

GRAMMAR CHEERS THE MASCOTS

AFFECT AND EFFECT

1. effect
2. effect
3. affect
4. affect
5. affected
6. effect
7. affect
8. "Brain freeze" can be an effect of eating ice cream too fast.
9. Eating just before going to bed affects my sleep.
10. The rain had almost no effect on traffic.

DYING TO BE STRONG

EXPLORING CAUSES AND EFFECTS

***Both versions. Some of these answers are provided on the more-scaffolded version.**

Answers will vary but should be similar to the following.

Section 1

Physical side effects: acne on face, back, chest; permanent baldness; stunted growth; liver damage; cancer; heart disease; death

Mental/emotional side effects: sudden fits of rage; irrational thinking; If kids suddenly stop taking steroids, they can suffer from depression and suicidal thoughts.

Section 2

Fact: Some coaches pressure young athletes to bulk up.

Possible causes: Coaches want their teams to win. Some, when they see players on opposing teams who are bulked up, believe that their players need to do the same to be able to compete.

Possible effects: Many young athletes turn to steroids to get the bodies their coaches demand. Young athletes may believe (perhaps correctly) that their coaches are encouraging them to use steroids.

Fact: Many celebrities have super-muscular bodies.

Possible causes: Our culture considers super-muscular bodies attractive; celebrities can afford personal trainers to help them achieve that look; many people become celebrities in part due to their appearance (that is, if you have a well-muscular body, you are more likely to become a celebrity); there's an expectation in the acting and music industries for men to have big muscles.

Possible effects: Many kids admire celebrities. When they see celebrities with big muscles, some of these kids think that they too must have big muscles to be attractive and successful. They may take steroids or develop negative self-images.

Fact: Some professional and Olympic athletes use steroids.

Possible causes: They want to improve their performance in their sport by becoming stronger and increasing their endurance; they see other athletes using steroids and feel like they need to use steroids if they want to stay competitive; they see doping as acceptable because so many others are doing it.

Possible effects for the athletes: If they are caught doping, athletes can face disgrace and be stripped of their awards and medals. They can also suffer from physical or mental side-effects of steroids. For example, cyclist Knud Jensen died as a result of doping.

Possible effects for kids: Adult athletes set an example for kids, so by using steroids, adult athletes are encouraging young athletes to do the same. Young athletes may feel that unless they use steroids, they will never succeed in the world of sports.

Fact: Many teens are unaware of how steroids affect their bodies.

Possible causes: Schools and coaches do not educate students about steroids.

Possible effects for kids: Not realizing how dangerous steroids are, kids are more likely to use them.

Fact: Some kids take protein powders and other nutritional supplements.

Possible causes: Kids want bigger muscles as a result of seeing celebrities, adult athletes, and even other kids with big

muscles; protein powders and other supplements are legal and easy to obtain.

Possible effects for kids: Such supplements may contain dangerous contaminants that pose serious health risks; using supplements can be a bridge to using anabolic steroids.

Fact: Some kids post photos of themselves online showing how much muscle they've built, along with messages urging other kids to bulk up.

Possible causes: The kids who post such photos and messages may want to brag and show off their well-muscular bodies.

Possible effects for kids: Readers get the message that they can achieve the huge muscles that other kids have (or claim to have); they may find that the easiest way, or the only way, to get those muscles is to take steroids. Kids who see others with big muscles may form unrealistic expectations of what their own bodies should look like.

Section 3

Reason: They want to look like the well-muscular celebrities they see everywhere.

What's wrong with that reason: Most people do not look like celebrities. Many celebrities were born with genes that allow them to achieve big muscles; plus, they have the time and money to work out constantly, which most people don't. It's silly to compare yourself to a celebrity.

Reason: Professional athletes use steroids.

What's wrong with that reason: Just because some professional athletes use steroids doesn't mean you should. Someone has to stop the cycle of steroid abuse. Besides, doping is banned in professional sports and in the Olympics, and it is illegal. Doping is a form of cheating.

Reason: They see other kids doing it.

What's wrong with that reason: Most kids don't understand what steroids do to their bodies, so if you are imitating your peers, you are imitating people who don't know what they are doing. Also, if you are looking at blogs of kids who claim to have miraculously bulked up, there's a good chance that the pictures you are looking at are fake.

CLOSE-READING QUESTIONS

1. Doping is banned in professional sports because it is a form of cheating; it gives some athletes an unfair advantage. Taking any prescription drug in a way that is not prescribed by a doctor is illegal.
2. The section explains that steroids can cause acne, cancer, baldness, stunted growth, and liver and heart damage. Steroids can also cause psychiatric problems, such as fits of rage, depression, and suicidal thoughts.
3. "A Dangerous Quest" explains that athletes use steroids to try to increase their chances of winning. "Muscle Mania" describes people who use steroids for cosmetic reasons, often following the example of actors or other celebrities.
4. He implies that having big muscles makes you a "real man." Students may respond that his logic is flawed because being a "real man" (or woman) is not about your appearance but about how you behave.
5. The central idea is that bodybuilding supplements do not actually help you build muscle and can be harmful.

CRITICAL-THINKING QUESTIONS

1. Students may say that performers and athletes are role models for kids and are setting bad examples by flaunting highly-muscled bodies that are unattainable for most people—that they are placing undue emphasis on body image. Others may say that it's up to young people to make their own decisions.
2. Answers will vary. Ideas include: Schools and coaches could do a better job of teaching kids about the dangers of steroids; schools could crack down on coaches who ignore or encourage steroid use; schools could have harsher penalties for using steroids; young people could speak up against steroids and reject cultural pressure to bulk up; the media could focus more attention on the issue.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Less-scaffolded version

Answers will vary but should be similar to

the following:

1. This is an image of a boy looking at himself in the mirror. You can see lockers behind him in the mirror, so it is probably a gym. The focus is on the boy's reflection in the mirror. The boy's reflection is of a much stronger man. The headline "Dying to Be Strong" suggests that the reflection shows the boy's desire.
2. The infographic contains information about steroid use among kids and teens.
3. I think this article will be about rising steroid use among teens. I think it will also be about how steroid use can be dangerous.
4. A. *Flaunt* means "to display in order to impress others."
B. The author's choice of *flaunt* suggests that she has a negative view of actors who appear bare-chested in photos. Her point of view seems to be that it's silly for actors to show off their bodies and that this behavior can be damaging to the boys who look up to these celebrities.
5. Students should check the box that says, "In two places, the author poses a question and then answers it."
6. Possible responses: The overall tone is dismissive and critical of supplements. The author is conversational and almost playful in the beginning as she asks, "So what about those guys you see in ads for bodybuilding supplements—the ones with massive biceps, carved abs, and turkey-drumstick calves?" But then she becomes more serious, quoting experts on the dangers of supplements. She ends on a cautionary note, warning that "for kids like Taylor Hooton, supplements can be a bridge to anabolic steroids."
7. Claim 1: False; Supporting evidence: "Teen girls are the fastest-growing group of new users."
Claim 2: True; Supporting evidence: "62.5% of steroid users do it to improve their appearance."
8. Sample summary that includes the main points: This article is about the growing use of anabolic steroids by kids and teens. It explains the reasons many kids begin using steroids, such as pressure from coaches, following the example of adult athletes who use them, and a desire to look like celebrities. The

article also describes the dangerous side effects of using steroids. As an example of what can happen, the author tells the story of 17-year-old Taylor Hooton, who experienced several side effects of steroids and eventually committed suicide.

9. Possible Supporting Evidence #3: "For those who stop taking steroids without the help of a doctor, the results can be catastrophic: deep depression and suicidal thoughts" (p. 6); "Taylor didn't understand that there are permanent decisions . . . and he lost his life" (p. 8).
10. Teens are surrounded by unrealistic images of ultra-muscular bodies.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*More-scaffolded version

Answers will vary but should be similar to the following:

1. "Dying to Be Strong"
2. The image is of a boy looking at himself in a mirror. He appears to be in a gym locker room. The focus is on the boy's reflection in the mirror. The boy is thin and looks young. He is making a muscle with one arm and has his hands in fists. His reflection is much more muscular and much older than he is.
3. The boy is probably wishing he looked like the man in the mirror. He is probably imagining the image in the mirror.
4. the causes and effects of steroid abuse
5. It contains facts about steroid use by kids and teens. (Box 3)
6. information about how and why kids use steroids
7. A. to show off to impress others
B. The author's choice of *flaunt* suggests that she has a negative view of actors who appear bare-chested in photos. Her point of view seems to be that it's silly for actors to show off their bodies and that this behavior can be damaging to the boys who look up to these celebrities.
8. Question 2: "Do the supplements and protein powders sold at fitness centers and health food stores do anything at all?" Answer: Research shows they do not help build muscle and they may be dangerous.
9. False; Supporting evidence: "62.5% of

steroid users do it to improve their appearance.”

10. This article is about the growing use of anabolic steroids by kids and teens. ~~I thought it was pretty interesting. It explains the reasons many kids begin using steroids, such as pressure from coaches, following the example of adult athletes who use them, and a desire to look like celebrities. Lance Armstrong is an example of an athlete who used performance-enhancing drugs. Justin Bieber is an example of a celebrity with chiseled abs. I don't know why anyone would want to imitate Justin Bieber, but whatever. The article also describes the dangerous side effects of using steroids. If you stop taking them without the help of a doctor, you might even have suicidal thoughts.~~ As an example of what can happen, the author tells the story of 17-year-old Taylor Hooton, who experienced several side effects of steroids and eventually committed suicide. ~~He had a 3.8 GPA and was a talented baseball player. Today, Taylor's dad travels around the country talking to kids about steroids.~~
11. Evidence #2 does not support the central idea.

QUIZ

1. D (central idea)
2. C (vocabulary/context clues)
3. B (inferencing)
4. D (key ideas and details)
5. A (cause and effect)
6. D (literary devices)
7. B (text evidence)
8. C (author's purpose)
9. Answers will vary but may be similar to the following: The title “Dying to Be Strong” is appropriate. The article focuses on the story of Taylor Hooton, who started taking steroids so he could bulk up for his baseball tryouts. It is thought that Tyler's steroid usage (or his unsupervised attempt to stop taking them) caused the moodiness and depression that led to his suicide. Another reason the title is apt is that steroid use can have a number of potentially fatal effects, such as cancer, liver damage, and heart disease. The article mentions a Danish cyclist whose doping led to his death during the

1960 Rome Olympics. The title is also a play on words. On one level, it refers to the common saying “dying to” do something, which means wanting to do something very badly. The article tells us that many teens have a strong desire to get bigger and stronger. On another level, the title's literal meaning applies to the article: the desire to be strong can have fatal results, as it did in Taylor's case.

10. Students who agree with the suspension may say that Alex Rodriguez deserves to be punished because doping gives athletes an unfair advantage. Doping is banned in professional sports and those who break the rules must accept the consequences. If Major League Baseball lets incidents of doping slide, then there is no incentive for athletes to follow the rules. Students who disagree with Rodriguez's suspension may say that steroid use is widespread among professional athletes and he just happened to get caught. Why should he be punished when he was just trying to maintain a level of excellence that many other ballplayers also achieve through illegal means?

THE DEAD RISING

DOCUMENT DIVE

Answers will vary but should be similar to the following:

Page 1 (from top to bottom)

- Providence is at the head of Narragansett Bay, about halfway between the northern and southern borders of the state. It is the capital city.
- March 20, 1892, was just a few days after Mercy's exhumation.
- Students should circle *striking* and *surprising*.
- *Exhumation* means the digging up of something (particularly a body) buried in the earth.
- “Only a rather more than usually striking illustration” means “only a somewhat more shocking example than usual.”
- The writer probably wrote “a truth which cannot be denied” in an attempt to convince the writer of his point,

to make himself sound authoritative, etc. The truth he is talking about is what he writes next: “that the amount of ignorance and superstition to be found in some corners of New England is more than surprising to one who comes into contact with it for the first time”—that is, that people in certain small towns are shockingly ignorant and superstitious.

- By “some corners of New England,” the writer means small towns of New England. He most likely would not include the large, capital city of Providence among those corners.
- “Considerable elements” means “many.”
- *Rural* means having to do with the country or a farm.
- The writer is calling certain people who live in the country *uneducated* and *uncivilized*.

Page 2

1. The writer is referring to the digging up of Mercy Brown and her mother and sister. You know this from the fact that the article was published just a few days after that event, and because Exeter is a “small border town” of Rhode Island.
2. The writer is talking about people who live in the country—“certain elements of the rural population,” as he puts it. He calls them ignorant and superstitious, saying that they have not been affected by “education and civilization.”
3. The writer seems to be trying to make the reader feel shocked and outraged. He refers to Mercy's exhumation as “shocking” and calls it an only slightly more “striking” example than usual of “a truth which cannot be denied.” He calls the “ignorance and superstition” in small New England towns “more than surprising.”
4. The tone of the article is critical, judgemental, harsh, offended, authoritative, etc. The writer condemns rural people for their superstitions. He uses the words “shocking,” “striking,” and “surprising” to describe their beliefs and behaviors. He says that “the forces of education and civilization have made scarcely any impression” on them—in other words, he calls them uneducated and uncivilized. The writer shows no compassion or understanding for the

suffering of rural people as they face case after case of tuberculosis. He seems, in fact, disgusted by people who live in small towns and hold on to traditional beliefs.

CLOSE-READING QUESTIONS

1. The author evokes the spooky setting of an “isolated” farm (in the past) and a stormy Halloween night (in the present). He also uses vague, mysterious phrases such as “their lives were filled with tragedy” to build tension.
2. In Scene 7, we learn that cold weather slows the rate of decomposition, which explains why there was blood in Mercy’s heart.
3. He portrays them as hysterical. He describes them as having “wild faces” and shows them drawing irrational conclusions. For example, they conclude that because there is blood in Mercy’s heart, she must have been feeding on her brother’s body.
4. Lena says that “opening the body and burning the organs released Mercy’s spirit, dooming her to wander sad and alone for all time.” This description also seems to fit Lena, who is first seen wandering alone, in Scene 1. The author uses the stage directions “becoming intense” to show that Lena is very upset by Mercy’s fate. The narrator tells us Lena has a coughing fit, establishing a connection to the tuberculosis that killed Mercy, and Mercy’s tombstone is engraved with an *L* (Mercy’s middle initial). These details all indicate that Lena is actually Mercy Brown.
5. The present-day story line helps us understand the events of the past. The modern-day characters are used to reveal information about why things were the way they were in 1892, such as why people were so terrified of tuberculosis, and to provide scientific explanations for what the townspeople perceived as supernatural (for example, why Mercy’s corpse had blood in its heart).
6. The tone is disgusted. The writer accuses the people of Exeter of being uneducated and lacking “civilization.” The writer seems scornful of those who live in rural areas. The audience was probably people who lived in cities.
7. In Scene 6, the townspeople say “Kill

the spirit! Burn the organs!” By burning Mercy’s organs, they believe they are killing a vampire—and saving Edwin from the disease tuberculosis.

CRITICAL-THINKING QUESTIONS

1. Lewis is more sympathetic. She supports folklorist Michael Bell’s claim that we should not judge our ancestors for their “misguided” ideas. She explains that tuberculosis was a terrifying disease no one understood, and explains how the people of Exeter arrived at their beliefs. She talks about the emotional toll that so much loss of life had on them. The author of the 1892 article has nothing but disdain for the people of Exeter.
2. It means that in very bad situations, we must try anything we can to make things better, even things we wouldn’t do under ordinary circumstances. In their desperation to escape TB, the people of New England were willing to try something—exhuming loved ones—that seemed horrible.

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. George Brown; major. He is a resident of Exeter, Rhode Island, in 1892. His wife and one of his daughters have died of consumption. His son and other daughter are ill with the disease. He is grieving and distraught. George is a dynamic character because he begins the play as a concerned father who is hoping that his remaining children won’t die, and ends the play as a man who feels he has betrayed his family.
B. Amy; minor. Amy is a teenage resident of Exeter in 2013. She is an adventurous girl who convinces her friends that they should follow a pale stranger to the cemetery on Halloween night. Students may say that Amy is a dynamic character because she begins the play as carefree and by the end has become more serious as she learns the tragic story of Mercy Brown.
C. Horace; minor. Horace is a resident of Exeter in 1892. He is caught up in the vampire panic and is one of the people who convinces George Brown to exhume his wife and daughters. Horace

is a static character because he does not change during the course of the play. (Students may describe another character here.)

2. A. Answers may include: In Scene 4, when the townspeople propose exhuming George’s family members in a vampire ritual, George says, “Leave my home! Now! How dare you propose such a thing!” This tells us that George is an independent thinker and is not superstitious—he has not been swept up in the vampire panic and is horrified by his neighbors’ suggestion that he burn the organs of his deceased family members. In Scene 8, George says to Dr. Metcalf, “I defiled the remains of my wife, my daughters—all for nothing.” This indicates George’s deep regret for going through with the exhumation. Also in Scene 8, George says, “Newspapers are calling us ignorant and uncivilized, saying we believe in vampires! We’ve disgraced ourselves.” This indicates that George feels foolish for being swayed by the townspeople. He is ashamed that he gave in to the pressure they put on him and is embarrassed by the way the newspaper portrayed the people of Exeter.
B. Answers may include: In Scene 5, Lena says that George agreed to allow the townspeople to proceed with the ritual. This indicates George’s devotion to his son. To save Edwin, George was willing to try anything—even something that he found vile. This act also shows that George, though independent, was susceptible to pressure the townspeople put on him. In Scene 9, Lena says that George lived in sorrow until 1922. From this, we can infer that he never recovered from the loss of his family, and that he was hard on himself, living with deep regret for having exhumed his wife and daughters.
3. The 2013 characters have access to information and technology. They know that tuberculosis is a disease that is caused by germs and can be cured with antibiotics. They would not be susceptible to a vampire panic. By contrast, the characters from 1892 lived in a remote area where they had not yet learned the cause of consumption, let alone the cure. They were deeply

influenced by tradition and folklore. They did not have much access to the world outside their small town, the way people do in 2013.

4. Lena is described as having pale skin, and she is wandering alone on Halloween night wearing a plain, white dress. Her speech is formal compared to the characters of 2013. For example, Lena says, "The Brown family lived on a humble but beautiful farm," and "Meanwhile, it seemed that Edwin was soon to follow his sister." At the end of the play, Lena becomes intense when insisting that Mercy was not a vampire and talking about how the townspeople misunderstood tuberculosis. She says that Mercy's soul was released, "dooming her to wander sad and alone for all time." Lena's coughing fit is another clue that ties her to Mercy (who died of tuberculosis). Finally, the *L* on Lena's bracelet matches the *L* of Mercy Brown's middle name.

Setting

5. Exeter, Rhode Island
6. 2013 and 1892
7. The present-day events take place on Halloween night. Much of the story is told at the cemetery where Mercy Brown's grave is located. The author likely chose this setting to help establish that the play is a ghost story, and to make the mood spooky and fun.
8. The actions that take place in 1892 are very specific to that time period. The people of Exeter did not yet know the cause of consumption, nor did they know of a cure. They did not understand the origins of disease and they were still steeped in folk medicine and rituals. Because of this, they were susceptible to vampire panics and other beliefs that we may find absurd today. If a teen contracted TB in 2013, there would be a quick diagnosis and immediate treatment. The disease is no longer fatal in most cases.

Imagery

9. In Scene 5, the author writes that at Chestnut Hill Cemetery, "a white church stands among many old, cracked tombstones." This image appeals to the sense of sight. It evokes the past and the sorrowful history of people who are buried in the cemetery. Another example

of imagery is at the end of the play, when there is a loud burst of thunder and rain begins to fall. This imagery appeals to the sense of hearing as well as to the sense of touch. It leaves the reader feeling as Amy, Ben, and Rob feel: stunned and shaken.

10. Scene 2 describes Mercy in bed shivering and sweating, coughing "violently into a handkerchief that is red with blood." This is a visual and auditory image. The reader can imagine hearing the hacking cough of this teenage girl who is fighting for her life. The author is conveying how serious the disease is and how powerless the victim is to fight it. In Scene 4, George's sitting room is described as gloomy and dusty. This imagery helps us imagine the Browns' house after so much death and grief: not brightly lit, but dim and shadowy. This imagery contributes to the dark and gloomy mood of these scenes.

Tone and Mood

11. The tone could be described as sympathetic toward Mercy Brown and her father George. The author presents their situation as tragic, showing us George's great sorrow at the loss of his family members to consumption. For example, in Scene 2 George says, "Doctor . . . what have I done to deserve this?" and "More sorrow! His consumption has only gotten worse. Oh, Doctor, what will I do?" The author also emphasizes George's reluctance to allow the vampire ritual and his dismay at having done so. In Scene 8, George asks, "How did you let me go through with it? I defiled the remains of my wife, my daughters—all for nothing." The tone of the play can also be described as melancholy; the story is a sad one, of a small town in the grips of a deadly disease that no one understands. Lena, who narrates the events of the past, is a serious and sad character. At the same time, there is a playfulness to the tone. The play has all the trappings of a stereotypical ghost story—it takes place on Halloween night in an old cemetery, there is a ghost who describes a disturbing ritual of the past, and there is a group of joking teens who end the play "in a stunned silence" as thunder echoes and rain pours down.
12. The mood could be described as spooky,

mysterious, and tragic. The present-day events take place in a creepy setting: Halloween night in an old cemetery. The story is about a group of teens who meet a "very pale" young woman with an old-fashioned way of speaking who tells them a bizarre story about the past. This story, presented as a series of flashbacks, is of a "vampire ritual" in which people dug up corpses to burn and consume the organs. This was done in the midst of a terrible tuberculosis outbreak that killed many people. The main character in the girl's story, George Brown, is a tragic figure who loses his entire family to TB, and then, despite his strong misgivings, agrees to have their corpses exhumed. It is a sad story that does not end happily. The mystery comes from the fact that while the girl's identity is hinted at throughout the story, it is revealed only at the end, when she disappears and the present-day characters realize that she is a ghost.

Plot

13. The first flashback occurs in Scene 2. From then on, the author alternates scenes between 2013 and 1892.
14. The main conflict in the 1892 storyline is between George Brown and the consumption (tuberculosis) that threatens his daughter and son. After his daughter Mercy dies, George reluctantly agrees to a ritual that requires his wife and daughters to be exhumed. The conflict is resolved when the ritual does not work, Edwin dies, and George lives the rest of his life in sorrow.
15. The main conflict in the present is the desire of Mercy Brown's restless spirit to convince people that Mercy was not a vampire. The conflict is resolved at the end of the play when Rob, Amy, and Ben realize that Lena is the ghost of Mercy Brown. It is implied that they believe her story.
16. The climax of the play is when Amy realizes that Lena's "L" bracelet corresponds to the "L" in Mercy's middle name. The emotional tension has been building to this point. Amy gasps and spins around to find that Lena has disappeared; in this moment, it's as if we the readers have been holding our breath, and now we begin to exhale.

QUIZ

1. C (mood)
2. A (mood, text evidence)
3. D (understanding genre)
4. D (key ideas and details)
5. B (text evidence)
6. A (vocabulary, context clues)
7. D (author's purpose)
8. A (compare and contrast texts)
9. Answers will vary but may be similar to the following: Dr. Metcalf means that although the ritual did not cure Edwin, the townspeople were given a brief glimpse of hope and relief from their feeling of helplessness when they were able to take action against the horrible disease tuberculosis. In the midst of so much death, it is likely the townspeople could not rest until they felt they had tried everything.
10. Answers will vary but may be similar to the following: Today we know that

tuberculosis is a highly contagious disease that is caused by a bacterium. We know that it is spread through the air (coughing, sneezing) and that it can be treated with antibiotics. In the 1890s, the disease was called consumption. The people of Exeter did not yet know the cause and there was no cure available. Generations of people passing down legends and folklore led many people back then to believe that diseases were caused by evil spirits attacking the body. Vampire panics were common in New England at that time; the belief that consumption was a result of the dead feasting on the living was not outrageous. The townspeople lived in a culture that believed blood is life, the spirit is in the heart, fire is cleansing, etc. It was natural for them to embrace folk medicine and believe that rituals such as drinking the burnt organs of a diseased spirit could cure the living.

VOCABULARY PRACTICE

Page 2

- | | |
|----------------|-------------------|
| 1. solemnly | 8. scalpel |
| 2. combination | 9. defile |
| 3. benefit | 10. crypt |
| 4. disregard | 11. exhumation |
| 5. adjust | 12. decomposition |
| 6. solemnly | 13. condolences |
| 7. scourge | |

Page 3

Answers will vary.

SURVIVING HURRICANE SANDY AND AFTER THE DISASTER

VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to:

1. Students may say that the images of the devastation after the hurricane—flooded homes, overturned cars, damaged

LEARNING FROM DISASTERS

Answers will vary but should be similar to:

	"Surviving Hurricane Sandy"	"After the Disaster"	"Rebuilding Hope"
What are the effects of a massive storm?	Basements were flooded and many homes were ruined. Streets were flooded and filled with sand and garbage. Downed electrical lines caused fires and power outages. Many buildings were without running water.	In New Orleans, nearly 2,000 people died and 80 percent of the region was flooded. In New Orleans and the other places mentioned in the story, the damage cost billions of dollars to repair.	Buildings were destroyed, streets were flooded and clogged with sand, and cars were flipped over.
How did people respond to the damage caused by the storms?	Many people suffered, especially the poor and elderly. Neighbors responded by helping others who couldn't help themselves. Volunteers came in from across the country to deliver donations and help people in need.	Places like New Orleans; Moore, Oklahoma; and Dauphin Island, Alabama, have rebuilt. But this costs billions of dollars, and in some cases, has been redone several times.	Ariel Creamer decided to help by creating a program that matches donors with people in need.
What are the challenges of rebuilding?	It's impossible to completely clear out the damage, and there's always the chance that another hurricane can strike.	Cost is a major challenge. So is the possibility that another disaster can strike, ruin lives, and require the rebuilding to start all over again.	The challenge Ariel Creamer chose to take on was restoring faith and hope for people in her community.
How can a disaster help a community become stronger?	The rebuilding efforts helped restore hope. Also, many of the new buildings will be better protected against disaster because they have elevated foundations and other precautionary features.	Rebuilt regions are often stronger and better prepared if disaster strikes again. New Orleans has a new flood barrier, 350 miles of levees and floodwalls, and a drainage-pump station that is the largest in the world. Several of the new buildings have been built with flood protection in mind. New York and New Jersey are taking similar actions. In Japan, some skyscrapers have rubber shock absorbers and sliding walls to protect against earthquake damage.	The effects of Hurricane Sandy gave Ariel Creamer the chance to be a leader, and to inspire her community. Hopefully she'll be able to do even bigger things in the future, and the Rockaway community will benefit from one girl's example that even the most daunting obstacles can be overcome.

beaches—make them feel sympathetic toward Ariel and her community. The sad, contemplative music may also make students feel emotional, sympathetic, etc. Later in the video the music becomes more upbeat and hopeful, which may make students feel optimistic. Students may say that the images of the people Ariel has helped and the recovering neighborhood are inspiring, uplifting, happy, touching, etc.

2. She decided to start “Survivors Silver Lining” after witnessing the devastation in her community. She was inspired to help when her brother’s friend Patrick’s house burnt down. Patrick was the first kid she helped, and she realized that there were many other kids in Patrick’s situation. Her message to those who have experienced trauma is to “look to the bright side,” stay hopeful, and depend on your friends and loved ones to help you get through difficult times.
3. A silver lining is a comforting or reassuring aspect or an unexpected benefit of an otherwise difficult situation. Sandy survivors have found a silver lining in the eagerness of others to help them. Also, some structures have been rebuilt to better withstand future floods.
4. Answers will vary. Many of the details are the same in both accounts. Students might say that hearing Ariel tell her own story makes the story more personal and moving. The third-person account in the article offers a broader perspective with more facts and statistics about the extent of the storm’s damage and additional details about Rockaway’s recovery.
5. The video includes more details about Ariel’s life. We see images of her home and her community. The video makes it easier to visualize the area and the damage that occurred. For example, Ariel points out the height of the water on her garage. The video includes more details about Ariel’s brother’s friend Patrick and the other kids she has helped with Survivors Silver Lining. Ariel describes how the program works in more detail.
6. The tones of the article and the video are similar. Both are serious, respectful of and sympathetic toward the plight of Rockaway’s residents, admiring of

Ariel Creamer, and optimistic about Rockaway’s future. The video conveys its tone through, at first, sad music and shocking images of Rockaway’s devastation as Ariel describes the damage that occurred. Later, the music becomes more hopeful and there are images of the community beginning to recover and of Ariel helping children who have lost their belongings. Lauren Tarshis’s article “Surviving Hurricane Sandy” takes a similar approach. It begins by describing the damage in Rockaway in a very straightforward, factual way, giving readers a clear understanding of the situation. For example, Tarshis writes, “Thousands of homes, businesses, and cars were destroyed; millions lost power for days. At least 159 people were killed” (p. 16). The end of the article is more optimistic. Tarshis writes, “Today, the scars of destruction are still visible in Rockaway—but hope is in the air, blowing in the salty ocean breeze” (p. 17).

CLOSE-READING QUESTIONS: “SURVIVING HURRICANE SANDY”

1. Rockaway’s southern shore is fully exposed to the Atlantic Ocean, and the strip of land is so narrow that storm waters could easily wash across to the northern shore, flooding large portions of the peninsula.
2. A silver lining is a comforting or reassuring aspect or an unexpected benefit of an otherwise difficult situation. Sandy survivors have found a silver lining in the eagerness of others to help them. Also, some structures have been rebuilt to be better protected from future floods.
3. Relief organizations and volunteers from around the country are helping with donations. Neighbors are assisting each other. Last spring, beaches reopened.

CRITICAL-THINKING QUESTION: “SURVIVING HURRICANE SANDY”

1. Answers will vary, but students might suggest ways to use tools like Twitter, Instagram, and YouTube to create awareness, recruit volunteers, or inspire others.

CLOSE-READING QUESTIONS:

“AFTER THE DISASTER”

1. Rebuilding is expensive, and some places, like Moore, Oklahoma, and Dauphin Island, Alabama, have had to rebuild several times. Rebuilding in storm-prone areas also puts people’s lives at risk by enabling them to continue living in these areas.
2. The author asks the reader questions at the end of the introduction, at the end of the “Extreme Weather” section, and in the middle of the “Building Better” section. He may have included these questions to make the reader think, and as a way to transition into the material that comes next. For example, notice how the author poses the question “Does it make sense to keep building back up what nature continues to knock down?” and then answers it.
3. The author means that change can be unappealing and even frightening, but when we rebuild in the same places and in the same ways, we are planning for a future that is the same as the past—with more heartache, loss of life, and destruction.

CRITICAL-THINKING QUESTION: “AFTER THE DISASTER”

1. Factors may include how likely it is that a severe storm will strike again, what improvements should be made to homes and buildings, building techniques that could be borrowed from other places, and which areas are more vulnerable than others.

QUIZ

1. C (text evidence)
2. C (key ideas & details)
3. C (vocabulary/context clues)
4. D (central idea)
5. B (claim/supporting details)
6. C (key ideas & details)
7. C (compare/contrast)
8. C (inference)
9. Answers will vary but should be similar to the following: Ariel’s mother gave Ariel the advice that you can’t control what happens to you, but you can “choose how you want to deal with it” (17). I think this advice was useful to Ariel. It helped her during the aftermath of Hurricane Sandy, when Ariel chose to take a bad situation and do

something positive. She started a program called Survivors Silver Lining that helps match victims of the hurricane with donors who can help them. Ariel has chosen to maintain a positive outlook. She says she can't imagine living anywhere but Rockaway and states, "My neighborhood will be back, even stronger than before" (17).

10. Answers will vary, but should be similar to the following: Justin O'Neill, the author of "After the Disaster," believes we need to rethink how we rebuild after disasters because by making changes, we can prevent or lessen damage from future weather events. He asks, "Rather than returning devastated towns and cities to how they were—only, perhaps, for them to be devastated again—why not seize the opportunity to rebuild in smarter, safer ways?" (18). He explains that after being severely damaged by Hurricane Katrina in 2005, New Orleans has been largely rebuilt and is now "stronger than ever" due to a new flood barrier, new levees and floodwalls, a new drainage-pump station, and the elevation of homes (19). He also mentions measures taken in Japan to prevent damage from earthquakes. These sorts of measures, O'Neill implies, are necessary so that we don't continue in a dangerous and expensive cycle of "building back up what nature continues to knock down" (19).

VOCABULARY REVIEW

- | | |
|-----------------|--------------------------|
| 1. implication | 6. ecosystem |
| 2. wetlands | 7. drainage-pump station |
| 3. implications | 8. wetlands |
| 4. irreparably | 9. Answers will vary. |
| 5. levees | 10. Answers will vary. |

IS THE BULLDOG DOOMED?

VOCABULARY REVIEW

Section 1

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

Section 2

Answers will vary.

THE LAZY EDITOR: WOULD YOU LET THIS SHARK BITE YOU?

PRONOUN POWER

Section 1

- | | |
|-------------|-----------|
| 1. pencils | 4. nobody |
| 2. Somebody | 5. pile |
| 3. few | 6. either |

Section 2

- | | |
|------|-------|
| 7. A | 9. A |
| 8. B | 10. B |

Section 3

They; her; her; their; they; his; it; its; their; their

CONCERNING COMMAS

1. Mia doesn't like the nearby mall, South Shopping Plaza; it has no Starbucks[,] Forever 21, or Build-A-Bear.
2. After trying pigs' feet for the first time[,] Devin thought he was going to hurl.
3. Selma wants to train for the big race[,] but she pulled a muscle in her calf yesterday.
4. I never knew that Michael Jordan[,] a former player for the Chicago Bulls[,] is six-and-a-half feet tall!
5. A
6. A
7. A
8. A
9. – 12. Answers will vary.

QUOTING AND PARAPHRASING

1. Cameron was thrilled that the President responded to her letter. She said, "When I first saw President Obama's signature, I thought the letter was a prank!"
2. After the curtain closed, Mr. Banks rang the triangle to get our attention. "Ladies and gentlemen, you played beautifully this evening. I am very proud of you," he said.
3. "I love to watch car racing," Danielle said, "but I have no desire to try it myself."
4. In "After the Disaster," Justin O'Neill writes, "There may be a few places where rebuilding is not the smartest and safest thing to do" (19).
5. "Can we reschedule our study date?" Jen asked. "I have a piano lesson tomorrow."
6. "Andrew's exact words were, 'Lisa seems pretty cool.' That's all I can tell you," said Alex.

Answers for 7-10 will vary.

7. Abigail thought the movie was all right, but she disliked the ending. She would have preferred something more conclusive.
8. Phil predicted that by next year, Ryan will be faster than Brandon and Michael, who are currently the fastest boys on the swim team.
9. In college, Zoe Adams took a class that changed her life. Up to that point, she had wanted to be a doctor. Afterwards, though she maintained an interest in medicine, her passion was writing.
10. Knowing how much Haley liked Zeena, Makayla asked Haley if she wanted to dog-sit while Makayla's family was on vacation.

INFORMATION OVERLOAD!

When Australian Jessica Watson was 11, her parents read her a book by the youngest person to sail solo around the world. Jessica, already an accomplished sailor, decided she wanted to circumnavigate the globe too. Five years later, she did. ~~Her boat was pink and white.~~

The 210-day journey was often incredibly difficult. ~~Several other teenagers have also sailed around the world solo.~~ Jessica survived terrifying storms and four-story-high waves that threatened to capsize her 30-foot yacht. For seven months, she didn't see another person or even set foot on land. She battled loneliness and depression, but she stayed strong. "When you're in the middle of the night in a storm, you can't fall apart. You have to just keep going," Jessica says.

Critics said she was too inexperienced to attempt the voyage and insisted her parents were foolish to let her go, but Jessica refused to let the naysayers bring her down. "I hated being judged by my appearance and other people's expectations of what a 'little girl' was capable of," she says. ~~Jessica's parents are also sailors.~~

Jessica and her family spent years preparing for her grueling journey. Jessica was closely involved in designing her boat. Other experienced sailors who had sailed around the world offered advice and assistance. ~~Jessica ate 576 chocolate bars over the course of her trip.~~ On May 15, 2010, all her preparation paid off: Jessica became the youngest person to sail nonstop and unassisted around the world.

Since her amazing journey, Jessica hasn't slowed down. She was named the Young Australian of the Year in 2011, and she's been recognized with a number of other awards. She races regularly, and she even landed a spot on *Dancing with the Stars (Australia)*. But she's stayed humble despite her achievements. "You just have to have a dream, believe in it, and work hard," she says. "Anything is possible."

WHOLE ISSUE

CROSSWORD

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