

GRAMMAR BUYS SPORTS STUFF

ACCEPT VS. EXCEPT

1. except 4. accepted
2. accepting 5. accept
3. accept 6. accept

I had just accepted my first community service assignment: working at an animal shelter. When I walked in on my first day, all of the dogs barked at me— except one. That dog sat quietly, staring straight into my eyes. She was all white except for a brown patch around her left eye. I knelt in front of her and accepted the paw that she offered me. Her name was Diva, and we quickly formed a bond. In fact, I would have adopted Diva that very day, except I had to get my parents' permission first. I must admit, it would have been hard for me to accept "no" as an answer. Fortunately, I didn't have to! My parents came to meet Diva and they fell in love with her too. Diva is now a treasured part of our family.

I SURVIVED THE BOSTON MARATHON BOMBING

APPLYING A CENTRAL IDEA

1. President Obama says that in the face of tragedy, we pull together and help each other find the strength to carry on. We celebrate life by continuing to do what is important to us.
2. According to the speech, we do this because we know that someone will be there to help us. Obama says that "our faith in each other, our love for each other, our love for country, our common creed" is the source of our power in getting through major challenges.

Central Idea: In the face of tragedy, we are able to carry on by uniting.

Example 1: The article says that right after the bombing, "amid the madness and the horror, many rushed to help one another." Sydney was saved by strangers who tried to stop her bleeding and made sure she got to the hospital.

Example 2: Sydney and her mother helped each other recuperate. They encouraged each other and were "each other's team" in the hospital.

"I SURVIVED THE BOSTON MARATHON BOMBING" CLOSE-READING QUESTIONS

1. More than half a million people had come to watch the marathon; "runners of all backgrounds" participate; "thronges of people" cheer on "each exhausted runner."
2. The author uses sensory details. She writes that there was a "deafening blast" and "sounds of screaming." Smoke was "too thick to see," and Sydney "felt pain." The author uses these details to paint a vivid picture of the bombings.
3. The bombs were filled with shrapnel that hurtled through the crowds, injuring many people.
4. You can infer that people saw it as a national tragedy and were shaken and horrified.
5. The purpose of the section is to explain who was behind the bombings and what happened to them. It is included to provide information and help readers understand the events of the tragedy.
6. They shared a room in the hospital and drew strength from each other. Sydney was inspired by her mom's perseverance.

"WE SUMMON THE STRENGTH" CLOSE-READING QUESTIONS

1. He uses a metaphor comparing carrying on after a tragedy to finishing a race. This metaphor is powerful because the bombings occurred during a race. Victims of the bombing, like marathon runners, know what it takes to finish a race, and how a crowd can boost runners' spirits. The President uses the metaphor to describe how people came together in the aftermath of the bombing.
2. He means that bombs won't keep people from carrying on with what's meaningful to them.

"I SURVIVED THE BOSTON MARATHON BOMBING" CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students might suggest that the central idea is that people came together to help each other recover after the Boston Marathon bombing. Or, that Sydney and her mother's bond helped them to recover from their injuries. Students should provide details to support their answers.
2. Answers will vary. Students should

explain what resilience is, as well as compare and contrast the story they chose with the article.

"AFTER THE BOMBING" VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. The tone of the beginning of the video is sad, solemn, respectful, serious, reflective, etc. The music is emotional and dramatic, and the images are intense, showing the immediate aftermath of the tragedy. The images of the bombing are black and white, which emphasizes the seriousness of the tragedy. The tone shifts after about the first minute, when the video begins to focus on Sydney and Celeste's recovery. The music changes to a more energetic song. Instead of images of the bombing, the video shows Sydney and Celeste's healing process and new lives. The tone becomes optimistic, inspiring, and heartwarming as the video focuses on the progress that Sydney and Celeste have made and the strong bond between mother and daughter.
2. She means that by proving her strength and overcoming her injuries, she is "getting justice" for the crime of the bombing. She is showing the bombers that they failed—that they can't stop her.
3. A central idea of "I Survived the Boston Marathon Bombing" that is reflected in the video is that the bond between mother and daughter helped Sydney and Celeste recover. In the article, Sydney says about herself and her mother, "We were each other's team" (p. 8). In the video, both Sydney and Celeste talk about how important they were to each other during their healing process. The footage shows Celeste and Sydney taking care of each other and helping each other through physical therapy and other activities. Sydney says, "After such a horrific event, we just got so much closer."
4. This quote would fit best in the section of the article called "Looking Ahead." It shows that Sydney is still dealing with the trauma of the bombing, but she is optimistic. She is hopeful about her future.

READ, THINK, EXPLAIN:
NONFICTION ELEMENTS

***Less-scaffolded version**

Answers will vary but should be similar to the following:

1. The large photograph shows a sea of marathon runners heading towards the camera. Spectators are packed together behind barricades on the sidewalks. An enormous cloud of smoke on the right side of the page suggests that there has just been an explosion. In the foreground, a number of runners have stopped; they looked shocked. Several police officers in neon vests are in motion. The smaller photograph shows a mother and daughter leaning into each other. The mother has two prosthetic legs and the daughter has one foot in a cast or brace.
2. "I Survived the Boston Marathon" is in white, perhaps to make the words stand out against the photograph. The word "bombing" is larger and is in a red that fades from bright red at the top of the letters to dark red at the bottom. The designer may have made the word "bombing" large to suggest an explosion, and chosen the color to suggest blood or fire. The designer probably wanted to grab the reader's attention and suggest that the bombing was horrifying and deadly.
3. The photo on page 6 shows Sydney smiling in her hospital bed as she is being visited by a dog. Page 7 shows police officers in full combat gear, a headline from the front page of *The Boston Globe*, and a large crowd of people holding a candlelight vigil. The picture on page 8 shows Celeste with two prosthetic legs, holding onto the arm of her son. On the other side of him is Sydney, who has large scars on her legs. These photos provide information about what happened to Sydney and her mother, and what happened in Boston after the bombing.
4. I think this article will be about a teenage girl and her mother who were seriously injured in the Boston Marathon bombing.
5. A. thrilled
B. The author is emphasizing how thrilling and inspiring it was for Sydney to be in the crowd. Had the author

used a similar word, like "excited" or "delighted," the sentence would not have the same dramatic impact.

"Electrified" gives the reader a sense of the palpable enthusiasm that onlookers felt as they watched the runners.

6. The author describes a series of problems and steps that were taken to solve them.
7. The section is structured chronologically: events are described in the order in which they happened.
8. A. The President compares dealing with a tragedy to finishing a grueling race. He uses phrases like "toughest mile" and "cheer us on and pick us up if we fall." He refers to a stranger with a cup of water and somebody boosting our spirits.
B. This speech implies that President Obama believes the American people are resilient and "will not cower in fear." He believes we have the strength to endure difficult times and recognize that despite our differences, we are united as a people.
9. A teenager named Sydney Corcoran and her mother were severely injured in the April 2013 bombing of the Boston Marathon. Sydney almost bled to death, and her mother lost both of her legs in the explosion. It has been a long and difficult recovery for both Sydney and her mom, but with each other's support, as well as the support of the community, they are both doing well. The article also explains what happened to the two men who planted the bombs, and how the bombing affected Boston.
10. Evidence #3: "The strangers who saved her life are now her close friends; she turns to them when she needs to talk" (p. 9).
11. Long after their physical wounds have healed, people who survive tragedies often continue to experience emotional trauma.

READ, THINK, EXPLAIN:
NONFICTION ELEMENTS

***More-scaffolded version**

Answers will vary but should be similar to the following:

1. "I Survived the Boston Marathon" is in white, perhaps to make the words stand out against the photograph. The word "bombing" is larger and is in a red that fades from bright red at the

top of the letters to dark red at the bottom. The designer may have made the word "bombing" large to suggest an explosion, and chosen the color to suggest blood or fire. The designer probably wanted to grab the reader's attention and suggest that the bombing was horrifying and deadly.

2. The large photograph shows a sea of marathon runners heading towards the camera. Spectators are packed together behind barricades on the sidewalks. An enormous cloud of smoke on the right side of the page suggests that there has just been an explosion. In the foreground, a number of runners have stopped; they looked shocked. Several police officers in neon vests are in motion. The smaller photograph shows a mother and daughter leaning into each other. The mother has two prosthetic legs and the daughter has one foot in a cast or brace.
3. The bottom edge of the photograph looks like it has been torn or blown off. The designer may have done this to suggest the destruction caused by the bombs.
4. The photo on page 6 shows Sydney smiling in her hospital bed as she is being visited by a dog. Page 7 shows police officers in full combat gear, a headline from the front page of *The Boston Globe*, and a large crowd of people holding a candlelight vigil.
5. It shows Celeste with two prosthetic legs, holding onto the arm of her son. On the other side of him is Sydney, who has large scars on her legs.
6. I think this article will be about a teenage girl and her mother who were seriously injured in the Boston Marathon bombing.
7. A. thrilled
B. The author is emphasizing how thrilling and inspiring it was for Sydney to be in the crowd. Had the author used a similar word, like "excited" or "delighted," the sentence would not have the same dramatic impact.
"Electrified" gives the reader a sense of the palpable enthusiasm that onlookers felt as they watched the runners.
8. A. Solution: She used a walker to rebuild strength in her legs. Then she was able to walk with crutches.
B. Problem: Both Sydney and her mother

were in a great deal of physical and emotional pain after the bombing.

9. A. The President compares dealing with a tragedy to finishing a grueling race. He uses phrases like “toughest mile” and “cheer us on and pick us up if we fall.” He refers to a stranger with a cup of water and somebody boosting our spirits.
B. This speech implies that President Obama believes the American people are resilient and “will not cower in fear.” He believes we have the strength to endure difficult times and recognize that despite our differences, we are united as a people.
10. In April 2013, two Islamic extremists planted bombs at the finish line of the Boston Marathon. The bombs injured more than 250 people, including teenager Sydney Corcoran and her mother. ~~Sydney’s aunt Carmen was running the marathon.~~ Sydney was badly injured and was at risk of bleeding to death, ~~but some people were not hurt at all.~~ At the hospital, doctors removed large metal chunks from her leg, ~~one of them might have been a nail,~~ and worked to repair the gaping hole in her foot. ~~It was probably really scary that Sydney didn’t know if her family was alive or not.~~ When she awoke from surgery, Sydney learned that both of her mother’s legs had been amputated. ~~I’m pretty sure a special doctor had to perform that surgery.~~ Sydney and her mother spent weeks in the hospital and they helped each other get better. The men who planted the bombs were caught, but the people of Boston will never forget what happened. ~~It’s a bummer because~~ Sydney still has flashbacks of that horrible day. But she and her mother are glad to be alive and feel lucky that they were able support each other during such a painful time.
11. Students should cross out #2: “As Sydney fought for her life, Americans across the country were glued to the news.” (p. 7)

BOSTON MARATHON BOMBING QUIZ

1. B (text structure)
2. C (central idea)
3. B (central idea)
4. A (text structure)
5. D (figurative language)

6. A (inference)
7. C (vocabulary in context)
8. D (author’s purpose)
9. Answers will vary but may be similar to the following: From the very first sentence in the article, Kristin Lewis uses descriptive language to engage readers. “A feeling of excitement filled the crisp spring air . . .” evokes how it felt to be at the finish line of the marathon. Lewis also writes that “Sydney felt electrified.” Lewis describes how things looked as well, describing the athletes’ “sweaty faces passing by” and the “throngs of people on the sidewalks and in the stands.” About Sydney, Lewis writes, “The smoke was too thick to see the gaping hole in her foot or the metal pieces—one as big as a cell phone—lodged in her legs.” This reference to smoke also appeals to the sense of smell.

The aftermath of the bombing is depicted with great visual detail as well: “Body parts littered the streets. Purses, phones, signs, and other belongings dotted the sidewalks like confetti.” When Lewis recounts strangers coming to the aid of victims, her language is vivid and specific: “They cinched nearly severed limbs with belts, slowing the flow of blood” and “A man was pressing on her leg, trying desperately to stop the bleeding.” Sound also plays a part in this article. The crowd at the finish line is cheering for every athlete. The bomb blast is “deafening,” windows shatter, and screams fill the air. The nurse in the emergency room “spoke soothingly” to Sydney. All of these examples engage readers and help them imagine what it was like to be at the marathon last April.

10. Answers will vary but may be similar to the following: President Obama’s speech is written in the first-person plural. Nearly every sentence in the speech contains the word “we” or “our.” President Obama refers, for example, to “our faith in each other, our love for each other, our love for country” as the source of “our power,” and “the reason we don’t cower in fear.” By repeating these words, President Obama stresses that when a tragedy occurs, we are all in it together—including him. Speaking this way has the effect of putting

everyone in the country on equal footing. If you substitute the words “you” and “your” for every “we” and “our” in the speech, the impact is lost. It sounds like President Obama is merely giving a pep talk rather than rallying a nation of which he is an integral part.

“I SURVIVED THE BOSTON MARATHON BOMBING” VOCABULARY PRACTICE

- | | |
|-------------|------------------|
| 1. D | 7. cinch |
| 2. B | 8. atrophy |
| 3. A | 9. unprecedented |
| 4. A | 10. debilitating |
| 5. forensic | 11. superficial |
| 6. creed | 12. ferry |

THROW AWAY YOUR EARBUDS NOW!

INTEGRATING KNOWLEDGE

Answers will vary.

Why is it important to protect your hearing when you’re young?

“Throw Away Your Earbuds Now!”

1. Hearing loss is cumulative; damage you do to your ears at a young age is permanent.
2. The majority of hearing loss is noise induced; young people are constantly bombarded with noise.
3. There are steps you can take to protect your ears when you’re young, before it’s too late.

“I Can’t Hear You”

1. Severe hearing loss is very isolating.
2. Denying your hearing loss and waiting to treat it can make it worse.
3. Hearing loss makes it difficult to do things you enjoy, like go to movies, eat at restaurants, hang out with friends, etc.

What steps can you take to prevent hearing loss? *Note: Students should use both texts when responding to this question, though they will find more answers in “Throw Away Your Earbuds Now!”*

“Throw Away Your Earbuds Now!”

1. Ask a friend if they can hear your music when you are using your personal media player. If your friend says yes, the volume is too loud.
2. Keep the volume below 70 percent on your personal media player.
3. Use noise-canceling headphones.

- Use earplugs at noisy events like concerts.

"I Can't Hear You"

- If you've experienced any hearing loss, you should go to the doctor. The longer you wait to get treatment, the worse your hearing loss will get.

"THROW AWAY YOUR EARBUDS NOW!"

CLOSE-READING QUESTIONS

- The repetition portrays Matthew Brady's experience of hearing loss. It emphasizes the frustration of having to ask others to repeat themselves so often.
- The author poses rhetorical questions that ask readers how they would feel if they could not hear certain soft sounds. You can infer that the author wants readers to appreciate their ability to hear.

"I CAN'T HEAR YOU"

CLOSE READING-THINKING QUESTIONS

- "I can't" is repeated. The repetition emphasizes the way hearing loss limits Katherine Bouton's life.
- Hearing loss can be isolating, but confronting it honestly can help you deal with it. Bouton was unable to participate in activities she used to enjoy and had trouble communicating with friends. Hiding her problem only increased her feelings of isolation. When she acknowledged her hearing loss, her friends were understanding and accommodating. Being open has made Bouton feel as though she has her life back.

"THROW AWAY YOUR EARBUDS NOW!"

AND "I CAN'T HEAR YOU"

CRITICAL-THINKING QUESTIONS

- Both Brady and Bouton have trouble hearing when they are in an environment with a lot of background noise, though Brady's hearing loss is not nearly as severe as Bouton's. Brady was able to identify the cause of his hearing loss (his iPod), while the cause of Bouton's hearing loss was never identified. Also, Brady was younger than Bouton when his hearing loss began, and he has taken steps to prevent further damage. Bouton, on the other hand, ignored her problem for years, which made it worse later on.
- When we take something for granted, we don't acknowledge its value or worry

about losing it. It is dangerous to take your hearing for granted because you are less likely to take steps to protect it and more likely to do things that can damage it—like Brady did when he listened to his iPod at full volume day after day. After Brady suffered hearing loss, he stopped taking his hearing for granted and began to protect his ears. The frustration and isolation Bouton describes show why we should value our ability to hear.

"THROW AWAY YOUR EARBUDS NOW!"

THEMED VOCABULARY: QUIZ

- She has hearing impairment, which means hearing loss. She does not have noise-induced hearing loss because her hearing loss was not caused by noise.
- ambient sound
- C: fireworks display; A: a quiet stream; B: an alarm clock
- The Latin and Greek terms were used to refer to a snail. You can come to this conclusion from the fact that the cochlea is a spiral-shaped tube, and a snail has a spiral-shaped shell.

HEARING-LOSS QUIZ

- C (author's craft)
- A (key ideas)
- B (text features)
- C (text connections)
- A (vocabulary in context)
- B (inference)
- A (tone)
- B (tone)
- Jennifer Dignan, the author of "Throw Away Your Earbuds Now!" supports her claim that personal media players can damage hearing in two main ways: She uses the personal story of Matthew Brady as an example of someone who suffers from hearing loss as a result of listening to a personal media player, and she explains the science of noise-induced hearing loss. Brady, Dignan explains, experienced sudden hearing loss when he was 16 as a result of listening to his iPod at too loud a volume. Dignan connects Matthew's experience to a larger trend. She writes that according to one study, "one in five teens suffers from some sort of hearing impairment." She then states that the most common cause of hearing impairment is noise

and explains that sound causes damage when it is too loud and/or the exposure time is too long. She writes, "And one major source of dangerous noise may be stashed in your pocket or backpack right now: a personal media player—such as an iPod or phone—combined with a pair of earbuds." Dignan explains that the maximum volume of iPods and other such devices is dangerously above a safe decibel level. The explanation of how sound leads to hearing loss, along with the story of Brady, make a strong case for Dignan's claim that personal media players cause hearing loss.

- Katherine Bouton would probably urge Matthew Brady never to hide his hearing loss from his doctors, his friends, or himself. Bouton's hearing loss likely became more severe than it would have been had she not refused to acknowledge it when she was young: The cochlear implant she eventually got did not work as well as it would have if she had sought treatment for her condition sooner. Matthew has already done the right thing by going to a doctor; Bouton would probably stress to him the importance of going back if there are any changes in his condition. Bouton would also likely share with Brady that she hid her problem from family and friends, and that this only made the social problems she was experiencing worse. In her essay she writes, "When I started acknowledging my hearing loss, people responded." When she was open about her hearing loss, people around her made sure to help her communicate and participate in social situations, which, she explains, improved her life a lot. She would likely tell Matthew not to be ashamed and to be up-front with friends and family about his hearing difficulties.

PEOPLE CALL ME CRAZY

WHAT ARE THE CONFLICTS?

Answers will vary.

Page 1

Thatcher versus his fear of water

Type of conflict: person versus self; internal

How it affects Thatcher:

- When Thatcher does encounter water, he

is terrified. Evidence: On the hike, the campers must cross a bridge over the river. Thatcher says that he “shuffled to the first plank and froze.” When he did finally cross, he says, “My chest tightened, and my shirt darkened with sweat.” (pp. 15-16)

3. Thatcher is embarrassed by his fear. Evidence: After Thatcher tells Richie the story behind his fear of water, says Thatcher, “Richie nodded in a way that made me feel like maybe I wasn’t such a loser.” (p. 16)

How the conflict is resolved: Thatcher overcomes his fear of water through the act of rescuing Richie from the river. That Thatcher is able to jump in the river at all indicates that Thatcher has gained power over his fear; Thatcher also says that after he and Richie were on dry land, “My heart was beating, but it wasn’t from fear.” This, too, shows that Thatcher overcame his fear. That Thatcher grows up to work in search and rescue, as he reveals at the end of the story, shows that Thatcher completely conquered his fear, resolving his inner conflict.

Page 2

Conflict: Thatcher versus the river
(Other possible answers include Thatcher vs. Richie, Thatcher vs. the woods, and Richie vs. the river.)

Type of conflict: external; person versus nature

Brief description: When Richie falls in the river and gets his shirt caught on a tree branch, Thatcher must rescue him. To do this, he must overcome the river’s strong current and cold temperature. Describing the force of the current, Thatcher notes that if Richie were to lose strength before Thatcher got to him, the current would suck Richie under. When Thatcher does reach Richie, both boys are “immediately dragged down the river.” (p. 18)

How the conflict is resolved: Thatcher manages to overcome the river and save Richie by kicking furiously until they reach the edge of the water.

“PEOPLE CALL ME CRAZY” CLOSE-READING QUESTIONS

1. His voice is bold and brash in the first line. It is anxious in the second. This difference suggests that Thatcher has

changed significantly since he went to camp.

2. He compares them to a bunch of “happy monkeys.” He sees them as carefree, and he resents them. They cross the bridge without a second thought, but for Thatcher, crossing the bridge is truly terrifying.
3. He feels embarrassed. He tries to “laugh off” the difficulty he had crossing the bridge. He says of his fear, “It wasn’t something I liked to talk about,” and he refers to himself as a “loser.”
4. Thatcher may mean that his heart was pounding from excitement—from the adrenaline rush of saving Richie. Thatcher may also mean that his heart was pounding from exertion.

“PEOPLE CALL ME CRAZY” CRITICAL-THINKING QUESTIONS

1. Thatcher and Richie come together because they are both lagging behind the rest of the group. This makes them dependent on each other. They are friendly and helpful to each other, but neither is ready to completely trust the other. Answers will vary, but students will perhaps suggest that a best friend might have accommodated Thatcher’s fear of water, so Thatcher might not have been forced to face it.
2. Thatcher got over his fear only when he had no choice but to take action and jump into the water to save Richie. Until this point, Thatcher had avoided his fear—he was inactive—and remained in the grip of his fear.

“PEOPLE CALL ME CRAZY” BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Character

1. A. major; He is a teen with an intense fear of water whose parents have sent him to a summer camp focused on water activities. Thatcher is a dynamic character because at the beginning of the story he is unadventurous and fearful, and by the end of the story he has conquered his fear and realized that he has the mental and physical strength to rescue people from dangerous situations.
- B. major; He is a camper who, with

Thatcher, gets separated from the group during a hike. He is not used to being outside and exerting himself. Though he has a near-drowning experience, Richie is a static character because the author does not reveal any internal change that Richie goes through.

2. Answers may include: When Richie notices that Thatcher is hesitating to cross the bridge, Richie asks Thatcher if he’s scared. Thatcher nods and Richie offers to cross the bridge with him. He does not make Thatcher feel bad for being frightened. This shows that Richie is sensitive and caring. Richie lags behind the group and says he’s never been outside this long, ever. He says, “What I would give to be in air-conditioning right now,” and asks Thatcher to distract him from his misery. This tells us that Richie spends most of his time indoors. He is not used to hiking or any kind of outdoor adventure. When Richie and Thatcher have been separated from the group for a while, Richie snaps, “You were wrong the last time,” revealing his frustration and possible fear about being lost. To Thatcher, it feels like Richie has lashed out and blamed him. While Richie is crossing the log, says Thatcher, he “looked back at me and flashed a thumbs-up, whooping like he was the king of the world. And that’s when he tripped and stumbled.” This suggests that Richie is overconfident, and that this is what caused him to fall.
3. At the beginning of the story, Richie and Thatcher are basically strangers, but when Richie notices and is sympathetic to Thatcher’s fear of water, and when the two boys find themselves lagging behind the rest of the hikers, a camaraderie forms between them. When Thatcher explains his fear of water to Richie, Richie nods in a way that makes Thatcher feel like he is not “such a loser.” After the boys get lost, Thatcher and Richie’s relationship shifts several times. Thatcher chooses a path and Richie blames him when it proves to be the wrong one. At this point, Thatcher wonders if Richie is such a good guy after all. Thatcher says, “He seemed kind of crabby and blamey all of a sudden. I hoped it was just the stress of being

lost and not his true personality coming out." When Richie acknowledges that they shouldn't try to swim across the river because the current is too strong, it earns Richie "buddy points" in Thatcher's mind, but when Richie then suggests crossing the river on a fallen tree, Thatcher says, Richie loses those points. Still, when Richie falls into the river, Thatcher does not hesitate to jump in and save him. At that point their relationship is simply that of a person in need and a person who can help.

Point of View

4. First person; I know because the narrator refers to himself as "I" and "me." Examples are: "I was nervous," "I heard the rushing of the river," "Mom and Dad had signed me up."
5. If the story were told from the third-person limited point of view, Thatcher would be referred to as "he" and "him." The story would come from someone else's voice, and the reader might not get such a clear picture of what Thatcher was thinking and feeling. In the third-person omniscient point of view, the narrator would have insight into what Richie was thinking and feeling also. This might take some of the focus away from Thatcher and how the experience in the story shaped him.

Setting and Imagery

6. Answers may include: "I heard the rushing of the river and smelled the breeze coming off the lake." "My chest tightened, and my shirt darkened with sweat. The sound of the water below my feet seemed to get louder with every step." "The dirt trail snaked through the trees, which were so thick and tall in places that we couldn't see the sun." "Everything looked the same. The bushes, the gray tree bark, the turns and bends as the trail rose and fell with the hilly terrain." "The water beat at him relentlessly, filling his mouth." "But he couldn't hear me over the thundering of the water." "We were immediately dragged down the river, clinging to each other's arms as the trees on either side rushed past."
7. Answers may include: Thatcher begins the story unhappy with his surroundings. He says, "The air was muggy and hot, but I was filled with icy cold terror."

Because all of the camp activities seem to involve water, Thatcher is full of dread. He is relieved when he is able to go on a hike. "It was on dry land, and that was all I cared about," he says. Once he gets across the bridge and away from the river, Thatcher acknowledges the pleasant surroundings and finds that he is enjoying the hike. He states, "For the first time since I'd arrived at camp, things felt OK." After he and Richie are separated from the group, Thatcher grows frustrated with his environment. The boys can't find their way because, says Thatcher, "everything looked the same." When Thatcher and Richie realize that they are hopelessly lost, fear and panic start to set in. Thatcher explains, "I'd thought the hike would be safe, but it seemed I was wrong." When Richie falls in the river and Thatcher jumps in to save him, Thatcher is "fueled by willpower and adrenaline." He realizes that he is in a battle with nature and refuses to give up. This change in his perspective on nature, and water in particular, is likely a part of what leads him to work in search and rescue when he is older.

Mood

8. At the beginning of the story, there is a mood of unhappiness and light tension as Thatcher explains that he is at a camp where almost all of the activities involve water—and that he has a terrible fear of water. This feeling of unhappiness and tension continues when Thatcher panics trying to walk across a bridge. Once Thatcher gets across, though, the mood lightens for a while. Thatcher explains that he started to enjoy the hike, and describes the pleasant sights and sounds of the forest: the huge trees and the quiet interrupted only by "chatter" of the other campers. The mood becomes increasingly tense and uncomfortable as Thatcher and Richie realize they are lost and start to bicker. When Richie falls in the river, there is a sudden change in the mood; suddenly, everything is very exciting, but also terrifying and urgent. The imagery and descriptive language help create this mood. The author writes that the current swept Richie along, "flailing and screaming against [the current's]

fierce pull." The author also refers to the "thundering of the water" and "the shock of the cold." There is a great feeling of relief when Thatcher manages to get himself and Richie onto dry land.

Plot

9. The flashback begins with the line "I was nervous the moment I stepped off the bus at Camp Lakewood," and ends with the line "'Come on,' I said. 'Let's go back to camp.'"
10. The author may have chosen to structure the story as a flashback because he wanted the story to include how the events in the flashback shaped Thatcher's life, and having an adult Thatcher look back on his summer at Camp Lakewood was a way to do that. The section of the story before the flashback begins sets up the reader to expect the story to explain how Thatcher went from being very afraid to being adventurous.
11. The rising action is the section of the story in which Thatcher and Richie get lost after becoming separated from the rest of the group, through the moment when Richie starts to cross the river on the fallen log.
12. The climax is when Thatcher hurls himself into the river and rescues Richie. This is the emotional high point of the story—Richie is in danger of drowning, and by jumping into the water, Thatcher has just done the thing he most fears. This is the most exciting, tense section of the story. It is also the point where everything turns. After Thatcher and Richie are out of the water, Thatcher realizes that he has changed and is no longer terrified of water.
13. From the last three paragraphs, you can infer that Thatcher's experience at Camp Lakewood led Thatcher to pursue a career in search and rescue. He says he still thinks about that day in the river when he is in a dangerous, high-pressure situation about to rescue someone. After Thatcher and Richie climb out of the water, Thatcher says, "My heart was pounding, but it wasn't from fear." Rescuing Richie restored Thatcher's confidence and allowed him to acknowledge the side of himself that craved adventure. This was the moment he realized that not only did he have

the courage to save someone's life, but that he found it thrilling to do so.

"PEOPLE CALL ME CRAZY" QUIZ

1. B (point of view)
2. D (vocabulary in context)
3. C (literary devices)
4. B (inference)
5. C (inference)
6. D (characterization)
7. C (inference)
8. A (inference)
9. The detail that Thatcher loved water before he developed his phobia is important because it makes both Thatcher's rescue of Richie and Thatcher's future career in search and rescue believable. If Thatcher used to love the water, he was likely a good swimmer, which explains how he was able to rescue Richie. Thatcher's previous love of water also helps explain his choice of a career that requires him to be in the water; you can infer that having gotten over his phobia, Thatcher got his love of water back.
10. The climax of "People Call Me Crazy," when Thatcher rescues Richie from the river, is exciting and suspenseful. One way author Gary Paulsen creates this excitement and suspense is by emphasizing, throughout the story, Thatcher's terror of water. Near the beginning of the story, when Thatcher must cross a bridge over the river, Paulsen describes Thatcher's feelings like this: "My chest tightened, and my shirt darkened with sweat" (pp. 16-17). Later, just before Richie falls in the river, Paulsen reminds readers of Thatcher's fear by describing Thatcher's reluctance to cross the river and the pounding of Thatcher's heart as he watches Richie start to cross (p. 17). Readers have a clear sense of just how scared Thatcher is, which means that when Thatcher is faced with the decision of jumping into the river to save Richie, readers understand how terrifying this is for Thatcher. Paulsen also creates excitement and suspense through the high-stakes circumstances. Richie's life is in danger, as Paulsen makes clear with the sentence "If he lost his strength before he got free, the current would suck him under" (p. 18). Paulsen

also keeps the outcome of the rescue uncertain until the very end; Thatcher says that he makes it to solid ground just when he thought the river would win (p. 18). Finally, Paulsen uses sensory details and vivid language to build excitement and suspense. For example, Thatcher tells us, "I watched [Richie] fall into the river, frame by horrible frame. Even his shouting sounded warped. The current swept him, flailing and screaming against its fierce pull, a few feet downstream" (pp. 17-18). This description makes it easy for the reader to imagine what it was like to be in Thatcher's place—to understand what he was seeing, hearing, and feeling. The verbs Paulsen uses in this scene—*beat, holler, hurl, slam, clutch, yank*, for example—are precise and full of energy. When the scene ends, the reader feels like he or she has just survived a harrowing experience, along with the characters.

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE

THE DARK AND THE LIGHT

Answers will vary.

Other words for *dark and light*:

good and evil, positive and negative, honorable and wicked, etc.

In your own words, explain Black's quote:

He means all of us have both good and evil inside of us—impulses to do what's right and what's wrong—and that what matters is which impulses we act on. He's saying that we don't need to worry about getting rid of our dark side, we just need to not act on it.

Do you think Jekyll would agree with

Black? Students will likely check "yes."

Reason 1:

In Act 1, Scene 5, Jekyll says, "Within each person, there is light and dark." He repeats this sentiment in his final letter to Utterson (Act 2, Scene 4), writing, "In all of us, there is both good and evil." This is exactly the same idea that Black expresses when he says "We all have light and dark within us."

Reason 2: It can be inferred that before Jekyll created Mr. Hyde, Jekyll was a good person. There is no reference to anything wicked in his past, and the

other characters seem to regard him highly. For example, in Act 1, Scene 1, Utterson calls Jekyll an old friend, and at the party Jekyll hosts in Act 1, Scene 5, the guests are laughing and happy in Jekyll's presence. The Bates praise Jekyll for his ongoing charity and volunteer work. Yet before creating Hyde, Jekyll had within him the evil that he would later transfer to Hyde; he just did not act on it. Looking back, Jekyll would surely agree with Black that what matters is not whether we have evil within us, but whether we act on it.

Consider what happened when . . .

After Jekyll transferred the darkness inside of him to Hyde, Jekyll lost control of his dark side. Hyde did evil things, such as murdering Sir Carew, that Jekyll never would have done. This suggests that it is the presence of light inside of us that enables us to control our dark sides; when a person has only darkness inside of them, like Hyde, there is nothing to keep that darkness under control. Jekyll would agree with Black's statement, but might add that we have to overcome our dark side with our light side.

Do you think Davidson would agree with Black?

Students will likely check "yes."

Reason 1:

At the beginning of her essay Davidson explains that she is a good person. Her friends, she writes, would describe her as kind, considerate, and generous. She states that she is not a spiteful person, not a bully, not a monster. And yet, explains Davidson, when she was 15, she did something very mean: she hazed younger kids at her summer camp. Davidson would surely say that she has both light (good) and dark (evil) inside of her, as Black says all of us do.

Reason 2:

Davidson acknowledges that she had a choice about whether to participate in hazing or not. She writes, "I could have refused to participate. In fact, I was a leader; I might have persuaded the other seniors to change this awful tradition. But I didn't." The choice Davidson faced could be described as the choice between acting on behalf of the light part of herself and the dark part of herself. She chose to act on the dark part, and now she stongly

regrets what she did. She writes that it's hard to believe she acted so cruelly, adding, "It's like I became a different person." It seems that what Davidson regrets is not so much that she had the impulse to participate in hazing, but that she did not overcome it, though she could have. Therefore, she would agree with Black's statement that "what matters is the part [of yourself] you choose to act on."

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE CLOSE-READING QUESTIONS

1. In this scene, Jekyll announces that his home for runaways and orphans will open soon. His guests comment on how devoted he is to charity work and volunteering. They also refer to him as London's most brilliant scientist. All of this establishes that Jekyll is a kind, intelligent, virtuous, and selfless man.
2. He means that it is human nature to have both good and evil impulses. When he says, "It's a delicate balance," maybe he means that it is just a little bit more good or just a little bit more evil that tips each of our personalities in one direction or the other. Or perhaps he is warning that we can easily fall into one side of our nature or the other.
3. This is a clue that Jekyll and Hyde are the same person. Jekyll told Utterson, "Look, I've received a letter from [Hyde] just today"; Poole's revelation that there have been no deliveries suggests that the letter was written inside Jekyll's office. This raises more suspicion as to who, exactly, Hyde is.
4. That the letter is spoken by Jekyll from offstage creates an eerie, ghostly mood. It also makes the ending emotional because we hear the words coming from the character himself.

"CONFESSIONS OF A FORMER HAZER" CLOSE-READING QUESTIONS

1. Davidson describes her humiliating treatment at camp getting hazed, as well as her spiteful feelings when she became a hazer herself. She also supplies factual information that supports her argument. She states that at least 100 kids have died in hazing-related incidents since 1970, and that because hazing has become so dangerous, 44 states now

have anti-hazing laws.

2. The paragraph that begins "Hazing is the process of . . ." and the one that follows it contain general information about hazing. The writer probably included these paragraphs to help readers understand that her experience was not unique, to give readers a better understanding of why hazing exists, and to make sure readers understand that hazing can be dangerous.

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE AND "CONFESSIONS OF A FORMER HAZER" CRITICAL-THINKING QUESTIONS

1. It suggests that people can find it oppressive and confining to be good all the time. It suggests that we act a certain way because of society's beliefs about right and wrong, but that there is at least a part of us that resents this—that if we were free from society's rules, we would act differently.
2. In comparing herself to Jekyll and Hyde, Davidson is saying that the dark side of her personality became powerful and overtook her good side, in the same way that Jekyll's dark side, Hyde, overtook his good side. Davidson's comparison is accurate: Like Jekyll, she is a person whose dark side did things that mortified her good side. (Hyde committed murder; Davidson hazed younger campers.) Also, as Jekyll assumed responsibility for Hyde's behavior, Davidson assumes responsibility for the behavior of her own dark side, acknowledging that it was she, not someone else, who did the hazing.

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Character

1. A. major; Dr. Jekyll is a well-respected London doctor who conducts an experiment about human nature on himself. He is a dynamic character because at the beginning of the story, he is able to control his dark side (Mr. Hyde). By the end of the play, Jekyll's dark side has become so strong that it overwhelms him and leads to his death.
B. minor; Mrs. Enfield is Mr. Utterson's cousin who joins him on weekly strolls. It is she who first mentions Mr. Hyde

to Utterson. She is a static character because she does not undergo any significant internal change.

C. Mr. Poole, minor; He is Dr. Jekyll's butler, who seems to be loyal to his employer. He does not question that Mr. Hyde has his own key to Jekyll's lab or Jekyll's instructions that the staff is to obey Mr. Hyde. In the final scene, it is Poole who goes running to fetch Mr. Utterson because he fears Dr. Jekyll is in danger. He is a static character because he does not undergo any significant internal change. (Students could choose to describe a different character here.)

2. Answers may include:
After Mrs. Enfield tells Utterson about the incident with Mr. Hyde, he rereads Jekyll's will, confirming that there is a mysterious connection between Jekyll and Hyde. Utterson then confronts Jekyll about his will. This shows that Utterson is not only a responsible lawyer, but also a concerned friend. Jekyll's reaction to Utterson suggests that Utterson is prone to worrying. In Act II, upon discovering that the murder weapon is the cane that Utterson had given Jekyll, Utterson goes directly to Jekyll's house. This reveals Utterson's direct nature and his ability to face a conflict head on. Utterson shows courage when he goes to Jekyll's house with Poole and breaks down the laboratory door with an axe.
3. Answers may include:
A. The characters in the play allude to Mr. Hyde's appearance without being able to describe him specifically. Other than Hyde being short, we aren't told what he looks like. Mrs. Enfield says, "But the strangest thing was the way he looked. I can't describe it, but . . . he chilled me to the bone." When Utterson sees Hyde's face for the first time, he "gasps at the ghastly sight." Miss Hawkins describes him by saying, "he has a face you don't forget. There's something . . . disturbing about it."
B. Mr. Hyde tramples over a young girl without thinking twice. This shows that Hyde has no concern for others. He laughs savagely and slams the door in Utterson's face, exhibiting more rude behavior. In Act II, a witness describes seeing Hyde murder Sir Carew by savagely beating him with a cane,

another example of his wild, evil nature.

4. Answers will vary but may be similar to the following: The first clue is in Act I, Scene 1. After Hyde knocks over the little girl, he agrees to pay for his crime, then goes inside and comes out with a check that has Dr. Jekyll's name on it. Jekyll's will says that all of his possessions are to be left to Mr. Hyde. Mr. Utterson finds it strange that Jekyll would leave everything to such an unpleasant, mysterious man. In Act 1, Scene 5, Jekyll gives hints about his experiment in human nature when he says, "The chicken, a single creature, contains both light and dark. Have you ever considered that humans might be the same?" He also says, "Within each person, there is light and dark," a further hint that Jekyll is one person exhibiting both sides. In Act II we learn that the cane used to kill Sir Carew once belonged to Dr. Jekyll. In Act II, Scene 2, Poole tells Utterson, "I'm positive we've had no deliveries today." This indicates that the letter from Mr. Hyde that Dr. Jekyll claims was delivered must have come from inside the house.

Setting

5. London, England in the 1880s
6. A. Hyde is associated with a rundown doorway that is actually the back of Jekyll's house. It is described as decrepit, "a filthy-looking two-story building. It stands out on an otherwise charming block."
B. The scene with Dr. Jekyll takes place in his "elegant townhouse" at a dinner party in his "candlelit dining room."
C. These two settings mirror the nature of the characters. Hyde is described as wild and cruel and has a disturbing appearance. Jekyll is tall and poised and surrounded by friends, good cheer, and success.

Suspense

7. The central conflict or mystery of the play is the relationship between Dr. Jekyll and Mr. Hyde. Hyde is clearly an unsavory character who behaves in outrageous and terrible ways. Why, then, would a respected man like Dr. Jekyll leave all of his possessions to Hyde? Why would say to Utterson, "The moment I choose, I can get rid of Mr. Hyde" and "I have a great interest in the poor

man"? The reader is left to wonder about the connection between these two men and whether it has anything to do with the human-nature experiment that Jekyll mentioned at his dinner party.

8. Answers may include: In Act I, Scene 1 Utterson says of Jekyll, "He has a laboratory in his house, and that door is a back entrance to it. What sort of trouble is he mixed up in?" This raises the reader's interest. In the following scene, Utterson states, "Well, if he be Mr. Hyde, I shall be Mr. Seek." Here the author creates a tense mood, as though Utterson is a detective hunting for clues. When Jekyll tells his guests about his experiment about human nature, he says "Within each person, there is light and dark." This another intriguing hint that creates suspense. In Act II, when Utterson is shown the murder weapon, he looks "white as a sheet." This is a clear sign that Utterson has realized something deeply troubling. There is more intrigue when Poole tells Utterson that there have been no deliveries. It makes us wonder where this letter from Hyde may have come from. Suspense is also created in the descriptions in the final scene: "It's a wild, cold night. Poole and Utterson hurry through the streets, their footsteps echoing in the wind" and "The lab is a chaotic mess, with broken glass and scientific devices strewn about." Tension is also built by Hyde holding a vial of blood-red liquid and speaking in a sinister voice.

Mood

9. The mood throughout the play is creepy, dark, and suspenseful. The actions and behaviors of Mr. Hyde—his trampling a young girl, his rude treatment of Utterson, and his murder of Sir Carew—create a mood of menace and fear. Also, his relationship with Dr. Jekyll, which remains uncertain throughout most of the play, creates a mysterious mood. Descriptions of the setting also contribute to the mood, such as in Act II, Scene 4, when the narrator says "It's a wild, cold night. Poole and Utterson hurry through the streets, their footsteps echoing in the wind." The sensory details add to the spooky atmosphere of the London night.

Plot

10. Mrs. Enfield tells Utterson that she saw Mr. Hyde charging down the sidewalk and trampling over a little girl. Miss Hawkins tells the detective that she witnessed Hyde beat Sir Carew with his cane.
11. The author may have chosen to divide the play into two acts so that it resembles a play you might see in a theater. The act break comes right before the plot jumps ahead in time one year, reinforcing the gap in time between the first part of the story and the second.
12. Utterson suspects that Dr. Jekyll is somehow indebted to Mr. Hyde or is perhaps being blackmailed by him. To Utterson, that would explain why Jekyll would designate such an unsavory man to be the sole recipient of all of his possessions. It would also explain why Hyde has been given a key to Jekyll's place and why Jekyll's staff has been ordered to obey Hyde. In Act I, Scene 5, Utterson speaks to Jekyll about his will. Utterson says, "Jekyll, you can trust me. I can help you. Whatever you owe this Hyde—." This suggests that Utterson believes Jekyll is caught up in some nasty business and perhaps Hyde is threatening to expose him—possibly something embarrassing or illegal that Jekyll would not want to discuss.
13. Dr. Jekyll's letter to Utterson explains Jekyll's experiment and what went wrong. It reveals that Jekyll was eager that his "evil side could enjoy itself." He very purposefully separated himself into two people so that his reputation as Dr. Jekyll would be "free of corruption." The letter also reveals that after Carew's murder, Jekyll tried to put an end to his transformations into Hyde. But his dark side was stronger and could not be contained. The letter states, "I started turning into Hyde uncontrollably." This explains why Hyde drinks the rest of the potion, knowing it will probably kill him and also Dr. Jekyll.
14. The climax of the play is when Hyde drinks the blood-red potion, collapses, and then transforms back into Dr. Jekyll. This is the emotional high point of the story and the moment the mystery of Jekyll and Hyde is revealed.

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE QUIZ

1. D (central idea)
2. A (plot structure)
3. D (literary devices)
4. B (vocabulary in context)
5. B (inference)
6. B (characterization)
7. D (inference)
8. D (text connections)
9. Answers will vary but may be similar to the following: The first clue is in Act I, Scene 1. After Hyde knocks over the little girl, he agrees to pay for his crime, then goes inside and comes out with a check that has Dr. Jekyll's name on it. Jekyll's will says that all of his possessions are to be left to Mr. Hyde. Mr. Utterson finds it strange that Jekyll would leave everything to such an unpleasant, mysterious man. In Act 1, Scene 5, Jekyll gives hints about his experiment in human nature when he says, "The chicken, a single creature, contains both light and dark. Have you ever considered that humans might be the same?" He also says, "Within each person, there is light and dark," a further hint that Jekyll is one person exhibiting both sides. In Act II we learn that the cane used to kill Sir Carew once belonged to Dr. Jekyll. In Act II, Scene 2, Poole tells Utterson, "I'm positive we've had no deliveries today." This indicates that the letter from Mr. Hyde that Dr. Jekyll claims was delivered must have come from inside the house.
10. Answers will vary but may be similar to the following: Dr. Jekyll and Courtney Davidson both experience their dark sides but in very different ways. Dr. Jekyll feels restricted by the laws and expectations of society and wonders what it would be like to express his darkness while not damaging his reputation. In his final letter, he writes, "My evil side could enjoy itself, and my good side could be free of corruption." As Hyde, Jekyll says he "felt pure, happy—free of the laws of morality." For a long while, Jekyll enjoyed being Hyde. He could act freely with no repercussions. It is not until Hyde commits murder that Jekyll realizes the danger of his experiment.

When Jekyll's dark side grew stronger and he "started turning into Hyde uncontrollably," Jekyll realized he could not eliminate his evil side without destroying himself completely. He knows that he alone is responsible for Hyde's behavior. Ultimately, Jekyll's exploration of his darkness kills him. Like Jekyll, Courtney Davidson felt that she became "a different person" when she behaved cruelly. Her behavior, however, came from a vengeful place. Having experienced humiliating and hurtful hazing as a junior, she was overcome, as a senior, by the urge to retaliate. Davidson writes, "Looking back, I think I felt that since I was hazed, it was only fair that the younger girls should be hazed too." Because she felt so powerless the previous summer, she thought that hazing the juniors might bring a sense of power back. Unlike Dr. Jekyll, Courtney was swept up in a group mentality. Hazing was a tradition at her camp and everyone around her was involved. Though she blames herself for not having "persuaded the other seniors to change this awful hazing tradition," it would have been difficult to do that considering the peer pressure of her situation. This is another way in which Dr. Jekyll and Courtney are different. He is a mature man, a respected doctor, who is purposefully experimenting on himself. Courtney, on the other hand, is a teenage girl, looking for acceptance at summer camp.

THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE VOCABULARY PRACTICE

- | | |
|------|----------------|
| 1. C | 6. D |
| 2. D | 7. dilapidated |
| 3. A | 8. sinister |
| 4. A | 9. substantial |
| 5. B | 10. chaotic |

SHOULD JUSTIN BIEBER BE DEPORTED?

TRACING AND EVALUATING ARGUMENTS

Answers will vary.

Page 2

Author's Claim 2

Your Evaluation: This is a weak claim

because Justin Bieber has only been accused of committing these crimes; he has NOT been convicted. In addition, the crimes Justin Bieber has been accused of are not crimes that would typically result in deportation.

Author's Claim 3

Someone else could immigrate to the United States in his place.

Author's Evidence: 1. Four million people are on a waiting list for a green card, and most of these people just want to come to America for a better life; 2. Bieber's visa is given to a limited number of people with extraordinary talent, but Bieber isn't even that talented—he has only contributed "annoying songs"; 3. Someone else could put Bieber's visa to better use, such as a doctor or technology guru; 4. The petition, signed by 270,000 people, proves that many believe Bieber should be deported.

Your Evaluation: This is a weak claim and the evidence is not relevant. Justin Bieber's visa has nothing to do with the people waiting for a green card. It's like comparing apples and oranges. Whether he is talented or not is a matter of personal opinion. Bringing up the plight of those who want to immigrate is an emotional appeal. The fact that many people agree about something (the petition) does not change the law.

Page 3

Counterargument

The author does address opposing viewpoints, but not clearly or fairly. She acknowledges that many "spoiled young celebrities" act out. She counters this point by saying that Bieber isn't just another young American star who has "gone off the rails" because he isn't actually American. She also acknowledges that "deportation laws are vague" and that, typically, crimes like Bieber's don't result in deportation. She counters this by saying drunk driving should be considered "moral turpitude" and by citing a statistic about the annual number of drunk-driving related deaths. She does not address the fact that Justin Bieber hasn't actually been convicted of a crime. Overall, she does not address the opposing viewpoints

very thoroughly.

Overall, is Frances Hannan's argument weak or strong? How could her argument be improved? Explain.

Overall, Frances Hannan's argument is weak. None of her major claims to support her position are strong. They are all weakened by flaws in logic, irrelevant evidence, and emotional appeals. She misinterprets and manipulates information about Bieber's crimes and about immigration policies. In addition, her counterargument is not a convincing refutation of the opposing viewpoint. Her argument could be improved if she found more convincing, relevant evidence to support her claims and if she more directly addressed and refuted the counterargument. Hannan needs to take a less emotional tone and support her claims more logically with facts. The argument would have been stronger, for example, if she had provided an example of someone who was deported for drunk driving.

Page 4

Author's Claim 2

Author's Evidence: 1. When Justin Bieber gives concerts in the United States, stadium owners and all of the people who work to make the concert happen earn money; 2. Business owners and employees of businesses such as hotels, taxis, restaurants, and stores also profit when Bieber comes to the area to perform a concert.

Your Evaluation: This is a strong, logical claim that is well supported by relevant evidence.

Author's Claim 3

Justin Bieber deserves a second chance.

Author's Evidence: 1. Justin Bieber is under a lot of pressure to maintain his success; 2. Many young celebrities act out, especially as they transition into adulthood; 3. It's hard being famous and being scrutinized for everything you do; 4. Paparazzi have been stalking Bieber since he was 15.

Your Evaluation: This is an emotional appeal that attempts to generate compassion for Justin Bieber. However, this is a weak argument because two wrongs don't make a right. Just because

he is under pressure doesn't mean he shouldn't be held accountable for his mistakes.

Page 5

Counterargument

The author does a good job addressing the opposing viewpoint, and she refutes it fairly and clearly. She acknowledges that people are mad at Bieber for his behavior, that he has made mistakes, and that some people are saying he should be deported so someone else can immigrate here. Then she carefully explains why those are not good reasons to deport him. She says that many celebrities make mistakes, that he is not actually an immigrant so his status in the U.S. has no effect on those waiting for green cards, and that he hasn't been accused of a deportable crime. She explains clearly what types of crime do result in deportation and points out that just because he won't be deported doesn't mean he won't be held accountable under the law. Therefore, he is not getting special treatment just because he is rich and famous.

Overall, is Jane Bianchi's argument weak or strong? How could her argument be improved? Explain.

Overall, Jane Bianchi's argument is strong. Most of her claims are strong and well supported by logical, relevant evidence. She consulted with an immigration expert when writing her essay. She avoids overly emotional language. She effectively addresses and refutes the counterargument, revealing the logical flaws of those who advocate deportation for Bieber. One way she might improve her argument, however, is by toning down or removing the emotional appeal about the stresses celebrities face and how Bieber deserves a second chance. Of all of Bianchi's claims, this is the weakest because it is irrelevant in evaluating Bieber's crimes. No matter how much pressure he is under, he must still face the consequences of his actions.

"SHOULD JUSTIN BIEBER BE DEPORTED?" CLOSE-READING QUESTIONS

Answers will vary.

1. In the "Yes!" article, Frances Hannan describes the scene in vivid detail, juxtaposing the sound of Bieber's "earsplitting" driving with the "quiet, residential neighborhood" he was racing through. She uses strong language, calling Bieber "abusive." In the "No!" article, Jane Bianchi mentions the drag-racing incident briefly, saying only that Bieber was arrested for "drunk driving." Bianchi likely chose to focus less on Bieber's crimes because she does not want readers to think about them too much. Hannan likely spends time painting Bieber as an out-of-control criminal because she wants to spark the reader's outrage.
2. She characterizes him as a "spoiled brat" who flaunts his fame. She says that he is "smirking" in his mug shot and calls his music "annoying."
3. She characterizes him as a young star who is under "enormous pressure." She refers to his behavior as "past mistakes" and calls him "one of the most successful pop stars of all time."
4. The "Yes!" essay shows Bieber's mug shot. He appears glassy-eyed and unkempt. This images makes Bieber seem less like a star and more like a person who belongs in jail. It strengthens Hannan's argument. In the "No!" essay, Bieber is shown in performance. He looks like a star. That strengthens Bianchi's argument that Bieber is a valuable asset to the U.S.
5. She implies that Bieber's behavior is insulting to them when she states that it is a "privilege" to come to the U.S. She sarcastically notes that Bieber has shown his "gratitude" by breaking laws, "endangering our citizens," and setting a bad example for young people.
6. Bianchi writes that deporting Bieber would not make any difference in the life of someone hoping to move to the U.S. because Bieber is not an immigrant.

"SHOULD JUSTIN BIEBER BE DEPORTED?" VOCABULARY PRACTICE

1. incriminating
2. allegedly
3. labyrinth
4. abysmal
5. turpitude

6. immigrated
7. felony
8. deported
- 9-10. Answers will vary.

"SHOULD JUSTIN BIEBER BE DEPORTED?" QUIZ

1. B (text connections)
2. C (author's purpose)
3. A (vocabulary in context)
4. D (author's purpose)
5. D (text evidence)
6. A (counterargument)
7. C (inference)
8. D (text evidence)
9. Answers will vary but may be similar to the following: The chart "Immigration By the Numbers" shows how difficult it is to obtain a green card, the document required to live and work in the United States on a permanent basis. Frances Hannan probably included this chart with her essay to support her claim that Justin Bieber should be deported because he is abusing the privilege of being in this country, and that his spot should be given to one of the millions of other people who want to immigrate here. The chart includes the information that there are more than four million people on the waiting list for a green card, and that five years is the minimum amount of time one must wait to become a U.S. citizen. This information does support Hannan's claim that immigrating to the U.S. is a privilege—but not her claim that Bieber should be deported so that someone more deserving can have his spot. The chart does not support this claim because Bieber is not an immigrant. He does not have a green card, but rather a special type of visa that permits him to be in the U.S. Therefore, his being here is not stopping anyone from immigrating.
9. Answers will vary but may be similar to the following: Jane Bianchi supports her claim that "being famous is hard" with examples of the stresses Justin Bieber faces as a famous celebrity. Bianchi writes that Bieber has been stalked by paparazzi since he was 15 and that fans, bloggers, and journalists scrutinize "every little thing he does." Bianchi also provides examples of other celebrities, such as Britney Spears, who have been

negatively affected by the pressures of fame and have acted out in a way similar to Justin Bieber.

THE LAZY EDITOR: SINKHOLE!

PUZZLING PRONOUNS

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

Answers will vary but may be similar to:

6. Noel and Aurelia are twins, but Noel has always been taller.
7. Jennifer couldn't put down the new book that Tara gave her.
8. Lucas still has the pictures on his camera that he took of Victor.
9. My aunts blamed their loss at the family volleyball tournament on my uncles.
10. The running clothes that I left at Grandma and Grandpa's house were gone when I went back.

INFORMATION OVERLOAD!

The following should be crossed out:

1. In addition to helping write the constitution, each eighth-grader chooses a mentor who works in a career field of interest to the student.
2. Because the school is arts-focused, students sometimes write and perform their own plays or stories based on important events in history.
3. The middle-school students also work to help make the school more energy-efficient.
4. Each week, students do two hours of community service.

WHICH VS. THAT

- | | |
|----------|------------------------|
| 1. that | 6. which |
| 2. which | 7. that |
| 3. which | 8. that |
| 4. that | 9. Answers will vary. |
| 5. that | 10. Answers will vary. |

ACTUALLY, IS IT REALLY NECESSARY?

Answers will vary but should be similar to the following:

Dear Neighbors,

Do you ~~totally~~ worry about your Welsh

terrier while you're away at work? Do you ~~fully~~ fret about your pet ferret while you're on vacation? Like, who will feed your fish while you're gone? Never fear, Paulie Peterson is here!

I am so ~~completely~~ excited to announce my new pet-care business, Peterson's Pet Patrol. As many of you know, I am a ~~really-really~~ devoted animal lover. I have the ~~way~~ good fortune to live with three cats, two dogs, a turtle, a bearded dragon lizard, and a dwarf bunny. I love to take care of them all, and now I'd be ~~very-very~~ happy to do the same for your pets!

—~~Basically~~, I will walk your dog and feed and play with your pets. I'll even clean the tanks, cages, and litter boxes. Contact me ~~for-sure~~ to set up a complimentary home visit. I ~~actually~~ look forward to hearing from you!

Sincerely,
Paulie Peterson

>>>FIND THE CROSSWORD PUZZLE ANSWERS ON THE NEXT PAGE!

WHOLE ISSUE

CROSSWORD

	¹ P	T	S	D		² V	I	³ S	A		
	O							H			⁴ C
	W			⁵ F			⁶ F	R	E	S	H
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⁹ A				O		E		N			G
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