

BEFORE THEY WERE FAMOUS

IMPLY VS. INFER

- | | |
|-------------|------------------------|
| 1. implying | 8. inferred |
| 2. infer | 9. implied |
| 3. infer | 10. inferred |
| 4. implied | 11. implied |
| 5. implies | 12. implied |
| 6. inferred | 13. Answers will vary. |
| 7. infer | |

FIGHTING INVISIBLE KILLERS

WHAT CAN WE DO?

Answers will vary. Here are some ideas for the type of answers students may offer.

“FIGHTING INVISIBLE KILLERS” CLOSE-READING QUESTIONS:

1. The first sentence uses a metaphor, comparing MRSA to a monster. The author probably started the article with this line because it is a surprising and compelling hook. Readers will be curious about this “monster.”
2. The structure is compare and contrast. First the author explains that bacteria are everywhere and that most are harmless. She notes that many are actually beneficial to our health. Then she contrasts these “good” bacteria with the deadly varieties, using the Black Death as an example of how devastating harmful bacteria can be. The structure

of this section helps build the idea that bacteria are crucial to our survival, but can also pose a threat.

3. The author explains that on this date, Alexander Fleming discovered penicillin, the first antibiotic. She supports the idea that this changed the world by providing information about the impact of antibiotics. She explains that they saved soldiers during World War II, treated many previously deadly diseases, and made possible a range of medical procedures. She also notes an unexpected consequence of the use of antibiotics: making bacteria stronger.
4. Answers will vary. Students may say the overall tone is concerned but cautiously

Ways to Fight Superbugs	What I Can Do
Everyone can prevent the spread of infection by regularly washing their hands for at least 30 seconds with soap and water (p. 8).	I can wash my hands this way; I can tell my friends and family members how important it is to wash their hands this way; I can ask my principal to put up signs in the school restrooms telling students and teachers the proper way to wash their hands.
Everyone can help prevent bacteria from becoming resistant to antibiotics by taking antibiotics only when really necessary (p. 8).	I can think about whether antibiotics that my doctor prescribes are really necessary and ask for a second opinion from another doctor if I don't think so; I can encourage others to do the same; I can be a doctor when I grow up and not prescribe unnecessary antibiotics.
Everyone can take the entire prescription when they do take antibiotics, to make sure all of the bacteria have been killed (p. 8).	If I am taking antibiotics, I can be sure to take them all; I can tell my friends and family members why it's important to take all of their antibiotic prescriptions.
Tonya Rerecich is “a crusader against superbugs, working with the Infectious Disease Society of America to get the word out” (p. 9).	I can also be a crusader against superbugs by spreading information about them to my friends and family; I can share the article “Fighting Invisible Killers” with people I know. When I grow up, I could be a scientist or doctor and join the Infectious Disease Society.
Drug companies can continue to develop new antibiotics (p. 9).	When I grow up, I can become a scientist and work on developing new antibiotics; I can write to my representative to tell him to pressure drug companies to continue developing new antibiotics.
“The CDC is working on ways to make it easier for companies to develop new antibiotics and get them to patients who need them” (p. 9).	When I grow up, I could work for the CDC. When I am an adult, I can vote for politicians who support policies that support research and development of new antibiotics.

optimistic. The tone at the beginning of the section is dire, as the author explains bacteria's ability to develop defenses against antibiotics and describes the horrors of a possible future where antibiotics don't work. However, the tone shifts and becomes hopeful as the author discusses prevention: "The good news is that we can stop this from happening—if we act now." She explains that taking even simple steps like washing your hands and using antibiotics appropriately can help.

"FIGHTING INVISIBLE KILLERS" CRITICAL-THINKING QUESTIONS

1. The "Other Killers Through Time" sidebars provide examples of devastating diseases from the past. They show that throughout history, humans have found innovative ways to battle diseases, and suggest that we have the ingenuity to continue to conquer new infections.
2. Humans contributed to the development of superbugs unintentionally, by developing and then overusing antibiotics. The discovery of antibiotics led to many positive changes and has made the world a much safer place. Few realized, however, that the heavy use of antibiotics would cause some bacteria to adapt and become resistant to the medications. We can stop superbugs by investing in the development of new drugs. We can also do a better job of tracking and then containing superbug outbreaks. Taking small steps like washing our hands and limiting our use of antibiotics can help reduce outbreaks too.
3. The author's purpose seems to be to inform the reader about superbugs and the history of antibiotics. She seems to want to raise awareness about stories like Addie's to encourage readers to push for new policies and support the development of better drugs to fight superbugs. She also seems to want to empower readers to help in the fight against superbugs.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Less-scaffolded version

Answers will vary but should be similar to the following:

1. You can infer that the large picture shows magnified bacteria. The cells

seem powerful and complex, and the bright orange-red color contributes to a sense of fear and menace. The way the bacteria are wrapped around the letters in the headline suggests an invasion or attack by the bacteria. This contributes to the ominous mood created by the headline. On page 5 is a photograph of a healthy-looking girl, which makes us wonder what the frightening bacteria might have done to her.

2. The picture on page 6 shows a woman comforting the girl, Addie, in a hospital bed. The mood is tender but ominous, as there is a lot of medical equipment in the room and there are tubes coming out from Addie's body. There is a cloth or bandage on her forehead and we can't see her face. This contributes to the seriousness of the mood. Also, the comforter on the hospital bed, which looks like it was brought from home, suggests that Addie is a long-term patient. The photo on page 9 shows her being released from the hospital. The mood is hopeful but also tentative, because Addie is in a wheelchair and seems very thin and fragile. The sidebars include information about diseases we have conquered.
3. I think the article will be about diseases that can kill people, focusing on the story of one young girl and her ordeal.
4. A. flowing freely
B. By using the word "coursing," the author is emphasizing how quickly and completely a bacterial infection is able to spread through the body. Had she used a simpler word like "going" or "traveling," the sentence would not have the same dramatic effect or sense of urgency.
5. The author asks questions about superbugs and answers them.
6. The tone of the section "The Last Resort" is dire. Doctors have tried everything and Addie is not getting better. Her lungs are too weak to function. A note of hope is introduced when a surgeon agrees to give Addie a lung transplant and Addie's doctors decide to try one more antibiotic, but the tone remains fairly grim—the author describes this last-resort antibiotic as "basically poison." The tone brightens at the end of the section, when Addie's infections are cleared up and she

receives a new set of lungs.

7. A. The sidebars describe killer diseases that we have conquered: the Black Death, *e. coli*, and cholera. They provide information on how these diseases are transmitted, what the symptoms are, and how they are treated.
B. The information suggests that humans have had to deal with killer infections throughout history, and that we have the ability to overcome them.
8. Eleven-year-old Addie Rerecich was diagnosed with a serious bacterial infection called MRSA. MRSA is a superbug, a type of bacteria that is resistant to most antibiotics. Though antibiotics have been used to save millions of lives, their overuse has created deadly bacteria that are extremely resilient. As a result, medicines that used to cure people have stopped working. Through prevention and the development of new drugs, we can fight these superbugs.
9. Evidence #3: "And the more antibiotics we take, the more resistant bacteria become" (p. 8).
10. Antibiotics have had a hugely positive effect on our lives.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*More-scaffolded version

Answers will vary but should be similar to the following:

1. "Fighting Invisible Killers"
2. The large picture is of what looks to be magnified bacteria. On page 5 is a picture of a healthy-looking girl.
3. how humans can overcome disease
4. A. The picture on page 6 shows a woman comforting Addie in a hospital bed. The mood is tender but ominous, as there is a lot of medical equipment in the room and there are tubes coming out from Addie's body. There is a cloth or bandage on her forehead and we can't see her face. This contributes to the seriousness of the mood. Also, the comforter on the hospital bed, which looks like it was brought from home, suggests that Addie is a long-term patient. The photo on page 9 shows Addie being released from the hospital. The mood is hopeful but also tentative. Addie is in a wheelchair and seems

incredibly thin and fragile.

B. a rat, a cow, and a refugee camp that does not look very sanitary

5. I think I will learn about diseases that can kill people, and about one young girl's ordeal.

6. A. flowing freely

B. By using the word "coursing," the author is emphasizing how quickly and completely a bacterial infection is able to spread through the body. Had she used a simpler word like "going" or "traveling," the sentence would not have the same dramatic effect or sense of urgency.

7. Question 2: "Does this mean the superbugs are going to win?"

Answer: Superbugs will not win if the scientists who are working hard to fight superbugs can help it.

8. A. The sidebars feature killer diseases we have conquered: the Black Death, *e. coli*, and cholera. They provide information about how these diseases are transmitted, their symptoms, and how they are treated.

B. The information suggests that humans have had to deal with killer infections throughout history, and that we have the ability to overcome them.

9. Addie Rerecich was 11 years old when she was diagnosed with a serious bacterial infection called MRSA. ~~Addie is a softball player.~~ MRSA is a superbug, a type of bacteria that is resistant to most antibiotics. Since the discovery of penicillin in 1928, antibiotics have been used to save millions of lives. ~~The doctor who discovered it found mold on one of his gross dirty plates.~~ Thanks to antibiotics, people could be cured from deadly infections and complicated surgeries could be performed, ~~like the one my grandmother had last week.~~ Soon doctors were giving out antibiotics for almost anything. ~~They should not have done that.~~ They didn't realize that deadly bacteria are extremely resilient. They can "learn" how to defend themselves from antibiotics. As a result, medicines that used to cure people have stopped working. In Addie's case, she ended up in the hospital for five months. ~~Her mother, Tonya, spent time on the Internet.~~ One infection led to another until doctors finally found a medicine that worked, and Addie

was able to have a life-saving lung transplant. Tonya is now a crusader against superbugs, spreading awareness and encouraging the development of new drugs that can kill these monsters.

10. Evidence #1 does not support the central idea.

"FIGHTING INVISIBLE KILLERS" QUIZ

1. A (central idea)
2. C (text evidence)
3. B (reading for information)
4. C (key ideas and details)
5. D (interpreting text features)
6. D (vocabulary/context clues)
7. D (text evidence)
8. B (inferencing/key ideas and details)
9. Answers will vary but may be similar to the following: The discovery of antibiotics changed the world. They made it possible for people to survive infections that had previously been deadly. They also made it possible for doctors to perform complicated procedures such as organ transplants and heart surgeries. Antibiotics were so successful that doctors began to prescribe them for all sorts of things, even for conditions that didn't warrant their use. This widespread overuse of antibiotics has had a harmful effect, because some bacteria have figured out ways to defend themselves against antibiotics. These resilient bacteria, known as superbugs, can even help other bacteria become stronger. In some cases, medicines that once cured people are no longer effective.
10. Answers will vary but may be similar to the following: The author first refers to MRSA as a monster that was attacking Addie. She describes bacteria as "smart and resilient," as having the capacity to "learn" how to defend themselves and become resistant to antibiotics. She writes, "They build thick armor around their cells. They develop scissorlike arms that can stop medicines in their tracks. They can even pass on their drug resistance, teaching other, weaker bacteria how to be strong too." By writing about bacteria as though they are self-aware, the author creates a sense of urgency and drama, as though bacteria really are monsters that need to be fought with deadly force.

"FIGHTING INVISIBLE KILLERS" VOCABULARY PRACTICE

- | | |
|----------------|------------------|
| 1. neglect | 8. infectious |
| 2. harmless | 9. obliterated |
| 3. deteriorate | 10. traumatic |
| 4. unimportant | 11. deteriorated |
| 5. hill | 12. trench |
| 6. calming | 13. administer |
| 7. create | 14. crucial |

BEHIND THE SCENES OF "FIGHTING INVISIBLE KILLERS"

VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. According to the author, her purpose in writing the article is to raise awareness about the crisis of drug-resistant superbugs. She says that she wants everyone to "join in the fight" against superbugs. She also wants to explain how everyone can protect themselves.
2. Mentioning diseases that have been cured supports the idea that humans can conquer superbugs; it shows that we are capable of defeating even very serious diseases. Including stories of success against disease inspires hope for the future.
3. A superbug is a type of bacteria that has become resistant to antibiotics. In other words, it causes an infection that is very difficult to cure.
4. The quote means that things we don't understand are scary; understanding them makes them less scary. Kristin Lewis would agree because she says history has shown how humans have beaten "even the deadliest of diseases" by "learning everything we could about them." She says that it is important to talk about superbugs even though the topic is scary.

SHOULD YOUR SCHOOL GET RID OF SPORTS?

TRACING AN AUTHOR'S ARGUMENT

*Answers are for both more- and less-scaffolded versions. Some of these answers are provided on the more-scaffolded version.

Answers will vary.

Claim: It's time to scale back sports.

Reason 1: (provided)

Possible evidence includes:

- During football season, in particular, “focus shifts away from learning.” Long football practices, pep rallies, parent meetings, and late-night band practices put the emphasis on football, rather than education.
- Studies show students perform better when school starts later, but school continues to start early so athletes will be able to practice while it is still light outside.

Reason 2: (provided)

Possible evidence includes:

- More than 20 nations have better high-school graduation rates than the U.S.
- Comparing a high school in New Jersey to a school in South Korea reveals that Americans put a lot more emphasis on athletics. At the school in South Korea, kids play informal soccer games. They are celebrated for academic achievements, not athletic ones.
- Sports are embedded in American schools in a way they aren’t in other countries.

Reason 3: The cost of school sports causes schools to cut back on what they are spending on academics.

Possible evidence includes:

- A school in Premont, Texas, was in danger of being closed for “financial problems and academic failures,” but it still funded teams in many sports.
- Suspending sports at Premont freed up money that was used to repair science labs and get the school out of debt.
- Schools must spend money on substitute teachers, travel to away games, upkeep of sports facilities, security for games, and more.

Counterargument: At the end of the first section, she acknowledges that sports “. . . do have many benefits—providing exercise, lessons in perseverance, school spirit, and just plain fun. . . .” But, she implies, this is not sufficient reason to leave school sports as they are. She writes, “. . . the emphasis on sports has gone too far.” She also implies that if sports were scaled back, kids could play with private leagues instead, when she mentions that Nathan, the would-be quarterback from Premont, had started playing for a club team.

Persuasive Strategies: Students should circle the following:

- She mentions research.
- She appeals to the reader’s emotions.
- She uses a tone that makes her seem believable and trustworthy.
- She gives real-world examples.

Summary: Ripley argues that sports should be scaled back by telling the story of a school in Premont that had great success after suspending sports. She uses an authoritative tone. She backs up her argument with studies, anecdotes, and statistics, and by comparing American schools to the rest of the world. She ends her essay with a call to action, saying that more schools should follow Premont’s lead.

Evaluation: More information about the relationship between the size of a sports program and the academic performance of students, especially comparing American schools to schools in other countries that outperform us, would be helpful.

Is it convincing? Answers will vary.

Claim: Sports are more important than ever.

Reason 1: Sports and learning go hand in hand.

Possible evidence includes:

- The ancient Greeks celebrated scholar-athletes.
- Studies show that schools with big athletics programs tend to have lower drop-out rates.
- A study found that physically active kids score higher on tests, are more focused, and are better problem solvers.
- A hypothetical anecdote paints the picture of a super-stressed teen whose stress is relieved by track practice.
- Stress produces hormones that can interfere with concentration and the ability to sleep—which can hamper learning. Physical activity can alleviate stress.

Reason 2: School sports equalize the playing field.

Possible evidence includes:

- Public schools are all about equal opportunity. If schools got rid of sports, some kids would be shut out of sports completely, because club sports are expensive and some kids wouldn’t be able to afford to participate in them.

Reason 3: Everyone benefits from school sports, not just athletes.

Possible evidence includes:

- Cheering for a team brings a school

together in a positive way

Counterargument: At the beginning of the section “Equal Opportunity,” O’Shei acknowledges, “It’s true that many schools are facing serious budget crunches, and the price tag on athletics programs can be cringe-worthy.” Then he writes, “But that doesn’t mean that we should give up on the beloved American tradition of school sports.”

Persuasive Strategies: Students should circle the following:

- He mentions research.
- He appeals to the reader’s emotions.
- He uses a tone that makes him seem believable and trustworthy.

Summary: O’Shei argues that sports are more important than ever. He uses a conversational style, and speaks directly to the reader. He engages the reader with an anecdote of a stressed-out teen, to whom many readers will be able to relate. He backs up his argument with studies and concludes with a call to action to speak up in opposition to talk of suspending or scaling back school athletics programs.

Evaluation: He could quote experts about the importance of sports. He could provide ideas for how to deal with budget crunches that do not involve scaling back sports or compromising academics.

Is it convincing? Answers will vary.

“SHOULD YOUR SCHOOL GET RID OF SPORTS?” VOCABULARY PRACTICE

1. S 5-10. Answers will vary.
2. A
3. S
4. A

“OFF WITH HER HAIR!” AND “HEY KIDS, GET A HAIRCUT”

**“OFF WITH HER HAIR!”
CLOSE-READING QUESTIONS**

1. Answers will vary. Students may say the author chose to begin with the dramatic scene of a queen waiting to be executed to draw the reader into the story. The scene creates suspense and raises questions—Why is the queen in a dungeon? Why is the crowd “bloodthirsty”?—that make the reader want to keep reading to learn the answers.

2. She means that Marie's extravagance created resentment among the many people who were suffering; that Marie's hair was a public display of her wealth and carefree attitude toward money. The author supports this claim by explaining that while Marie was leading a "lavish lifestyle," there was a famine in France. The author also includes the detail that the noblewomen who were imitating Marie's style were going into debt to do so.
3. Both queens started an expensive hairstyle trend. Marie Antoinette's was "elaborate" hairdos with all sorts of objects in them. Queen Nefertiti started the trend of wearing wigs made from human hair. In France, noblewomen spent a lot of money copying Marie

Antoinette. The same thing happened in ancient Egypt. Those who couldn't afford wigs made of human hair bought "straw or sheep's wool" wigs instead.

"HEY KIDS, GET A HAIRCUT!" CLOSE-READING QUESTIONS

1. The tone is slightly sarcastic. It reveals that the author may think the principal was overreacting.
2. To some adults, long hair symbolized messiness and bad manners. To kids, it symbolized personal expression as well as the exciting changes sweeping the country.
3. It means that education is more important than fashion, and that what's on the inside matters more than what's on the outside—in other words, who

you are is more important than your appearance. The reader can infer that parents meant the school should focus on education rather than enforcing rules about hair.

"OFF WITH HER HAIR!" AND "HEY KIDS, GET A HAIRCUT!" CRITICAL-THINKING QUESTIONS

1. Celebrities tend to start fashion trends. Their fans often go to great lengths to follow them. For example, many boys imitated the Beatles' hairstyles in the 1960s.
2. A bigwig is an important person, especially one who is self-important. To call someone a bigwig is like calling them a big shot. The expression comes from 18th-century France, when the rich and powerful wore large, expensive wigs. Today, someone like Donald Trump might be called a bigwig. (We are not making a hairpiece joke!)
3. No. The long-hair fashion was popular with young people across the nation, not just a small number of wealthy people. The author also mentions bell-bottomed jeans, tie-die, headbands, and sandals, and does not indicate that these fashions were expensive or worn only by rich people.

"OFF WITH HER HAIR!" AND "HEY KIDS, GET A HAIRCUT!" VOCABULARY PRACTICE

1. D
2. A
3. C
4. D
5. D
6. B
7. affixed
8. status
9. allegiance
10. lavish

PAIRED-TEXTS QUIZ

1. A (central idea)
2. B (text evidence)
3. B (context clues)
4. C (craft and structure)
5. D (vocabulary)
6. A (craft and structure)
7. C (craft and structure)
8. A (central ideas)
9. Answers will vary but may be similar to the following: Perukes in the early days of the United States and long hair in the 1960s have a lot in common. Both stood for more than just fashion; people express their values through these

INTEGRATING KNOWLEDGE AND IDEAS

Hairstyle	Who Wore It and When	What It Symbolized to Those Who Wore It	Who Objected to It and Why
Marie Antoinette's decorated hair	Marie Antoinette and the noblewomen of 18th-century France	status and wealth—only the rich could afford to follow the trend (and even then, many went into debt to keep up).	France was in the midst of wars and famine, and many people resented Marie's extravagance. How many people could have been fed for the cost of one hairstyle?
perukes	upperclass men and women in Europe in the 18th century	status and wealth	George Washington and other Founding Fathers. They saw perukes as undemocratic and symbols of the world they left behind.
long hair in the 1960s	young people—especially young men—in the mid-1960s	rebellion against parents and the older generation in general, the changing world, coolness (being like the Beatles)	Some adults objected because they saw long hair as a rejection of their values as well as a sign of disrespect and messiness.

styles. The peruke stood for the Old World, where wealthy Europeans spent great amounts of money on perukes to flaunt their riches. Americans like George Washington saw the peruke as a symbol of corruption and snobbery that was incompatible with the values of the U.S. So he and many others refused to wear perukes and adopted a natural hairstyle instead. Long hair in the 1960s also stood for more than just fashion. Having long hair was a way to associate with a new movement that was sweeping the country—a movement that celebrated civil rights as well as the new music and art that were becoming popular. Kids also began wearing their hair long as a way to rebel against their parents. But long hair, especially on boys, was seen by some—particularly the older generation—as disrespectful. It became such a powerful symbol that many schools required short hair. Several cases involving kids wanting to wear their hair long went all the way to the Supreme Court!

10. Answers will vary but may be similar to the following: Throughout history, hairstyle trends have often been set by the richest and most powerful people in society. For example, in the late 18th century, French queen Marie Antoinette started the trend of wearing very tall hair adorned with all sorts of objects. Soon, the noblewomen of France were going into debt to keep up with her. In ancient Egypt, Queen Nefertiti wore wigs made of human hair. Soon everyone was copying her hair, with those who couldn't afford human hair wigs wearing wigs made of other materials, such as wool or straw. Many years later, in the 1960s, the Beatles set a trend with their shaggy mop-top haircuts.

"I WOULD RATHER DIE"

WHAT IS THE THEME?

***Less-scaffolded version**

1. Frederick Douglass
2. Douglass is enslaved.
3. In Scene 4, Hugh Auld criticizes his wife, Sophy, for teaching Freddy to read. Hugh says that learning to read will make Freddy "unfit for the duties of a slave."

This leads Freddy to the revelation that, in the words of Old Frederick, "If knowledge made me unfit to be a slave, then I suddenly understood the pathway to freedom." Freddy realizes that learning will make him unfit to be a slave, and that learning is therefore what he must do; he wants to be unfit for slavery.

4. In Scene 7, Freddy says, "There is no time to think. I feel my dreams of freedom slipping away." He also says, at the end of this scene, "Knowledge is freedom." Freddy is once again expressing the idea that reading—which leads to learning and to knowledge—is the pathway to freedom.
5. As a young man, Freddy meets a free black man who helps Freddy escape to the North. The man puts Freddy in touch with a free black sailor who lends Freddy his identification papers.
6. Freddy's ability to read and his pursuit of knowledge drove him to continue looking for a way to escape slavery. Reading fed his heart, mind, and soul; it gave him the strength to dream of a better life. The more "unfit" for slavery he was, the more determined he was to achieve it.
7. Reading (or knowledge) is freedom (or power).

WHAT IS THE THEME?

***More-scaffolded version**

1. Frederick Douglass
2. Hugh Auld criticizes his wife, Sophy, for teaching Freddy to read, saying that it will make Freddy "unfit for the duties of a slave." This leads Freddy to the revelation that, in the words of Old Frederick, "If knowledge made me unfit to be a slave, then I suddenly understood the pathway to freedom." Freddy realizes that learning will make him unfit to be a slave, and that learning is therefore what he must do; he wants to be unfit for slavery.
3. Freddy says, "There is no time to think. I feel my dreams of freedom slipping away." He also says, "Knowledge is freedom." Freddy is saying that reading—which leads to learning and to knowledge—stops him from giving up on his dreams. He is again expressing the idea that knowledge is the pathway to freedom.

4. Freddy's ability to read and his pursuit of knowledge drove him to continue looking for a way to escape slavery. Reading fed his heart, mind, and soul; it gave him the strength to dream of a better life. The more "unfit" for slavery he was, the more determined he was to achieve freedom.
5. Reading (or knowledge) is freedom (or power).

COMPARE TWO TEXTS

1. The excerpt relates most closely to Scenes 3, 4, and 5.
2. The playwright uses dialogue, as well as action (described by the narrators), to communicate much of what Douglass explains in his book. For example, Douglass writes, "Having no fear of my kind mistress before my eyes, (she had then given me no reason to fear,) I frankly asked her to teach me to read; and, without hesitation, the dear woman began the task, and very soon, by her assistance, I was master of the alphabet, and could spell words of three or four letters." The playwright translates this into the dialogue and action at the end of Scene 3, when Freddy asks Sophy Auld, "Miss Sophy, would you teach me how to read?" and she responds, "Why of course! What fun," and at the beginning of Scene 4, when it is a few weeks later and Freddy is reading. Likewise, Sophy's line, "Oh, Hugh! We have a surprise for you!" communicates Douglass's description of Sophy Auld's pride in him and the way "... she exultingly told him [Hugh Auld] of the aptness of her pupil."

Another example of how the playwright adapts Douglass's writing is how she portrays Hugh Auld's reaction when he learns that Sophy has taught Freddy to read. In his book, Douglass writes that Hugh "... unfolded to her the true philosophy of slavery, and the peculiar rules necessary to be observed by masters and mistresses, in the management of their human chattels," and quotes several things that Hugh said. In the play, Hugh yells at Sophy and tells her why she must not teach Freddy to read. The playwright also weaves in one of the quotes from Douglass's book, altering it just slightly.

Douglass writes that Hugh said, “. . . it would forever unfit him for the duties of a slave”; in the play, Hugh says, “It will make him forever unfit for the duties of a slave.”

The playwright also uses the character of Old Frederick to communicate some of the reflections from Douglass’s book. For example, at the end of Scene 4, Old Frederick says, “Those words were a revelation. If knowledge made me unfit to be a slave, then I suddenly understood the pathway to freedom.” This line is almost exactly the same as a line from Douglass’s autobiography. It is not something that Douglass would have said as a 9-year-old, so it wouldn’t have made sense for the character of Freddy to have said it—which is why the character of Old Frederick says it.

3. Most of the big ideas of the excerpt are contained in the play; however, the excerpt goes into greater depth about Frederick Douglass’s thoughts and reflections than does the play. Douglass’s reflection toward the end of the excerpt—that he may owe as much to Hugh Auld for trying to stop him from reading as he owes to Sophy Auld for teaching him to read—is not in the play, for instance. Also, Douglass writes in his book that Hugh Auld said, “. . . learning would do him no good, but probably, a great deal of harm—making him disconsolate and unhappy.” This idea is not in the play either. The playwright probably chose to leave out the details that she did to keep the story moving along. Too many reflections from the character of Old Frederick would slow down the narrative.

the slaves. Douglass is likely referring to both literal, physical marks that the overseer’s whip left on slaves’ backs and also to metaphorical marks—damage to the enslaved people’s souls. Douglass is saying that these marks were evidence of the overseer’s cruel character.

“I WOULD RATHER DIE” CLOSE-READING QUESTIONS

1. The two scenes depict the same event: Freddy’s attempt to escape to freedom. Scene 1, however, ends with a cliffhanger, while Scene 10 continues past the cliffhanger moment and resolves the action. Scene 1 draws the reader into the story by raising questions in the reader’s mind: Who is Freddy? Why is his life about to be saved or destroyed? The cliffhanger makes the reader want to keep reading to find out what happens.
2. Frederick is so physically exhausted that his basic needs—rest and food—are almost all he can think about. To dream of escape requires a level of energy and determination that are hard to maintain when you are suffering.
3. It reveals that the owners did not view slaves as human beings. When the men propose killing the slaves, Slave Owner 1 is upset only because of the “waste” of the money he paid for his slave Harry. The owner talks about Harry like Harry is a machine or a farm animal. Slave Owner 2 also sees the slaves as animals, comparing them to a flock of sheep.
4. We associate blue skies with happiness and possibility, so the playwright likely described the sky to symbolize Freddy’s looking into his bright future.

“THE HORROR OF SLAVERY” AND “I WOULD RATHER DIE” CRITICAL-THINKING QUESTIONS

1. Auld meant that reading would increase Douglass’s misery and make him more likely to rebel, because reading would make him more aware of what his life could be if he were free; more hungry for what he was denied as a slave. Auld was right: Learning did make Douglass more miserable about his enslavement, and it impelled Douglass to escape.
2. Many slaveholders were cruel; an attempt to revolt or escape usually

led to severe punishment. As the informational text says, it was not against the law to physically abuse a slave. The play contains examples of such abuse, like in Scene 2, when the overseer whips Esther, and in Scene 6, when William shows his scarred back to Freddy. Plus, as the informational text says, slaveholders tried to make slaves feel isolated and dependent through such measures as breaking apart families. Slaveholders also forbade slaves to read, which, as Douglass realized, was destructive to people’s minds and spirits. Most slaves were likely so beaten down that they felt like the character of Jake, who says, “We don’t think about hope.”

“I WOULD RATHER DIE” VOCABULARY PRACTICE

1. S 5. S
2. A 6. S
3. A 7-11. Answers will vary.
4. S

“I WOULD RATHER DIE” QUIZ

1. D (identifying theme)
2. C (text evidence)
3. C (interpreting text)
4. A (interpreting text)
5. B (vocabulary/context clues)
6. C (craft and structure)
7. B (text evidence/integrating knowledge)
8. C (author’s craft)
9. Answers will vary but may be similar to the following: When reprimanding his wife for teaching Freddy to read, Hugh says that learning will make Freddy “forever unfit for the duties of a slave.” He means that a slave who is educated will find it even more difficult—impossible even—to accept his lot in life. Hugh means that the more an enslaved man knows about the world outside of slavery, and the more he nurtures his mind and soul with what he reads, the more unhappy he will become, and the more desperate to escape slavery. Freddy understands this, and it is why he is determined to learn as much as possible and keep his mind active. This is what Old Frederick means when he says, “If knowledge made me unfit to be a slave, then I suddenly understood the pathway to freedom.”
10. Answers will vary but may be similar

“THE HORROR OF SLAVERY” CLOSE-READING QUESTIONS

1. She means that knowing about a terrible event from history can help us recognize signs of a similar event occurring in the present, which we can then take steps to prevent or halt. Learning about the past helps us understand what can happen.
2. Parchment is a material to write on that is made from the skin of animals. Douglass is saying that the cruel, abusive overseer left marks on most of

to the following: In “The Horror of Slavery,” the author states that slaveholders wanted slaves to feel “isolated and dependant.” This is demonstrated several ways in the play. For one, Freddy and the other slaves have to rely on their masters for food and clothing. That Freddy is sent to Baltimore at age 10 and then sent back to the plantation at age 17 is another example of slaveholders keeping slaves isolated: by moving slaves around, the slaveholders made it more difficult for the slaves to form relationships. Similarly, in Scene 6, the overseer whips Freddy for talking to William. Discouraging conversation was another way slaveholders made slaves isolated and powerless. Also in the play, the slaves who live on the plantation have no apparent contact with the outside world; William, Jake, and Harry are so isolated and dependant that the thought of escape is terrifying. Finally, not paying slaves for their work was a major way of keeping slaves dependant. An example of this occurs in Scene 9, when Joseph asks Freddy if he has any money and Freddy replies, “No. Every week Master Hugh takes my wages.”

“I WOULD RATHER DIE”

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Character

1. A. major; Freddy is a young African-American slave living in Maryland in the 1820s and 30s. From a young age, Freddy questions why slavery exists and longs to be free. Freddy is a dynamic character because at the beginning of the play he is angry and frustrated at his enslavement, and at the end of the play he is relieved and presumably thrilled to have escaped.
- B. minor; Sophy is the wife of Hugh Auld, Freddy’s master in Baltimore. She is a warm and loving person who treats Freddy with kindness when he first comes to live with the Aulds, even teaching him to read. She is a dynamic character because she changes from gentle and generous to cruel after her husband criticizes her.
- C. William, minor; William is a slave who lives on the plantation with Freddy. He

discourages Freddy from questioning his life as a slave. He is a static character because he does not undergo any significant internal change during the course of the play.

2. A. Answers may include: In Scene 2, Freddy says, “Are we really here on Earth to be treated worse than animals?” This demonstrates that even as a child, Freddy resisted the fact that he had to be a slave, that he imagined himself to have a higher purpose than to serve a master. In Scene 3, Freddy asks Sophy if she will teach him to read. This suggests that Freddy is a daring boy, for it took great courage to ask his mistress for this favor. In Scene 6, Freddy says to William, “All these years you’ve been out here working. How can you stand it?” This again reveals Freddy’s opposition to his enslavement and to slavery in general.
- B. Answers may include: In Scene 5, Freddy is caught reading a newspaper, even though he’s been told not to read anymore. This shows his determination to become educated and his willingness to take risks to do so. In Scene 8, Freddy holds a class and teaches other slaves how to read, demonstrating his commitment to the plight of other slaves and his courage. All of the men were taking a risk, but none more so than Freddy.
3. Sophy is kind to Freddy at first. She invites him to join her and Tommy as she is reading aloud—including Freddy in a family activity. After Hugh chastises her for teaching Freddy to read, she takes her husband’s words to heart, and becomes determined to prevent Freddy from becoming educated. She cruelly rips a newspaper out of his hands and throws it into the fire. When she tells Freddy it’s for his own good because “nobody wants an impudent slave,” she reveals herself as having become a hardened slaveowner.
4. Old Frederick voices Freddy’s thoughts and feelings from a perspective of looking back on the past. In Scene 1, Old Frederick is able to articulate what it was like in the moment when he handed the free papers to the conductor. A narrator could have spoken these lines, but Old Frederick gives the reader more of a connection to the main character

and provides a better opportunity for Douglass’s personal reflections to be included in the play.

Setting

5. Maryland, the 1820s and 1830s
6. During this time, it was common for people in the South to own slaves. Millions of Africans had been kidnapped and enslaved. By the time of Freddy’s birth, generations of slaves had been living on plantations—plantations that were able to operate because of the labor of unpaid slaves. A person who was born into slavery had little to no chance of becoming free.

Conflict

7. The conflict of person versus society is illustrated in Freddy’s struggle with the institution of slavery. He is born into slavery and wonders what his purpose is in life. The conflict is resolved for Freddy when he escapes to a free state. For other slaves, the resolution would come after the Civil War, when slavery officially ended.

Tone and Mood

8. Among the words students may use to describe the tone of the play are admiring, respectful, serious, and sympathetic. The author has Sophy refer to Freddy as a “fast learner” and “a bright boy.” She describes how Freddy learned to read and write against all odds, and put himself at risk to teach others, indicating her respect for him. The author seems sympathetic to Freddy; she lets us in on the frustration he feels and the yearning he feels for freedom, though lines like “Are we really here on Earth to be treated worse than animals?” and “There has got to be more to life than serving our masters. We have hearts and minds and souls! If we don’t try to escape, what hope do we have?” At the same time, though, the author gives the narrators an objective tone; they describe what happens, but do not pass judgement.
9. The mood shifts throughout the play, changing from grim, frustrated, and full of longing as Freddy ponders his fate as a slave and longs for freedom, to determined and eventually, relieved and hopeful, when Freddy manages to escape to the North. There is a strong shift in mood between Scenes 3 and 4,

when Sophy agrees to teach Freddy to read and is then berated by Hugh for for doing so. This scene also marks the beginning of a feeling of determination and struggles that lasts throughout the rest of the play, as Freddy becomes determined to free himself from slavery through learning.

Plot

10. The flashback begins in Scene 2 and concludes at the end of Scene 9.
11. Freddy's revelation is that knowledge is the key to freedom. Hugh's vehemence that Freddy not learn to read opens Freddy's eyes to the fact that slaveowners need their slaves to be ignorant. Through Freddy's commitment to educating himself and others, he is able to free his mind and eventually make his way to freedom.
12. The climax of the play is in Scene 10, when the conductor looks at Freddy's free papers. The reader knows that if the conductor discovers the papers belong to another man, Freddy's dreams of escape will be dashed probably forever. The suspense has been building up to this point.
13. 5, 1, 6, 3, 2, 4
14. The author may have included an epilogue to satisfy the reader's curiosity about what happened to Freddy after his train ride out of Baltimore. The epilogue also informs the reader about the many accomplishments of Frederick Douglass, an important historical figure.

ANIMAL DISTRESS CALLS

HUMANS AND ANIMALS

Answers will vary.

Quote: Any look into an animal's life or interaction with an animal, no matter how brief, makes us feel more alive and improves our lives.

Julia, from top to bottom:

1. She sits down outside the cage of a sick ostrich in the veterinary building at the zoo. She strokes its head and volunteers to help take care of it.
2. empathy, sympathy, concern, calmness
3. Before the encounter, Julia is angry at her mom and feeling antisocial. After spending time with the ostrich, Julia

feels more compassion for her mom and decides to make up with her mom.

4. Through her "glimpse" into the life of an ostrich, Julia becomes more empathic, more calm, and more positive, as her focus shifts from herself to others. In this way, her encounter with an animal makes her life "larger and better," as Muir puts it.

Eliot Schrefer, from top to bottom:

1. He describes walking through the Bronx Zoo at night when only the wolves were awake. He also describes spending time at a bonobo sanctuary in Congo where he helped make sure a young bonobo ate his breakfast in the mornings. Schrefer also talks about reading animal stories when he was young.
2. concerned; gave him a sense of responsibility; inspired him to imagine adventures; appreciative
3. He says humans enjoy being with animals because animals judge you on your actions, not your words, which he says has "purity."
4. Schrefer has had several "glimpses" into animals' lives, and they have affected him in a positive way. For example, he says that when he spent time helping a young bonobo in Congo, it felt like the bonobo was giving him a gift. This suggests that Schrefer feels his own life became "larger and bigger" through his interactions with animals.

"ANIMAL DISTRESS CALLS" CLOSE-READING QUESTIONS

1. Julia is angry because she doesn't feel like a regular kid; she and her mother always have to worry about money. She expresses her anger toward her mother by speaking fast in English, forcing her mother to struggle to understand. It's a cruel moment. She doesn't say thank you when her mother drops her off at the zoo.
2. The wolf's howl both scares Julia and makes her feel guilty. She is "jangled up by the wolf" and says the wolf looks at her "like he thought I deserved to be eaten," revealing her own guilty conscience. By contrast, she immediately feels pity and compassion for the ostrich.
3. Julia avoids the vet's eyes because she is afraid he will be angry that she's with Josie. When she looks in his eyes on

page 28, she gains the confidence to ask if she can stay. She has realized that she has something to offer the sick bird.

4. Julia thinks about the delicious bread pudding her mom makes out of the stale pastries she brings home from her job. Julia resolves to speak to her mom in Tagalog and perhaps thank her for the laundry quarters. This shows her anger has subsided, and she appreciates that her mother is doing the best she can. Helping Josie has made Julia more calm and positive.
5. In the interview, Schrefer describes visiting the Bronx Zoo at night, where he heard wolves and saw a sick ostrich. He talks about his love for animal stories and the enriching experience of spending time with a bonobo—just as Julia is enriched by her time with Josie.

"ANIMAL DISTRESS CALLS" CRITICAL-THINKING QUESTIONS

1. The ostrich is clearly in distress; it has missing feathers, a limp neck, and droopy wings. Julia responds to its distress by holding the bird's head in her lap and comforting the bird. Julia is also in distress. She has conflicting feelings of anger at her mother and guilt about how she treated her. Caring for the sick bird helps Julia deal with her own distress. She calms down, sees her situation in perspective, and decides to treat her mother more kindly.
2. Through much of the story, Julia can't look others in the eye. She can't meet her teacher's eyes because she is embarrassed by the bag of quarters, and she avoids the vet's eyes because she's afraid of getting in trouble. The wolf looks at Julia "as if he thought I deserved to be eaten," which reveals Julia's guilt. The ostrich stares right at Julia, suggesting a sense of trust or expectation; Julia responds by trying to help the bird, to live up to those expectations. Julia's breakthrough, when she asks the vet if she can stay with the ostrich for the afternoon, comes as she looks the vet in the eye.
3. Julia's words create a conflict with her mother. Julia rails at her mother for not putting aside money for the field trip, and she speaks in rapid English to "punish" her mother. In the end,

Julia decides to resolve the conflict with words: She will speak in Tagalog and thank her mother for the laundry quarters. Julia communicates with the ostrich through her actions. She comforts it by holding its head in her lap.

"ANIMAL DISTRESS CALLS" QUIZ

1. C (craft and structure)
2. C (inferencing)
3. B (inferencing)
4. D (summarizing)
5. C (vocabulary/context clues)
6. D (context clues)
7. C (inferencing)
8. B (inferencing)
9. Answers will vary but may be similar to the following: At the beginning of the story, Julia feels upset and isolated. She feels uneasy at the zoo and is frightened by the wolf. When she meets a sick ostrich named Josie, Julia empathizes with the creature, who is alone and uncomfortable in her cage. Julia reaches out and comforts Josie, and in doing so is herself comforted by helping another being. As she sits with Josie's head in her lap, Julia thinks about her mother and feels empathy for her as well. When the wolf howls a second time, Julia is not intimidated. She says ". . . his call sounded less like a threat and more like a song. He was reaching out, trying to find the members of his pack." Julia has come to empathize with the wolf.
10. Answers will vary but may be similar to the following: Through focusing on Josie instead of on her own problems, Julia begins to have empathy for the plight of others. The ostrich is in a dire situation and Julia feels she has something to offer her—time and comfort. Treating Josie with such compassion softens Julia's heart towards her own mother. She realizes that her mother is doing the best she can, working hard to support the two of them.

"ANIMAL DISTRESS CALLS" BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Character

1. A. major; Julia is distressed over her family's financial situation and a fight she just had with her mother. She is on a class trip to the zoo but just wants to

go off by herself and listen to music. She wants to feel like a normal kid and not feel ashamed of paying for the field trip with a bag of quarters. Julia is a dynamic character because she begins this story feeling isolated and angry and by the end, she feels comforted by her surroundings and empathetic towards others.

B. minor; Julia's mom is a hard-working woman who has a job at a diner. The reader can infer that she is a single mom, and she struggles to support her family. When Julia gets angry with her, her mother apologizes and scrapes together the money for Julia to go on the field trip. That her mother turns stale pastries into delicious bread pudding implies that she is able to make the most of what she has. She is a static character because she does not undergo any changes over the course of the story.

C. the vet; minor; The veterinarian is a dedicated animal doctor who sees that Julia really wants to stay and comfort Josie, so he arranges for that to happen. He is described as scrawny with spiky hair and smudged glasses. He is a static character because he does not undergo any significant change during the story. (Students may describe another character here.)

2. A. Julia doesn't thank her mother when she drops her off at the zoo. She closes the car door and stalks off. This shows that Julia is upset and angry with her mother. She resents that she can't go to the zoo like a normal kid and have a good time. She and her mom are always worried about money. In this moment, Julia is feeling ungenerous towards her mother and blames her for their financial problems.

B. Julia says, "I know I can't give Josie the same kind of help you can, but she seems more relaxed when I'm holding her. Would it be okay if I stayed with her for the afternoon?" This shows that Julia empathizes with Josie and wants to help. Julia thinks that helping Josie relax will give her better odds to come through her surgery the next day. Julia is discovering the power of focusing on something outside of herself and the warmth and satisfaction that comes from

helping others.

3. The veterinarian is described as a scrawny young man with a lab coat and spiky hair. At first, he has a strange expression on his face and Julia thinks she may be in trouble. She is afraid to look him in the eyes. As they speak, she glances at him and notices his smudged glasses and "tired, sympathetic smile." She imagines him spending long hours at his desk, poring over medical charts and clinical studies. This demonstrates that Julia is once again empathizing, putting herself in someone else's shoes, and that she sees the veterinarian as a caring, dedicated doctor.
4. Julia encounters a wolf at the beginning of the story. She is frightened of him and describes him as "a big dog with no cuddle in him." She refers to him glowering as if he could see right through her "like he thought I deserved to be eaten." To her, he is an untamed creature who has nothing in common with her and is out for blood. She even imagines that the wolf can jump his fence and creep after her. By the end of the story she thinks of him differently. His howl sounds "less like a threat and more like a song." She remarks, "I wished I'd noticed before how lovely and specific his call was." Josie the ostrich is the other animal that Julia encounters. Julia is drawn to Josie because she is alone and seems to need help. Once Julia discovers the seriousness of Josie's condition, she is determined to stay with her for the afternoon. Her feelings for Josie grow stronger as she sits quietly on the floor with Josie's head in her lap, hoping that this small thing she is doing to comfort the bird might increase Josie's chance of getting through her surgery.

Point of View

5. first person; Julia reveals the action of the story as well as her own thoughts and feelings. She refers to herself as "I" and "me" throughout.
6. If the story were told from another point of view, such as the third-person omniscient, we would have more insight into what characters besides Julia were thinking and feeling. We might learn more about her mom's struggles or the veterinarian's thoughts, for example.

Setting

7. Detail #1: "Between the gate's slats, I saw the concrete rhino that little kids played on, the stand that sold Popsicles shaped like parrots, toddlers giggling at the monkeys."

Detail #2: "Along the side were a lawn mower and some rakes."

Detail #3: "Inside was a short hallway, lined on either side with barred cells. Each one was empty and looked like a hospital room, with its own little white machine and rolling cart."

The first detail describes a normal, happy scene at the zoo: little kids playing, toddlers giggling, and Popsicles for sale. Julia is looking at these scenes through a gate. She is physically separated from them and that is how she feels emotionally as well—cut off from others. As she walks behind the scenes at the zoo, she is uneasy. The medical building she enters is silent and sterile. By the end of the story, Julia feels more comfortable at the zoo. She asks the vet if she can stay with Josie. She settles in saying, "I lay on my side, tile cool under my shirt." She describes everything as being quiet except for Josie's wheezes. The calmness of the environment has calmed Julia inside. She no longer feels angry towards her mother, but rather, she is filled with empathy.

Tone and Mood

8. The tone might be described as patient, sympathetic or empathetic, or wise. The author shows understanding for Julia, but we sense that he believes Julia was unfair to her mother during their fight—which is why the author has Julia come to the realization that she should apologize, that she has a lot to be grateful for. In fact the author seems to have empathy and appreciation for everyone in story, from Julia's hardworking and selfless mother to the vet who arranges for Julia to stay with the ostrich. The author seems particularly empathetic toward the ostrich, describing her in a touching way that evokes the reader's sympathy.
9. At the beginning of the story, the mood is tense. It then becomes angry, then mysterious and tense again, then relaxed, sympathetic, and thoughtful.
10. The mood of the story shifts with Julia's

shifting emotions. At the very beginning of the story, Julia describes herself as "gasping" and says that she "whirled" around to see a wolf glowering at her—these words establish a feeling of fear and tension. When Julia then recounts a fight she'd had with her mother, Julia's mood, and the mood of the story, becomes angry and resentful. When Julia finds herself in a section of the zoo that is closed to the public, she says, "My body stuffed up with nerves, twitching between scared and excited, I took in my surrounding," shifting the mood once again. The sounds of a wolf howling, parrots shrieking, and a mysterious grunt, combined with a change in the imagery as the day turns from sunny to cloudy and windy, create tension and mystery. Once Julia meets Josie, the mood becomes calm, gentle, thoughtful, and a little sad. The sense of threat disappears. There are soft sounds—Julia murmurs and whispers to Josie, and Josie sighs softly—that help establish this quiet, gentle, reflective mood.

Plot

11. The flashback begins with the sentence "I'd almost missed this field trip" and ends with "When I handed my teacher that plastic grocery bag of quarters, I couldn't meet his eye."
12. The primary conflict is Julia's internal struggle with herself. She is upset that her family has financial troubles. She wants to feel like a regular kid and not worry about money every day. She is also upset with herself for the way she treated her mother that morning.
13. The climax of the story is when Julia thinks about her mom coming to pick her up, the car full of stale Danishes from the diner where her mom works. Julia imagines making up with her mom, telling her mom about her afternoon at the zoo and thanking her for the quarters she had earlier been angry about. This is the climax because it is when Julia resolves her inner conflict—she lets go of her anger and feels empathy and appreciation toward her mother.
14. Several questions remain unanswered at the end of the story. We don't find out what happens to Josie. Does she have cancer? Is her surgery successful? We

also do not witness how Julia treats her mother when she picks her up from the zoo, though we can infer that Julia will do what she is thinking about: speak to her in Tagalog, thanking her for the quarters and telling her about her afternoon with Josie.

THE LAZY EDITOR: MONSTER OF DOOM?

DEALING WITH DASHES

1. Tyrese—my favorite cousin—always lets me play his video games.
2. I dreaded apologizing to my brother—I hate to admit that I'm wrong.
3. I can hardly wait to get to the park—it's about an hour away—and start playing soccer.
4. I need to start training soon—my swim meet is in less than a month.
5. Ann—rarely a complainer—said that she was having a horrible time and urged that we leave.
6. b
7. a
8. a
9. b
10. a

VARY YOUR SENTENCES

Answers will vary but should be similar to the following:

We went to the mountains last weekend. We brought a lot of stuff, including skis, hot cocoa, snow boots, firewood, and board games. Saying that it's important to protect our skin, my mom put sunscreen all over us. She insisted that you can get a sunburn in winter when the sun reflects off the snow. Unfortunately, my mom used the kind of sunscreen that doesn't blend into your skin, so the sunscreen stayed white on our skin. We all felt like dorks, but we had a lot of fun anyway.

COMMAS AND CLAUSES

1. Escargot, which I'm eager to taste, is a French delicacy of cooked snails.
2. Alisa's dad, whom I've never met, is going to meet us at the restaurant.
3. I never knew that Michael Jordan, who played for the Chicago Bulls, is six-and-a-half feet tall!

4. Reyna couldn't wait to get to the theme park, which is about an hour away, and start riding roller coasters!
5. Devon's soccer team, hoping to win the tournament this year, has practice four days a week.
6. a
7. a
8. b
9. b
10. a

LET'S AGREE, SHALL WE?

1. Either Tyler or Megan; is
2. These postcards; are
3. nobody; has
4. one; is
5. the chips; were
6. Twenty-five dollars; is
7. your family; is
8. everyone; wants
9. neither Molly nor Paige; 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 of the verb is "everyone," which is singular.
19. incorrect; The verb refers to Ben "or" Steven, not Ben and Steven together, so the verb should be singular.
20. correct; "Each" means that the verb refers to each dessert individually, so it is correct that the verb is singular.

YOU WRITE IT

ANALYZING THE INFOGRAPHIC

1. F 7. B
2. T 8. I
3. T 9. I
4. F 10. D
5. A 11. D
6. C 12. I
13. Answers will vary but should be similar to: Based on the infographic, it is true

that the social media site teens say they use most is not necessarily the site they say is most important. For example, though Facebook is apparently the site teens use most by a very wide margin (81 percent for Facebook versus only 7 percent for Twitter), Twitter was named the "most important" site in 2013. Facebook declined significantly in importance between 2012 and 2013, despite being the most-commonly used site.

WHOLE ISSUE

CROSSWORD

