

GRAMMAR STINKS!

NUMBER VS. AMOUNT

- | | |
|-----------|------------------------|
| 1. number | 7. number |
| 2. number | 8. number |
| 3. amount | 9. amount |
| 4. number | 10. amount |
| 5. amount | 11. number |
| 6. number | 12. Answers will vary. |

THE DAY THE PRESIDENT WAS SHOT

KEY IDEAS AND DETAILS

*More-scaffolded version

Answers will vary but should be similar to the following.

- When Kennedy was elected, many people thought the U.S. was entering a new era in which anything was possible.
 - People loved that President Kennedy was young, handsome, brilliant, and glamorous.
 - President Kennedy hoped to fight communism, support civil rights, lower taxes, and send astronauts to the moon.
- They describe President Kennedy's smile and radiance, which brought hope to the country.
- A typical Friday became "a surreal and terrifying day" for Americans.
 - Businesses and schools closed, and strangers talked to each other about what had happened.
 - More than 250,000 people came to pay their respects to the President.
- Lament* means to express grief for something.
 - It expresses the deep sadness everyone felt when they learned of Kennedy's death.
- Kennedy continued to impact Americans even after his death.
- The lines "Grant to us life that though the man be gone/The promise of his spirit be fulfilled" reflect this idea.
- They express the hope that Kennedy's optimistic goals would be achieved.

KEY IDEAS AND DETAILS

*Less-scaffolded version

Answers will vary but should be similar to the following.

- President Kennedy was a symbol of hope.
- When Kennedy was elected, many people thought the U.S. was entering a new era in which anything was possible.
 - People loved that President Kennedy was young, handsome, brilliant, and glamorous.
 - President Kennedy hoped to fight communism, support civil rights, lower taxes, and send astronauts to the moon.
- The lines "The young chief with the smile, the radiant face,/The winning way . . ." reflect this idea.
- These lines describe President Kennedy's smile and radiance, which brought hope to the country.
- President Kennedy's assassination shocked and deeply saddened the nation.
- A typical Friday became "a surreal and terrifying day" for Americans.
 - Businesses and schools closed, and strangers talked to each other about what had happened.
 - More than 250,000 people came to pay their respects to the President.
- The line "All generous hearts lament the leader killed" reflects the key idea.
- It expresses the deep sadness everyone felt when they learned of Kennedy's death.
- Kennedy continued to impact Americans even after his death.
- After President Kennedy was killed, several very important pieces of legislation passed, including a civil rights bill, a tax cut, the creation of Medicare and Medicaid, and the Voting Rights Act of 1965.
 - In 1969, astronauts walked on the moon, fulfilling Kennedy's wish.
 - An eternal flame burns at Kennedy's grave as a reminder of a life of hope and promise.
- The lines "Grant to us life that though the man be gone/The promise of his spirit be fulfilled" reflect this idea.
- They express the hope that Kennedy's optimistic goals would be achieved.

"BEHIND THE SCENES"

VIDEO-DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

- The video explains that writing the article was difficult because the topic of the Kennedys and the assassination is

so vast. The *Scope* staff met to discuss the central ideas of the article and chose details that would best support the central idea. They also thought about what would be most interesting to the readers and were sure to provide important context about the time period.

- Answers may include: Some 40,000 books have been written about Kennedy and the assassination; Kennedy's children played in the Oval Office; Kennedy had severe back pain; Kennedy came from a famous family; Kennedy had a yacht; Kennedy was very wealthy. Students may also say that the various images and video clips—including footage of Kennedy's inauguration and Walter Cronkite announcing the President's death—provided more details about President Kennedy, the assassination, and the time period.
- Kennedy was asking Americans to participate in the improvement of the country, rather than being passive and demanding that the government do more to help them. The clip reveals that Kennedy was an inspiring, engaging, and energetic speaker, and that audiences were captivated by him.
- The designer tried many different photos of Kennedy for the cover. The early drafts of the cover show Kennedy from a distance, looking away from the camera. The later versions are closer up on Kennedy's face as he stares directly at the reader, which makes his image more powerful and haunting. Toward the end, the designer added the blue coloring over the photo, giving it a ghostly appearance. The designer also tried many different fonts and type sizes. The final type design for the cover line is the most impactful because it is large and looks broken and scratchy. It really pops off the page and catches the reader's eye.

- Students may say that they learned about choosing details to include in nonfiction writing. The video includes tips about brainstorming and staying focused on the central idea, providing necessary background information, and avoiding irrelevant details. The reminder that images can be as important as words may also help students in multimedia projects.

"THE DAY THE PRESIDENT WAS SHOT"
CLOSE-READING QUESTIONS

1. Details include that Kennedy's wife was "stunned"; Dealey Plaza was "a nightmarish scene of chaos"; a "typical Friday" became "a surreal and terrifying day"; news spread immediately even in the absence of digital technology; and Americans were "desperate for answers."
2. Oswald wanted "to change history." Through details that describe Oswald's lonely, unstable childhood and his becoming an angry, aggressive young man, the author implies that Oswald was a troubled, perhaps frustrated person.
3. It means that Kennedy and the assassination have become a part of America's identity and remain important in our culture. Memories of Kennedy have not faded into history.
4. The poem was published in a London newspaper three days after Kennedy's assassination. This detail helps the reader understand that the purpose of the poem is to express grief about Kennedy's death and offer a tribute to him from England.

"THE DAY THE PRESIDENT WAS SHOT"
CRITICAL-THINKING QUESTIONS

1. Kennedy's goal of equality was addressed in the Voting Rights Act of 1965; Medicaid and Medicare helped provide health care for the poor and elderly; a tax cut was passed; astronauts walked on the moon in 1969. You can infer that Kennedy's death brought people together to achieve some of the positive things he wanted for the country.
2. Examples in the article include that he was the youngest U.S. President ever; he had children ages 2 and 5; he was handsome and he and his wife were glamorous. The poem calls him "The young chief with the smile, the radiant face." You can infer that the freshness and energy of his youth were factors in the hope and enthusiasm he inspired in people. His youth also makes his death all the more tragic.
3. Answers will vary. Students might say that the legislation passed after his death, including civil rights laws and the creation of Medicare and Medicaid, still helps millions of people today. On the other hand, his death forever leaves

unknown what he could have done if he continued his presidency.

READ, THINK, EXPLAIN:
NONFICTION ELEMENTS

***Less-scaffolded version**

Answers will vary but should be similar to the following:

1. It is a collage of images showing a black-and-white photograph of John F. Kennedy surrounded by pictures relating to Kennedy's assassination. The main photograph of Kennedy shows him with an open face, his lips slightly parted, looking up and out; he appears regal and strong. The title of the article along with the pictures tinted in bright red create a mood of tragedy and sorrow, as if the pages themselves were soaked in blood.
2. The photograph on pages 6-7 shows Kennedy smiling at the crowd in Dallas just minutes before he was shot. The images on pages 8 and 9 show Lyndon B. Johnson being sworn in as President, with the First Lady looking on, a woman reading a newspaper declaring that the President was killed with a sign in a shop window in the background indicating that the business is closed because of the tragedy, and Jackie Kennedy surrounded by family members at her husband's funeral. These photographs provide information about the mood of America before and after the assassination.
3. Based on the subheads in this article, I think it will be about the era during which John F. Kennedy was President, the event of his assassination and who assassinated him, and what effect his death had on the country.
4. A. *Unprecedented* means "not done or experienced before."
B. The author's choice of *unprecedented* suggests that when Kennedy was elected, Americans were feeling confident and optimistic in ways that they never had before. It is a strong word indicating this was a unique time in history.
5. Students should check the box that says, "The author discusses a series of problems and some possible solutions."
6. The tone is intense and dramatic, describing Kennedy slumping over after he was shot and Secret Service men

leaping to action. Then the tone turns somber as the news of the shooting spreads and the President is declared dead. By the end of the section, the tone is one of shock and bewilderment as the author lists the questions that were running through everyone's minds.

7. A. It was published in *The Times* of London three days after the assassination.
B. The poem suggests that people around the world admired and respected President Kennedy and were saddened by his death. It expresses hope that all that the President hoped to achieve would be accomplished.
8. Sample summary that includes the main points: "The Day the President Was Shot," by Justin O'Neill, is about the assassination of John F. Kennedy in 1963. Kennedy was elected during a time of great prosperity in America, making him a symbol of hope for many. The article describes many things that he hoped to accomplish. The assassination of such a young President who was so full of potential had a deep effect on our country. The article states that his death marked an end of innocence in our country, but also perhaps galvanized support for programs that Kennedy supported.
9. Possible Supporting Evidence #3: "Many Americans saw Kennedy as a symbol of hope—and of everything the U.S. could accomplish" (p. 7); "Thousands of eager spectators lined the streets, packed rows deep on the sidewalk" (p. 6).
10. Kennedy's death had a profound effect on our country.

READ, THINK, EXPLAIN:
NONFICTION ELEMENTS

***More-scaffolded version**

Answers will vary but should be similar to the following:

1. "The Day the President Was Shot"
2. The collage shows a black and white photograph of John F. Kennedy surrounded by pictures relating to Kennedy's assassination. The main photograph of Kennedy shows him with an open face, his lips slightly parted, looking up and out; he appears regal and strong. The title of the article along with the pictures tinted in bright red

create a mood of tragedy and sorrow, as if the pages themselves were soaked in blood.

3. why many Americans saw John F. Kennedy as a symbol of hope
4. A. The photograph shows the President and the First Lady with radiant smiles on their faces surrounded by happy onlookers. The mood is bright and cheerful, but the presence of a motorcycle policeman along with a Secret Service agent walking close behind indicate the danger that the President was putting himself in by riding in an open air limousine.
B. The photographs on pages 8 and 9 show Lyndon B. Johnson being sworn in as President as the First Lady looks on, a woman reading a newspaper declaring that the President was killed with a sign in a shop window in the background indicating that the business is closed because of the tragedy, and Jackie Kennedy surrounded by family members at her husband's funeral. The mood of these photos is sorrowful and tragic.
5. information about John F. Kennedy, his assassination, and the effect his death had on our country
6. A. not experienced before
B. The author's choice of *unprecedented* suggests that when Kennedy was elected, Americans were feeling confident and optimistic in ways that they never had before. It is a strong word indicated this was a unique time in history.
7. Problem for Solution 1: "... the threat of war was constant. Both the U.S. and the Soviet Union had powerful nuclear weapons that could end life on Earth as we know it" (pp. 6-7).
Problem for Solution 2: On page 7, the author indicates that all Americans were not treated equally. "The civil rights movement was in full bloom, and leaders like Martin Luther King Jr. were working hard to end discrimination against African-Americans" (p. 7).
8. A. It was published in *The Times* of London three days after the assassination.
B. The poem suggests that people around the world admired and respected President Kennedy and were saddened by his death. It expresses hope that all

the President hoped to achieve would be accomplished.

9. This article is about the assassination of President John F. Kennedy and the effects it had on our country. John F. Kennedy was elected President during a prosperous time in America. ~~He liked open-top limousines. To many Americans, the young President represented hope. Kennedy was handsome and his wife Jackie was very glamorous.~~ Kennedy wanted to accomplish many things: end the Cold War with the Soviet Union, provide health care for the elderly, and support the civil rights movement. As Kennedy was campaigning in Dallas for his re-election, he was killed by an assassin named Lee Harvey Oswald. ~~Oswald had been working at the Texas School Book Depository for the past several months.~~ When news of Kennedy's death spread around the country, Americans were shocked and sad. ~~I feel bad for Kennedy's two young children.~~ Though Oswald was caught, the country would never be the same. Vice President Lyndon B. Johnson became President and went on to make changes that Kennedy had hoped to achieve. ~~I bet that made Jackie happy.~~
10. Evidence #2 does not support the central idea.

"THE DAY THE PRESIDENT WAS SHOT" QUIZ

1. C (central idea)
2. B (craft and structure)
3. C (vocabulary/context clues)
4. D (text structure)
5. C (text evidence)
6. A (inference)
7. A (tone)
8. C (central idea)
9. Answers will vary but may be similar to the following: Author Justin O'Neill demonstrates that President Kennedy was a symbol of hope through information about the state of America at the time of his presidency. O'Neill states that "for the past decade, America had enjoyed unprecedented growth." The U.S. had become a world superpower and the economy was booming. He writes that "more Americans could afford to buy homes,

cars, and other goods than ever before." This prosperity along with Kennedy's youth, handsomeness, and charisma contributed to the feeling that Kennedy's presidency was the dawn of a new age and anything was possible.

10. Answers will vary but may similar to the following: Both the article and the poem indicate that the public was shocked and saddened by Kennedy's assassination. When news of his death began to spread, it was "surreal and terrifying" to many people. Businesses closed and kids were sent home from school. This shows that the country was reeling from the news and couldn't imagine life going on as usual. In the long-term, the article states, "Kennedy's assassination marked the end of an era—of an innocent and optimistic time—and the beginning of a turbulent period in American history" (p. 9). The poem on page 9 was published in London just three days after JFK's assassination. Phrases like "lament the leader killed" and "the promise of his spirit be fulfilled" demonstrate that people around the world had admired Kennedy and were mourning his death.

"THE DAY THE PRESIDENT WAS SHOT" VOCABULARY PRACTICE

- | | |
|----------------|------------------------|
| 1. charismatic | 7. definitively |
| 2. progressive | 8. surreal |
| 3. rotunda | 9. Answers will vary. |
| 4. galvanize | 10. Answers will vary. |
| 5. turbulent | 11. Answers will vary. |
| 6. conspiracy | |

PANDORA'S BOX

A LOOK AT CURIOSITY

Answers will vary.

Curiosity definition: a strong desire to know or learn about something

Pandora's Box

Point of view: Curiosity is a weakness. It leads us into trouble.

Evidence: The story is about a woman named Pandora who is overcome by curiosity and opens a box that Zeus forbid her to open. When she opens the box, she releases evil into the world. Pandora's curiosity leads her—and all of

humankind—into serious trouble.

“Are You Curious?”

Point of view: Curiosity is one of the most important human traits.

Evidence: The author, Kristin Lewis, makes the claim that curiosity “. . . is one of the most important human character traits.”

She supports her claim by saying that curiosity has shaped our world. She writes that curiosity has led us to important discoveries and inventions such as air-conditioners and iPhones. She implies that curiosity has driven remarkable people like Amelia Earhart and Albert Einstein to achieve great things.

Lewis also writes that curiosity “makes us who we are.” She points out that even babies are curious.

In addition, Lewis’s tone is optimistic and excited when she writes about the Mars rover *Curiosity*.

She also takes the blame for Epimetheus, who accepted Zeus’s gift of the box in the first place. Pandora can also be seen as a scapegoat for humankind: According to the myth, she is indirectly responsible for all of our evil acts, because she released into the world the creatures that make us do bad things.

**PANDORA’S BOX
CLOSE-READING QUESTIONS FOR
THE ESSAY**

1. The central idea is that curiosity is one of the most important human traits. This idea appears in the tag line under the title as well as at the beginning of the third paragraph.
2. Examples include: “We just really, really, *really* want to know” in the second paragraph; several sentences start with the phrase “We wouldn’t . . .” in the third paragraph; several successive questions in the fourth paragraph. The writer probably used repetition for emphasis and to create an engaging rhythm.
3. In the final paragraph, she acknowledges that the quest for knowledge comes with risk, and mentions the proverb “curiosity killed the cat.” She lightly dismisses such concerns and quickly returns to writing about how curiosity leads to discovery.

**PANDORA’S BOX
CRITICAL-THINKING QUESTIONS FOR
THE PLAY AND ESSAY TOGETHER**

1. Answers will vary, but students will likely say that Lewis portrays curiosity as an important human trait, one whose positives far outweigh any negatives, while Pandora’s Box portrays curiosity as a weakness.
2. Answers will vary, but students may say Pandora would agree that curiosity is a virtue. Pandora might say that it wasn’t her curiosity that was bad, it was that Zeus took advantage of her curiosity. She might also point out that her curiosity led her to discover Hope in the box.

**PANDORA’S BOX
BACK TO BASICS: LITERARY
ELEMENTS AND DEVICES**

Answers will vary.

Characters

1. A. Pandora; major. She is the first

human woman, created by the gods of Olympus. She marries Epimetheus. The gods give her beauty, cleverness, persuasion, and curiosity, which ends up being her downfall. She is a dynamic character. At first she is happy and carefree, but later she is driven crazy by her curiosity about the box Zeus gives her. In the end, she is distraught when she realizes what she has done by opening the box. (Or, students may say she is static, because while she undergoes an emotional experience, she does not change internally in a significant way.)
B. Zeus; major. Zeus is the god of weather and the king of all gods. He is commanding, power-hungry, and vengeful. He is a static character because he does not change during the course of the play.
C. Hera; minor. Hera is the goddess of marriage and Zeus’s wife. She is a partner in her husband’s plan to trick Pandora into opening the box. She is a static character because she does not change during the course of the play. (Students may describe another character here.)

2. Answers may include: In the prologue, the Greek Chorus says that Zeus “treated humans as playthings” (p. 11). This suggests that he is conceited and obsessed with his power over humans. Also, the Greek Chorus says that when humans no longer turned to Zeus for advice and protection, he plotted revenge (p. 11). This reveals that Zeus is vengeful. His vengefulness is also shown when he cruelly punishes Prometheus for stealing fire. In Scene 3, Zeus describes his plan to punish the humans and blame Pandora (p. 13). He introduces Pandora to Epimetheus, knowing they will fall in love. He also gives Pandora the box, knowing the temptation to open it will be irresistible. All of this demonstrates his deviousness.
3. The Greek Chorus speaks in the Prologue and Epilogue. Its purpose is to provide context. In the Prologue, the Chorus sets the scene for the story, and in the Epilogue, it describes how the world is affected by the events of the play.

Setting

4. The play takes place “long ago,”

**PANDORA’S BOX
CLOSE-READING QUESTIONS FOR
THE PLAY**

1. Chronologically, the events in Scene 1 fall between the events in Scenes 6 and 7. The playwright may have started the story as she did to establish the conflict of Pandora trying to resist opening the box, and to grab our attention by stoking our curiosity. Scene 1 makes us wonder: What’s in the box? Will Pandora will open it?
2. Pandora is referring to her hunger for knowledge. She is saying that the only thing that will satisfy her is to know what is in the box.
3. The tone is serious, but the play ends on an optimistic note. The playwright leaves us with the thought that there is much that is negative in the world, but hope counteracts it.

**PANDORA’S BOX
CRITICAL-THINKING QUESTIONS FOR
THE PLAY**

1. According to the myth, it is Pandora’s fault that there is evil in the world. The myth presents evil as an outside force that compels us to do wrong, rather than something inside of us.
2. In the story, Pandora is a scapegoat for Zeus, because he sets her up to take the blame for releasing evil into the world.

according to the Greek Chorus in the Prologue (p. 11). Other clues that it takes place long time ago are that at the beginning of the story, humans didn't have fire, and women did not yet exist. The play is probably set in and around Ancient Greece, since Pandora's Box is a Greek myth. The scenes with the gods probably take place on Mount Olympus, where the gods lived and ruled from.

5. Humans were mostly innocent pawns of the gods. They were helpless and depended on the gods for survival. They did not have fire. Women did not exist (Pandora was the first woman). When Prometheus gives them fire, humans begin to thrive. At the end of the play, after the box is opened, evil enters the human world. People begin to lie, cheat, steal, and hate one another, but they also start to feel hope.

Genre

6. Answers may include: fire, women, deceit, disease, envy, greed, grief, hate, and hope (or simply, evil).

Tone and Mood

7. The tone could be described as serious, matter-of-fact, or solemn. The author presents the myth as an important tale. The Greek Chorus helps make the story seem more significant, emphasizing the ways in which the events of the play affected all of humanity. The play itself is presented in a fairly straightforward manner, without much humor or commentary from the author. The tone at the very end is earnest and heartfelt, as the Chorus presents a sentimental and touching view of hope.
8. The mood could be described as tense, suspenseful, creepy, or ominous. In the Prologue, we are told that Zeus will punish humans with a "most calamitous creation" (p. 11). From the very beginning, therefore, we are waiting for disaster to strike. We know the characters are doomed. The non-linear plot structure also helps create suspense, as we know Pandora will inevitably give in to her curiosity and open the box. There are a few moments of lightness and humor, as in Scene 3 when Prometheus gives fire to Man and he burns himself (p. 12). The darkest, saddest moments come in Scene 7, when Pandora opens the box and realizes she has unleashed evil on

the world. Then, the play ends on a note of hopefulness—literally—when "hope" emerges from the box.

Irony

9. We know that the box Zeus gives Pandora is a trick. We know that, though he tells Pandora not to open it, he intends to tempt her into doing just that. In Scene 4, Hera winks at Zeus as she gives Pandora the gift of curiosity (p. 13). This indicates that Pandora was set up for disaster from the moment of her creation; the gods gave her curiosity so that she would find opening the box irresistible. Pandora and Epimetheus have no way of knowing any of this. Though we, the audience, might hope that Pandora can avoid her fate, we know it is unlikely that she will be able to do so.

Plot

10. The flashback begins with Scene 2 and ends sometime between the end of Scene 6 and the beginning of Scene 7 (the ending of the flashback is not completely specific).
11. Answers may include: Greek Chorus: "Zeus conceived a most calamitous creation to punish the human race" (p. 11); Pandora: "My hunger cannot be so easily satisfied" (p. 12); Zeus: "He deserves a more memorable punishment . . ." (p. 12); Zeus: "No, dear wife, they will blame someone else entirely" (p. 13); Hera: "And I give her . . . the gift of insatiable curiosity" (p. 13); Zeus: "Clearly, she will not be able to resist temptation for long" (p. 13).
12. 1, 2, 5, 3, 6, 4
13. The climax is when Pandora opens the box in Scene 7. The plot of the play has been building to this moment. Pandora was created for the purpose of opening the box. Doing so seals her fate and changes the human world forever.
14. The primary external conflict is Zeus versus human beings. Zeus enjoys having ultimate power over humanity, and after Prometheus gives them fire, they are able to thrive without him. Zeus decides to punish all people with Pandora's box.
15. Pandora faces an internal conflict about opening the box throughout the play. She struggles with her curiosity. She wants very badly to open the box but is afraid to do so because Zeus forbade it.

PANDORA'S BOX QUIZ

1. A (character)
2. C (vocabulary/context clues)
3. D (literary device)
4. C (drawing conclusions)
5. D (text evidence)
6. A (text features)
7. C (text evidence)
8. B (key ideas and details)
9. Answers will vary but may be similar to the following: Zeus is portrayed as a powerful, arrogant, manipulative, and vengeful god. The Greek Chorus says that "Zeus treated humans as playthings. He favored them one day and ignored them the next. He played tricks on them and held petty grudges against them." Zeus does not care if humans survive, he merely wants to be sure that they praise him above all others. When Prometheus proposes giving fire to humans, Zeus responds, "Imagine if man had fire: He would praise the flames rather than the gods." Zeus is so infuriated by Prometheus disobeying him that he vows to conceive of a most memorable punishment—"something that causes his precious humans to suffer—and reminds them all that I am the ruler and protector of all things!" Zeus creates Pandora knowing that her curiosity will cause her to release evil into the world, and he himself will not be blamed for it. The caption on page 14 indicates how severe Zeus' punishment for Prometheus was. Zeus is not interested in forgiveness.
10. Answers will vary but may be similar to the following: In her essay, Kristin Lewis states that the Mars rover was not created to make us "richer or happier or healthier." We spent billions of dollars on it because we want to know what's out there in the universe. We are curious. Lewis uses the *Curiosity* rover as an example of an invention or advancement that is not necessary for our survival, but enriches our lives.

PANDORA'S BOX VOCABULARY PRACTICE

- | | |
|------|------------------------|
| 1. S | 7. Answers will vary. |
| 2. A | 8. Answers will vary. |
| 3. S | 9. Answers will vary. |
| 4. A | 10. Answers will vary. |
| 5. A | 11. Answers will vary. |
| 6. S | 12. Answers will vary. |

**WHAT ARE YOU AFRAID OF?
AND
CONQUERING FEAR**

**“WHAT ARE YOU AFRAID OF?”
CLOSE-READING QUESTIONS**

1. The purpose is to define phobias and establish that they can be quite serious. This paragraph also lets the reader know that Kyle isn't the only one to have a phobia.
2. He gives examples of what people with phobias do to avoid the things they fear.

**“CONQUERING FEAR”
CLOSE-READING QUESTIONS**

1. Miobe discovers that everyone sees him as a fearful person—that his very name means “frightened one.” After he ponders this, he decides to set off to conquer his fear. The reader can infer that Miobe does not like being seen as a fearful person.

2. The abandoned farm animals, crops left untended, and people hiding in their homes indicate that the villagers' entire way of life has been disrupted.
3. To *cradle* means to hold something gently and protectively. By using *cradled*, the author sets up a contrast between the way the villagers perceived the monster—as something terrifying that eats children—and what “the monster” actually was: a harmless, vulnerable creature with “round, frightened eyes.”

**“WHAT ARE YOU AFRAID OF?” AND
“CONQUERING FEAR”**

CRITICAL-THINKING QUESTIONS:

1. Miobe doesn't see the monster at first because it isn't actually there. He doesn't see it until he hears a number of villagers describe it. The reader can infer that the mere idea of something terrifying is enough to make it real, and that other people can plant ideas in our

heads about what we should be afraid of.

2. Yes. The villagers avoid facing the monster by hiding in their homes. The more they hide, the more frightened they become—and the more terrifying their descriptions of the monster become. At first, it is a “monstrous crocodile”; as the story progresses, it is “as big as 10 barges.” It isn't until Miobe confronts the object of fear that the villagers see the truth.

PAIRED-TEXTS QUIZ

1. A (central idea)
2. B (text evidence)
3. D (craft and structure)
4. A (craft and structure)
5. C (craft and structure)
6. D (identifying theme)
7. C (interpreting text)
8. B (central idea)
9. Answers will vary but may be similar to the following: Author Matthew Hutson defines a phobia as “an extreme, irrational, and lasting fear of something.” He states that phobias originate in the brain. But unlike fear, which causes your brain to react appropriately to a potential threat, phobias are triggered by threats that are imagined or exaggerated. Because phobias are irrational, people are “helpless to stop them.” Our fear response keeps us safe, whereas phobias can cause people to have severe reactions: They may “panic, vomit, or even lose consciousness.”
10. Answers will vary but may be similar to the following: Eleanor Roosevelt's quote means that we cannot grow strong, courageous, and confident if we avoid our fears. We must face them. Both Miobe in “Conquering Fear” and Kyle in “What Are You Afraid Of?” support this idea. It wasn't until Kyle faced what he feared most—mascots—through treatment that he was able to overcome his phobia. He looked his fear in the face by seeking treatment and, quite literally, looking mascots in the face. In the folktale, each time Miobe encounters something scary, whether it's a wolf's howl or a dark night, he says, “I will conquer you, fear.” He does not run away. When he encounters villagers who are being terrorized by a monster,

MAKING CONNECTIONS

Answers will vary but should be similar to:

	Kyle	Miobe
His “monster”—that is, what he was afraid of	Kyle had masklophobia, a severe fear of mascots.	Miobe was generally a fearful person. The story says that he “was so shy and fearful of the world around him that his family called him Miobe, frightened one.” During the story he is scared of sleeping outside while wolves howl nearby, meeting a village of strangers, and what he at first believes to be a fire-breathing, dragon-like monster.
How the monster affected him	The article says that “mascots caused Kyle to experience true terror. His heart would pound. Sweat would pour down his face. He would have trouble breathing.” His fear also interfered with his social life and kept him from doing fun things. Plus, his phobia made him feel confused and ashamed: He kept his fear secret and wondered what was wrong with him.	All the members of Miobe's family told him that they thought he was fearful. His grandfather laughed at him. After that, Miobe decided to conquer his fear, from which you can infer that Miobe felt ashamed or in some way unhappy with himself for being so fearful.
How he overcame his monster	He went to a phobia treatment center where he was treated with a technique called exposure, where you gradually face the thing that scares you. He slowly worked his way to playing basketball with mascots. He continued to interact with mascots several times a month to prevent his fear from coming back.	He set out on his own to overcome his fear. When he encountered something he was afraid of, he did not avoid it; he faced it. He said “I will conquer you, fear” whenever he felt scared.

Miobe marches up the mountain, knowing he could be facing a horrible creature, and is surprised to find that is it a harmless toad. Like Kyle, Miobe put himself in a situation where he was forced to face his fear, only to discover that what he feared was not harmful. In this way, both Kyle and Miobe became braver, stronger, and more confident by confronting what scared them most.

**THE LAZY EDITOR:
COULD YOU BE A HERO?**

USING CONSISTENT VERB TENSE

1. Adele is my favorite singer now, but when I was in fifth grade, I [liked] Justin Bieber.
2. I need to go to the dentist tomorrow, because I [missed] my appointment today.
3. When my dad was in middle school, he [surfed] with his friends every day after school.
4. The school dance was a total catastrophe. First, we [danced] to bad music. Then the photographer did not show up. After that, I ~~will~~ [spilled] chocolate cake all over my pink dress. Then my best friend [slipped] on the cake and twisted his ankle. What a nightmare!
5. When I missed the layup, I ~~will~~ [lost] the basketball game for my team. My teammates were so cool about it, though. They ~~will~~ [told] me to stop beating myself up and that I would get a chance to redeem myself at the next game.

Paragraph:

Storm clouds darkened the blue sky as I [rode] my bike home from the park. I had never seen clouds like that before, and the wind ~~will~~ [was shaking] the trees violently. I couldn't seem to pedal fast enough. Up ahead, I saw my house and [breathed] a sigh of relief. As soon as I walked in the door, I knew something was up. My mother [explained] that news reports ~~will-be~~ [were] saying that a big storm [was] coming. Suddenly, I [heard] a loud pop! Then there was another pop! And another! I ~~will~~ [raced] to look out the window and saw hail the size of golf balls falling all over my street. I ~~am~~

[was] so thankful I made it home before it ~~will~~ [started] falling!

VARY YOUR SENTENCES

Answers will vary but may be similar to the following:

On Saturday, the Snyder family got a dog from a shelter. They all love her, but they can't agree on what to name her. Mrs. Snyder wants to name her Clover, while Mr. Snyder wants to name her Rocket. Brandon Snyder, who is 12, wants to name the dog Blaze. His sister Sofia, who is 7, wants to name her Star. Patiently, the dog sits and listens to the Snyders argue, ready to answer to whatever they decide to call her.

RUN-ON AND RAMBLER REPAIR

Answers will vary but should be similar to the following:

1. I would love to have a cat or a dog, but I'm allergic to their fur.
2. I go to sleep very late on Saturday nights; consequently, I am always really tired on Sundays.
3. Ali and Phoebe are twins, yet they are nothing alike.
4. Carlos reeled in a huge fish, then he threw it back into the water.
5. The creatures arrived in a spaceship from a distant galaxy. They came in peace.
6. Jackson is running for class president, and he has a lot of great ideas on how to improve our school.
7. Phil ate the leftover pizza; in addition, he had some chips and salsa.
8. Tomorrow, Hannah is getting new glasses. She accidentally stepped on her old ones.

Paragraph:

Yesterday was my school play, *Peter Pan*. I had a really big part: I was Peter Pan! I did a great job. In fact, I got a standing ovation at the end of the play. Almost my whole family was there, including my cousins. My grandma and grandpa weren't there, though, because they live very far away and it would have been really hard for them to get here. Fortunately, the play was recorded. I'm going to send a DVD to my grandparents so they can see my magnificent performance.

YOUR VS. YOU'RE

1. C
2. C
3. A
4. D
5. You're
6. your, your
7. You're, your
8. Answers will vary.

**FIND THE CROSSWORD ANSWERS ON
THE NEXT PAGE!**

WHOLE ISSUE

CROSSWORD

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