

**GRAMMAR REVEALS THE
SECRET HOBBIES . . .**

THEN AND THAN

- | | |
|---------|---------|
| 1. then | 5. than |
| 2. than | 6. then |
| 3. then | 7. than |
| 4. than | |

Answers will vary but should be similar to:

- Aisha ran faster than Siri.
- Put a half cup of flour in a bowl, add two eggs, then stir until smooth.
- I would rather play soccer than play baseball.

MALALA THE POWERFUL

VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to:

- Dr. Weeks says that Edgbaston High School is a "normal, down-to-earth school." She feels that Malala needs this kind of environment after going through such a traumatic experience. She points out that despite Malala's incredible past, Malala will be treated just like every other student and will follow all of the same rules. According to Dr. Weeks, Malala missed having contact with peers while she was recovering in the hospital.
- In the video, Malala states that she wants to learn about politics and the law because she wants to bring change to the world. She says she wants to work to promote happiness and education among girls. The goals she discusses in the video support the idea from "Malala the Powerful" that she is a crusader for change and justice. According to the article, Malala "envision[s] a world in which all children, and especially girls, can get the education they need to become whatever they want" (p. 9).
- Both Malala and Dr. Weeks emphasize that Malala will be an ordinary student at her new school. Malala mentions her excitement about "ordinary" school things: her books, her bag, interacting with teachers and friends. But Malala will also be an extraordinary member of her new school's community due to her

incredible story. Surely everyone at the school will know who she is and what she has accomplished.

CLOSE-READING QUESTIONS

Answers will vary but should be similar to:

- It is an intense, dramatic event that immediately pulls the reader in; it underscores the Taliban's intolerance and Malala's bravery—two central ideas of the story.
- Music, TV, and movies are banned; democracy is not allowed; women and girls cannot have careers, wear bright colors, wear makeup, or go anywhere without a male relative.
- They are courageous, and they value education so much that they will take great risks to provide it.
- It is the tool Malala uses to fight her oppressors. By speaking out through her blog and in public appearances, she has enlightened and inspired many others to fight for girls' education.
- The protesters were indicating their support for Malala and her fight for girls' education. They were also making the point that all children are similar to Malala in that all children deserve an education.

CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

- You can conclude that although school-age children in the U.S. have access to education, millions of children worldwide do not, especially girls. Students might respond that this knowledge increases their appreciation for their own education.
- Their goals were to kill Malala and warn others "not to follow her example" (pp. 8-9). But not only did Malala survive, she has also become a "powerful symbol" of the struggle for education (p. 9). Her story has inspired millions to support her cause.
- Through her blog, Malala was able to reach millions of people around the world. Without the blog, it would have been much harder for her to share her descriptions of life under the Taliban with so many people. News coverage has also helped Malala share her experiences.

**READ, THINK, EXPLAIN:
NONFICTION ELEMENTS
*Less-scaffolded version**

Answers will vary but should be similar to the following:

- Students may say Malala looks serious, thoughtful, intense, knowing, etc. That the photo is so close up gives the reader a sense of intimacy—it seems like Malala is looking right in the reader's eyes, trying to communicate something.
- Most of the other photos are serious as well. The photo on page 6 of Malala in the hospital has a tragic and anxious mood; the photo of the girls attending class in rubble on page 7 is sad; the photo of the protest on page 8 is emotional, angry, and determined. Only the photo on page 9, of Malala smiling, has a more upbeat and optimistic mood.
- The infographic contains information about children around the world who don't go to school.
- The article seems like it will be about a Pakistani girl named Malala who was attacked by terrorists but survived. It seems like the article will tell about her fight for the right to an education. The article looks like it will also tell what it's like in Pakistan, especially in terms of education for girls.
- A. *Oppressive* means cruel or harsh without just cause. *Oppressive* comes from *ob-* (against), *press* (push), and *-ive* (having the nature of).
B. The author's choice of *oppressive* shows that she has a negative view of the Taliban. A similar word like *strict* or *harsh* wouldn't be as strong; *oppressive* emphasizes the negative effects of the Taliban's laws.
- A. Problem and Solution (Cause and Effect is also a valid answer.)
B. The section starts by explaining the solution to the problem presented at the end of the previous section (that Malala wanted to do something about the Taliban's taking her freedoms away): Malala began blogging for the BBC. The article then presents another problem, that it was dangerous for Malala to speak out against the Taliban. The solution: She wrote under a pseudonym.
- Malala Yousafzai was 15 years old when two members of the Taliban, a terrorist organization, shot her in the head.

Malala lived in Pakistan, and she was targeted by the Taliban for speaking out about girls' right to education—something the Taliban had forbidden. Malala survived the attack and currently lives in England. She continues to speak out for the right of all children to an education.

8. Possible answers include: The Taliban controlled Swat through violence and terror, using tactics like blowing up government buildings, murdering police officers, and leaving corpses on the street as warnings to others not to disobey the Taliban (p. 6); Malala's father's decision to keep his girls' school open was "incredibly dangerous" (p. 7); and "When asked on a Pakistani talk show about the dangers of speaking out, she eerily described how the Taliban might come for her one day" (p. 8).
9. Answers should be similar to: Malala is a crusader for the right of all children to receive an education.
10. Claim 1: False. There are 1.8 billion school-aged kids in the world, and 61 million of them do not go to school. Sixty-one million is less than half of 1.8 billion.
Claim 2: True. In South and West Asia, 60 percent of out-of-school children are girls; in North Africa, 79 percent of out-of-school children are girls.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*More-scaffolded version

Answers will vary but should be similar to the following:

1. "Malala the Powerful"
2. serious, thoughtful, intense, knowing, etc.
3. what makes Malala Yousafzai a crusader
4. Pakistan
5. The infographic contains information about children around the world who don't go to school.
6. the right to an education.
7. A. cruel or harsh without just cause
B. The author's choice of *oppressive* shows that she has a negative view of the Taliban. A similar word like *strict* or *harsh* wouldn't be as strong; *oppressive* emphasizes the negative effects of the Taliban's laws.
8. Solution 1: Malala began blogging for

the BBC. Solution 2: She wrote under a pseudonym.

9. This heartbreaking yet inspiring article is about how, when the Taliban took over the Swat Valley area of Pakistan in 2007, a girl named Malala Yousafzai took the risk of speaking out against them. She was particularly upset by the Taliban's order to close all girls' schools. Maybe that was because her father owned a school, or maybe she just realized how important it is to get an education. Sometimes I complain about having to go to school, but this article made me realize how lucky I am. Malala began blogging for the BBC, drawing the world's attention to what was happening in Pakistan. In 2012, the Taliban attempted to murder Malala by shooting her in the head. Two gunmen shot Malala while she was on a bus. The article says that the hours after Malala's shooting were "a nightmare." Though seriously injured, Malala survived and is now living in England, where she continues to crusade for the right of all children to go to school. I think Malala is amazing. Most people would be too afraid of the Taliban to speak out.
10. Cross out evidence #2: "And indeed, fear was her constant companion." (p. 7)
11. True; in South and West Asia, 60 percent of out-of-school children are girls; in North Africa, 79 percent of out-of-school children are girls.

MALALA'S BIG IDEAS

*Less-scaffolded version

Answers will vary but should be similar to the following:

1. Malala has had an impact on the world.
2. Text evidence may include:
Malala was "not only a 15-year-old girl; she was also a crusader for girls' right to go to school." (p. 6)
In 2009, Malala started blogging for the BBC. She wrote about "her fierce determination to get the education she needed, no matter what the Taliban did or how afraid she was." (p. 7)
Malala gave "powerful speeches to Pakistani kids" about the right to receive an education. (p. 8)
On a Pakistani talk show, Malala talked about the Taliban, saying, "Even if they come to kill me, I will tell them what

they are trying to do is wrong, that education is our basic right." (p. 8)

3. Central idea: The Taliban is an oppressive organization.
Text evidence may include:
The Taliban killed people and left them on the streets as a warning to anyone who might disobey them. (p. 6)
"Those who live under Taliban control are forced to follow oppressive religious rules." (p. 6)
Those who break the Taliban's rules are punished harshly; these punishments may include public whipping or execution. (p. 6)
The Taliban bombed hundreds of schools in the region of Malala's home. (p. 7)
On October 9, 2012, the Taliban shot and attempted to kill Malala for speaking out against them. They also shot two of Malala's friends. (p. 8)

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Answers will vary but should be similar to the following:

1. Students should place a check by:
Malala was "not only a 15-year-old girl; she was also a crusader for girls' right to go to school." (p. 6)
In 2009, Malala started blogging for the BBC. She wrote about "her fierce determination to get the education she needed, no matter what the Taliban did or how afraid she was." (p. 7)
Malala gave "powerful speeches to Pakistani kids" about the right to receive an education. (p. 8)
On a Pakistani talk show, Malala talked about the Taliban, saying, "Even if they come to kill me, I will tell them what they are trying to do is wrong, that education is our basic right." (p. 8)
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execution. (p. 6)

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- QUIZ**
1. D (summarizing)
 2. D (inference)
 3. B (vocabulary/context clues)
 4. D (text structure)
 5. A (tone)
 6. D (text evidence)
 7. C (craft and structure)
 8. B (text features)

9. Answers will vary but should be similar to the following: Malala's first act of bravery was blogging for the BBC. She described her life under Taliban rule. She felt that the world should know what it's like to be oppressed, to be denied an education, and to live under extreme violence. Once Malala's identity was revealed, she did not shy away from sharing her story. Though she knew the Taliban might come to kill her, Malala continued to crusade for every girl's right to an education. This was an inspiration to millions of children around the world. After Malala's shooting, people in Pakistan held vigils and protests, publicly denouncing the Taliban's actions and making their voices heard. Malala's bold actions inspired people around the world to not only take notice, but to take action. Millions of people signed a petition encouraging the President of Pakistan to ensure that all girls received an education. Malala has demonstrated that a single person's actions can indeed have a positive impact on the world.
10. Answers will vary but should be similar to the following: School might be considered a luxury in Pakistan because so many children do not have access to it. The article states that when Malala was living there, fewer than half the girls in rural Pakistan had the opportunity to receive any education at all. In the United States, we see education as a basic right of every child. In fact, it is easy to take education for granted in this country. No one has to

risk his or her life for the sake of an education, the way Malala did.

VOCABULARY PRACTICE

- | | |
|----------------|--------------|
| 1. soothe | 8. refugees |
| 2. lenient | 9. pseudonym |
| 3. comply | 10. defy |
| 4. neglect | 11. plague |
| 5. unwittingly | 12. envision |
| 6. estimate | 13. rural |
| 7. oppressive | 14. vigil |

THE ADVENTURES OF TOM SAWYER

VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to:

1. They played on seesaws, went swimming, played games of pretend, and played checkers.
2. *Rural* means having to do with the country or a farm. An antonym of *rural* is *urban*, which means having to do with a city.
3. The video portrays rural life as pleasant. The narrator talks about how kids play and how they work on farms with their families. It seems idyllic. The music is sweeping and lovely and the images show people in beautiful, serene settings. The harsher facts of life—such as chores and outhouses—are portrayed in a lighthearted way with teasing language such as “You aren’t scared of the dark, are you?” and “Not so fun in the freezing winter!”
4. In the 1840s, kids went to school only for a few months a year, and kids of all ages shared the same teacher and the same room.
5. The key events include: (1) the discovery of gold in California in 1848, because it fueled westward expansion; (2) the treatment of Native Americans, because white settlers were encroaching on Native American lands and many Native Americans were being killed; and (3) slavery in the South, because millions of African-Americans were treated in a horrible way that would be a stain on American history forever; while there were movements to end slavery in the 1840s, it would take the Civil War to abolish it forever.

CLOSE-READING QUESTIONS

Answers will vary but should be similar to:

1. Tom's truancy and Aunt Polly's line “And don't you try any of your tricks, neither!” imply that Tom is mischievous; the way Tom tricks his friends into doing his work implies that he is both clever and irresponsible.
2. She says this in response to Tom allowing her to think he was dead. Tom also acts selfishly when he cons his friends into doing his work and when he swears not to tell anyone the truth about the murder.
3. Tom testifies because his conscience tells him to. He likes Muff and doesn't want him to be punished for a crime he didn't commit. The questions Tom asks Huck at the beginning of Scene 5 suggest that Tom is second-guessing his vow—he may be hoping Huck will encourage him to do what he, Tom, knows is right.
4. Infest means “be present in large numbers so as to cause damage.” It connotes pests overrunning something. The author is indicating that Tom's dreams are troublesome or frightening.
5. She means when she dies.
6. “As white as a sheet” is a simile comparing Tom's paleness to a white sheet. Tom pales because he realizes Joe's fate. Tom's reaction suggests that he is compassionate.

CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. People were superstitious, kids spent a lot of time outdoors and relied on their imaginations for entertainment, and there was widespread discrimination against Native Americans.
2. Examples include: “I reckon there ain't one boy in a thousand who could do it right (p. 11), “I got to feelin' sorry for him” (p. 12), and “Afeard! 'Taint likely,” (p. 12). The dialect makes the play more authentic and gives the reader a deep sense of the setting.
3. Answers will vary.

TOM SAWYER: STATIC OR DYNAMIC?

Answers will vary but should be similar to the following:

Scene 1

- That Tom tricks his friends into doing his work for him reveals that **Tom is clever and mischievous, and that he doesn't like to work or is irresponsible.**

Scene 2

- That Tom makes a pact with Huck not to tell anyone what they witnessed in the cemetery reveals that **Tom puts his own well-being before the well-being of others.**

Scenes 3 & 4

- That Tom feels guilty for not speaking up about Muff's innocence reveals that **Tom has a conscience, a good heart, etc., though he doesn't always listen to it.**
- That Tom runs away to an island with Joe and Huck reveals that **Tom feels guilty but runs away from his conscience rather than acting on it.**
- That Tom feels bad that Aunt Polly thinks he is dead reveals that **Tom has a conscience, has a good heart, etc.**
- That **Tom, excited by the idea of attending his own funeral, decides not to give his note to Aunt Polly after all** reveals that Tom puts his own interests first; he ignores his conscience for the sake of enjoying himself.
- When Aunt Polly says, "Oh, child, you never think of anything besides your own selfishness," it reveals that **Tom is self-centered; he puts his own enjoyment before other people.**

Scene 5

- That Tom says he feels sorry for Muff and hates the mean way people talk about Muff reveals that **Tom has a good heart and that he's not judgmental.**
- That **Tom testifies at Muff's trial despite his fears of Injun Joe** reveals that **Tom is brave and kind; he has listened to his conscience and put someone else before himself.**

Scenes 6, 7 & 8

- That Tom wants to explore an unfamiliar part of the cave reveals that **he is adventurous.**
- That **despite being scared of encountering Injun Joe in the cave, Tom keeps looking for a way out** reveals that Tom is brave and determined.
- That Tom reassures Becky that they will find a way out of the cave, even though "in truth, Tom isn't so sure" reveals that **he is kind; he cares about Becky.**

Scene 9

- That **Tom says he feels bad for Injun Joe, who died trapped in the cave** reveals that **Tom is compassionate.**
 - That **Tom makes a plan with Huck to sneak back into the cave and search for Joe's treasure** reveals that **Tom is adventurous and mischievous.**
- Over the course of the play, Tom learns to listen to his conscience. At first, he acts in ways that benefit only himself, putting his own enjoyment and safety first, even if he feels guilty about doing it. By the end of the play, Tom has started to put others before himself.
 - Tom has a good heart and knows what the right thing to do is right from the beginning of the play—it's just that he doesn't always do what he knows is right. He also remains clever, adventurous, and mischievous throughout the play.
 - Students will likely choose dynamic, though if they can offer compelling evidence for the claim that Tom is static, that is fine too.

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

- A. Tom; major. He is a 12-year-old boy who lives with his aunt in a small town in Missouri. He is mischievous and adventurous. Tom is a dynamic character because he begins the play as a selfish rascal who is only out for himself, and ends the play as a person who has a conscience that requires him to consider others.
B. Huck; minor. Huck is Tom's close friend who goes on several adventures with him. Huck is a static character because he does not change over the course of the play.
C. Becky; minor. Becky is a good friend of Tom's who gets lost with him in the cave. She is a sweet girl who becomes quite frightened when it seems they will never find a way out. Becky is a static character because she does not change over the course of the play. (Students may describe another character here.)
- A. Answers may include: In Scene 1, Tom says to himself, "There's got to be a way out of this. . ." This tells us that Tom is

the kind of boy who doesn't want to do any work. At the end of Scene 1, Tom says to Huck, "Afeard? 'Taint likely. I'll see you tonight." This line shows that Tom doesn't want to be thought of as a coward. He agrees to go with Huck to the graveyard even though he might be afraid. Tom says in Scene 7, "Don't talk like that Becky. We'll find a way out." This reveals Tom's sensitive side. He comforts his friend when she is afraid.
B. Answers may include: In Scene 3, Tom stretches out in the shade as he watches his friends whitewash the fence. This demonstrates Tom's satisfaction in his own cleverness. In Scene 3, Tom sneaks back home to give Aunt Polly a note telling her he's alive. This shows that Tom's heart is in the right place—he thinks about how his aunt feels. Tom testifies in court in Scene 5, telling the story of how Injun Joe framed Muff Potter for murder. This reveals that Tom has great courage (as Tom believed that Injun Joe would try to take revenge against him for speaking up) and that Tom has a good heart and is compassionate: He put Muff's life above his own safety.

- Tom feels guilty in Scene 3 when he realizes that Aunt Polly thinks he has drowned, so he sneaks back to give her a note telling her he is OK (though ultimately he ignores his guilt and decides to keep up the charade so that he can attend his own funeral). As Muff Potter's trial approaches, Tom feels guilty that he and Huck know the truth but have not stepped forward, which leads Tom to testify at the trial.
- In Scene 1, Aunt Polly says to Tom, "And don't you try any of your tricks, neither!" From this, we can see that Aunt Polly is well aware of Tom's tendency to be a rascal. She is dealing with him sternly because she wants him to grow up and be a respectable person. In Scene 3, Aunt Polly throws her arms around Huck, demonstrating her loving and motherly nature. At the end of Scene 4, Aunt Polly holds Tom's note to her chest, showing how forgiving she is.

Setting

- St. Petersburg, Missouri in the 1840s
- The play takes place in seven locations: Aunt Polly's house, the graveyard, a tiny

island, the church, the courtroom, the cave, and Becky Thatcher's house.

7. Life was much simpler back then. There were no televisions, iPods, iPads, video games, cell phones, etc. In the past kids spent a lot of time outdoors creating their own adventures (instead of simulating them on screens). These kids likely didn't travel far outside of their immediate surroundings and so spent a lot of time exploring their own town.
8. It seems like a small town because everyone seems to know each other fairly well. Also, the town seems fairly rural, situated on a river with islands and caves.

Dialect

9. A. Answers may include: "Guess you druther work than go swimming, hey" (Joe H., Scene 1), "Afeard? 'Taint likely." (Tom, Scene 1), "Aunt Polly, it ain't fair." (Tom, Scene 4). Rewritten these lines would read: "I guess you'd rather go swimming," "Afraid? It's not likely," and "It isn't fair."
B. Twain likely included dialect in his novel to reflect the way people spoke in that part of the country. Using dialect is an effective way to make characters come to life. Dialect also lends an authenticity to the setting.

Tone and Mood

10. The tone could be described as amused, affectionate, admiring, entertaining, or nostalgic. The author seems amused at the beginning of the play as Tom hoodwinks his friends into whitewashing Aunt Polly's fence. Throughout the play, the author portrays Tom in an affectionate way, showing that he is mischievous, but acknowledging that he is kind-hearted. As Tom develops more of a conscience, the tone becomes admiring. Tom is risking his life by testifying against Injun Joe to save Muff Potter. Tom also is determined to find a way out of the cave and promises to comfort Becky. The author is out to entertain throughout the play as Tom and his friends go off on their adventures in the graveyard, the island, the cave, etc. The play also has a nostalgic tone, as if Mark Twain is remembering back to his own childhood in Missouri and recalling the environment with fondness.

11. The beginning of the play is light and amusing, as Tom contrives to trick his friends into doing his work. The mood becomes suspenseful as Tom and Huck are in the graveyard and see figures approaching. Then the mood turns violent as the boys witness the murder of Dr. Robinson. Suspense builds as Tom and Huck see Injun Joe frame Muff Potter. They believe that if they utter a word about what they saw, Injun Joe will come after them. The mood becomes heartwarming as Aunt Polly, Mary, and Mrs. Harper speak lovingly of the children they think have died. (Since the reader knows the boys are in fact alive, the mood does not become downright somber.) It is touching in Scene 3 when Tom sneaks home to leave Aunt Polly a note so she won't be worried about him. And when the boys crash their own funeral, the mood is one of joy and relief. At the beginning of Scene 5, the mood becomes thoughtful and worrisome as Tom and Huck discuss guilt over Muff Potter's fate. Suspense continues as Tom is called as a witness and Injun Joe escapes. A feeling of uneasiness pervades the scenes in the cave as Becky and Tom encounter bats and get lost. Again, the mood becomes tense and fearful as days pass, Tom sees Injun Joe, and the children are not sure they will get out of the cave alive. There is jubilation when Tom and Becky are found, followed by dread when Tom learns the cave was sealed up. The play ends in a light-hearted, energetic way as Tom and Huck are off on another adventure.

Plot

12. Tom has five adventures in the play. The first is him tricking his friends into whitewashing Aunt Polly's fence while he sits and watches. The next is when Tom and Huck go to the graveyard and witness the murder. The third adventure is the boys running off to be pirates. Then Tom and Becky get lost in the cave. The play ends with Tom and Huck running off to another adventure in the cave.
13. A. Tom's internal conflict is that he is a selfish person who rarely thinks of anyone but himself. He does have a conscience that tells him the right thing

to do, but at first, he mostly ignores it. He overcomes his conflict by coming to a greater realization of how his actions affect other people and by taking responsibility for his actions. He knows Aunt Polly must be worried about him, so he goes to her house to leave a note (though he decides not to). Also, he knows that by coming forward in court with what he knows about the doctor's murder, he could save an innocent man from being hanged. Tom does testify, despite the risk that Injun Joe will seek revenge.

B. Tom's external conflict is with Injun Joe, who Tom fears will kill him if he reveals what he, Tom, witnessed in the graveyard. The conflict is resolved when Injun Joe's body is discovered in the cave.

QUIZ

1. B (character)
2. A (text evidence)
3. B (craft and structure)
4. D (inference)
5. B (literary devices)
6. A (text structure)
7. C (inference)
8. D (inference)
9. Answers will vary but may be similar to the following: Tom convinces his friends to whitewash the fence by pretending that it is not a chore but a fun and exciting thing to do. He says "It's not like a boy gets to whitewash a fence every day" (p. 11). He makes his friends believe that whitewashing the fence is a privilege and he "allows" them to help only in exchange for gifts. Tom tells Billy that he let Joe work on the fence because Tom "got to feelin' sorry for him" (p. 12). As more kids start painting the fence, the task appears more and more desirable to others who walk by.
10. Answers will vary but may be similar to the following: With modern technology such as cell phones, it's unlikely that Tom and his friends would be able to hide out on the island or be trapped in the cave for so long. Their families would call them or perhaps use GPS to track them down. In general, kids today don't have as much free time or freedom as the characters in the story.

Technology and techniques used by today's police would probably make Dr. Robinson's murder easier to solve. Also, body snatching is not common now, as it was in the 19th century. Becky and Tom would probably have flashlights in the cave rather than candles.

VOCABULARY PRACTICE

Section 1

1. skiff 4. drove
2. muddle 5. reckon
3. racked

Section 2

1. S 3. S
2. A 4. S

Section 3

1. Answers will vary.
2. Answers will vary.

ARE THESE CHIPS TOO DELICIOUS? AND A BLOODY HISTORY

CLOSE-READING QUESTIONS

Answers will vary but should be similar to:

1. It asks whether food companies have gone too far in making their products irresistible; it refers to the fact that eating large quantities of unhealthy processed foods can lead to health problems.
2. She seems to be implying that it's not up to us—that customers are powerless to resist foods that have been engineered to override the body's "full" signal.
3. In Europe, spices were in great demand, but they were not readily available. Hardly anyone knew where they came from. If someone wanted to buy spices, he or she would have to pay whatever the few people who were selling them were charging.

CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. You must consider the smell and texture of the cookie as well as its flavor—which should be something appealing. It would be wise to think about offering something new and interesting—maybe a flavor from another culture, or an

unusual combination of flavors. You should also analyze human behavior regarding cookies—who buys them, why people eat them, where people eat them, etc.

2. Answers will vary.

QUIZ

1. B (central idea)
2. D (text evidence)
3. B (inference)

4. D (vocabulary/context clues)
5. C (cause-effect)
6. B (compare/contrast)
7. D (claim/supporting details)
8. B (reading for information)
9. Answers will vary but should be similar to the following: In the 1940s, processed foods became widely available to Americans. Previously, people ate food made from fresh ingredients they had grown or procured locally. Processed

COMPARE AND CONTRAST

| | Modern Flavor Industry | Early Spice Trade |
|-----------------------------------|--|--|
| Describe when and why it started. | In the 1950s, processed foods became popular. They were bland, so food companies began looking for ways to improve their taste. | Spice traders began bringing nutmeg, peppercorns, and other exotic spices to Europe. These spices were prized for their rarity and uniqueness, and because they helped disguise the unpleasant taste of dehydrated meat. |
| What secrets are/were kept? Why? | Food companies carefully guard their recipes. The combination of chemicals and ingredients is kept secret so others cannot duplicate the flavor and texture. | The location of the spice islands was kept secret so spice traders could control the industry and charge higher prices. |
| Is/Was it profitable? Explain. | A company that develops a food with a successful flavor stands to make millions of dollars. The money they spend on research and development is well worth it if their product becomes popular. | Exotic spices were rare and thus very valuable. Spice traders were able to charge extremely high prices and accumulate great wealth. |
| What are the pros? | Before food was processed, people only had access to food that they grew themselves or bought locally. Food with preservatives lasts longer, making it convenient for people to buy large quantities and have access to a wide variety of flavors from all over the world. | People were exposed to new and exotic flavors that made their food taste better. They were able to stand the bad taste of cured meats. |
| What are the cons? | Ninety percent of the foods we eat are processed, and many of these foods are not healthy. Many people find certain processed foods irresistible and eat too much of them, which leads to obesity and other health problems. | Because the spice trade was so lucrative, finding the spice islands and maintaining control of them became increasingly important. Bloody battles were fought for hundreds of years. Many people died. |

food contains preservatives that keep food fresh for longer periods of time. Refrigerated trucks and expanded highways made it possible for these foods to be delivered to markets all over the country. Americans were able to buy many types of foods that were previously unavailable to them, and the ability to buy large quantities of food that would last was a great convenience to many.

10. Answers will vary, but may be similar to the following: European leaders and explorers were eager to find the spice islands so that they could control the spice trade. The spices that came from these islands were incredibly rare, and thus very valuable. Whoever was in control of the spice islands could acquire great power and wealth.

THE SPACE ROCK

CLOSE-READING QUESTIONS FOR "THE SPACE ROCK"

Answers will vary but should be similar to the following:

1. Karl sees his mother cleaning cupboards, "which she always did when we had money troubles" (p. 21). He sees his father talking to his truck. Karl knows not to bother his parents when they are engaged in these activities. Financial stress has put them into a fragile emotional state.
2. He realizes that the meteorite could have killed Karl. He hugs his son out of a need to protect him, as if Karl were a child.
3. By having Karl's father pull the rocks out one at a time, the author creates suspense right to the very end, dragging out the verdict and keeping the reader glued to the story.

CRITICAL-THINKING QUESTION FOR "THE SPACE ROCK"

Answers will vary but should be similar to the following:

1. He means that it's not admirable to take more than what you need. He also means that the meteorite solved the family's financial problems, and they should be satisfied with that.

CLOSE-READING QUESTIONS FOR "SPACE ATTACK"

Answers will vary but should be similar to:

1. The author writes in present tense, which makes the event seem more immediate. He also uses descriptive verbs like "zooming" and vivid figurative language like "BOOM! SMASH!" (onomatopoeia).
2. The author uses the simile "like bumper cars" to describe the way the space rocks move around, creating an image of the rocks moving haphazardly.
3. On page 24, Smith writes that Sister's eyes "lit up like sparklers on the Fourth of July." This simile shows how excited Sister is by the idea of getting \$7 million.
4. It puts the Chelyabinsk meteorite into historical perspective and explains the potential devastation of a giant meteorite landing on Earth.

CRITICAL-THINKING QUESTIONS FOR "SPACE ATTACK"

Answers will vary but should be similar to the following:

1. Justin O'Neill's attitude is that space rocks are not something to panic about. Though he describes the fireball with dramatic language and mentions the asteroid that may have led to the extinction of the dinosaurs, he puts everything in context. He says events like the Chelyabinsk fireball are rare (p. 27). Answers will vary.
2. Students may say yes, it is important, because even though large meteorites rarely hit Earth, we have the technology to protect ourselves from them, so we should. If a giant meteorite were to strike Earth, it could be devastating. Answers will vary.

UNDERSTANDING THE THEME OF "THE SPACE ROCK"

Section 2

"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.*

Section 3

The main character is Karl.

The main conflict is that Karl's family is struggling financially. (Or, the main conflict is that Karl's struggling family must decide what to do with a meteorite that lands in the field behind their farm.) The conflict is resolved when Karl's family makes the money they need by selling pieces of the meteorite that lands in their field. (Or, the conflict is resolved when the family realizes they have made all the money they need selling pieces of the meteorite and they donate the meteorite to their struggling town.)

The big idea is that it's better to have less and help others.

The theme is that it's better to be generous than greedy. I think so because in "The Space Rock," the characters choose to donate the meteorite to the town rather than sell it for millions of dollars. The poem at the end reveals that this act saves the town.

QUIZ

1. B (character)
2. D (text evidence)
3. C (theme/text features)
4. B (vocabulary)
5. C (inference)
6. A (inference)
7. B (central idea)
8. C (text structure)
9. Answers will vary but may be similar to the following: The poem reveals that the narrator feels content with and proud about the events of the story. He writes that "People came from near and far/to see our piece of shooting star," suggesting that the space rock is something to be treasured and admired. The lines "There's a space rock in our town—/it stopped the ghosts from coming around" imply that the space rock had a positive effect on the town. These lines refer to an earlier passage in the story, in which the narrator discusses how some people considered Rock Creek to be a "ghost town." The space rock has "stopped the ghosts," bringing life and energy back to the town. The tone of the poem suggests that the narrator is satisfied with what has happened. He ends the poem by noting that the rock will remain a permanent fixture of the town.

10. Answers will vary but may be similar

to the following: The portrayal of the meteorite in "The Space Rock" seems realistic after reading "Space Attack." The depiction of the meteorite's impact in the story is similar to the description at the beginning of the article. Both texts mention the loud sound of an explosion and the sight of something streaking across the sky. In both the story and the event in Chelyabinsk that is described in the article, there was no advance warning of the space rock's approach. On page 23, Brother correctly explains the difference between a meteor and a meteorite: "Meteors are what you see streaking across the sky. When they hit Earth's atmosphere, they break up and become meteorites." The article supports Brother's explanation, pointing out that *meteor* is the term for the light visible in the sky when a space rock enters the atmosphere, and fragments of the rock that land on Earth are meteorites. In addition, the family in "The Space Rock" finds many small meteorites scattered around their property. According to "Space Attack," residents of Chelyabinsk have been able to find many small pieces of rock as well.

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. Karl; major. He is a boy who lives on a farm with his family. They are struggling financially. Karl feels isolated because his best friend has moved away and his family members have their own concerns. Karl is a dynamic character, because he begins the play depressed and lonely, feeling cut off from his parents and siblings. By the end of the play, his family is a connected unit, happy that they can help their town, and Karl has written a poem expressing his pride in their decision.
B. Daddy; major. He is a hard-working and kind father, loyal to the farm that has been in his family for generations. He feels the weight of his family's financial struggle and is a voice of wisdom after the meteorite lands on their property. Students may say he is a dynamic character because he starts out poor and ends up having what he

needs. Others may say he is static, since he does not undergo a dramatic shift in character. He remains a solid, thoughtful, pragmatic person throughout the story.

C. Sister; minor. Karl's sister is self-centered. Her attentions are on her new boyfriend and her appearance, and her eyes light up at the thought of her family making tons of money by selling the meteorite. She could be described as dynamic; she begins the story as a person who is mainly concerned about herself but by the end of the story she votes to donate the meteorite to the town, putting the needs of others above her own. (Students may describe another character here.)

2. Answers may include: At the beginning of the story, Karl is wandering around feeling melancholy, looking for someone to talk to. Every member of his family is unavailable, including the dog. This indicates Karl's sensitivity and his desire for connection. Karl begins his poem about the meteorite but doesn't finish it because his father hasn't decided what to do with the meteorite yet. This demonstrates Karl's respect for his father. Karl is waiting for the wise decision that he knows is coming.
3. After Mama says, "Lucky it didn't hit Karl," Daddy picks Karl up and hugs him tightly, indicating how grateful he is that his son was not hurt. Daddy lets people come to see the meteorite at all times of the day and night, showing his patience and generosity. He fields offers from all sorts of people but does not make a decision rashly, demonstrating that he is a wise and thoughtful person. Months later, Daddy explains that the family has gotten everything they need from the meteorite and now it's time to make a decision. He acknowledges the randomness of the meteorite falling on their property and wants to be sure his family is not acting selfishly. He has his family vote in private, showing that he is a fair man who will not judge others. He insists that the vote be unanimous because he wants everyone in the family to feel good about the decision.
4. Sister is self-absorbed and worried about appearances. Brother is interested in astronomy and knows all about

the meteorite and its properties. The narrator seems more introspective than his siblings.

Setting

5. The story takes place on a farm near a small town called Rock Creek. It is winter and there are long stretches of snowy fields and a frozen creek near the farm.
6. The narrator tells us that the family has lived on this farm for many generations. Though they are struggling financially, Daddy has pride in where he lives and wouldn't want to live anywhere else. He says, "All I ever wanted was this farm and a good family, and I'm staying put."

Point of View

7. First person. The narrator, Karl, refers to himself as "me" and uses the pronouns "I" and "my." Karl tells the story from his perspective.
8. If the story were told from the third-person omniscient point of view, the reader would likely have more insight into what characters other than Karl thought and felt. Readers might find out more about how the episode with the meteorite affected Karl's family, and might gain insight into what the neighbors thought about the situation.

Tone and Mood

9. The tone could be described as admiring, compassionate, respectful, or optimistic. The author portrays Karl and most of his family in a positive way, and seems to admire them. Karl is sensitive and thoughtful; he writes poetry and is looking to connect with his family. Daddy is portrayed as patient and wise; he doesn't jump at the chance to sell the meteorite, but waits and considers all options. Brother is portrayed as intelligent and curious about the universe. The author seems compassionate about the family's financial situation; he shows the reader the stress it puts on them. The author also seems to respect the family's decision to donate the meteorite to the town. The story ends on a note of optimism with Karl's poem, which indicates that putting the meteorite in the center of town prevented Rock Creek from turning into a ghost town.
10. The story begins with a melancholy mood; Karl's best friend has moved away

COMPARING TWO TEXTS

| | "Space Rock" | "Space Attack" |
|--|---|---|
| what the moment of the meteorite entering Earth's atmosphere is like | There is a loud boom and the meteorite flies by overhead. | A bright fireball streaks across the sky. Two minutes later, there is a loud boom. Shock waves shake the city. |
| physical characteristics | looks like a large black rock; weighs 937 pounds and 4 ounces | 55 feet across; fragments look like black rocks |
| damage or injuries caused by the meteorite | no one is hurt; it sinks into a field | walls collapsed, windows broke, 1,200 people suffered minor injuries |
| who sees or hears the meteorite land | Karl's family; not stated whether anyone else does | many residents of Chelyabinsk |
| how people react to the meteorite | Karl's family is scared and unsure of what it is at first. Everyone seems fascinated and eager to see it and to buy fragments of it. | People are scared and unsure of what's happening at first. Later many people start hunting for fragments. |
| the value of the rocks in the meteorite's debris path | Quite a lot. Karl's family is able to earn enough money to buy many things they need, save money for college, and repay some of their debt. | may be worth thousands of dollars |
| additional information the author provides about meteorites in general | They are called "meteors" before entering Earth's atmosphere. They are magnetic. | They are rare. Many orbit the sun. If one more than a mile across were to hit Earth, it would be catastrophic. A meteorite may have killed the dinosaurs. |
| how the author reveals the general information | Brother is an expert on them and tells his family about them. | Through informational text. The writer simply tells the reader. |

and there is no one for him to talk to. Mama and Daddy are busy, Sister is on the phone and tells Karl to "git," and Brother is asleep. Even the dog doesn't come when called. The mood becomes dramatic and frightening when there is a huge boom and the meteorite falls from the sky. Karl is scared—his knees shake and he is not able to speak. The mood is tense as the family gathers, not knowing what has just fallen onto their land. Then there is a feeling of excitement when Brother tells them that the space rock is worth millions of dollars. The story continues to be intriguing as visitors come from miles around to see the meteorite, and the family receives offers to buy the rock. The mood becomes thoughtful when Daddy calls the family into the barn to talk about the fate of the rock. The mood becomes suspenseful as Daddy counts the votes. When he quietly says, "five," the mood lightens and becomes hopeful; we believe the family can save the town by donating the rock.

Plot

- The first jump in time is indicated by the line "The Dog did not come home for three days," on page 23. The next jump is at the bottom of that page with the line, "Three months after the meteor struck, Daddy asked us into the barn." There is also an implied jump forward in time at the end of the story. The poem seems to have been written some time after the family decides to donate the meteorite to the town, as suggested by the line "People come from miles away to see the rock that will always stay."
- The author makes it clear that the family is struggling financially. They could easily make millions of dollars by selling the meteorite, but Daddy is hesitant to do this, knowing that if he sells the meteorite, it will hurt the town. Karl's family understands what it's like to struggle and Daddy encourages them to make a decision that will help the whole town.
- The primary conflict is internal. Karl's family must decide what to do with the meteorite. Will they sell it for their own personal gain or make a choice that will benefit others?
- The climax of the story is when Daddy

feels around inside the voting box and pulls the fifth rock out. We know this is the climax because tension has been building throughout the story around the question of what the family will do with the space rock. When Daddy quietly says "five," this question is answered.

15. From the poem you can infer that Karl's family gave the rock to the town and it was placed on display for all to see. The lines "There's a space rock in our town/—it stopped the ghosts from coming round/People come from miles away/to see the rock that will always stay," indicate that many people are coming to see the meteorite and suggest that the increased tourism has saved the town.

SHOULD KIDS BE ON REALITY TV?

VOCABULARY

- | | |
|-----------|------------------------|
| 1. c | 7. exploitation |
| 2. c | 8. Tabloids |
| 3. c | 9. psychiatrist |
| 4. c | 10. potential |
| 5. b | 11. hounded |
| 6. raving | 12. Answers will vary. |

THE LAZY EDITOR: THE CURSE OF THE HOPE DIAMOND

CONQUER VERB-TENSE CONSISTENCY

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

Answers will vary but should be similar to the following: We were all snuggled up on the couch to watch a movie as the rain pounded against the window. Then there was a tremendous rumble of thunder, and the electricity went out. We slowly walked into the kitchen to get some flashlights and candles. We decided to play a game of Clue by candlelight. We played five games before the lights came back on. I must say, it was pretty fun!

RAMBLERS AND RUN-ONS

Answers will vary but should be similar to the following:

1. I know fruit is healthy, but there aren't many kinds of fruit that I like.

2. This weekend is supposed to be warm and sunny, so it will be perfect for our canoe trip.
3. There is an adorable black-and-white puppy on the animal shelter's website. I can't stop looking at him.
4. Leslie and Kari watched a scary movie; as a result, both of them had nightmares for a week.
5. Four species of monkeys are native to Costa Rica, and we saw all four on our trip there last spring.
6. Liz invited me to go to a movie on Friday; however, I can't go because my brother's recital is that evening.
7. I talked to Gavin, and he was excited about the plan. I haven't talked to Sophia yet.
8. Every Tuesday and Thursday, Hannah goes to rehearsal. She has a performance coming up in June.

Answers will vary but should be similar to the following: Last week was my mom's birthday, and the whole family came over to celebrate. My sister Leah made a chocolate-chip cheesecake, which is my mom's favorite dessert. It looked absolutely wonderful. Yet as soon as we tasted it, it was clear that something had gone wrong. It tasted awful. Then Leah realized that she had forgotten to add the sugar!

PERFECT APOSTROPHES

1. baby's
2. children's
3. families'
4. everyone's
5. grandparents'
6. It's
7. Jason's
8. NA

Answers will vary but should be similar to the following:

Dear Mom and Dad,
I'm having a great time with Aunt Kim and Uncle Dave. It's so beautiful here! I spend all of my days outside canoeing and hiking. On Sunday, we went whitewater rafting at Mendenhall Glacier. I learned that one half of the world's glaciers are in Alaska. Before I get home, I will have cruised through Alaska's Inside Passage. You'll love the pictures I'm sending you, which we took with Aunt Kim and Uncle Dave's fancy new camera. See you soon! Love, Sofia

FRAGMENT FIX

- | | |
|------|------|
| 1. S | 5. F |
| 2. S | 6. F |
| 3. F | 7. S |
| 4. S | 8. F |

Answers will vary but should be similar to the following: Among the most well-known and fascinating kinds of sharks are the hammerheads, which includes nine separate species. While most hammerheads, because of their small size, are considered harmless to humans, some can be extremely dangerous. For example, the great hammerhead is able to grow to more than 20 feet long and weigh up to 1,000 pounds. Beware!

CORE SKILLS ACTIVITIES

TEXT EVIDENCE

1. I chose evidence number 2 because it is complimentary toward the flavorists. Evidence number 1 does not reveal the author's attitude. Evidence number 3 refers to food companies, not flavorists.
2. Evidence 1: "But a new technology would change everything: processing." (p. 17)
Evidence 2: "Americans loved the convenience." (p. 17)
Evidence 3: "Studies have shown that certain textures combined with just the right flavor short-circuit our body's system for signaling when we're full. So we just keep eating . . . and eating and eating." (p. 18)

MAKING INFERENCES

Answers will vary but should be similar to the following:

1. (provided)
2. Joe is framing Muff for the murder of Dr. Robinson. The reader knows that Joe stabbed Robinson, yet when Muff wakes up, he has the bloody knife in his hand. Joe tells Muff, "You got him with yer knife just as he hit you!"
3. I can infer that listening to Aunt Polly, Mary, and Mrs. Harper speak fondly of him and his friends, Tom is moved by their love and feels bad for making them think he and his friends are dead. (Or readers might infer that Tom is swept

away by the idea of his tragic death and is moved by the sadness of it.) I know this because Tom wipes a tear from his eye, and because it was his guilty conscience that drove him to sneak home in the first place, so that he could give Aunt Polly a note telling her they were alive. (Or, readers might say they infer that Tom is swept away by the dramatic idea of his death because he decides to leave without giving Aunt Polly the note.)

4. This line tells me that Tom is caring and empathetic. I know this because Tom could simply relish the attention he is receiving, but instead he thinks about his friend, imagining how awkward and lonely Huck must be feeling.
5. I can infer that Tom contacted Muff's lawyer and told him what he saw at the graveyard. I know this because Tom had been feeling guilty about not helping Muff, and the only way the lawyer would have known to call Tom to the stand was if Tom had volunteered to testify.
6. Becky thinks she and Tom are going to die. I know this because they have been lost in the cave for several days, and they are hungry and tired.

MAKING INFERENCES REVIEW

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

SUMMARIZING ACTIVITY

The spice trade has a violent history. ~~Seriously. I never would have guessed that many years ago people actually killed for nutmeg.~~ In Europe, spices were used not only for flavoring, but to ward off the plague. ~~The plague was a very deadly disease that killed millions of people and kind of scares me.~~ At first, only spice traders knew where spices came from, so they were able to charge a lot of money. In the 1500s, the Portuguese discovered the Spice Islands north of Australia. As other European explorers arrived, bloody battles were fought over control of the spice trade. ~~No one bothered to just sit on the beach and enjoy the waves.~~ The spice wars finally ended when people figured out how to grow spices closer to home, which made them more affordable. ~~I'm really glad because pumpkin pie without~~

~~nutmeg is no pie at all. So yeah.~~

tone and mood activity

Answers will vary but should be similar to the following:

1. Words: "generous" (p. 6); "crusader" (p. 6); "famous" (p. 6); "deeply religious" (p. 6); "bold" (p. 6); "powerful symbol" (p. 9)
Based on the list, you could describe the author's attitude toward Malala as admiring, respectful, supportive, etc.
2. This quote reveals the author's admiration of Malala. The author strongly states that Malala has helped thousands of people.
3. By using *hopefully* and *fortunately*, the author adds her opinion to these sentences: She thinks it is fortunate that doctors were able to help Malala, and she hopes Malala will be safe from the Taliban. These two words establish a compassionate and supportive tone.
4. In this paragraph, the author provides details that show how Malala touched the lives of people around the world. She portrays Malala as a hero. The author writes that after the Taliban shot Malala, "the world waited, tense and furious." She includes the details that many people prayed and held candlelight vigils for Malala, and carried signs that said "I Am Malala." These details help the reader imagine the outpouring of emotion after Malala was shot, and reveal the author's sympathetic and admiring view of Malala. By describing in an approving way how the world reacted to Malala's attack, you can infer that the author, too, is outraged by what happened to her.
5. Hopeful and victorious are the best answers. Students should cite the emphasis on Malala's success ("She is getting the one thing she has always wanted") and the way the author downplays the struggles Malala continues to face. The description of Malala with "her voice clear, her eyes shining" creates an image of Malala as strong, powerful, and victorious. The author quotes Malala "proudly" talking about how happy she is.
6. The mood could be described as terrifying, violent, anxious, nightmarish, etc. The section gives a moment-to-

moment description of a horrifying event: gunmen entering a bus and shooting several teenage girls. The author writes that "A feeling of terror filled the bus." By leaving off with "The gunmen fled, leaving Malala to die," the author also creates suspense. The reader does not know what happens to Malala and the other shooting victims.

7. The mood of this section could be described as tense, suffocating, or frustrating. The author describes what it was like in Pakistan for Malala, her family, and her schoolmates when the Taliban ordered all girls' schools to close. The author states that Malala's father's decision to keep his school open was "incredibly dangerous." She lists the measures Malala and other girls took to keep it a secret that they were continuing to attend school. By telling the reader that attendance at the school dropped by more than 60 percent, the author helps create for the reader the strange, sad image of a slowly emptying school. Finally, the author ends with the question, "What could one girl do but watch helplessly as her freedoms were taken away?" creating a feeling of despair.
8. The mood could be described as empowered, optimistic, strong, determined, etc. The author tells us that "Malala is getting the one thing she has always wanted." The author creates a vivid image of Malala with her "voice clear, her eyes shining." The reader feels swept into Malala's sense of gratitude and determination.

CENTRAL IDEAS AND DETAILS ACTIVITY

1. Evidence 1: "Walls collapse. People are knocked to the ground. Windows shatter, flinging razor-sharp shards of glass into homes, schools, and offices." (p. 26)
Evidence 2: "But if an asteroid larger than a mile across were to hit Earth, it would be catastrophic." (p. 27)
Evidence 3: "Dust clouds from the explosion blocked out the sun—perhaps for months—causing plants and animals to die." (p. 27)
2. Central idea: New technologies may protect us from an asteroid strike.

CROSSWORD

