

GRAMMAR SAVES LIVES

ADVERSE VS. AVERSE

- | | |
|------------|------------------------|
| 1. averse | 7. averse |
| 2. adverse | 8. adverse |
| 3. averse | 9. adverse |
| 4. averse | 10. averse |
| 5. Adverse | 11. adverse |
| 6. adverse | 12. Answers will vary. |

THE GIRL WHO DISCOVERED THE DINOSAURS

WHERE DO DINOSAUR FOSSILS BELONG?

Possible evidence:

We should keep it:

- A banker in New York City has a *Psittacosaurus* skeleton in his office and his customers love it. (Jennings)
- The owners of a fossil called the Dueling Dinosaurs have not sold it yet. (Jennings) So there is no guarantee that we could sell our fossil.

We should sell it to a private collector:

- The Dueling Dinosaurs has been estimated to be worth between \$7 million and \$9 million. (Jennings)
- Most museums can't pay as much for fossils as private collectors can. (Jennings)
- Georgia Jennings reports that "the price of fossils has skyrocketed," and that dinosaur eggs, skulls, and skeletons can sell for hundreds of thousands of dollars or more.
- Mary Anning sold her fossil and made enough money to feed her family for months. (Tarshis)

We should give it to science:

- Fossils have continued to give us more information about the prehistoric world. (Tarshis)
- Advancing technology allows scientists to learn more from fossils. (Tarshis)
- We know only a tiny bit about the prehistoric world. Scientists believe we've identified barely a millionth of a percent of prehistoric dinosaur species. (Tarshis)
- According to the narrator of the video, "Today, scientists are still making discoveries about the Earth and the

creatures that live here."

- In the video, Dr. Susan Butts says that she can look at fossils and learn about how the global climate has changed over time.
- In the video, Dr. Butts says that paleontologists' tools are getting "better and better" all the time.
- The narrator of the video says that scientists are working to understand what is happening with the climate and what to expect as the climate changes.

"THE GIRL WHO DISCOVERED THE DINOSAURS" and "DINOSAURS FOR SALE" CLOSE-READING QUESTIONS

1. The line raises the question: What was the discovery that shocked the world? The author answers this question at the end of the section, when she explains that Mary Anning discovered the fossil of a previously unknown marine reptile that lived perhaps 200 million years ago.
2. Mary's discovery would eventually challenge scientists' beliefs that the world was about 6,000 years old and that animals could not become extinct.
3. The monsters of ancient myth were likely based on fossils. Until the 19th century, many people believed that fossils were the remains of animals that lived in "far-off corners of the world." They did not know that animals could become extinct. Students might say that the conclusions people once drew about fossils show that our understanding of the world is always changing. Or, students might say that humans seek to explain the world around them, using the information they have at the time.
4. For many, her fossil, which didn't resemble any living animal, proved that animals can become extinct. It helped spark the field of paleontology.
5. The author seems to disapprove of this situation. She explains that the Dueling Dinosaurs "had the potential to provide important new information," and says that the secrets they might reveal are "locked away."

"THE GIRL WHO DISCOVERED THE DINOSAURS" and "DINOSAURS FOR SALE" CRITICAL-THINKING QUESTIONS

1. Fossils hold the key to understanding what Earth was like many millions

of years ago. So far, scientists have identified only a tiny fraction of prehistoric animals.

2. She didn't get credit because at that time, women were barred from colleges and most professions. Answers will vary, but students might suggest that telling Mary's story in books and magazines as well as giving her credit in museums could partially make up for the injustice.
3. Answers will vary. Students may say that the more we know about the prehistoric world, the more we can understand our current world. Studying the prehistoric world can reveal important truths, like the fact that animals can become extinct. Also, studying creatures very different from those of today is simply fascinating.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Less-scaffolded version

Answers will vary but should be similar to the following:

1. The small photos are of a young girl dressed in old-fashioned clothing, a dinosaur fossil, and the Earth.
2. I think the editors chose a vertical layout to emphasize the enormity of the dinosaur. This picture would have had to be much smaller for it to fit on a horizontal page, and it would not have been as effective that way. Placing it vertically grabs the reader's attention, partly because the magazine has to be physically turned 90° to look at it, but also because seeing such a realistic picture of a dinosaur is quite powerful.
3. One picture on page 6 shows a man in old-fashioned clothing holding a bone that is taller than he is. The caption says that the U.S. and Europe experienced "dinomania" in the 1800s. Another photo is of a giant *T. rex* skeleton on display at the Field Museum of Chicago, which paid \$8 million for it. On page 7 is a photo of a dinosaur skeleton with a strangely shaped head alongside an illustration of a griffin—half bird, half mammal. The caption states that this mythological creature is believed to be inspired by fossilized skeletons. The illustration on page 8 shows how dinosaurs may have looked in their natural habitat. The

caption explains that fossilized skin and muscle as well as bone help scientists understand more clearly what dinosaurs may have looked like.

4. I think this article is mainly about a girl from long ago who discovered a dinosaur fossil, and how her discovery changed what we know about our world.
5. A. hiding, lying in wait
B. The author's use of *lurking* suggests that scientists imagined these strange creatures skulking around in some hidden location. Had she used a simpler word, like "living," the sentence would not have the same sense of mystery and anticipation—a sense that one of these massive animals could suddenly leap out from behind a rock.
6. The author describes an event and then explains a series of effects caused by that event.
7. The author compares and contrasts what it must have been like for people two hundred years ago to find dinosaurs fossils with the vast amount of information we have about dinosaurs today.
8. A. The article is about the fact that many rare fossils are purchased by private collectors and are therefore not available to the scientific community or the public.
B. The author implies that she doesn't approve of fossils ending up in the hands of private collectors for the collectors' own enjoyment. She writes that a rare find in Montana "had the potential to provide important new information about the prehistoric world. But the fossil might never be studied by scientists." She describes wealthy collectors showing off their expensive fossils like works of art "to be proudly displayed." The article ends on a somewhat sorrowful note when she states that the amazing dinosaur fossils in Montana are locked away, waiting for the highest bidder—"and so are the secrets they might reveal."
9. In the early 19th century, people didn't know about dinosaurs. When unfamiliar fossils were discovered, it was assumed that they were the bones of creatures that still lived somewhere on Earth. Everything changed in 1811 when a 12-year-old girl named Mary and her brother found an enormous skull on

a beach in England. Mary's discovery changed the world. Scientists realized that this skeleton belonged to an animal that no longer existed. They understood for the first time that it was possible for animals to become extinct. This brought about the birth of paleontology, which is the study of fossils.

10. Evidence #3: "Scientists were convinced that this animal was lurking somewhere in America." (p. 7)
11. Private collectors deny scientists the opportunity to study and learn from potentially important fossils.

**READ, THINK, EXPLAIN:
NONFICTION ELEMENTS**

***More-scaffolded version**

Answers will vary but should be similar to the following:

1. "The Girl Who Discovered the Dinosaurs"
2. A huge, fierce-looking dinosaur spans both pages. There are insets of a young girl dressed in old-fashioned clothing, a dinosaur fossil, and the Earth.
3. I think the editors chose a vertical layout to emphasize the enormity of the dinosaur. This picture would have had to be much smaller for it to fit on a horizontal page, and it would not have been as effective that way. Placing it vertically grabs the reader's attention, partly because the magazine has to be physically turned 90° to look at it, but also because seeing such a realistic picture of a dinosaur is quite powerful.
4. why dinosaur fossils are important to science
5. One picture shows a man in old-fashioned clothing holding a bone that is taller than he is. Another photo is of a giant *T. rex* skeleton on display in a museum. Page 7 shows a photo of a dinosaur skeleton with a strangely shaped head alongside an illustration of a mythical creature that is half bird, half mammal.
6. The illustration shows how dinosaurs may have looked in their natural habitat. We can see the texture of their skin and the way their feathers may have looked.
7. I think this article is mainly about a girl from long ago who discovered a dinosaur fossil, and how her discovery changed what we know about our world.
8. A. hiding

B. The author's use of *lurking* suggests that scientists imagined these strange creatures skulking around in some hidden location. Had she used a simpler word, like "living," the sentence would not have the same sense of mystery and anticipation—a sense that one of these massive animals could suddenly leap out from behind a rock.

9. Effect 1: Scientists concluded that the Earth must be older than they previously imagined, and that it was possible for an animal to become extinct.
Effect 2: The field of paleontology, the study of fossils, was born.
10. A. The article is about the fact that many rare fossils are purchased by private collectors and are therefore not available to the scientific community or the public.
B. The author implies that she doesn't approve of fossils ending up in the hands of private collectors for the collectors' own enjoyment. She writes that a rare find in Montana "had the potential to provide important new information about the prehistoric world. But the fossil might never be studied by scientists." She describes wealthy collectors showing off their expensive fossils like works of art "to be proudly displayed." The article ends on a somewhat sorrowful note when she states that the amazing dinosaur fossils in Montana are locked away, waiting for the highest bidder—"and so are the secrets they might reveal."
11. In the early 19th century, ~~way back before cars and computers~~, people didn't know about dinosaurs. When strange fossils were discovered, it was assumed that the fossils were bones of creatures that still lived on Earth somewhere, ~~like maybe in some remote corner of North Dakota~~. Everything changed in 1811 when a 12-year-old girl named Mary and her brother found an enormous skull on a beach in England. Over the next few months, Mary carefully dug up the bones of a 17-foot-long creature. ~~It was really cold on the beach and she only had a thin coat to keep her warm, but she really wanted to keep digging. I mean, totally changed it.~~ Scientists could see that this skeleton belonged to an animal

that no longer existed. They understood for the first time that it was possible for animals to become extinct. ~~(It's weird to imagine that people did not know this, right?)~~ This brought on the birth of paleontology, which is the study of fossils. ~~The sad thing is that even though Mary was given credit for finding the skeleton, she was never accepted in the scientific world because she was a woman. That is so unfair!~~

12. Students should cross out #4: "Over the next few decades, Mary made several more important fossil discoveries."

"THE GIRL WHO DISCOVERED THE DINOSAURS" QUIZ

1. C (central idea)
2. B (text evidence)
3. B (vocabulary in context)
4. C (key ideas and details)
5. B (inference)
6. D (key ideas and details)
7. C (central idea)
8. Answers will vary but may be similar to the following: The article does support the claim that during her life, Mary Anning did not receive the respect she deserved. The author notes that scientists would meet with Mary privately, listening to her opinions and marvelling at her knowledge, "but they never invited her to join their scientific organizations or write articles for their magazines." This, according to the author, was because of her gender. During Mary's lifetime, women were not permitted to attend college or become professionals. The author also mentions Thomas Edison and Albert Einstein as examples of two men who made important discoveries and became exceedingly famous for them. By comparing Mary Anning to these men, the author is suggesting that Mary's contribution to our world was as important as those of Edison and Einstein. And yet, few people have even heard of Mary Anning.
9. Answers will vary but may be similar to the following: In "The Girl Who Discovered the Dinosaurs," the author develops the idea that Mary's fossil discovery changed the world. The author explains that before Mary's discovery, most scientists believed the Earth was

only about 6,000 years old, and that no one had heard of, or even imagined, dinosaurs. Animal extinction was not widely considered possible; fossils were assumed to belong to creatures that still lived on Earth but were hard to find. All of these beliefs, the author explains, changed when Mary found her skeleton. Its enormous size (17 feet long) and other attributes made it evident that this was an animal that no longer lived on Earth. This realization led to the conclusion that our planet "was far older than previously imagined, that fossils were remnants of long-extinct animals." Once scientists deduced that animals may have roamed the Earth 200 million years ago, the entire view of our planet changed. Mary's discovery led to the creation of the field of paleontology, which has brought us a deeper understanding of our natural world.

"INTO THE WORLD OF A PALEONTOLOGIST"

VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. Some species—such as *Apatosaurus*, *Stegosaurus*, and *Triceratops*—might be considered "superstars" because their skeletons are so huge and awe-inspiring. They have been portrayed countless times in movies, books, and more. These large species are what people think of when they think about dinosaurs. However, as Dr. Butts explains, there were many other animals alive at the time of the dinosaurs. It's important for paleontologists to study all of them in order to get a picture of what life was like back then—even if some of the creatures, such as the brachiopods Dr. Butts researches, aren't quite as spectacular as the giant "superstars."
2. The video emphasizes that paleontologists study a huge range of species and must work together to form a picture of the prehistoric world. Dr. Butts, for example, researches small shellfish called brachiopods. Brachiopods help her understand what ocean life was like hundreds of millions of years ago and how the climate has changed. But brachiopods are only a small part of the prehistoric world. Dr. Butts explains that

paleontologists are trying to create "big collaborative projects." She says that putting all of their data together will help scientists answer the big questions of science, such as what's happening with climate change and how it will affect our future.

3. Dr. Butts is probably opposed to private fossil collections because they prevent scientists like her from using the fossils in their research. It is important for scientists to have access to fossils because, as Dr. Butts explains, ancient fossils are helping paleontologists answer big questions that may have an impact on our future, including questions related to climate change.
4. Today's paleontologists have built tremendously on the initial discoveries of the early 1800s. They use modern technology, such as computers and giant microscopes, to help them analyze fossils. These tools were obviously not available to early paleontologists. In the video, Tarshis says that early paleontologists "studied with their eyes and hands." Dr. Butts does, though, go out into nature to find samples, just like Mary Anning did. But Dr. Butts uses hydrochloric acid to dissolve large rocks and find fossils, whereas Mary had to work by hand to uncover her discoveries. In addition, it is probably much easier for today's paleontologists to communicate with each other and share their discoveries. Dr. Butts says that paleontologists today are trying to see how far back in time they can go; they've discovered fossils that date back hundreds of millions of years. In Mary's time, scientists thought Earth was only about 6,000 years old. Also, it's clear that women have gained a great deal of respect in the field of paleontology since the 1800s. Dr. Butts is a prominent paleontologist, whereas Mary Anning never received proper recognition for her work.

"THE GIRL WHO DISCOVERED THE DINOSAURS" VOCABULARY PRACTICE

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

THE BOOK THIEF

EXPLORING THEME

The Book Thief

	Liesel Meminger	Max Vandenburg	Nazis
<i>Mein Kampf</i>	Hitler, whom she and her family hated; a threat to her friend Max; when Max painted its pages, it became a journal for her to express herself and represented the bond between her and Max	Hitler's anti-Semitic ideas that were a threat to Max's life; when he painted over its pages, it represented hope—the opportunity to replace Hitler's hateful words	Hitler and his ideas; hatred of the Jews; power; when Germans read it, it was a sign of loyalty to the Nazis
banned books	that Nazis banned books represented their controlling and evil nature; the books themselves were an opportunity to escape and meant life for Max (she read to him when he was sick)	extermination of his people, because Nazis were burning books written by Jewish authors; also hope and life, because Liesel read banned books to him while he was sick	by banning books, they could control information and eliminate opposition; banning books was a way of spreading anti-Semitism
Herr Hermann's speech at the bonfire	destruction of something she loves; hate; control	a threat to his life; power over him	power; control; building support for Nazi ideas; loyalty to the Nazi party

1. The Nazis used words to spread their message through Hitler's memoir, *Mein Kampf*. They also banned books to eliminate opposition to their ideas, demonstrate their power, and spread anti-Semitism.
2. In the mouths of the Nazis, words were a threat to her and to Max, whom she cared about. The Nazis' words oppressed her. On the other hand, words in books and her own words, in her journal, offered her escape, freedom, and hope.
3. The Nazis' words were a deadly threat to Max; they helped spread anti-Semitism. But the books Liesel read to him while he was sick helped give him life. He painted over the words in *Mein Kampf* as a way of overpowering Hitler.
4. Words are powerful, and they can be used for good or for evil.

"The Boys Who Fought the Nazis" (does not appear in the play-only version of activity)

	Karl, Rudi, and Helmuth	Nazis
news broadcasts	foreign broadcasts meant truth and represented Hitler's lies to the German people; news broadcasts inspired the boys to take action against the Nazis	a way of controlling information and distorting the truth; newspapers and radio stations were expected to praise Hitler and the war; those that did not were a threat
Hitler's speeches	at first, Karl found the speeches exciting and they represented the power and greatness of the Nazi party; later, he and the other boys perceived the speeches as full of lies and everything they were against	control, power; a way to gain support for Nazi ideas and turn the public against Jewish people
pamphlets and fliers	resistance—standing up to Hitler and the Nazis; danger	a threat; opposition

1. Controlling information was important to the Nazis because they wanted people to believe and support all of their ideas. They didn't want Germans to have the means to challenge their power.
2. By distributing information that challenged the Nazis' lies, the boys could effectively challenge the Nazis' power. The boys resisted the Nazis by typing and distributing leaflets about what they had learned about Hitler. You can infer that they chose this method because they had been strongly influenced by information themselves, and they felt compelled to share this with others. Or, students may say that the boys chose this method because it was the most effective thing they could do. They would not, for instance, have stood a chance trying to defeat the Nazis through physical force.

3. The article expresses the central idea that the Nazis controlled power in Germany by controlling access to information. They shaped what many people believed was true, which affected people's thoughts and actions. Providing outside information was a challenge to the Nazis' power.
4. Both texts convey the theme that words are powerful. Students could also say that both texts convey the theme that words can be used to do great good or great evil, depending on who is using them.

THINKING ABOUT THEME

- "The Boy Who Cried Wolf": A liar will not be believed, even when he speaks the truth.
- "The Bundle of Sticks": There is strength in numbers.
- "The Boasting Traveler": Don't let your words be larger than your deeds.

"THE HORROR OF NAZI GERMANY" CLOSE-READING QUESTIONS

1. Details include: Those who spoke out against the Nazis were arrested and killed; laws were passed that stripped Jewish people of their rights; a "ruthless" police force was created; and millions of Jewish people were "systematically" murdered.
2. Hitler called Jewish people "vermin," comparing them to rats, insects, etc., which we find disgusting and hard to control. Hitler may have dehumanized Jewish people to justify violence against them.

THE BOOK THIEF CLOSE-READING QUESTIONS

1. Rosa and Hans do not support the Nazis, but they understand that it's important not to arouse suspicion. To fit in with their neighbors, Rosa and Hans hang the Nazi flag and go to a pro-Nazi parade even though Hans hates "everything the Nazis stand for."
2. That the book is "charred" tells the reader that Liesel rescued it from the bonfire. That Liesel holds the book like a "precious jewel" suggests that she loves and treasures books.
3. *Mein Kampf* is Hitler's manifesto, and as such it represents everything horrifying about Hitler and the Nazis. It also represents Germans' loyalty to the Nazi Party; many people carried a copy of

- it to demonstrate their devotion. It represents life too: Max carries a copy to protect himself. Finally, it represents transformation: Max takes something hateful and turns it into something beautiful when he paints the pages white and gives it to Liesel, who pours her story onto its pages, literally replacing Hitler's words with her own.
4. The journal is precious to her because it was a gift from Max, and also because it connects her to the people she has lost—surely she wrote about her loved ones in its pages. What's more, Liesel likely survived the bombing because she was in the basement writing; her journal may have literally saved her life.
 5. Perhaps Death means that because Liesel's life was so full of both beauty and brutality, and because she had written so much over the years, the most comforting thing for Liesel in death was not more words, but silence.

THE BOOK THIEF CRITICAL-THINKING QUESTIONS

1. Though Rosa and Hans do not agree with Nazi ideology, to survive, they must act as though they do. Also, the Hubermanns risk their safety to hide Max. In addition, because Hans has refused to join the Nazi Party, and because he stands up for a Jewish stranger in the street, the whole family is viewed with mistrust.
2. To Liesel, books represent freedom and imagination. She is devastated by the book burning she witnesses and takes a great risk to rescue a book. Liesel is also awestruck by Ilse's library and visits often. And when Max falls ill, Liesel vows to read to him every day until he is better. She believes that books have the power to heal. The Nazis also understand the power of books. That is why they destroy books that do not agree with Nazi values, and why they encourage people to read *Mein Kampf*.

"THE BOYS WHO FOUGHT HITLER" VIDEO-DISCUSSION QUESTIONS

1. Lewis writes some of the article in a narrative style to help the reader connect to Helmuth, Rudi, and Karl. She uses sensory details and descriptive language so the reader can imagine the

setting in a vivid way and understand the emotions the boys may have been experiencing. This technique is effective because it allows readers to feel like they are right there in the story.

2. The somberness of the music supports the seriousness of the subject matter. The other sounds that can be heard are crowds clapping and cheering, Nazis marching, and a brief moment of Hitler speaking. Hearing these sounds brings Nazi Germany to life. We don't just see rows of men in uniform marching; we hear their boots hitting the pavement in perfect unison. This has great impact; it helps the reader appreciate what Lewis means when she says that the Nazis ruled with "total control."
3. The video shows several clips of Hitler and the Nazi Party at rallies, speeches, parades, etc. We hear cheering and clapping from the crowd. There are people lining the streets. There is a particularly disturbing shot of hundreds of people giving the Nazi salute. This supports Lewis's claim that many Germans embraced Hitler's ideals.

"THE BOYS WHO FOUGHT HITLER" CLOSE-READING QUESTIONS

1. The first three paragraphs create a mood of terror and suspense. The author writes of war, bombs, sweating, heart-pounding, and a boy running through the streets at night. She likely started the article this way to draw readers in and make them interested in finding out about this boy and the secret mission that could get him killed.
2. To support her claim that "in all of human history, few regimes have been more profoundly evil than Hitler's Nazi Germany," Lewis writes that people who resisted Hitler were marked as traitors and swiftly killed. She states that listening to foreign radio stations was forbidden, with a threat of severe penalties for disobeying. She writes that children in the Hitler Youth were instructed to find people who were disloyal and report them to the Gestapo—even if it was their own parents. She also tells the story of Helmuth Hübener, who after being arrested by the Nazis for opposing them was tortured, tried and convicted, and

beheaded. He was only 17 years old. Finally, Lewis includes the detail that by the time World War II ended, 53 million people had been killed.

3. Because the Nazis banned listening to foreign broadcasts, the boys had no access to information coming from other parts of the world. Helmuth's secret short-wave radio was able to pick up news from the BBC. The radio gave the boys access to truths about Hitler and the war. It motivated them to take action against the Nazis—which eventually led to the boys being arrested and beaten, and, in Helmuth's case, killed.

"THE BOYS WHO FOUGHT HITLER" CRITICAL-THINKING QUESTIONS

1. Germans were looking for a way out of—or at least, someone to blame for—the high unemployment and humiliation they faced after World War I. Hitler made rousing speeches that bolstered German pride. Playing on the anti-Semitism that had existed for centuries, he scapegoated the Jewish people for all of Germany's problems.
2. The boys' form of resistance was to write and distribute pamphlets criticizing Hitler and the Nazis. It was threatening to the Nazis because they wanted to control the way their actions were perceived, and one way of doing this was to control and limit the information people received.
3. These groups served to bring people into the Nazi Party at a very young age, when they would be more likely to accept what they were told without question. The Hitler Youth were trained as soldiers and assisted the Gestapo in finding people who were disloyal.
4. Answers will likely include that Karl believed resisting was the right thing to do, no matter the consequences. He felt it was important to stand up to the Nazis and spread the truth about their lies and atrocities.

"THE BOYS WHO FOUGHT HITLER" AND THE BOOK THIEF CONNECTING TEXTS

1. Helmuth, Rudi, and Karl resisted the Nazis by listening to banned information on their secret radio and by typing and distributing leaflets about what they had learned about Hitler. Liesel's defiance

also came in the form of gaining access to banned information. She stole a book from a pile of banned books at a Nazi book burning. She also visited Ilsa as often as she could and read banned books; later she "stole" these books to read to Max when he was ill. Liesel understood the power of words, as did Helmuth, Rudi, and Karl.

2. Karl's parents did not support Hitler, but they expressed their views only in private. When Karl was upset about the way Nazi officers were treating Jews, his mother told him, "Son, it is best you forget what you saw. That is the way our lives will be now." Karl's parents had to accept the reality of Nazi Germany in order to survive. Liesel's parents also disagreed with Hitler and the Nazi party but knew that it would mean certain death to admit it. Instead, they hung the Nazi flag, went to the Nazi parade, and tried to behave as though they were supporters so as not to arouse suspicion. Like Karl's parents, they felt they must keep their true beliefs hidden.
3. In *The Book Thief*, when Liesel and her family go to the parade, "the main street teems with people. There are Nazi uniforms everywhere." The crowd cheers at the mention of Hitler's birthday. When Herr Hermann gives his speech about "purifying from within," the crowd demonstrates its approval by throwing books onto the fire. This supports the information in the section "Swept Up" by showing how the Nazis gave grand speeches that impressed people. Lewis writes of many Germans being "swept up in the excitement" when the Nazis came to power. Imagining the people in Liesel's town gathering in the town square, where a huge bonfire roars, and listening to Herr Hermann speak passionately to a fervent crowd, the reader can understand how some Germans may have been convinced that the Nazis were acting in Germany's best interests.
4. Reading *The Book Thief* provides additional information about what it was like for people in Nazi Germany who did not support Hitler—people like Helmuth, Rudi, and Karl. Liesel's family lived in constant fear of being reported to the Gestapo. At first, it was for the seemingly small infraction of not having

their Nazi flag hung up. But when they began hiding Max in their basement, they knew that getting caught was a matter of life and death. They were willing to take the risk because they strongly disagreed with the Nazis. Helmuth, Rudi, and Karl were similarly willing to risk their lives because they so strongly opposed Hitler.

THE BOOK THIEF BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Character

1. A. major; She is a German girl whose parents were killed for speaking out against the Nazis. She lives with her adoptive parents in a small German town. She loves to read and treasures books. She is brave, caring, and intelligent. She is a dynamic character because she goes from having just learned to read to being a passionate reader to being a writer. She thanks Max at the end of the play for teaching her "to see"; she means that with his encouragement, she found the confidence to express her unique views of the world.
B. major; He is a young Jewish man who is forced to leave his family after the Nazis occupy his town. He is taken in by the Hubermanns and remains hidden in their basement. While there, he becomes close friends with Liesel. He is a static character because he does not undergo a significant internal change.
C. Ilsa; minor; The mayor's wife. She has a library of forbidden books, which she allows Liesel to borrow. She is generous and thoughtful. She is a static character because she does not undergo a significant internal change. (Students could describe another character here.)
2. You can infer that Ilsa shares her library with Liesel because Ilsa also values reading and because she misses her son, to whom the books belonged.
3. A. Answers may include: In Act One, Scene 3, when Max shows up at the Hubermanns' door, Hans says, "This boy's father saved my life long ago, in the war. I promised if I could ever help his family, I would." This statement indicates that Hans is loyal and keeps his word. When

Rosa questions how they will be able to support Max, Hans says, "We will make do. We must." This indicates that Hans has a strong moral compass and keeps his promises: Hans is willing to risk his own safety to help Max because it is the right thing to do and because he, Hans, made a promise to Max's father.

B. Answers may include: In Act One, Scene 2, when Hans catches Liesel with the book she stole from the bonfire, he does not get angry. In fact, he allows her to keep the book as long as she reads it in the basement. This indicates that Hans cares deeply about Liesel's happiness; for her sake, he is willing to risk getting caught with a banned book. It also shows that Hans is defiant of the Nazis, and that he does not agree with the book ban.

Setting

4. a small German town; mostly inside the Hubermann family's home
5. 1939-1945
6. World War II began in 1939 and the Nazi party had total control over Germany. They were implementing strict rules and controlling many aspects of Germans' lives, such as what books they could read. The Nazis were more or less forcing German citizens to join the Nazi party and adopt their racist views of the Jewish people. The Nazis were rounding up Jewish people and forcing them to live in poorly maintained communities called ghettos before sending them off to work and eventually be killed.
7. Unlike many people in their town, the Hubermanns do not support the Nazi party. They do what they have to do to survive, like hanging the Nazi flag and attending the party's parade, but Hans refuses to join the party. This puts his whole family under suspicion. The Hubermanns also keep Max, a Jewish man, hidden in their home, which was extremely risky and not something that a Nazi supporter or many of their neighbors would do.

Mood

8. The mood shifts throughout the play. It starts off serious and a little foreboding when we learn, in the prologue, about Liesel's tragic past and that the story we are about to read is partly a story of death. In the first scene, tension begins

to rise and there is a sense of chaos as the family prepares to go to the parade and Rosa worries about finding the Nazi flag. The "massing" crowds, "roaring" flames, and Hans's stiff command to Liesel to be quiet all add tension to the chaotic scene. In Scene 3, Max is introduced, and his explanation of how he left his family in addition to Death's commentary creates a feeling of sadness. As Hans and Rosa discuss how they are going to hide Max, Rosa says, "If even one neighbor suspects . . ." This brings back the foreboding mood of the beginning of the story. The mood briefly shifts to melancholy as Liesel describes the day outside to Max, who has not been able to leave the Hubermanns' basement for months. Liesel describes the day as "pale" and tells Max that "Everything is hiding behind a cloud." The mood becomes frantic as Max collapses and Liesel makes her first daring run to Ilsa's to steal books to read to Max. When Max leaves the Hubermanns, the mood is serious and somber. It becomes more hopeful at the end of the play when Liesel sees Ilsa, and there is a feeling of triumph and relief when Liesel is reunited with Max years later.

Plot and Structure

9. A. The Historians provide background information about what was happening in Germany and the rest of Europe during the time of the play. The historians' purpose is to provide context for the events that are unfolding around the characters.
B. The Narrators tell us what is happening in the story itself; they describe what the characters are doing. The Historians tell us about events going on outside of the story.
10. A. Death is the first and last character we hear from in the play. Death also provides information throughout the play about the characters. Death gives us a deeper look into the characters' thoughts and feelings. For example, at the end of the play we learn more about Rosa when Death tells us, "I felt her regret for not sharing more of her big heart."
B. Death gives us information about the characters' thoughts and feelings, and

also offers his/her own perspective on the characters and events in the story. The Historians and Narrators don't have access to the characters' internal lives, and they present information from a more neutral perspective.

11. The prologue and epilogue provide context for the story and important information about the main character, Liesel. The play spans a long period of time; the author uses the prologue and epilogue to give important details about events that occur outside of the play's time frame. In the prologue, we learn that Liesel's parents were killed for speaking out against the Nazis and that Hans and Rosa are her adoptive parents. We also learn how Liesel's love of reading, a main idea in the play, began. The epilogue summarizes the rest of Liesel's life and gives Death an opportunity to assure the reader that after everything she went through, Liesel finally found peace.

Symbolism

9. A. *Mein Kampf* is the Hitler's manifesto. It represents their beliefs and hopes for Germany's future. Millions of Germans carried it as a way of showing their loyalty to Hitler.
B. As Max is fleeing his home and travelling to the Hubermanns, he carries a copy of *Mein Kampf* so that no one will suspect that he is Jewish. If anyone did suspect that he was Jewish and reported him to the Nazis, he would almost surely have been killed.
C. Max paints over the book's pages to turn it into a journal for Liesel. In doing so, he symbolically erases Hitler's hateful words, and he creates a place where Liesel can record her beliefs and hopes. In this way, Max turns something horrible into something wonderful.
D. As the horror sinks in that everyone around her is dead, Liesel finds her journal in the rubble and clutches it to her chest. It is a treasured possession not only because Max gave it to her, but because it is full of her own words, her own story. It is her link to all the people she has lost. When she reunites with Max at the end of the play, she is proud and excited to show him that she has filled every page of it. The journal represents Liesel's resilience and strength.

**THE BOOK THIEF
QUIZ**

1. B (tone)
2. A (text evidence)
3. B (figurative language)
4. A (author's craft)
5. A (inference)
6. C (interpreting text)
7. D (inference)
8. C (central idea)
9. Answers will vary but may be similar to the following: As Max leaves the Hubermanns' home, he gives Liesel a meaningful gift: his copy of *Mein Kampf*, the pages of which he has painted white. Though *Mein Kampf* is a horrible book, it saved Max as he was running from the Nazis, because anyone who saw him reading it would not suspect that he was a Jew. By taking Hitler's memoir and painting the pages white, Max is symbolically erasing Hitler's words so that Liesel can cover them with her own. Max says, "Words are life, Liesel. And now those blank pages are for you to fill." This gift affirms for Liesel that her story is worth telling. Another reason the blank book is meaningful to Max and Liesel is that it reminds them of the books Liesel read to Max while he was deathly ill.
10. Answers will vary but may be similar to the following: Somerset Maugham's quote means that reading can provide an escape from the challenging or unhappy things in life. This idea applies to *The Book Thief* in several ways. Liesel is a passionate reader; she reads books that the Nazis have banned, despite the risk of being arrested if she is caught. The reader can infer that Liesel loves to read as a way of escaping into another world for a while, away from the violence and oppression of Hitler's regime. When Max becomes sick, Liesel begins to "borrow" books from Ilsa Hermann's secret library and read them to him; it seems that hearing these stories keeps Max alive. Perhaps this is because they provide him with an escape from not only the difficult circumstances of hiding in a cramped, dark basement day after day, but also from his illness. Finally, the flip side of reading—writing—is Liesel's salvation after her adoptive parents are killed: with the rubble of her destroyed home around

her, Liesel grabs her journal and clutches it to her, suggesting that writing is all she has to hold onto in the midst of her horrible circumstances.

**THE BOOK THIEF
VOCABULARY PRACTICE**

- | | |
|------------------|-------------------|
| 1. hold | 8. liberate |
| 2. thoughtlessly | 9. systematically |
| 3. hearty | 10. scapegoat |
| 4. retreat | 11. teen |
| 5. preservation | 12. manifesto |
| 6. criminal | 13. haggard |
| 7. celebration | 14. genocide |

**I USE A ROBOT TO GO
TO SCHOOL**

AUTHOR'S PURPOSE AND CRAFT

Answers will vary.

1. . . . to inform the reader of what it's like to be a teenager living with a severe food allergy.
2. The article is narrative nonfiction because it focuses on the story of one teen's personal experience with allergies, and it is written in a dramatic style that evokes emotion. Lauren Robinson's story is told mostly in chronological order; it has a plot the way a work fiction would have a plot. The article begins with a description of Lauren experiencing a severe allergy attack. This description is dramatic; what happens is told from moment to moment, like a passage from fiction might be. Later, the article goes back in time and explains how Lauren arrived at that attack—her lifelong struggle with allergies. A central conflict—Lauren has an allergy so severe that she can't go to school—is established. As the article progresses, the central conflict is resolved. Lauren gets a robot that she can send to school in her place, allowing her to participate in her classes to a great degree.
3. The author may have chosen a narrative to help the reader better understand and relate to the experience of suffering from an allergy. It's easier to relate to an individual's experience than general information about a topic. The narrative format of the article focuses the article on what it is like to have an allergy, as opposed to some other aspect of allergies

(such as what causes them, etc.).

4. The author includes this sentence to give the reader an idea of how common Lauren's allergy is, and to provide the reader with some general information about allergies.
5. There is a shift from narrative to informational at the beginning of the second to last paragraph of "Threats Everywhere." The author shifts from describing just Lauren to describing all people who suffer from life-threatening allergies. The author does this to help the reader understand that Lauren is not the only person suffering from a potentially life-threatening allergy. Perhaps the author wants readers to realize that someone they know could be in a situation similar to Lauren.
6. . . . to inform the reader about the role of the immune system in allergic reactions.
7. This article begins with the author speaking directly to the reader (second-person point of view), establishing a metaphor to help the reader understand how the immune system works. The introduction makes the reader think about her/himself. The introduction of "I Use a Robot to Go to School" begins with a dramatic description of a girl experiencing a life-threatening allergy attack. It is written in third person, and makes the reader think about the subject of the story, Lauren Robinson. Both introductions are written to draw the reader in and make the reader want to keep reading.
8. If the article were more narrative, the author would likely have chosen to explain the immune system through the story of one person's experience.
9. This metaphor helps the reader understand that the immune system works to protect the body by attacking germs just as an army protects citizens by attacking enemies. We associate violence, strength, and power with armies; the metaphor causes the reader to associate these qualities with the immune system, and it is therefore all the more frightening to learn that the immune system sometimes mistakes something harmless for an enemy.
10. Reading both articles give you a better understanding of severe allergies than

you would get from reading just one of the articles. “I Use a Robot to Go to School” provides information mainly about the social side of allergies. Lauren cannot go to school and her friends must change their clothes and wash their hands just to visit her. The article also shows how technology can improve the lives of severe allergy sufferers. Lauren is able to continue her education with the use of a robot, for example. “What Causes Allergies?” focuses on the role of the immune system in allergic reactions, which is not explained in “I Use a Robot to Go to School.” Reading these two texts together gives the reader a more complete picture of the social and scientific sides of allergies.

“I USE A ROBOT TO GO TO SCHOOL” CLOSE-READING QUESTIONS

1. The purpose is to set a dramatic scene and introduce Lauren Robinson. The paragraph describes the severe allergic reaction Lauren had after walking into her science class. The author probably chose to start the story this way because it makes you want to keep reading to find out what happened.
2. The picture shows a group of girls walking down a school hallway with a robot. On the robot’s screen is a girl who appears to be their age. Though the scene is unusual, the mood is joyful. The picture suggests that Lauren’s friends are comfortable with the robot and are able to interact with Lauren almost as though she were right there with them. From this, we can infer that they are loyal: They have stuck by Lauren through her allergy troubles and are making an effort to include her in their lives.
3. To lurk is to wait in a secret or hidden place, especially in order to do something wrong or harmful. The use of lurk in this sentence creates a feeling of unease and helps the reader understand what life is like for people with severe allergies.
4. When she was younger, her allergy was not as severe. She just had to avoid eating dairy. As she got older, her allergy worsened, to the point that contact with even a particle of dairy was life-threatening. This changed her

life dramatically. She can no longer go to school or do many things that kids her age can do. Her friends must change their clothes and wash their hands before seeing her.

“I USE A ROBOT TO GO TO SCHOOL” CRITICAL-THINKING QUESTIONS

1. Lauren’s life-threatening allergy is in fact a misguided defensive response by her immune system. Her immune system mistakenly perceives dairy as a threat, and, thinking it is protecting her body, releases chemicals that cause a severe physical reaction whenever Lauren comes into contact with dairy. There is nothing Lauren can do about these reactions except use her EpiPen and go to the hospital.
2. The author’s purpose seems to be to inform the reader about what it’s like to have a severe allergy. The author seems to want to raise awareness about stories like Lauren’s to help readers realize how serious allergies can be, and to encourage compassion for people with severe allergies.

“I USE A ROBOT TO GO TO SCHOOL” VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. This statement reveals that one of the challenges of having a severe allergy is that allergens are found in unexpected places. This means that someone with a severe allergy must always be checking the ingredients of anything he or she wants to eat. It also means that people who come into contact with someone who suffers from a severe allergy—or who prepare food for a person with an allergy—probably aren’t aware of all the places where allergens lurk, and could accidentally bring the allergy sufferer into contact with the thing he or she is allergic to.
2. The video supports this statement with footage of Lauren using the VGo to speak with her teacher, to participate in class, and to converse with friends. Lauren says the VGo allows her to ask questions in class “like everybody else.” She says she is able to work on group projects with other students.

3. Lauren has a very optimistic view of her life and her future. The narrator says, “Lauren is determined not to let the allergy get in her way.” Lauren says she always tries to “look on the bright side of things.” She mentions that she gets a lot of support from friends and family. She expresses hope that she may one day overcome her allergy. She says she hopes to go to college, become a forensic scientist, and have a family.
4. The video includes more details about Lauren’s life and her use of the VGo. Seeing the VGo in action in the video—both in class and in social interactions—gives me a better understanding of how the VGo works, what it can do, and how it helps Lauren function in school. Also, hearing Lauren speak directly about her own life helps me better understand her as a person. She is frank about the challenges of her life but clearly optimistic about her future. The video also includes more details about her goals, including her desire to become a forensic scientist.

“I USE A ROBOT TO GO TO SCHOOL” AND “WHAT CAUSES ALLERGIES?” VOCABULARY PRACTICE

- | | |
|------|----------------|
| 1. B | 6. C |
| 2. B | 7. scrutinized |
| 3. D | 8. anaphylaxis |
| 4. A | 9. EpiPen |
| 5. C | 10. comprises |

ALLERGY QUIZ

1. B (central idea)
2. C (text evidence)
3. D (key ideas and details)
4. A (tone)
5. A (interpreting text feature)
6. B (vocabulary; word choice)
7. B (inference)
8. B (key ideas)
9. Answers will vary but may be similar to the following: The author supports the claim with vivid examples of what life is like for Lauren Robinson and other severe allergy sufferers. The article begins with a description of a severe allergy attack that Lauren suffered one day after walking into her science class. There was no dairy in sight, and Lauren had not eaten any dairy that day, yet

her body was thrown into anaphylaxis, leaving her struggling to breathe. Invisible particles of cheese from a pizza party earlier in the day were the cause of Lauren's attack. The author names other examples of "invisible threats": "an invisible smear of peanut butter on a library book, a pinprick-size speck of almond on a computer keyboard, or fumes from peanut butter cookies baking in a grocery store oven." These are dangers that can't be seen, but can be life-threatening to people with severe allergies. Lauren's friends change their clothes and wash their hands before visiting her, implying that they want to be sure there isn't some unseen speck of dairy on their clothes or skin that could be a danger to Lauren. This is why many kids with serious allergies end up staying home most of the time. If they can't control the environment, they have no way of knowing if an invisible allergen is near.

10. Answers will vary but may be similar to the following: The author uses the metaphor of an army to describe the immune system. She uses this metaphor to tell you that your immune system defends your body against disease just as an army provides defense against enemies. The author writes, "Any time a germ invades your body, *bam*, the army attacks, working to destroy the germ before it makes you sick." This gives you a sense of how powerful and active the immune system is: it attacks germs the way an army attacks invaders.

PLASTIC BAGS: CONVENIENT AND CRUEL

THEMED VOCABULARY: PHOTO QUIZ

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

THE LAZY EDITOR: SHOULD WE GET RID OF PENNIES?

ALL IN AGREEMENT

1. are
2. is

3. need
4. are
5. deserve
6. is/comes
7. say
8. plan
9. is
10. cost
11. flowers
12. sink
13. sign
14. kittens
15. Correct. The subject is composed of two nouns connected by *and*.
16. Incorrect. The subject, *everyone*, is singular.
17. Correct. The subject, *members*, is plural.

PARENTHESES PRACTICE

1. Tim wanted to go to the park to play basketball (**half-court, not full-court**) after school.
2. Mrs. Martin couldn't believe how much (**\$55**) her daughter spent on one tank top.
3. Liz decided to do her homework at home (**thinking she would get it done faster**) instead of at her friend's house.
4. I want to see Jennifer Lawrence's new movie. (**She's my favorite actress!**)
5. How much was my meal (**not including tax and tip**)?
6. My dad (**knowing how much I love *The Wizard of Oz***) bought me tickets to the musical *Wicked*.
7. Answers will vary.

CHOOSE YOUR WORDS CAREFULLY

It was five minutes until showtime. Emma stood backstage and she felt hot. Her dress felt tight. She walked over to Janelle and Antonio and said, "Good luck tonight."

Janelle looked at her and said, "You're supposed to say, 'Break a leg.' It's bad luck to say, 'Good luck.'"

Emma walked back over to her place behind the door. Then she looked through a small space between the curtains and she could see part of the audience. Hunter Lowry was sitting in the front row with his feet up on the stage. He was eating licorice and laughing with his friends. Emma closed her eyes and took one slow breath in and let one slow breath out. Then the music started the curtain went up and the lights came on.

Emma opened the door, stepped onto the stage, and let the words come out.

Here is an example of how the paragraph could be rewritten to be more expressive:

It was five minutes until showtime. Emma paced backstage, sweating. She felt like she had been squeezed into her dress. She tiptoed over to Janelle and Antonio and said, "Good luck tonight."

Janelle glared at her and chided, "You're supposed to say, 'Break a leg.' It's bad luck to say, 'Good luck.'"

Emma skulked back over to her place behind the door. Then she peeked at the audience through a tiny gap between the curtains. Hunter Lowry was slouching in the front row with his feet resting on the stage. He was chewing licorice and laughing with his friends. Emma squeezed her eyes shut and took one slow breath in and let one slow breath out. Then the violins began play, the curtain rose, and the lights came on. Emma opened the door, stepped onto the stage, and let the words flow.

CLARIFYING COLONS

1. There's something you should know about playing "hide-and-seek" with Ali: She always hides under the bed.
2. I brought everything I needed to the swimming pool: my bathing suit, a towel, sunscreen, and snacks.
3. The principal told the students that he had an announcement to make: classes will be cancelled tomorrow.
4. OK
5. My dad told me what his favorite book was when he was younger: *The Little Prince*.
6. The student council voted unanimously: Money raised from the talent show will be donated to charity.
7. Ms. Grace said she was going to bring a lot of desserts to the party: cupcakes, brownies, and cookies.
8. My sister told me what she wants to do next year after she graduates: She wants to join the Army.
9. I brought a variety of canned food items to the food drive: peas, corn, beans, and chicken soup.
10. This is what happened when Melissa got to school: She couldn't find her permission slip.

WHOLE ISSUE

CROSSWORD

