

GRAMMAR GOES FOR THE GOLD

LESS VS. FEWER

- | | |
|----------|------------------------|
| 1. less | 7. less |
| 2. Fewer | 8. less |
| 3. less | 9. less |
| 4. less | 10. fewer |
| 5. Fewer | 11. less |
| 6. fewer | 12. Answers will vary. |

SAVING THE GREAT WHITE MONSTER

CAUSE AND EFFECT

Chain 1:

1. Since the 1980s, Chinese people have become increasingly wealthy.
2. Many more people in China can now afford the delicacy shark fin soup.
3. The number of sharks hunted to make this soup has skyrocketed since the 1990s; 100 million sharks have been killed each year for the past 10 years.
4. Many species of sharks are in danger of extinction.

Short Answer: The increase in the consumption of shark fin soup has led to a greater number of sharks being killed to make this delicacy. As a result, many species of sharks have become endangered.

Chain 2:

1. Shark populations shrink dramatically because of overfishing.
2. Species that are normally eaten by sharks become more populous.
3. These more populous species in turn devour more of their prey, thus depleting the species they prey on.
4. The ocean's ecosystem is out of balance, with an overabundance of some species and a lack of others.

Short Answer: Other species are affected by the diminished shark population because sharks are at the top of a balanced food chain. Without sharks, the chain is out of balance, and some ocean species starve because the species they eat are depleted.

"SAVING THE GREAT WHITE MONSTER"

CLOSE-READING QUESTIONS:

1. By putting readers in the sharks' place,

the author evokes sympathy for sharks and emphasizes the dangers sharks face.

2. Because many people in China have more money than they did in the past, more of them can afford pricey shark fin soup. This has created an increased demand for shark fins; huge numbers of sharks are being killed to satisfy that demand. As a consequence, many of the world's shark populations are endangered; some have dropped by 99 percent.
3. An apex predator is an animal at the top of the food chain. It hunts other animals, but few or no animals hunt it. Apex predators are important because they keep the numbers of other animals in balance. Without apex predators, some animal populations would grow too large, and others would shrink or disappear.
4. People tend to respond to sharks with fear. Sharks look terrifying, and news reports of the rare instances of sharks attacking humans fosters fear. As a result, conservationists have had difficulty rallying support for saving sharks.
5. WildAid has used information to change people's behavior. The group has spread the message in China that consumption of shark fin soup is having serious consequences for sharks and humans. It has enlisted Chinese celebrities to help spread the message.

"SAVING THE GREAT WHITE MONSTER"

CRITICAL-THINKING QUESTIONS

1. Until recently, sharks have generally been seen as ruthless killers that we don't need; newspaper articles about shark attacks and movies like *Jaws* have contributed to this view. In this way, the media have made it hard for conservationists to garner support for sharks. The media are also helping sharks, however; TV commercials featuring Chinese celebrities seem to have changed many people's attitudes and encouraged some to stop eating shark fin soup.
2. The tone of the article is concerned; it reveals the author's sympathy for sharks. She starts by asking readers to imagine that they are sharks, which engenders concern for sharks. She describes the gruesomeness of shark fishing, with the phrases "1,500 hooks

baited with raw meat," and "They just hack off the fins . . . and leave the sharks to die in the ocean." She describes WildAid's work positively and calls their efforts "successful."

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Less-scaffolded version

Answers will vary but should be similar to the following:

1. The word "monster" in the headline, the phrase "among the most feared animals in the world" in the introductory paragraph, and the photograph of the shark with its huge mouth open have a similar feeling of drama and terror. These elements reflect the feeling that many humans have about sharks—that they are savage killers. The photograph makes it seem as if the shark could leap off the page and swallow the reader. The editors probably chose this photo because it is attention-grabbing and intimidating, making the reader wonder why a fearsome animal like this needs to be saved or "needs your love."
2. The photos and caption on page 6 indicate how the media has reinforced the idea that sharks are "monstrous killers." It also states that shark attacks are rare. Photos on the bottom of page 7 show rows of cut-off shark fins and a bowl of expensive shark fin soup. Photos on page 8 are of celebrities who have gotten involved in the fight to save sharks. The caption tells us that even Bethany Hamilton, a shark-attack survivor, is concerned about saving sharks.
3. I think the article will be about how sharks are being hunted so their fins can be used to make soup, and why it's important that we protect these animals.
4. A. shockingly
B. By using the word "staggeringly," the author is emphasizing the enormity of the number of sharks that were hunted. Had she used a simpler word like "really" or "very," or left out the adverb altogether, the sentence would not have the same dramatic effect. "Staggeringly" gives the sentence a sense of emotion, and suggests that the author is shocked and horrified by the number of sharks that were hunted.
5. The author describes a problem and then

describes steps that have been taken to solve the problem.

6. The section begins in a reverent tone, describing how sharks have been on Earth for millions of years. Then, the tone becomes dire as the author states that sharks could be wiped off the planet. The section ends on a foreboding note, describing how disastrous it would be for the ocean's ecosystem if sharks were to disappear.
7. A. The sidebar describes an example of what could happen to the food chain if there were no sharks in the ocean.
B. The sidebar suggests that apex predators are critical to keeping the animal world in balance. It was likely included to provide a concrete example of how changes in the ocean's ecosystem affect many species, including humans.
8. Over the past few decades, sharks have become endangered because they are being slaughtered to make shark fin soup, a delicacy in China. The conservation group WildAid launched a campaign to raise awareness about the importance of sharks to the ocean's ecosystem and the impact of eating shark fin soup. It has worked. A lot fewer shark fins were brought into China last year than in the past.
9. Example #3: "By the early 2000s, worried scientists were warning that China's appetite for shark fin soup was endangering the world's shark populations." (p. 7)
10. Many people have a negative view of sharks and are not concerned with saving them.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*More-scaffolded version

Answers will vary but should be similar to the following:

1. "Saving the Great White Monster"
2. The photograph is of a great white shark with its mouth wide open, its enormous, vicious teeth in full view. It makes me feel scared because it looks like the shark wants to eat me.
3. what cause and effect relationships are described in this article
4. The images on page 6 show a shark with a menacing look swimming through the water, surrounded by newspaper articles

about shark attacks and a poster for the movie *Jaws*. These images reinforce the idea that sharks are monstrous killers.

5. The photos on the bottom of page 7 show rows of cut-off shark fins and a bowl of expensive shark fin soup. It makes me feel sad to think of all the sharks that died so people eat bowls of expensive soup.
6. I think the article will be about how sharks are being hunted so their fins can be used to make soup, and why it's important that we protect these animals.
7. A. shockingly
B. By using the word "staggeringly," the author is emphasizing the enormity of the number of sharks that were hunted. Had she used a simpler word like "really" or "very," or left out the adverb altogether, the sentence would not have the same dramatic effect. "Staggeringly" gives the sentence a sense of emotion, and suggests that the author is shocked and horrified by the number of sharks that were hunted.
8. Solution 2: "So WildAid enlisted some of China's biggest celebrities, like basketball player Yao Ming and actor Jackie Chan, to raise awareness" (p. 8).
Solution 3: Shark-attack survivor Bethany Hamilton is fighting to protect sharks. She says, "If you care about the ocean, you care about sharks" (p. 8).
9. A. The sidebar describes what could happen to the food chain if there were no sharks in the ocean.
B. It suggests that apex predators are critical to keeping the animal world in balance. The sidebar was likely included to provide a concrete example of how changes in the ocean's ecosystem affect many species, including humans.
10. Over the past few decades, sharks have become endangered because humans have killed so many of them. Millions of sharks have been slaughtered to make shark fin soup, a delicacy in China. ~~I don't think I would want to eat it.~~ Many people don't understand that sharks are important to the ocean's ecosystem. Sharks are apex predators, which means that they are at the top of the food chain. ~~A whale might harm a shark, but probably not kill it.~~ As sharks disappear, some of the animals they prey on become too numerous, which

then affects other plant and animal species. The conservation group WildAid is working hard to protect this important marine animal, though it has not been easy. Although shark attacks are actually rare, sharks have a reputation for viciously attacking humans; as a result, few people want to help sharks. ~~I freaked out when I thought I saw a shark in the ocean last summer, but it was just a dolphin.~~ WildAid launched a campaign to raise awareness about the impact that eating shark fin soup has. It has worked. A lot fewer shark fins were brought into China last year than in the past. ~~That's good.~~

11. Students should cross out "In the 1800s, Americans relied on oil from shark livers to waterproof their ships" (p. 6).

"SAVING THE GREAT WHITE MONSTER" QUIZ

1. A (central idea)
2. D (supporting detail)
3. B (literary device)
4. A (author's craft)
5. C (central idea)
6. C (supporting details)
7. C (supporting details)
8. C (supporting a claim)
9. Answers will vary but may be similar to the following: Increased wealth in China has made it possible for more people to afford shark fin soup, which is a luxury. As demand for the soup has risen, more fishermen have been hunting sharks for their fins, which, according to the author, can sell for "thousands of dollars each." As a result, the number of sharks has sharply declined. The author says that over the past decade, "an average of 100 million sharks have been killed every year" and that in some places, entire shark populations have "vanished."
10. Answers will vary but may be similar to the following: The "reason to hope" in the section "Reason to Hope" is that attitudes about shark fin soup are changing. Thanks to groups like WildAid, the number of shark fins imported into China every year has dropped by 30 percent, the government banned the soup at its banquets, and many young people are choosing not to serve the soup at their weddings. The future of the shark may not be as bleak as it once seemed.

**"SAVING THE GREAT WHITE MONSTER"
VOCABULARY PRACTICE**

1. ruthlessly
2. pectoral
3. dorsal
4. apex
5. ecosystem
6. delicacy
7. Answers will vary.
8. Answers will vary.

**BEHIND THE SCENES
VIDEO-DISCUSSION QUESTIONS**

Answers will vary but should be similar to the following:

1. At first, the mood is terrifying. The music is tense and foreboding. (Some students may notice that it is similar to the theme from *Jaws*, which portrays sharks as bloodthirsty monsters.) As the narrator describes sharks' "black eyes" and "hundreds of razor-sharp teeth," the visuals become choppy, cutting from one scary shark picture to the next. The camera zooms in on a shark's eyes, teeth, and wide-open, ready-to-eat-you mouth. The viewer is meant to see the shark as a frightening predator. Then the narrator says, "Terrifying, right? But no, don't be scared. I want you to care about this shark." At this point, the music changes and becomes softer, more tender. The visuals also change, now showing a more serene shark with its mouth closed. The music and visuals help support the speaker's wish that viewers care about sharks as well as create a mood of tenderness and calm.
2. Lauren Tarshis says that sharks are made out to be "brutal killers." A series of newspaper headlines about shark attacks appear on the screen to support her statement. Then she explains why sharks are actually "deeply important" to ocean ecosystems, implying that sharks are not the monsters they are made out to be.
3. According to the video, sharks are incredibly important to the ocean because they are apex predators—meaning they are at the top of the food chain. Tarshis supports this claim by giving an example of what would happen if sharks disappeared. Seal populations would explode. These seals would eat more fish, in turn causing other species of fish to starve. She

compares this scenario to a game of dominoes—a chain reaction that results in total destruction of the ocean ecosystem.

THE RED-HEADED LEAGUE

INSPECTING SHERLOCK HOLMES

Answers will vary.

Excerpt 1: (provided)

Excerpt 2:

What it reveals: Holmes is logical and thoughtful: He identifies that Spaulding's actions do not make sense. He is observant: He notices the dirt on Spaulding's skirt.

Check: what he says

Excerpt 3:

What it reveals: Watson conveys to the reader that Holmes is a brilliant mystery solver. When Watson says "once again," it tells us that Holmes regularly figures things out well before before Watson has any idea what is going on. The way Holmes responds to Watson suggests that Holmes is intently focused on his work, and perhaps that his social skills are somewhat lacking. Watson didn't say anything about needing a lantern—Holmes, clearly thinking about the case, seems to have heard only the word "dark" in what Watson said.

Checks: what he says, how he affects other characters

Excerpt 4*:

Excerpt: Scene 3, page 12

Inspector Jones: Holmes's methods may be unusual but I've never once known him to sound a false alarm.

What it reveals: Jones describes Holmes clearly. He says that Holmes's mystery-solving methods are unusual, and that Holmes is reliable. If Holmes says he is sure about something, he can be believed. Jones is confirming that Holmes is an expert—if somewhat odd—detective.

Check: how he affects other characters

Excerpt 5*:

Excerpt: Scene 3, page 12

Holmes: Open the vault, Mr. Merryweather. We'll have company here before morning.

What it reveals: This excerpt reveals that

Holmes is extremely confident in his mystery-solving abilities. He states what will happen, not what might happen, though he does not have any proof that his theory is correct.

Check: what he says

* Students may select and analyze a different excerpt.

**THE RED-HEADED LEAGUE
CLOSE-READING QUESTIONS**

1. The middle of the scene has a flashback to six weeks earlier. It begins after Wilson says, "It happened on a bleary, wintry morning, six weeks ago" and the Stage Direction Reader (SDR) announces a shift to the interior of Wilson's shop. The flashback ends when the SDR says, "The scene shifts back to Holmes's sitting room." At this point, the scene continues where it left off before the flashback.
2. It is later revealed that Spaulding is a thief and that she dug a tunnel from the basement of Wilson's store to the bank around the corner. Based on this information, it is likely that she is not a photographer. She lied to Wilson to provide an explanation for why she was spending so much time in the basement.
3. By drawing out the description of the men waiting, the author creates a sense of time passing slowly. The repetition of "wait" evokes the sound of a clock ticking and builds tension.

**THE RED-HEADED LEAGUE
CRITICAL-THINKING QUESTIONS**

1. Ross takes advantage of Wilson's laziness, his greed, his ego (perhaps he believed deep down that he deserved what Ross offered him), etc. It's not that Wilson is a bad man—but his desire for what Ross offers him clouds Wilson's judgment.
2. Watson is a foil for Holmes. When Watson fails to notice something that Holmes notices (such as the dirt on Spaulding's skirt), or fails to draw the conclusions that Holmes draws (such as Ross and Spaulding's plan to rob the bank), it illuminates Holmes's amazing powers of observation and inference. Watson even draws attention to the difference between himself and Holmes at the end of Scene 2; Watson says to

Holmes that the two of them have seen and heard the same things, but only Holmes has any idea what is going on.

**“COULD YOU BE THE NEXT SHERLOCK?”
CLOSE-READING QUESTIONS**

1. The essay is more about the benefits of practicing mindfulness than about becoming a mystery-solving detective like Holmes. The author likely chose the title as a way to draw readers in. The title and the references to Holmes in the article are somewhat playful and entertaining; they also help the reader understand the concept of mindfulness.
2. She means that if Holmes had to contend with the modern distractions she just referred to (texting, the Internet), he, too, might struggle with concentration.

**THE READ-HEADED LEAGUE AND
“COULD YOU BE THE NEXT SHERLOCK?”
CRITICAL-THINKING QUESTION**

No. Holmes is a fictional character who has, as the writer acknowledges in the first paragraph of the essay, encyclopedic knowledge of certain topics, an exceptionally logical brain, and an unbelievable ability to make connections. His amazing skill comes from more than just mindfulness.

**THE RED-HEADED LEAGUE
BACK TO BASICS: LITERARY ELEMENTS
AND DEVICES**

Character

1. A. major; Wilson is a shop owner who comes to Sherlock Holmes for help. Wilson hired a new assistant in his shop and she brought him to an unusual place called the Red-Headed League, where he was offered a very easy job. Wilson became upset when the League was suddenly dissolved. He is a static character because he does not undergo any significant internal change during the course of the play.
- B. major; Holmes is a renowned detective whose powers of observation are unparalleled. He is curious, confident, and unemotional. He is aware of everything going on around him and sees things that most other characters don't notice. He is a static character because he does not undergo any significant

internal change.

- C. Victoria Spaulding, minor; She presents herself as a dedicated assistant who is interested in learning Wilson's trade, but she is actually a devious woman with criminal intentions. Her clever scheme gets Wilson out of the shop so she can dig a tunnel to the neighboring bank vault. She is a cunning woman who does not seem to have any moral qualms about deceiving Wilson or robbing a bank. Though she is caught, she is a static character because she does not undergo any significant internal change.
2. Holmes and Watson work closely together and are roommates. They have a complicated relationship. Holmes enjoys having Watson around but seems oblivious to Watson's feelings and the particulars of what he is saying. Holmes is always miles ahead of Watson mentally. When Holmes solves the mystery, he does not share the details with Watson, only instructs him to meet him at the bank later with a revolver. Watson says, "Once again, Holmes, you leave me feeling more convinced than ever of my own stupidity," indicating that this is a common occurrence between the two men. There is no evidence that Holmes intends to make Watson feel inferior. In fact, when Watson says, "I am still completely in the dark," Holmes replies, "You're right, we'll need a lantern too. Good thinking, Watson."
3. Answers may include: Miss Spaulding offers to work for half-pay; on her first day she convinces Mr. Wilson to go to the Red-Headed League; she spends a lot of time in the basement; when Holmes and Watson visit the shop, she runs up from downstairs and her skirt is dirty.
4. A. Answers may include: In Scene 1, Holmes asks Wilson to tell his story again, saying, "Not just for my dear friend Dr. Watson's benefit, but because I want to hear its every last twist and turn." This indicates that Holmes considers every piece of information valuable. In Scene 3, when Mr. Merryweather complains about being called away from his steak dinner, Holmes replies, "Oh, I think you'll forgive me, once you understand what's really at stake here." This pun on steak/stake demonstrates Holmes' sharp wit.

B. In Scene 2, Holmes absently bangs his cane on the floor of Mr. Wilson's shop. This shows us how masterful he is at gathering evidence. His seemingly unimportant gesture reveals that the ground beneath is hollow. In Scene 3, Holmes gathers the men into the bank vault to wait for the criminals but does not explain why they are there. He is content to save the explanation until the mystery is solved, leaving everyone in the dark (literally and figuratively) until the end. This demonstrates that Holmes likes to be in charge and enjoys having the power of knowledge. Since he is so focused on his own mind, it also may not occur to him that others can't keep up with him or that withholding information could be seen as cruel.

Setting

5. London, the 1890s. Indicators of the environment include thick fog, clopping hooves, "sleepy little byway," and lanterns.
6. A. Scene 1
B. The Stage Directions Reader indicates the change of time and location, saying, "The scene changes to reveal the interior of Jabez Wilson's shop. He and Miss Spaulding are talking," and "The scene shifts back to Holmes's sitting room." He also tells the audience when the scene changes to Duncan Ross's office and then back to Holmes's room.
C. The author likely chose to structure the play this way to give the audience the chance to experience these characters directly. We are able to observe their conversations as they happened. This is more interesting than if Mr. Wilson had just described what he talked about with Miss Spaulding and Mr. Ross.

Theme

7. When Miss Spaulding first tells Mr. Wilson about the Red-Headed League, he says, "I can't believe that someone would offer me a job just because my hair is red." Miss Spaulding replies, "It wouldn't be in the newspaper if it weren't true, would it, sir?" However, the Red-Headed League is *not* real; it is simply a ruse to draw Wilson out of his shop for a few weeks. The League seemed too good to be true—and it was.

Mood

8. The mood shifts throughout the play.

At the beginning, the mood is one of curiosity and intrigue, as Mr. Wilson tells Holmes and Watson his story. Holmes says, "Mr. Jabez Wilson has been telling me one of the most singular stories I have ever heard." The play continues in a mood of suspicion as Wilson describes what a good worker Miss Spaulding is and how she helped him get his job at the Red-Headed League. In Scene 2, the mood turns more thoughtful as Holmes collects clues and starts fitting pieces together in his mind. There is a burst of energy as Holmes exclaims, "Good work, Watson! We've solved our mystery!" Suspense builds as Holmes tells Watson to come back at night with a pistol. The mood becomes aggravated and frustrated as Mr. Merryweather expresses his resentment at being called away from dinner. His impatience is palpable. Then the mood turns exciting as Spaulding and Ross climb into the vault and are caught. The play ends in a mood of victory and satisfaction as Merryweather thanks Holmes. Holmes explains the mystery, and Watson says, "Extraordinary!"

Plot

Opening: The main problem is that Mr. Wilson wants to locate Duncan Ross and find out the Red-Headed League has been dissolved. Mr. Wilson states, "He promised me a job for life!"

Rising Action: The problem intensifies as Holmes and Watson discuss the case and look for clues.

Climax: The high point of the story is when a person squeezes through the narrow opening, followed by another, and Victoria Spaulding yells, "Aahh!"

Falling Action: The problem is solved when Spaulding and Ross are caught. The Inspector indicates that they will be going to jail.

Resolution: Sherlock explains all of the clues that led him to solving the mystery.

THE RED-HEADED LEAGUE QUIZ

1. D (summarizing)
2. C (character development)
3. C (figurative language)
4. D (vocabulary/context clues)
5. C (inference)
6. C (text evidence)
7. C (inference)
8. C (central idea)
9. Author Kristin Lewis writes, "Studies have shown that being mindful can boost our immune systems, make us feel calmer, and improve our concentration and problem-solving skills." She says that practicing mindfulness changes the brain "in a way that enables us to focus more, to control our emotions better, and to reduce stress and anxiety." She also indicates that just a few minutes of mindfulness practice a day can be beneficial.
10. In the essay, mindfulness is defined as "being alert and aware in the present moment, free from distractions." Sherlock Holmes demonstrates this throughout the play. In Scene 1, he asks Mr. Wilson to repeat his story "because I want to hear its every last twist and turn," showing how focused he is. Holmes walks with Watson and thoughtfully says, "I suspect there's more here than meets the eye, Watson," demonstrating how "present" he is in the moment. Holmes also shows how aware and alert he is by picking up on small details around him, such as the fact that Miss Spaulding has offered to work for half pay while ensuring that Mr. Wilson got a high-paying job out of the shop, as well as her dirty skirt and the hollow floor.

IMAGINE THIS WAS YOUR SCHOOL

MAKING CONNECTIONS

1. The main purpose of "Imagine This Was Your School" is to inform the reader about Barbara Johns and her role in the civil rights movement. The article includes biographical information about Barbara as well as details about what was going on in the 1950s. The main purpose of the poem is to evoke feelings about Barbara Johns—mainly feelings of

triumph and admiration. The poet uses dramatic and inspiring language ("No,/ Now,/Strike!") and a rhyme scheme that propels the reader forward, just as Barbara helped to propel America forward in the fight for equality.

2. Teri Kanefield develops the idea that Barbara is courageous in several ways. First, Kanefield describes what Barbara was up against, such as the constant threat of violence for black Americans in the South. Next, the author describes the confidence Barbara showed when she stepped onto her school's stage to rally students to her cause. Finally, Kanefield describes the price that Barbara and her family paid. Barbara had to leave town after receiving a threat, and her family had to leave town after their home was burned down and no one would help them. In spite of everything, Kanefield explains, Barbara stayed true to her conviction that she and her classmates deserved better. This demonstrates Barbara's courage. In her poem, Irene Latham develops the idea that Barbara is courageous through words such as "determination" and "inspiration." The line "despite danger, despite trepidation" establishes that standing up for integration was risky, yet Barbara held firm.
3. Teri Kanefield twice refers to Barbara's statement that the fight for integration seemed like "reaching for the moon." The first time is when Kanefield explains the context of the quote: the NAACP told Barbara that for the NAACP to get involved, the students would need to demand integration. Kanefield writes, "To Barbara, demanding integration seemed like reaching for the moon." Kanefield also ends her article with the quote, driving home the idea that to Barbara, an integrated school seemed impossible, but she fought for it anyway. By ending her article with the quote, Kanefield emphasizes the significance of Barbara's achievement. Irene Latham uses the quote in a different way. She never attributes the line to Barbara. Instead she uses it in the title of the poem, as an allusion. Then she builds on the idea of reaching for the moon by including space imagery, describing the students as "constellations" moving

THE RED-HEADED LEAGUE VOCABULARY PRACTICE

- | | |
|------------|------------------------|
| 1. D | 8. necessary |
| 2. B | 9. extra |
| 3. C | 10. overlook |
| 4. B | 11. entertaining |
| 5. D | 12. required |
| 6. A | 13. Answers will vary. |
| 7. strange | 14. Answers will vary. |

across the sky. Over the course of the poem, it becomes clear that Barbara and her peers did not just work toward a seemingly impossible goal—they achieved it.

4. If you only read the poem and knew nothing about Barbara Johns, you would not fully understand the references in the poem. You wouldn't know that "tar-paper shacks" were part of Barbara's school, or that the title of the poem is an allusion to Barbara's actual words. You wouldn't know that Barbara was a student, or that the "they" in the line "together they march" refers to the students at Barbara's school. If you read only the article, you would miss out on the emotions evoked by the poem.

"IMAGINE THIS WAS YOUR SCHOOL" CLOSE-READING QUESTIONS

1. The purpose is to set a dramatic scene and introduce Barbara Johns. The paragraph reveals that Barbara is doing something courageous, though the reader doesn't find out what until later in the article. The author probably chose to start the story this way because it creates suspense; it makes you want to keep reading.
2. One central idea of the article is that Barbara Johns's act of courage contributed to the civil rights movement. In "An Act of Courage," the author describes how *Brown v. Board of Education* paved the way for other protests, such as a bus boycott that led to the desegregation of city buses in Montgomery, Alabama. These details connect the protest Barbara initiated to the broader civil rights movement.
3. The image shows how unpopular integration was in the South and the abuse that black students suffered. Elizabeth is surrounded by what appears to be an angry white mob; a woman behind her appears to be screaming at her. The editors probably chose this photo to show the reader that even after "separate but equal" was ruled illegal, African-Americans continued to face many challenges in the struggle for racial equality.

"IMAGINE THIS WAS YOUR SCHOOL" AND "BARBARA JOHNS REACHES FOR THE MOON"

CRITICAL-THINKING QUESTION

Answers will vary. Students may say both start with the same scene of Barbara stepping onto the stage. They both include Barbara's statement that integration seemed like "reaching for the moon." However, they serve different purposes. The purpose of the poem is to evoke emotions associated with Barbara's courage and the struggle for racial equality. The article is meant to inform the reader about Barbara Johns and the civil rights movement. Though the article uses storytelling techniques, it is less emotional than the poem.

BARBARA JOHNS QUIZ

1. D (summarizing)
2. B (vocabulary in context)
3. A (inference)
4. A (author's purpose)
5. C (text evidence)
6. B (text evidence)
7. C (tone)
8. C (analyzing poetry)
9. Answers will vary but may be similar to the following: The article portrays Barbara as a bold leader who took many risks and inspired significant change. The beginning of the article, referring to Barbara's speech in front of her fellow students, states, "What Barbara was about to say would change their lives forever" (p. 16). This suggests that one person's words can have a big impact on many people's lives. The article goes on to explain that Barbara had the original idea for the strike, which had repercussions that led all the way to *Brown v. Board of Education*, a historic Supreme Court case. An idea that starts with one person can go on to have a tremendous impact. The author writes, "Barbara's act of courage helped fuel a movement that would change everything" (p. 18).
10. Answers will vary but may be similar to the following: The two texts portray Barbara similarly. Both portray her admirably, as a courageous hero who took risks and had a big impact. Both texts refer to Barbara's speech in the school auditorium and express the

significance of that event. The poem calls Barbara's words "a bold declaration" (line 2) and Teri Kanefield, author of the article, writes, "What Barbara was about to say would change their lives forever" (p. 16). Both the poem and the article also refer to Barbara's fearlessness. The article states that "she felt no fear" (p. 16), and the poem says Barbara acted "without hesitation" (line 6). In addition, the two texts stress the significance of Barbara's actions and their later, nationwide impact. Kanefield explains the connection between the strike at Moton and the end of segregation in the United States. She writes, "Barbara's act of courage helped fuel a movement that would change everything" (p. 18). Poet Irene Latham compares the protestors to a constellation and writes, "their combined shine/inspiration for a changing nation" (lines 18-19).

THEMED VOCABULARY: WORDS OF THE CIVIL RIGHTS MOVEMENT

Explain the relationship between . . .

Answers will vary.

1. Racism is a form of bigotry; however, bigotry describes intolerance of any group of people different from oneself—whether the people are a different age, a different gender, or a different religion, etc.—whereas *racism* describes intolerance only of a group of people of a different race.
2. Segregation refers to laws or policies that keep groups of people apart within a society. Desegregation is the elimination of these laws or policies.
3. *Disparity* and *inequality* are similar in meaning; a disparity is a difference or inequality, between things. Equality, which is the opposite of both inequality and disparity.
4. Integration may follow desegregation; however, it is also possible that even after laws or policies separating groups are removed, the groups will remain separated. *Desegregation* emphasizes the removal of barriers; *integration* emphasizes coming together.
5. A boycott is often staged in response to something unfair or unjust—in other words, an inequality.
6. Answers will vary.

Vocab Quiz

1. A 4. B
2. D 5. A
3. B

ANALYZING POETRY

Answers will vary but should be similar to:

1. "She" is Barbara Johns. You can infer this from the title of the poem and from the fact that the article that is paired with the poem, "Imagine This Was Your School," is about Barbara.
2. Students should underline lines 3-5: "No/Now/Strike!" There are several ways in which this declaration is formatted to distinguish it from the rest of the poem. It is in italics, it includes an exclamation point, each word is on its own line, and the indentation of the lines increases progressively. These formatting choices might have been made to indicate that the words were spoken or shouted. The effect is that the statement becomes more bold and forceful. Each of the three words is powerful alone, and the formatting creates the sense that they are building on one another. The exclamation point—the only one in the poem—adds emphasis and urgency.
3. Lines 1-2 refer to when Barbara walked on stage in front of her fellow students to announce her plan to protest the conditions at their school. Her declaration was that the students should no longer accept the horrible conditions at their school and that it was time for them to take action.
4. The poet portrays Barbara as a strong, confident leader, who acts boldly despite danger and fear. Words and phrases that reveal her personality include "bold" (2), "without hesitation" (6), "despite trepidation" (12), and "determination" (13).
5. Students should circle the following words: "declaration" (2), "hesitation" (6), "situation" (7), "inhalation" (8), "population" (11), "trepidation" (12), "determination" (13), "integration" (14), and "nation" (19). Additionally, they may circle "constellations" (16), the ending of which is a slight variation due to the plural. The repetition of the ending sound adds a sense of rhythm to the poem and emphasizes the words that have it.

6. Students should underline the simile in line 16: "like constellations." Constellations are groups of stars that together form a pattern. The poet probably chose this simile because it fits with the space-related imagery of the title of the poem, "Barbara Johns Reaches for the Moon."
7. "Their combined shine" is the power of the protestors' unified voices and actions. The protest sent a message that inspired others around the country, which was in the midst of change as more and more people began to resist segregation.

THE LAZY EDITOR: WHAT'S UP, DUDE?

TOO MUCH INFORMATION!

1. **1st paragraph:** No extraneous information.
2. **2nd paragraph:** There was a three-way tie for second place.
3. **3rd paragraph:** The 2010 competition's youngest participant, at 8 years old, was Vanya Shivashankar.
4. **4th paragraph:** Anamika also plays golf and performs traditional Indian dance.
5. **5th paragraph:** "It is so big and heavy, it's hard to lift up," she says of her winning trophy.
6. **6th paragraph:** Her parents have promised her a cell phone for winning.

MANAGING YOUR MODIFIERS

Answers will vary but should be similar to the following:

1. **Dangling modifier:** Not having studied
Corrected sentence: Cameron, not having studied, found the exam to be extremely difficult.
2. **Dangling modifier:** Distracted while on the phone last night
Corrected sentence: Distracted while on the phone last night, Kristin burnt the cookies in the oven.
3. **Dangling modifier:** Having stayed up late playing Xbox
Corrected sentence: Margaret, having stayed up late playing Xbox, found chore day completely unbearable.
4. **Dangling modifier:** Packing for my vacation
Corrected sentence: My dog Bruno

watched sadly as I packed for vacation.

5. **Dangling modifier:** After reading *Divergent*
Corrected sentence: After reading *Divergent*, I know the movie version is going to be awesome!
6. **Dangling modifier:** Totally exhausted
Corrected sentence: I was so exhausted that hiking the trail down the mountain was grueling.

CORRECT CAPITALIZATION

1. my friend gary is an outstanding Athlete who plays for the Indianapolis colts.
2. watching the rose parade on TV is a new year's day tradition in the Rossum family.
3. "i already have plans for new year's eve," said sam.
4. "Grandma and grandpa are coming over for dinner tonight," said dad.
5. sophie would love to explore every Mountain Range.
6. There are two special events I love to watch: the world series and the olympics.
7. Kennie o'Hara was not thrilled to be attending his new School in chester, Pennsylvania.
8. Selena's Mom is a doctor. she works at the big Hospital downtown.
9. several of my friends bought new adidas shoes at the Sporting Goods Store in the Mall.
10. I live on elm street with my family and my dog, ranger.
11. parades require many hours of preparation.
12. Gabe is looking forward to his Ski trip to park City, utah.

PERFECT YOUR PRONOUNS

1. b 4. b
2. a 5. a
3. b

Answers will vary but should be similar to the following:

6. When Richard saw Joel in the driver's seat, Joel let out a shout of surprise.
7. Mai's niece kept taking bites of the huge candy bar that Mai had given her.
8. Sergei's dad started whistling loudly as he and Sergei waited for the mail carrier.
9. After the McDermotts got back from their vacation, they visited the Dabneys.

COMMA SENSE

1. Pasco, our tour guide, helped the group to better understand the plants in the rainforest.
2. After I spend a week in England, I am going to travel to Scotland for two weeks.
3. I could hardly wait to get to the park, which is about an hour away, and start riding roller coasters!
4. Before hiking the trail, I needed to get the proper shoes, an appropriate hat, and a cold bottle of water.
5. a
6. a
7. a 8-12. Answers will vary.

CORE SKILLS REVIEW

MAKING INFERENCES

1. (provided)
2. Victoria Spaulding's main goal was to convince Wilson to join the Red-Headed League, a fake organization that she and a partner, Duncan Ross, created to con Wilson. Her motive was to get Wilson out of the shop so she could dig a tunnel from the basement of the shop to the vault of a neighboring bank. I know because, at the end of the play, Spaulding and Ross are caught in the bank vault and exposed as would-be thieves. Holmes's explanation of how he solved the mystery reveals that the Red-Headed League was a trap from the very beginning.
3. I can infer that none of them got jobs except for Wilson. I know because at the end of the play, it is revealed that the Red-Headed League was entirely fake. It was invented for the purpose of tricking Wilson. All of the red-headed hopefuls must have seen the ad for the job in the paper, but the ad was only there to get Wilson to believe in the legitimacy of the Red-Headed League.
4. I can infer that Spaulding was in the basement digging the tunnel to the bank. I know this because at the end of the play, we learn that she had been working on digging this tunnel the entire time she was employed at Wilson's shop. Also, just after leaving the shop in Scene 2, Holmes mentions that Spaulding's skirt

was "smudged and dirty," suggesting that she had been digging.

5. I can infer that Watson is not as quick or adept at solving mysteries as Holmes, but Holmes values Watson's friendship. At the end of Scene 2, Holmes has already solved the mystery, but Watson remains clueless. Holmes, however, is oblivious to Watson's confusion and seems to regard Watson as a valuable partner. I know Watson is baffled because he says "Once again, Holmes, you leave me feeling more convinced than ever of my own stupidity" (12). I know Holmes is oblivious to Watson's befuddlement because he says things like "Good work, Watson! We've solved our mystery!" (12). From Watson's "once again" you can also infer that Watson and Holmes have known each other for some time.
6. This tells me that Mr. Merryweather thinks of himself of as an important person who should not be interrupted except for matters of great significance. I know this because the tone of his statement is irritated and self-important. That he specifically mentions that he was eating steak implies that he wants others to know that he was having a fancy, expensive dinner.

Making Inferences Review Activity

1. C 3. C
2. D 4. B

TEXT EVIDENCE

1. . . . 3 because it addresses the mental, physical, and emotional benefits of mindfulness.
2. Evidence 1: "Turns out, there is an aspect of Sherlock's brilliance that we can all develop: mindfulness."
Evidence 2: "Each of these interruptions, these switches between tasks, impedes your ability to be 'in the moment' and to focus. You become less aware, you notice less, and you remember less."
Evidence 3: "Research has shown that even a few minutes of mindfulness practice a day can benefit you. So try it out."

tone and mood

Answers will vary.

1. Answers may include: "one of the most important" animals in the world (p. 5); "needs your LOVE" (p. 5); sharks' jaws

are "devastating weapons" (p. 6); "shark attacks are rare" (p. 6); "not just a killing machine" (p. 6); "curious nature" (p. 6); "vital to the world's oceans" (p. 6); "in terrible danger" (p. 6); "some of Earth's oldest creatures" (p. 7); "most powerful creatures in the ocean" (p. 8). The author seems to respect and value sharks; she seems concerned about their survival.

2. These words create an emotional, disgusted, angry, and violent tone—they express disgust for human destruction of sharks and portray sharks as victims of a horrible crime. The words reveal the author's sympathy for sharks and disapproval of the slaughter of sharks.
3. The details in this paragraph—most of which support the idea that shark attacks are rare, and that sharks aren't nearly as dangerous to humans as many people think—reveal that the author respects and cares about sharks. It seems like she is trying to improve sharks' reputation. She structures the paragraph by first acknowledging that an average of 80 people are bitten by sharks each year, and then explaining why this number of attacks isn't very high. By conceding that shark attacks occur and are horrible, and then providing evidence that shark attacks are "extremely rare," the author leaves the reader with positive, rather than negative, information about sharks.
4. By addressing the reader as a shark, the author evokes empathy for sharks, because the author is asking the reader to see things from a shark's point of view. That the author does this establishes a sympathetic tone. These sections also create a sense of friendliness or intimacy between the writer and the reader.
5. optimistic; The author, addressing the reader as a shark, tells the reader not to despair, and states that there is "reason to hope" that humans will change their behavior toward sharks. The author is looking forward into the distant future, describing it in a hopeful way as she writes, "And perhaps millions of years from now, your descendants will be the most powerful creatures in the ocean, just as you are today."
6. Students may say that the mood is exhilarating, exciting, strong,

invulnerable, etc. The author asks the reader to imagine that he or she is a great white shark, moving through the water “like an underwater missile” as fish scatter away. The author leads the reader to imagine being “the most feared creature in the ocean.” The “chomp!” creates a moment of conquest, success, and excitement. On the other hand, students who fail to identify with the shark might describe the mood as terrifying or threatening.

7. Students may say that the mood is threatening, tense, despairing, suspenseful, stressful, etc. In this section, the author describes how sharks are disappearing. She includes the detail that over the past 10 years, 100 million sharks have been killed. And she creates tension by, instead of immediately explaining what is killing sharks, posing the question, “What brutal creature is killing sharks?”
8. Students may say the mood is hopeful, optimistic, or reassuring. Addressing the reader as if he or she were a shark, the author comforts the reader, writing, “But don’t despair. There is reason to hope that the humans who have threatened you will, one day, learn to prize you.”

SUMMARIZING

According to a recent study, 70 percent of teens in America are not getting enough sleep. They arrive at school exhausted, which makes it difficult for them to focus and learn. Have you ever tried taking an algebra test when you can barely keep your eyes open? Not fun. Teens who are tired are also at risk for depression, anxiety, and obesity. One solution is to start school later so teenagers can get more sleep. I think 8:30 or 9 a.m. would be good. Some schools that have tried this have had promising results: higher test scores, happier, healthier students, and less tardiness. But starting later is not convenient for everyone. Working parents may have problems with a new school schedule. Sports teams may not have enough practice time in the afternoon. My soccer practice is from 4-6 on Tuesdays and Thursdays, for example. And some people argue that if school starts later, teens will just stay up later. There probably isn’t one solution that will work for everyone, but one thing is certain: Teenagers need more rest. I’m going to take a nap now!

CENTRAL IDEAS AND DETAILS

1. Evidence 1: “But in the 1950s, challenging whites was dangerous.”
Evidence 2: “After the lawsuit was filed, Barbara received a death threat.”
Evidence 3: “Barbara’s family home was burned to the ground in what was most likely a case of arson.”
2. Though schools were said to be “separate but equal,” there was a great disparity between the conditions of black schools and white schools in the 1950s.

WHOLE ISSUE

CROSSWORD

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