldiers into disaster areas. The government should let people know that this will happen at the time the evacuation order goes out.

10. Answers will vary, but will likely be similar to the following: Today, millions of people live near Mt. Vesuvius. This is not a good place for a city. In 79 A.D., Vesuvius erupted, utterly destroying the city of Pompeii. As the article "The Eruption of Mt. Vesuvius" notes, a burning avalanche called a pyroclastic flow went rushing down the volcano and into the city at speeds of 80 miles per hour. It instantly killed anyone in its way. The eruption also sent millions of tons of rock and ash into the city, leaving it buried under 12 feet of rock. Pliny the Younger, an eyewitness to the eruption, later wrote that he thought he was watching the end of the world.

"The Eruption of Mt. Vesuvius" says that since the eruption that destroyed Pompeii, Vesuvius has erupted more than 80 times. These eruptions have been small but, the article states, "scientists have no doubt that the volcano will erupt again, possibly with the same devastating force as it did in 79 A.D." And while it is true, as noted in "Staying Put When Disaster Strikes," that today (unlike in 79 A.D.) we have the science and technology to predict when many natural disasters will occur, it also true that "leaving isn't easy." Many people ignore evacuation orders, whether it's because they don't take them seriously, because they want to stay and help their friends and neighbors, or because they want to protect their homes and businesses from crime. It seems likely that some of those living near Mt. Vesuvius today would stay behind despite warnings that the volcano is going to erupt. And even if everyone did leave, an eruption like the one that destroyed Pompeii would completely destroy the city they left behind.

#### "THE ERUPTION OF MT. VESUVIUS" VOCABULARY PRACTICE

1. inconvenience
2. assist
3. distant
4. distress
5. petrified
6. imminent
7. ransack
8. consolation
9. mosaic
10. calamity
11. Answers will vary.
12. Answers will vary.

#### CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. The author includes sensory details to help the reader envision Pompeii before the disaster and the sights, sounds, and feeling of the eruption. Also, she uses the second-person point of view, addressing the reader directly as "you." This places the reader in the center of the action.
2. We know that Vesuvius is a volcano, but the people of Pompeii did not; they did not even have a word for volcano. If they had known that the foul odor they smelled was sulfurous gas, that streams had dried up because of heat from the volcano, or that small earthquakes were a sign of the volcano straining the land, they might have fled and survived.
3. Because the city was buried so suddenly and completely, much of the city's daily life was frozen in time and preserved. It helps us understand how people lived.
4. The tone is scared and compassionate. Pliny describes a "dangerous and dreadful scene" but insists that "we could never think of our own safety" without knowing how his uncle was faring.
5. Answers will vary. Students should use specific text details in their responses.

#### THE BRAVE BOYS OF GREENSBORO

#### WHAT IS STRENGTH?

##### Section 1

Answers will vary but should be similar to the following:

Gandhi meant that strength is not physical but mental. He is saying that strength comes from determination, from refusing to let anyone or anything stop you.

## Section 2

### Category 1: Fears before the sit-in

Possible answers include:

1. At their meeting place in the library, just before the boys walk into Woolworth's, Ezell says, "This is never going to work."
2. When Joe asks what the worst thing that could happen is, David says they could get arrested, and Franklin says, "Or we end up with our heads split open, brought back to campus in pine boxes."
3. Narrator 2 says that as the boys walk into Woolworth's, "their hearts are pounding."
4. As the boys sit down at the Woolworth's lunch counter, Narrator 2 says, "Ezell sits on his hands to stop them from shaking."

### Category 2: How Woolworth's employees treat the boys

Possible answers include:

1. Mr. Harris, the manager of Woolworth's, also tells the boys that he can only serve them downstairs. He tells them that they can't sit at the counter because "It's just the way things are."
2. On the first day of their sit-in, a black counter maid tries to discourage the boys, saying, "What are you boys doing? You're stirring up trouble. Making it harder for the rest of us. Go back to campus. Please!"
3. The boys are refused service day after day.

### Category 3: Rude or threatening treatment from non-Woolworth's employees

Possible answers include:

1. On the second day of the sit-in, Narrator 1 says, "some white hecklers threaten the boys."
2. On the third day of the sit-in, Franklin tells a student who has come with others to join the sit-in that they will "probably be abused and called nasty names."
3. On the fourth day of the sit-in, David reveals that he received a threatening phone call. The caller told David that if he went back to Woolworth's, he was a dead man.

## Section 3

Answers will vary, but may be similar to the following: Despite their fears, all four boys walk into the Woolworth's and sit down at the lunch counter. And despite being ignored and then denied service by the Woolworth's employees, being vaguely threatened by a police officer, and heckled by customers, they remain at the counter, day after day. More than that, they remain calm and polite. I do think this took "indomitable will." Being heckled, ignored, and threatened must have made the boys feel scared, angry, and discouraged, but they found the will to stick to their plan and accomplish their goal.

## BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

### Characters

1. A. Ezell Blair Jr; major. He is one of the Greensboro Four who staged a sit-in at a Woolworth's Department Store to protest segregation. He is a dynamic character because at the beginning of the play he is very nervous and worried. But as the play unfolds, he finds his strength. He declares that "It is time for someone to wake up and change the situation" and that he and the others have no intention of giving up (Scene 5).  
B. Jo Spivey; major. She is a journalist who covers the sit-in from beginning to end. She is a static character because she remains supportive and inquisitive throughout the play, sharing news with the boys and encouraging them by telling them "people are starting to listen."  
C. Bettye; minor. She is one of many college students who join the sit-in. She is brave, saying that she will stay after Franklin warns her that she will probably be abused and insulted. She is a static character because she does not change over the course of the play. (Students may name another character here.)
2. The Greensboro Four are the protagonists of the play. The play follows the progress of their sit-in from Scene 1 to the Epilogue. All of the main action centers on them.
3. Students may say that the antagonist of the play is society, which made it acceptable to segregate black Americans, attack and harass them for the color of

their skin, and violate their liberties. Students may also say that the Mr. Harris and Woolworth's Department Store are the antagonists. The Greensboro Four are fighting to change Woolworth's policy and Mr. Harris's refusal to serve African-Americans at the lunch counter.

4. Jo Spivey's role in the play is to ask the boys questions that reveal more information about how the sit-in is going and how they are feeling. These questions give readers more insight into the main characters. Jo also shares information about other sit-ins around the country, giving us insight into how the Greensboro Four are changing more than just one department store.

### Setting

5. The play takes place during the civil rights movement and is mostly set in Greensboro, North Carolina, from February 1, 1960, through July 1960.
6. The civil rights movement was in full swing. Across the country, African-Americans and white supporters were working hard to bring an end to racist practices like segregation. But their demonstrations and marches weren't without risk. Many civil rights activists were arrested and attacked. Some were even killed.
7. Because of the civil rights movement and leaders like Dr. Martin Luther King Jr., society was primed for a sit-in like the one the boys organized. People were inspired by the boys' bravery and it helped the movement catch on.

### Conflict

8. The conflict is between the Greensboro Four and the practice of segregation at Woolworth's Department Store in Greensboro, North Carolina. The conflict is demonstrated through the boys refusal to move until they are served, even though they are heckled and harassed and a police officer is brought in. It demonstrated through the character of Mr. Harris, who seems to support the policy simply because it's "the way things are." It is demonstrated through Woolworth's, which issues a statement saying that store policy is to "abide by local custom." The conflict is resolved when the lunch counter is finally desegregated, along with every other restaurant in Greensboro.

### Tone and Mood

9. The tone is admiring and respectful. The author focuses on the boys' incredible courage, showing us how nervous they were ("let's do it tomorrow before I lose my nerve"), how they wore their "best suits," and how powerful the forces against them were (the police officer "menacingly" slapping his nightstick). She even named the play "The Brave Boys of Greensboro." She seems to respect their practice of nonviolence; she shows how successful it was and how the boys used the attention they got to spread their message of peace and justice.
10. The mood changes throughout the play. Scenes 1, 2, and 3 are very tense. The boys are putting themselves in danger. The reader doesn't know what is going to happen. Will the police officer arrest them? Will the hecklers turn violent? The author builds this tension by describing the boys as they walk to the store (their gazes "fixed" straight ahead) and the total silence when they sit at the lunch counter. Lines like Ezell's "we're done for" are ominous and build even more tension. But by Scene 4, the mood starts to change into one of excitement. Each day more students arrive. "Word quickly spreads" and TV crews show up. By the end of the play, the mood is triumphant. The image of a thousand students "converging" on the department store is powerful.

### Plot

1. Opening: Four African-American college students, later known as the Greensboro Four, decide to stage a sit-in to change the policy of segregation at their local Woolworth's.
2. Rising action: As they put their plan into action, they are met with resistance from locals, the store manager, and a police officer.
3. Climax: From the end of Scene 5 to the beginning of Scene 6, the tension comes to a head. They boys receive death threats, yet they refuse to give up.
4. Falling action: Some 1,000 students show up to join the protest. Woolworth's can longer ignore the movement. By July, the lunch counter is desegregated.
5. Resolution: Every other restaurant in Greensboro is desegregated. The boys

achieve their goal to change the city—and became "heroes of the civil rights movement."

### THE BRAVE BOYS OF GREENSBORO QUIZ

- |      |      |
|------|------|
| 1. D | 5. C |
| 2. D | 6. C |
| 3. C | 7. A |
| 4. C | 8. C |
9. Answers will vary but may be similar to the following: Franklin is assuming that because the patron is elderly and white, she is prejudiced against blacks and dismayed by the notion of African-Americans sitting at the lunch counter. Franklin is stereotyping her in the way he thinks she is stereotyping him. It turns out that Franklin is wrong. The woman goes out of her way to praise the boys and show her support, even telling them that she wishes they'd done what they are doing ten years earlier.
  10. Answers will vary but should be similar to the following: Martin Luther King Jr. said that nonviolence is a weapon that "cuts without wounding and ennobles the man who wields it." This means that nonviolent actions destroy unjust practices, but do not cause physical harm, and that nonviolence brings dignity to those who practice it. The Greensboro Four knew that they would likely be taunted and harassed at the lunch counter—possibly even beaten or arrested. They made a promise that they would "turn the other cheek" and not retaliate. Rather than fighting back at people who called them names, they acted nobly. King says that nonviolence is "a sword that heals." If the Greensboro Four had stomped into Woolworth's and demanded service in an aggressive and violent way, it is not likely that desegregation would have come to Greensboro at that time. Their peaceful sit-in brought discrimination to light in a non-threatening way, allowing the community to come together to make a change.

### THE BRAVE BOYS OF GREENSBORO CRITICAL-THINKING QUESTIONS

- Answers will vary but should be similar to the following:
1. They feel nervous because they know

- their protest is dangerous. They could be arrested, attacked, or worse. They continue anyway because they have decided they have an obligation to fight the unfair practice of segregation.
2. Mr. Harris says, "It's just the way things are." This line reveals that changing the accepted way of things is very challenging; often, people don't want to see things in a new way.
  3. They displayed strength, patience, determination, courage, and self-control. Answers will vary, but students may respond that these four had special qualities, or that their example shows that ordinary citizens can find the strength within themselves to change the world.
  4. After five months, the Woolworth's lunch counter was desegregated, and eventually, so were all restaurants in Greensboro. The sit-in also inspired similar protests in 30 communities in seven states.
  5. Answers may include that the photographs provide more information about the civil rights movement; they show the risks that nonviolent protesters took; they show a variety of ways people use nonviolent protest to try to change society.

### THE LAZY EDITOR: "Beware the Evil Eye!"

### LET'S AGREE, SHALL WE?

1. Either Tyler or Megan; (is)
2. postcards; (are)
3. nobody; (has)
4. One; (is)
5. chips; (were)
6. dollars; (is)
7. family; (is)
8. everyone; (wants)
9. neither; (likes)
10. no one; (watches)
11. Each; (takes)
12. use; (is)
13. book
14. Alejandro
15. Nobody
16. clothes
17. Mr. Duncan
18. correct; the subject is "everyone," which takes a singular verb

19. incorrect; the “or” indicates the need for a singular verb—it’s not both boys who might join the team, it’s each individually who might join
20. correct; the subject is “each,” which takes a singular verb

### VARY YOUR SENTENCES

Answers will vary but should be similar to the following:

My brother Ty and I made a pizza. First, we made the dough. We measured out flour, salt, yeast, water, and olive oil. Next, we combined the ingredients. Then we made a ball of dough. Ty kneaded it and I rolled it out. After that, we put sauce and toppings on the pizza. I chose pepperoni. I don’t like mushrooms, so Ty put them on only half of the pizza. Last, we covered it all with cheese. Excitedly, we baked it in the oven. We ate the whole thing in 15 minutes.

### COLONS AND SEMICOLONS

1. Mrs. Addison works all day at the bank; in addition, she takes classes in the evening.
2. There’s something you should know about playing “hide-and-seek” with Ali: She always hides under the bed.
3. I brought everything I needed to the swimming pool: my bathing suit, a towel, sunscreen, and snacks.
4. Cleo stayed up past midnight; as a result, she could barely keep her eyes open during algebra the next day.
5. I have not read the Hunger Games books; however, I did see the Hunger Games movie.
6. second sentence
7. second sentence
8. first sentence

### KEEP IT CONSISTENT

Answers will vary but should be similar to the following:

Carrier pigeons are homing pigeons, or pigeons with the ability to find their way home over even thousands of miles, that have been trained to carry messages and lightweight packages. Historically, carrier pigeons have completed many important jobs, from spreading news of Olympic champions in ancient Greece to delivering life-saving messages during both World Wars.

Hospitals, too, have used carrier pigeons, to deliver vials of blood and other samples to testing sites, or to deliver medication to sick patients.

One of the most famous carrier pigeons in history was named Cher Ami (“Dear Friend” in French). During World War I, a group of American soldiers accidentally entered enemy territory and were surrounded. They attached a message to Cher Ami, who managed to deliver it despite being shot in the head and leg. The message led to the rescue of the “Lost Battalion.” Cher Ami, who later died from his wounds, received an award from the French government for his heroic service. Today, his body is on display at the Smithsonian Museum in Washington, D.C.

Carrier pigeons have been used for less admirable purposes as well. Prison inmates have been known to use the birds to receive illegal drugs. But for the most part, carrier pigeons have helped humanity in positive ways. Improvements in technology and communication have mostly eliminated the need for carrier pigeons, but there are still many people who raise these amazing birds as a hobby.

## WOULD YOU GO TO MARS?

### “WOULD YOU GO TO MARS?” VOCABULARY PRACTICE

1. deteriorate
2. astrophysicist
3. atrophy
4. NASA
5. immunity
6. reinforce
7. immunity
8. improve
9. accountant
10. Answers will vary.
11. Answers will vary.

## GOOD ENOUGH

### ANALYZING “SWEET KEEPSAKE”

1. D
2. B
3. D
4. B
5. On one level, the keepsake is sweet

because it is a piece of chocolate. On another level, the keepsake is sweet because the speaker treasures it. The poet uses “sweet” to mean “sugary” as well as “dear, beloved, precious.”

6. The hint the speaker provides is when he/she says the chocolate “still dreams of dancing/just like me.” This tells you that the chocolate is associated with some event in the speaker’s life that involved dancing—though whether it was seeing a dance performance, performing a dance, attending a school dance, or watching “Dancing With the Stars,” the reader will never know.
7. Answers will vary. Students may say that it suggests that the event for which the chocolate is a keepsake is something personal—something the speaker does not want to share. On a similar note, students may say that the vague reference gives the poem a more personal, intimate tone—it’s like we know that at the end of the poem, the speaker has retreated into his or her mind, remembering the dancing event, whatever it was. The ambiguity of the reference reflects the often dreamlike quality of memory. Students could also say that by leaving the reference ambiguous, the poet encourages the reader to use his or her imagination.

### EXPLORING SYMBOLISM

Answers will vary but should be similar to the following:

#### “Sweet Keepsake”

The chocolate has become something much more than “just a piece of candy.” It has come to represent, or symbolize, something else: a memory—something that means a great deal to the speaker. We know this because the speaker has kept this piece of chocolate in a “treasure box” and refers to it as a keepsake.

#### a real Orion shirt

- “I was imagining how it would feel to get one of those purring compliments: ‘Oh, Dori! That’s the exact Orion shirt I wanted! But it looks much better on you.’” (p. 29)

#### the fake Orion shirt

1. guilt, shame, disappointment, etc.; Possible answers include:
  - “It was still too expensive, probably,

for my mother to be buying for me this time of year.” (p. 30)

- “I shook my head and kept on crying, ready for the humiliation and punishment I knew I deserved.” (p. 31)
- “I suddenly couldn’t believe that I, of all people, would be standing in the middle of the hallway, crying about a shirt.” (p. 30)

2. her mother’s love;

Possible answers include:

- “‘You are so loved,’ [mom] whispered.” (p. 30)
- “‘But it’s the best present I ever got.’ I walked away feeling good enough.” (p. 31)

## BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

### Characters

1. A. Dori; major. Dori is a teenage girl who hopes that by getting a trendy Orion shirt, the popular girls at school will accept her. She is sensitive and considerate, and at first, somewhat insecure. She has a close relationship with her family. Dori is a dynamic character because she goes from being upset about the fake shirt her mom bought her to understanding that her mother’s love is more important than anything.  
B. Dori’s mom; major. She is a kind and loving mother who makes sacrifices for her family. She is a static character because she remains kind and loving throughout the play.  
C. Answers will vary. A good answer would be: Carleen; minor. She is one of the popular girls at school. When Dori shows up wearing an imitation Orion shirt, Carleen taunts her. Carleen is a static character because she does not undergo any significant change.
2. Though Lisa and Carleen are both popular girls who are part of the A-group, they are not identical. Lisa is presented as a sympathetic, friendly girl who is genuinely kind. She gave Dori “half a hug the first day of school” and whispers hi to Dori in the hall sometimes. Carleen, on the other hand, asks Dori if her shirt is an Orion,

knowing that it’s an imitation. This suggests that Carleen has a mean streak and is purposely trying to make Dori feel bad.

3. Dori thinks about the fact that her mom spent way too much money on her birthday gift and feels obligated to wear it to school the next day even though she’s embarrassed by it. This shows how sensitive and conflicted Dori is. She appreciates her mother’s efforts and doesn’t want to disappoint her, but is also dreading showing up at school in an imitation shirt. Dori thinks that wearing a fake is worse than no Orion shirt at all. She is afraid of being judged.
4. Dori’s mom makes a special effort to find out what Dori wants for her birthday and get it, even though the family is struggling financially. This demonstrates how much she loves Dori and wants her to be happy. Dori’s mom also whispers to Dori as she is tucking her in, “You are so loved.” This is another example of how caring and loving Dori’s mom is. It is this that Dori remembers as she is crying in the hallway at school the next day.

### Setting

5. The two major settings are Dori’s house and her school.
6. Dori feels invisible at school. She says that mostly, the A-group doesn’t even notice her. At home, Dori seems to feel better about herself. Without complaint, she does what she can to help her family through a difficult period by not asking for more than she needs. In general, her focus at home is more on her family than on herself.
7. You can infer that Dori’s family is struggling financially, and that they have less money than they have had in the past. You can infer this from the fact that Dori’s mom is working a double shift at the diner, and Dori’s dad is on strike. Also, the family hasn’t gone shopping for school supplies, their “annual tradition.” This situation creates stress for Dori, mostly when she accidentally says that she wants an Orion shirt, because she doesn’t want to be a burden or make her parents feel bad. At school, Dori is embarrassed when she thinks Lisa is judging her for wearing her brothers’ hand-me-downs. Otherwise, though,

Dori’s family seems to be dealing with their situation fairly well.

8. First person. The narrator, Dori, refers to herself as “me” and uses the pronouns “I” and “my.” Dori tells the story from her perspective.
9. If the story were told in third-person omniscient point of view, the reader would likely have more insight as to what characters besides Dori were thinking and feeling. Readers might find out more about Dori’s mom and her struggles, as well as gain insight into what Lisa and Carleen are thinking.

### Tone and Mood

10. Possible answers include: poignant, sympathetic, cautionary. The tone could be described as sympathetic to Dori, because the author portrays her with great tenderness, presenting her as a thoughtful girl who doesn’t want her family to know how disappointed she is with her gift. The author describes Dori’s situation in a way that may evoke readers’ sympathy. The tone might be described as poignant because of the subject matter: a teenager who is struggling to be something she’s not. Also, Dori has a beautiful moment of clarity at the end when she discovers her own value. The tone might be described as cautionary because the story contains a lesson: People should not lose perspective on what matters most in life. Through Dori’s revelation, the author shows readers that focusing on clothing or other external factors interferes with one’s perspective. Dori’s experience reminds the reader that love and acceptance are what make us feel “good enough.”
11. At the very beginning of the story, the mood is distraught and emotional as Dori is in the bathroom trying to hide her tears. As the story continues and Dori flashes back to explain her situation, the mood lightens slightly but remains troubled and uncomfortable: Dori mentions an Orion shirt and immediately regrets it. Also, Dori’s interactions at school are not carefree. Dori describes Lisa “flicking her eyes down my body” and smiling sympathetically. Throughout the story the author lets us in on Dori’s thoughts,

which are conflicted and full of insecurity. This contributes to the tense mood. At the end of the story, the mood shifts dramatically as Dori stops crying and realizes her own self-worth.

**Plot**

12. The flashback begins on page 28 when Dori says, "My troubles started a few days ago." The flashback ends on page 30 when Dori describes going to the bathroom, trying on the shirt, and crying: "So I went obediently to the bathroom, tried it on, cried at my reflection, modeled it for the family, then headed straight for my room."
13. 4, 2, 3, 5, 1
14. The climax is on page 31 when Dori suddenly stops crying and realizes that it doesn't matter that she is wearing a fake Orion shirt; what matters is that her mother loves her. I know this is the climax because it is the turning point in the story.
15. The primary conflict is Dori versus herself: an internal conflict. Dori doesn't think she is "good enough" and hopes that wearing a trendy shirt will make her feel accepted. She discovers by the end of the story that the love and support of her family is what matters most.

**"GOOD ENOUGH" QUIZ**

1. C      5. C
2. D      6. B
3. B      7. B
4. C      8. C
9. Answers will vary but may be similar to the following: Dori begins the story feeling devastated by the birthday present her mother has given her. She is full of shame and dread. By the end of the story, Dori has had a big realization. Her self-worth will never come from what she wears or whether she is friends with the popular girl. What will make her feel "good enough" is the love and support of her family.
10. Answers will vary but should be similar to the following: Orwell is suggesting that we must recognize and embrace the reality of whatever our situation is, and only then can we be happy. Dori spends time imagining herself as something she is not—a rich, popular girl. This causes her great distress. It is only

when she lets go of wanting to impress the A-group that Dori feels secure in who she is. She accepts the fact that her shirt is a fake and loves it even more knowing that her mother bought it out of love. The story ends with Dori accepting herself and realizing she is "good enough."

**CRITICAL-THINKING QUESTIONS**

Answers will vary but should be similar to the following:

1. Dori's attempt to hide her tears shows that she is loving and considerate toward her family. Although she is upset, she still cares more about protecting her mother's feelings than about her own disappointment over the shirt.
2. Dori feels bad because she can tell Lisa pities her for not having new, stylish clothes like the other girls do. At that moment, the Orion shirt symbolizes fitting into a group and being regarded as equal by the other girls.
3. The climax is when Dori stops crying and realizes she should be proud, not ashamed, of her shirt. She thinks about her mother saying, "You are so loved."
4. The shirt symbolizes her mother's love, which is far more important to Dori than being accepted into a group of girls that judges her based on what clothes she wears. The author probably chose hearts because they symbolize love.
5. Answers may include that the title indicates how Dori changes over the course of the story. At first, she feels as if she is not "good enough" because she doesn't measure up to the other girls' standards. By the end, she sets her own standards for what "good enough" means and accepts herself as she is. She knows that she is good enough.

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."
7. "Wait until you hear this!" Dani exclaimed. "Hailey just ran by and said, 'Free ice cream in the cafeteria until 3:00.' Then she disappeared around the corner."
8. Lily chattered, "It's freezing in here. Can someone turn the heat on?"

**CROSSWORD ANSWERS ON  
NEXT PAGE >**

**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



**WHOLE ISSUE**

**CROSSWORD**

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