

GRAMMAR GETS STYLED

COMPLIMENT AND COMPLEMENT

1. compliments
2. compliment
3. complements
4. complement, compliment
5. compliment
6. complement
7. compliments, complements
8. compliments
9. compliment
10. Answers will vary.

THE BOYS WHO FOUGHT THE NAZIS

THE POWER OF INFORMATION (MORE SCAFFOLDING)

- 1a. In speech after speech, Hitler told the German people that Jews were to blame for all of Germany's problems. He did this to have a scapegoat, or group to target, while building up German pride.
- b. People who spoke out against the Nazis were labeled as traitors and often killed.
- c. The Nazis insisted that newspapers and radio broadcasts only praise the Nazi party. You can infer that without any information that criticized the Nazis, many people might begin to feel that the Nazis were being portrayed accurately. Or, they may have been less aware of everything the Nazis were doing.
- d. Listening to foreign radio broadcasts was banned because these broadcasts might provide anti-Nazi information that the Nazis didn't want Germans to hear.
- e. In Nazi youth groups, children learned facts about Hitler and his racist ideas; they were taught to be loyal to the Nazi party. Once boys entered the Hitler Youth, they received military training.
2. Controlling information was important to the Nazis because they wanted people to believe and support all of their ideas. They didn't want Germans to have the means to challenge their power.
- 3a. Karl, Rudi, and Helmut received information by secretly listening to broadcasts from London on Helmut's short-wave radio. They learned that the

- Nazis were lying and Hitler was sending soldiers into battles they couldn't win.
- b. The boys resisted the Nazis by typing and distributing leaflets about what they had learned about Hitler. You can infer that they chose this method because they had been strongly influenced by information themselves, and they felt compelled to share this with others. Or, students may say that they chose this method because it was the most effective thing they could do. They would not, for instance, have stood a chance trying to defeat the Nazis through physical force.
 - c. The penalties for their actions were so harsh because controlling information was a key tactic the Nazis used to maintain their power. By providing competing information to the German people, the boys could effectively challenge the Nazis' power.
 - d. Helmut made his final statement before the judges because it was very important to him to express the truth, even if it cost him his life. Though his statement couldn't save him, he wanted the Nazis to know that he didn't accept their judgment or their power.
 4. Information was important to Karl, Rudi, and Helmut because it gave them an alternative to the Nazis' dangerous ideas and falsehoods about the war.
 5. The article expresses the central idea that the Nazis controlled power in Germany by controlling access to information. They shaped what many people believed was true, which affected people's thoughts and actions. Providing outside information was a challenge to the Nazis' power.

THE POWER OF INFORMATION (LESS SCAFFOLDING)

Answers will vary but should be similar to:

- 1a. Hitler wanted Germans to believe that Jewish people were to blame for all of Germany's problems. In speech after speech, he called Jews "vermin."
- b. Newspapers and radio broadcasts could only praise the Nazi party. This was an attempt to silence any criticism of the Nazis that might undermine their power.
- c. People who spoke out against the Nazis were labelled traitors and often killed.
- d. People were not allowed to listen to

- foreign radio broadcasts, which could provide facts and ideas contrary to what the Nazis wanted Germans to believe.
- e. Through Nazi youth groups, people started to learn the ideas of the Nazis at a very young age, when they would be less likely than adults to question what they heard.
 2. Controlling information was important to the Nazis because they needed people to believe and support all of their ideas. They didn't want Germans to have a reason to challenge their power.
 - 3a. Karl, Rudi, and Helmut secretly listened to British radio broadcasts so they could get other information than what the Nazis reported in the newspapers they controlled and the youth groups they ran.
 - b. The boys resisted the Nazis by typing and distributing leaflets criticizing Hitler and the Nazis, using information they gathered from the foreign radio broadcasts.
 - c. In the final months of 1941, the boys put out more than 40 different pamphlets.
 - d. Even after he was condemned to death, Helmut spoke out by saying to the judges, "Now I must die, even though I have committed no crime. So now it's my turn, but your turn will come."
 4. Information was important to Karl, Rudi, and Helmut because it revealed the truth about Hitler, the Nazis, and the war.
 5. The article expresses the central idea that the Nazis maintained power in Germany by controlling information. By manipulating what people believed was true, they could control people's thoughts and actions. Outside information, on the other hand, threatened the Nazis' power.

"THE BOYS WHO FOUGHT THE NAZIS" QUIZ

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

9. Answers will vary but should be similar to the following: Helmut, Karl, and Rudi were expected to join the *Jungvolk* and Hitler Youth, so they could be indoctrinated into Nazi ideology and

trained as Nazi soldiers. The boys were not allowed to speak freely about their beliefs and were not permitted to hear news from the outside world. They knew that if they spoke out against the Nazis, they could be arrested. Once they started making and distributing anti-Nazi pamphlets, they knew that the penalty might be death but they continued to be resisters. Ultimately, Helmuth lost his life as a result of living in Nazi Germany, while Karl and Rudi suffered imprisonment and emotional scars.

10. Answers will vary but may include the following: The photos on the opening pages indicate Hitler's tremendous power and set up a comparison between the Nazis' power and the power of three teenage boys. The picture of the Hitler Youth on page 6 reminds us just how young the boys were who were being raised in an environment of hatred and fear. The caption tells us of the enormous increase in membership in the Hitler Youth even before the war started. The photos of the Night of Broken Glass show the cruelty of the Nazi party and the caption gives further information about crimes committed against the Jews. On page 8, the photograph of the children at Auschwitz brings home the horror of the Holocaust and cements in the reader's mind how ruthless Hitler was and how great the risks were that Helmuth, Karl, and Rudi were taking. The pictures of the boy in training on page 9 and of Helmuth on page 10 show a stark contrast between what Helmuth was expected to be and what he chose to be. In all, the photographs in this article emphasize the tremendous risk that Helmuth, Karl, and Rudi took to spread the truth.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

1. "The Boys Who Fought the Nazis"
2. The large photo in the background shows Hitler and a group of Nazi officials marching through the streets of Munich. The smaller photo shows the three boys the article focuses on: Rudi, Helmuth, and Karl. The photos were probably placed together to contrast the apparently large and intimidating Nazi army with the comparatively nonthreatening appearance of the three boys who took the Nazis on.
3. the roles of truth and information in the article
4. The Nazis were dominant in Europe in 1942; their territory of occupied countries was vast.
5. The Night of Broken Glass took place across Germany on November 9, 1938, when Nazis erupted in violence and destruction against Jews. Dozens were murdered, and homes, businesses, synagogues, schools, and hospitals were looted and destroyed. Information about The Night of Broken Glass is probably included to exemplify the atrocities Nazis committed against Jews.
6. Answers will vary but may be similar to: The photo on page 8 of the children at Auschwitz evokes feelings of sadness, anger, and horror. Though the boy in the photo on page 9 appears strong and confident, the photo itself is disturbing and sad because of his youth and the knowledge that he is being trained to become a Nazi.
7. A. Sequence
B. The section describes a sequence of events in straightforward, chronological order, beginning with the night Karl and Helmuth listen to a BBC broadcast over the short-wave radio for the first time, in July 1941. It goes on to explain how the three boys launched their resistance, and ends with Karl's nighttime mission in December 1941.
8. During World War II, three brave German teenagers took action against the Nazis by creating anti-Nazi pamphlets and distributing them throughout their city of Hamburg. The Nazis controlled Germany by spreading lies and propaganda. In spreading the truth, the three boys risked their lives. Eventually Nazi authorities caught the boys, and executed one of them.
9. Answers will vary but should be similar to the following: The Nazis ruthlessly suppressed anyone who spoke out against them. Evidence may include: "Newspapers and radio stations were expected to praise Hitler and the war, or they would be shut down." (p. 7)
10. Answers will vary but may include: "Karl was on a secret mission. If anyone

caught him, he could be shot—or worse" (p. 6); "They became more confident and more daring, churning out more than 40 different pamphlets" (p. 9); "After the sentences were read, Helmuth stood and faced the judges, his face calm." (p. 10)

11. Left to right: 4 (1941), 3 (1938), 1 (1933), 6 (1942), 5 (1942), 2 (1936)
12. Claim 1: False; Sweden is gray on the map, indicating that it was neutral in 1942.
Claim 2: False; Looking at the scale of miles provided, it is clear that the distance between Hamburg and Berlin is significantly less than 500 miles.
13. Answers will vary.

"THE BOYS WHO FOUGHT THE NAZIS" VOCABULARY PRACTICE

1. interrogating
2. outlandish
3. haggard
4. regime
5. scapegoat
6. A
7. A
8. S
9. A
10. S
11. Answers will vary.
12. Answers will vary.
13. Answers will vary.

"THE BOYS WHO FOUGHT THE NAZIS" CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. Germans were looking for a way out of the high unemployment and humiliation they faced after World War I. Hitler made rousing speeches that bolstered German pride. Playing on the anti-Semitism that had existed for centuries, he scapegoated the Jewish people for all of Germany's problems.
2. The radio was a secret because the Nazis banned listening to foreign broadcasts, which the radio could pick up. The Nazis wanted Germans to listen only to broadcasts that supported their party. The radio affected the boys by giving them access to truths about Hitler and the war. It motivated them to take action against the Nazis.
3. The boys' form of resistance was to write

and distribute pamphlets criticizing Hitler and the Nazis. It was threatening because the Nazis wanted to control the way their actions were perceived; one way of doing this was to control and limit the information people received.

4. These groups served to bring people into the Nazi Party at a very young age, when they would be more likely to accept what they were told without question. The Hitler Youth were trained as soldiers and assisted the Gestapo in finding people who were disloyal.
5. Answers will likely include that Karl believed resisting was the right thing to do, no matter the consequences.

OZ THE GREAT AND POWERFUL

OZ THE GREAT AND POWERFUL QUIZ

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

9. Answers will vary but should be similar to the following: L. Frank Baum has many things in common with the character Oz. Both were ambitious schemers with a desire to become extraordinary. Both also encountered obstacles in the path to greatness. Baum struggled to succeed in various careers, including farming, sales, and manufacturing; a reputation as a renowned magician eluded Oz. Ultimately, both men attained greatness using the talents they were born with. Baum published his writings, which were tremendously successful, while Oz used his ingenuity to liberate the Land of Oz from Evanora's tyranny. Additionally, each man received help along the way. Baum's mother-in-law encouraged him to sell his stories; Glinda provided advice and support for Oz.

On the other hand, Baum differed from the fictional character Oz in several respects. While Baum relied on his imagination and ability to craft delightful stories, Oz utilized his cleverness and showmanship to create spectacles. Baum wrote books presumably because he enjoyed writing

them, while Oz achieved greatness by helping others. Baum's success is a result of a lifetime's work of writing, whereas Oz triumphed in a moment of danger.

10. Answers will vary, but may be similar to the following: Glinda means that being a morally upright person is more important than being well-known or celebrated for a particular skill or ability. Oz demonstrated goodness by remaining committed to saving the Land of Oz, despite the fact that he easily could have escaped with piles of treasure. Students will likely agree with Glinda, saying that through his goodness, Oz not only saved himself but also the entire Land of Oz from the evil witch. Students who disagree with Glinda might say that someone who has already attained greatness can have more influence through their goodness than someone who is not great.

OZ THE GREAT AND POWERFUL BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. Oz; major. He is a small-time magician who travels to a mysterious land where the people look to him to save them from a wicked witch. He lacks confidence in himself, though he is in fact quite clever and resourceful. Oz is a dynamic character. At first, he cares only about himself and is focused on material wealth, but by the end of the play, he has made saving the citizens of Oz his priority, and has learned to use his talent to do good.
B. Evanora; major. She is a wicked witch who controls the people of Oz through deception and fear. She is a static character because, while the audience does not know her true nature at the beginning of the play, she is mean and deceitful from the beginning to the end of the play.
C. Glinda; major. She is a good witch, kind and caring, who encourages Oz to use his talents to save the people of Oz. She is a static character because she does not change over the course of the play. (Students may describe another character here.)

2. Answers may include: In Scene 1, an audience member shouts about Oz, "He's a fake!" Also in that scene, Oz takes off in his hot air balloon rather than give his audience their money back, as they demand. This indicates his greediness and tendency to take care of only himself. When Oz shouts, "Let me live, and I promise I will be a great man!" we are given a hint of Oz's potential for greatness. In Scene 2, Oz releases a dove to divert the flying baboons away from himself and Theodora, which reveals his cleverness and ingenuity. In Scene 3, Oz's keen interest in the treasure he will receive as king indicates that he is materialistic or selfish. The same is true at the end of Scene 4, when Oz asks, "Will I still get the gold?" after confessing that he is not a real wizard. Oz's lack of confidence is revealed in Scene 5, when he consults his book of magic tricks rather than trusting himself. Oz's ingenuity and leadership skills are revealed in Scene 7, when his plan to defeat the baboons is successful. In Scene 8, Oz executes his ingenious plan to project a hologram of himself and scare off the wicked Evanora. He also sends his hot-air balloon away—perhaps filled with the gold he was earlier so keen to have—which suggests that he has committed himself to staying in Oz. These actions demonstrate that Oz is smart and that he has changed from putting himself first to putting others first.

Setting

3. the early 1900s
4. The first scene takes place at a run-down carnival in an unnamed town. The rest of the play takes place in an imaginary land called Oz. Oz is beautiful; when the character Oz arrives he notes the blue skies, white puffy clouds, and sparkling river. The photograph on page 13 shows a forest full of colorful flowers, with the capital, the Emerald City, gleaming in the distance. The Emerald City is made up of green and sparkling towers and turrets.

Genre

5. *Oz the Great and Powerful* has numerous characteristics of a fairy tale. There is a clearly good character, Glinda, and a clearly bad character, Evanora. (Oz is

also a good character, though he does have weaknesses.) There is a struggle between good and evil as Oz, with Glinda's assistance, works to save the citizens of the Land of Oz by driving away the wicked Evanora. There are several magical/imaginary creatures in the play: flying baboons; Finley the flying, talking monkey; Munchkins; and three witches. There is even a royal character in the play (sort of): When Oz arrives in the Land of Oz, Theodora tells him he is going to be king. And, like all fairy tales, *Oz the Great and Powerful* has a happy ending: Oz succeeds in freeing the citizens of Oz from Evanora.

Imagery

6. In Scene 1, the narrators describe the storm in which Oz is caught, saying "The roaring wind bashes and batters his balloon" and "Lightning flashes. Thunder claps." These descriptions appeal to the senses of sound and sight. Through this imagery, the author is trying to convey the intensity of the storm, helping the reader understand how scared Oz must have been. In Scene 8, a narrator tells us that "The sky explodes in fireworks," appealing to our senses of sight and hearing, and that "An enormous hologram of Oz's face appears," appealing to the sense of sight. The author also describes Oz's voice, when he is speaking through the hologram, as "booming," and puts his lines in capital letters. Through these descriptions, the author helps the reader understand the sense of amazement and awe the people watching the display would have felt; the author creates a sense of amazement, magic, and power.

Tone and Mood

7. The tone is optimistic, whimsical, fanciful, lighthearted, etc. Glinda's belief in Oz, Finley's encouragement of Oz, and Oz's ultimate ability to overcome his shortcomings and save the people of Oz—the triumph of good over evil—conveys the writer's general sense of optimism about humanity. The fantastical elements—Munchkins, witches, flying monkeys—give the story a whimsical, fanciful tone. Oz's casual language (he says "uh" a lot) brings lightness and at times humor to the tone. For example, when Glinda tells

him he is going to lead an army, he responds, "Uh, OK. Where's the army?"

8. The mood shifts throughout the play. In Scene 1, as Oz disappoints the little girl and angers the crowd, the mood is uncomfortable, even hostile. Quickly, the mood becomes suspenseful and terrifying as Oz is caught in a storm. When he lands in Oz, the description of the beautiful scenery brings a sense of calm, relief, and dreaminess. There is a feeling of mystery and intrigue as Oz learns that he has landed in a kingdom named after him where he is expected to become king. Tension is introduced when Oz learns the truth about Evanora and begins scheming to beat her—the reader isn't sure if he will be able to overcome his internal as well as external obstacles. When Oz does ultimately drive Evanora out of Oz, the mood is celebratory and joyful. The setting and the fairy tale elements of the story—the beautiful Emerald City, the magic, the struggle between good and evil, the fantastic creatures—create an underlying mood of delight and wonder.

Plot

9. The internal conflict Oz faces is that he does not believe in himself. He sees himself as a con man and does not believe he can be the wizard the people of Oz need to save them from the Wicked Witch. Oz overcomes this struggle with help from Glinda, who encourages him to be who he is and use his talents for good, and who continues to believe in him even when it seems as though he might fail. Finley also helps Oz learn to believe in himself. When Oz tells Finley, "I'm just a con man," Finley replies, "No. You're a wizard. Our people believe in you." Oz listens to Glinda's advice and takes Finley's words to heart; he devises a plan to trick Evanora and saves the citizens of the Land of Oz.

The external conflict Oz faces is the struggle to free the citizens of the Land of Oz from Evanora's control. First, Oz devises a plan to win a battle with Evanora's baboons: He uses scarecrows dressed as soldiers to lure the baboons into the dangerous poppy field. Then Oz creates an elaborate illusion: He tricks everyone into thinking he has taken off in his balloon, but secretly

he stays behind. He projects a giant hologram of his face and speaks through a microphone, proclaiming that he is the great wizard they have been waiting for. He sets off fireworks, which the people of Oz have never seen. This illusion convinces Evanora that Oz really is a wizard, and she flees. Many citizens of Oz help Oz carry out his plan.

10. The climax of the play is when Oz projects the hologram, sets off the fireworks, and chases away Evanora. We know this is the climax because throughout the play, tension has been building around the question of whether Oz will stay and help the people of the Land of Oz, and whether he will be able to defeat Evanora (if he tries). In this moment of great drama, those questions are answered. In other words, it is in this moment that Oz resolves both the internal and external conflicts he faces.
11. The resolution is that Oz reveals himself to Glinda, who tells him that she believed in him all along.

OZ THE GREAT AND POWERFUL VOCABULARY PRACTICE

Page 2

- | | |
|------|---------------|
| 1. D | 7. hologram |
| 2. A | 8. prophecy |
| 3. C | 9. turret |
| 4. B | 10. horde |
| 5. C | 11. minions |
| 6. B | 12. ingenuity |

Page 3

All answers will vary.

OZ THE GREAT AND POWERFUL CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

- For Oz, the name represents the false front he shows to audiences. He doesn't believe he is really great; the name is part of his trickery. Later, he uses great to mean someone who achieves something significant—not someone who pretends to.
- Glinda means that the wizard the people seek doesn't need to know magic, he needs to give them hope that they can overcome the Wicked Witch, Evanora. Oz achieves this by coming up with a battle plan and putting everyone to work

building the tools of battle.

3. Oz doesn't really believe in himself; he considers himself a cheat and isn't convinced, at first, that he can really help anyone. He is also greedy. The temptation to take off with the gold and jewels almost causes him to abandon the Land of Oz and fail to become a great man.
4. He sets up a grand illusion with a hologram and fireworks that convinces Evanora he is actually a great wizard. She then flees, freeing the Land of Oz.
5. To Glinda, goodness is a strong and admirable internal quality; it is the strength to do the right thing for other people. Greatness is being well-known for an achievement. Answers will vary, but students might claim that Oz achieves both. He achieves greatness by using his cleverness and leadership to defeat the Wicked Witch. He achieves goodness by sacrificing the opportunity to sneak off with the gold, putting others before himself and staying to help the people of Oz.

GOAT CHEESE AND BIG MACS

MCDONALD'S ABROAD: BONJOUR OR ADIÓS?

1. **Food:** France is known for its elegant cuisine made with fresh ingredients. The article describes freshly baked bread, just-picked vegetables, fresh cheese, apple tart, and more. McDonald's has adapted by offering foods that appeal to French tastes, such as spicier mustard, less-sweet ketchup, sandwiches like *la Recette au Camembert*, and French-style desserts.
Dining traditions: France is known for having longer meal times and savoring the dining experience, and for enjoying more elegant surroundings. McDonald's has adapted by making its restaurants look like fancier restaurants, with larger tables, elegant lighting, and comfortable chairs.
2. McDonald's has more restaurants overseas than in the U.S.; they are in 119 countries. In Mexico, McDonald's offers rolls topped with refried beans, cheese, and salsa for breakfast. In Brazil, they offer banana pies. In India, they will soon open totally vegetarian restaurants.

3. The McDonald's corporation claimed it would respect the cultural traditions and architecture of Oaxaca's town square.
4. One key idea about McDonald's is that the fast-food chain has been successful in other countries by adapting to local tastes and traditions.
5. **Food:** In Oaxaca, people eat food prepared slowly from old recipes. Fresh ingredients are used in dishes such as mole, tamales, and fried crickets. At McDonald's, food is prepared quickly from frozen ingredients.
Culture and architecture: In Oaxaca, people gather in the town square to pass time for hours amid its distinct architecture. At McDonald's, people tend to eat their food and leave. Its architecture includes the golden arches that are replicated around the world and are symbolic of American culture.
6. José Bové claims that McDonald's is a threat to French culture and traditions and it should "get out."
7. A key idea that opposes the one in Question 4 is that McDonald's threatens local cultures by bringing in American food and dining traditions.

"GOAT CHEESE AND BIG MACS" QUIZ

- | | |
|------|------|
| 1. D | 5. C |
| 2. B | 6. B |
| 3. B | 7. A |
| 4. C | 8. A |
9. Answers will vary but may be similar to the following: McDonald's has been successful in other countries because it designs its menus and restaurants with local palates and customs in mind. McDonald's in France incorporates crusty bread, goat cheese, and pastries into its menu items. The restaurants in France are more elegant than the restaurants in America, a response to the fact that the French care deeply about their dining experiences. McDonald's menu items in Mexico contain beans, cheese, and salsa. In Italy you can order salami and provolone on focaccia. In Japan and Singapore, McDonald's offers chicken in a bag of spices. All of these examples show how McDonald's has made a conscious effort to adapt to each region.
 10. The French pride themselves on their tradition of fine cuisine, in which they use the finest and freshest ingredients

to create exquisite dishes. José Bové believes that McDonald's is a threat to French culture and traditions because though McDonald's may have altered its menu to be more "French," it is still serving fast food. French people tend to eat luxurious meals at home or in elegant restaurants. McDonald's does not fit into this way of life.

"GOAT CHEESE AND BIG MACS" VOCABULARY PRACTICE

1. onslaught
2. palate
3. sacred
4. cultural identity
5. cuisine
6. foreign investment
7. Answers will vary.
8. Answers will vary.

"GOAT CHEESE AND BIG MACS" CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. In France, McDonald's offers a beef sandwich on a hard-crust roll with Camembert cheese. In Mexico, it offers rolls with refried beans, cheese, and salsa, while in Japan and Singapore the restaurant sells chicken in a bag of spices. In India, McDonald's is planning to open vegetarian restaurants.
2. Mealtimes are cherished in France. People sit down to long, leisurely meals at elegantly set tables; whereas in the U.S., people often rush through meals without regard to their surroundings. Answers will vary.
3. She seems to have a negative view of McDonald's. She doesn't say that McDonald's serves different food than is served in Oaxaca; she says that what McDonald's serves is not "real food."
4. Some people say that Oaxaca is a poor city, and it would benefit from the money and jobs a McDonald's would bring in. Answers will vary.
5. The first article is more admiring of McDonald's efforts to adapt to local cultures; it offers numerous examples of the restaurant's success in doing this. The second article offers a more critical view of McDonald's; it focuses on people's opposition to the restaurant chain.

GIRL CAN'T DANCE

"GIRL CAN'T DANCE" QUIZ

1. C 5. B
 2. C 6. C
 3. D 7. D
 4. C 8. B
-
9. Answers will vary but may be similar to the following: At the beginning of the story, Emma is obsessed with celebrities and wants nothing more than to be famous herself. Initially, she is embarrassed by the UrTube video her brother posts, but once the video goes viral, she relishes the attention. By the time she appears on the *Gary Larry Show*, Emma seems to have achieved everything she wanted. She sits with the popular crowd at lunch, she signs autographs, and strangers snap photographs of her. But she has changed as a person: she wears sunglasses indoors, she thinks of herself as better than other people, and she discards her best friend, Aubree. Once Emma's "15 minutes of fame" are up, she comes to understand that there was nothing redeeming about being famous for doing something badly. She sees that she has squandered her fame and has become a shallow person. The story ends with Emma throwing her sunglasses in the trash, realizing at last that being famous is not always fulfilling, and that friendship is more important than fame.
 10. Fame means you are known or recognized by many people, while success implies that you have achieved something. Fame and success do not always go together. Many successful people are not famous. There are people in all different fields—business, art, science, economics—who are achieving incredible things and are considered successful, yet most of us will never know who they are. Conversely, it is possible to become famous without being successful, as Emma was in "Girl Can't Dance." Similarly to Emma, Rebecca Black became famous for a music video that most people made fun of. She is now trying to turn that fame into a successful music career, but it remains to be seen whether she will achieve her goal. In many people's minds, she may

always be the girl who became famous for doing something badly.

"GIRL CAN'T DANCE" BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. Emma; major. She is a teenage girl who wants desperately to be famous. Emma is a dynamic character; at the beginning of the story she is obsessed with fame and celebrity, but by the end she realizes that having her best friend is more important than being famous.
B. Aubree; minor. She is Emma's best friend, who tells Emma that she has become stuck up when Emma's video goes viral. She is a static character because even though her relationship to Emma changes, Aubree herself does not change over the course of the story.
- C. Julian; minor. He is a boy that Emma has had a crush on for a long time. He is impressed by Emma when she becomes famous, but then forgets all about her when her "15 minutes of fame" are up. He is a static character because he does not change over the course of the story. (Students may name another character here.)
2. Theo is Emma's twin brother, who secretly records her dancing badly and posts the video on UrTube. He is the catalyst for her fame. It seems that Theo posts the video as a joke to embarrass Emma and then is not pleased with her transformation into a stuck up celebrity. He says, "I've created a monster."
3. Emma spends hours watching UrTube, she is obsessed with celebrities, and she wants desperately to be famous. When her video goes viral and she is invited on talk shows, she starts to believe that she really is a celebrity. She winks at the camera when she tells Gary Larry that she stopped counting when her video surpassed 20 million hits. All of these things indicate her shallowness and misguided aspirations. She starts wearing sunglasses and acting stuck up. When Aubree confronts her, Emma is more interested in the color of her nail polish than in hearing from her best friend. She tells Aubree, "Maybe I need a new best friend—someone who can

deal with the awesomeness that is me." Emma's willingness to discard her best friend shows her immaturity. By the end of the story, Emma feels remorse for her behavior and intends to apologize to Aubree, demonstrating that she has learned and grown from her experience.

4. Aubree is a loyal friend who declares that friendship is the most important thing to her. She gushes at Emma, "You're a celebrity!" which shows that she has a fascination with fame, just like Emma does. When Emma's behavior starts to change, though, Aubree feels compelled to say something. She tentatively tells Emma that she has become stuck up. To confront a best friend takes courage and shows that Aubree is a sensitive person who doesn't want to lose her best friend.

Setting

5. UrTube: YouTube; *The Gary Larry Show*: talk shows and late-night shows like David Letterman; *Immediate Access*: *Access Hollywood*
6. Lisa Yee includes these references to show how deeply embedded in pop culture her main characters are. Emma states that she is obsessed with celebrities: boy bands, movie stars, etc. These elements bring the readers closer to the story because they can immediately recognize the pop-culture references. These elements also make the story humorous, because Yee is clearly having a bit of fun with the pop culture we know so well.
7. First person. The narrator, Emma, refers to herself as "me" and uses the pronouns "I" and "my." Emma tells the story from her perspective.
8. If the story were told in third-person omniscient point of view, the reader would likely have more insight as to what characters besides Emma were thinking and feeling. Readers might find out more about how this whole episode affected Aubree, as well as gain insight into what Theo and other kids at school were thinking.

Tone and Mood

9. Possible answers include: amusing, critical, sympathetic, cautionary. The tone could be described as amusing since the author seems to enjoy describing how fully Emma embraced

her celebrity status, even though she had done nothing to achieve it. The story can be considered sympathetic to Emma, because even though she behaves badly, the author redeems her at the end. Emma realizes the mistake she has made and intends to fix it. The author describes Emma's situation in a way that may evoke readers' sympathy. The tone might be described as critical because it very clearly shows someone who is focused on the wrong things. Emma becomes obsessed with herself in the way that she had been obsessed with celebrities. The author shows us the ugly side of this behavior. The tone might be described as cautionary because the story contains a lesson: People should not lose perspective on what matters most in life. When Emma throws her sunglasses in the trash and prepares to apologize to Aubree, the author shows readers that focusing on fame rather than friendship will leave you empty and alone. Emma's experience reminds the reader that the people around us who love and accept us are what matter most.

10. The mood changes throughout the story. At the beginning the author creates a sense of dread when Emma says, "For what? Making my life miserable." The story becomes more dramatic as the plot progresses: First, we are mortified on Emma's behalf that her embarrassing video has been made public by her brother. Then, as Emma's popularity grows, there is a sense of excitement but also doom. We know that this fame won't last, and we are waiting and wincing, knowing that Emma is likely to take a big fall, both socially and emotionally. The mood becomes tense as Aubree confronts Emma and tells her she has changed. This mood continues as Emma realizes that everyone has moved on and no one is watching her video anymore. She tries to be chummy with Julian, who doesn't seem to know who she is anymore. This somber mood brightens at the end when Emma realizes that fame is no longer important to her.

Plot

11. The flashback begins on page 23 when Emma says, "Maybe I should start at the

beginning..."

12. One example of foreshadowing is on page 23 when Emma says, "I did two out of three of those things." Another example of foreshadowing happens on page 24. Aubree tells Emma never to do her bad hairball dance in public, and Emma replies, "Oh right, like that would ever happen!" Also on page 24, Emma says, "On Monday, Theo was eager to get to school. That should have been my clue that my world was about to turn inside out."
13. The flashback and foreshadowing give Emma the opportunity to tell the story from the perspective of a person who has already learned her lesson. She begins the story explaining that she used to be ordinary until this crazy thing happened. If the story had been told chronologically, the reader might not have as much sympathy for Emma as a character or trust her as a narrator.
14. The primary conflict is Emma versus herself: an internal conflict. Emma believes that she wants fame more than anything. She discovers by the end of the story that the friendship and acceptance is what matters most.
15. The story ends with Emma intending to apologize to Aubree. She says, "I had something important to tell her." After this moment, it seems likely that Emma explains to Aubree that she understands how badly she behaved and asks for forgiveness. She may make an extra effort to show Aubree how important her friendship is.

"GIRL CAN'T DANCE"

CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. To Emma, fame means glamour and attention. She spends hours watching TV shows about the lives of stars and viewing clips of them on UrTube. You can infer that she is enamored of their lifestyles and the attention they receive. She does not mention what achievement she would like to be famous for; she just wants to be famous.
2. At first, she realizes her fame is ill-deserved; she says, "But I'm famous because I can't sing or dance." By the time she goes on the show, she has

started to believe that she earned her fame. She dances for millions of viewers. She describes herself at that time as "a star."

3. Julian's first comment is mocking; his second is sincerely admiring. The shift in tone reveals that Julian (along with millions of others) is impressed by fame—not talent, not achievement—simply fame. His initial, mocking comment shows that he recognizes Emma's lack of talent, but once she becomes a celebrity, he finds her "amazing."
4. His quote may mean that we live in a culture that loves celebrities and has low standards for becoming one, or it may refer to the fleeting nature of fame. Emma and Rebecca both experienced brief moments of celebrity as a result of their poor performances.
5. It suggests that the public is more interested in a really bad performance than in one that is good or average.

The Lazy Editor: HELLO? HELLO?

QUOTATION PUNCTUATION

1. "I'm sorry, but I can't make it to your party. I'm going to watch my dad's band that night," said Jason.
2. "You're telling me that your dog licked this plate?" Ana said, horrified. "I ate off this plate! Ugh!"
3. "Don't look now," whispered Logan, "but Paige Pendelton is staring at us, and she looks really mad."
4. "I remember it very clearly," said Bailey. "He said, 'I will meet you at 2 p.m. in front of the movie theater.'"
5. "Here comes Mom! Turn off the television!" said Bryan. "We're supposed to be doing our homework." (*A comma instead of an exclamation point would also be fine after "television."*)
6. "Everyone, listen up!" shouted Mr. Prusky.
7. "Taylor Lautner," said Madison, "is soooooo dreamy. It's, like, out of control!"
8. "Can I borrow \$15?" Monica asked her mom. "I accidentally used up my allowance."

CONQUER VERB TENSE CONSISTENCY

- | | |
|------|------|
| 1. c | 4. b |
| 2. a | 5. c |
| 3. c | 6. b |

Answers will vary but may be similar to the following:

Last weekend, my dad and I went to Go-Kart World. We had an awesome time! Go-Kart World has all kinds of different tracks you can zoom around. I felt like a real race-car driver. My dad's favorite was the Super Track, which has two levels. My favorite was the Turbo Track, because it has a lot of twists and turns. The bumper cars were fun too. I hope I will be able to go back there someday.

PERFECT APOSTROPHES

- | | |
|----------------|------------|
| 1. puppy's | 5. birds' |
| 2. president's | 6. It's |
| 3. families' | 7. Jason's |
| 4. everyone's | 8. C |

9. Dear Mom and Dad,

I'm having a great time with Aunt Kim and Uncle Dave. You'll love the pictures I'm sending you. (Kim and Dave's camera broke, so we're using mine.) On Sunday, we went whitewater rafting at Mendenhall Glacier. I learned that one half of the world's glaciers are in Alaska. It's so beautiful here; I spend all of my days outside canoeing and hiking. Our tour guide even pointed out a bear's den! Before I get home, I will have cruised through Alaska's inside passage: Sitka, Juneau, Skagway, and Ketchikan. I'll see you soon! Love, Sofia

DON'T FORGET THE COMMA!

1. If you hope to star in the school musical, I suggest you practice your lines before auditioning.
2. Determined to earn an A on her chemistry exam, Jules began studying a week in advance.
3. Because she was deathly afraid of spiders, Lauren refused to walk within 15 feet of the web.
4. Before sitting down to eat dinner, you should always wash your hands.
5. Excited by her basketball team's victory, Regina couldn't stop smiling.
6. Despite being a first-time bowler, Jenny made three strikes during her first game.
7. Even though she got caught in traffic,

Gloria arrived at the theater on time.

8. After searching for two hours, Joey finally found his pet hamster behind the couch.
9. To get accepted to Harvard, you'll need excellent test scores.
10. Once you've had your driver's permit for a whole year, you can get your driver's license.

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."
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?"

**TURN THE PAGE FOR ANSWERS
TO THE CROSSWORD PUZZLE**

> > >

WHOLE ISSUE

CROSSWORD

| | | | | | | | | | | | |
|-----------------|----------------|-----------------|---|----------------|----------------|---|----------------|----------------|---|----------------|---|
| ¹ C | O | M | P | L | ² E | M | ³ E | N | T | S | |
| O | | | | | L | | D | | | ⁴ F | |
| N | | | | ⁵ R | E | S | I | S | T | E | R |
| | ⁶ V | | | | G | | S | | | | I |
| | ⁷ I | N | D | I | A | | O | | | | E |
| | R | | | | N | | N | | | | N |
| | A | | | | T | | | | | | D |
| ⁸ S | L | O | W | | | | | ⁹ L | E | S | S |
| T | | | | | | | | O | | | H |
| ¹⁰ R | A | C | I | S | T | | | C | | | I |
| A | | | | | | | | A | | | P |
| W | | ¹¹ L | A | N | D | F | I | L | L | S | |