

## "Grammar's Worst Fears"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### CHANNING TATUM

The number/amount of Americans who suffer from a phobia is in the millions. Channing Tatum is one of them. He has an extreme and irrational fear of porcelain dolls. "I just think they're really super freaky!" the actor says. Though he knows the dolls pose no threat, he feels great terror at the sight of one. No number/amount of success, it seems, can make a person immune from fear.

#### TAYLOR SWIFT

Taylor Swift is afraid of sea urchins—small spiky creatures related to starfish that live on the ocean floor. Now, it is true that stepping on an urchin can cause a considerable number/amount of pain: They are covered with sharp spines, and a(n) number/amount of species are poisonous. Most injuries from sea urchins are easily treated, though, so there is no need to panic if you see—or even step on—an urchin. Hear that Taylor? Enjoy your swim.

#### SERENA WILLIAMS

Tennis star Serena Williams is deeply afraid of frogs. Little ones, big ones, dry ones, slimy ones—Serena fears them all. What should she do? A number/amount of experts say that interacting with something that scares you teaches your brain that it's harmless. Hmm. Just a guess, but Serena might prefer to just limit the number/amount of frogs she encounters. Ribbit.

### ANSWERS TO ACTIVITY SHEETS

#### NUMBER VS. AMOUNT

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

## “Shattered Lives”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 10

Answers will vary. Here is a sample response:

Dania faces many challenges as a refugee of the civil war in Syria. Her family fled to northern Lebanon to escape the terrible violence that threatened them in their homeland. Refugees in Lebanon live in “makeshift settlements” with few resources; Dania and her family live in an unheated garage. There is little good-paying work for her father, so the family constantly worries about money. The economy in Lebanon is so weak that even native Lebanese people have a hard time finding work, and they often resent the flood of refugees.

One of the greatest challenges Dania has faced is the difficulty of going to school. She loved school when she was in Syria, but by 2013, she had to stop her schooling because of the violence there. It took time before she was able to go to school in Lebanon; for refugees, there are numerous obstacles to getting an education, including schools being overcrowded, schools being hard to get to, and school supplies being hard to obtain. Finally, Dania has no idea when her family will be able to return home to Syria. The civil war has been raging for three years, and it shows no signs of slowing down. Even if Dania’s family does return to Syria, they will have to find a new place to live, because their beloved house was destroyed.

Some of the challenges Dania faces are being addressed by aid organizations. Groups such as Save the Children and the United Nations High Commission on Refugees strive to bring relief to the 50 million refugees around the world. In Dania’s case, Save the Children has done much to bring some relief to her and her family. They run formal and informal education programs, according to Save the Children spokeswoman Francine Uenuma. Dania has started going to

a school for refugees run by the organization. It provides classes, supplies, transportation, and meals while she is at school. The school setting not only creates a sense of normalcy for Dania, it has given Save the Children a way to connect with her family. The organization has provided Dania’s family with a weather kit to insulate the garage and a job program to help her father find work.

While Dania has hope for the future, her situation as a refugee remains a difficult one.

### ANSWERS TO ACTIVITY SHEETS

#### “SHATTERED LIVES” CLOSE-READING QUESTIONS

1. The mood is violent and threatening. Dania and her family were “terrified, as explosions shattered the world around them.” The third paragraph describes the normal, peaceful life Dania enjoyed before the war. The author includes the third paragraph to show the contrast between Dania’s life before and after the war started.
2. The central idea is that the civil war in Syria has created a refugee crisis, with more than 3 million Syrians fleeing the country.
3. A refugee is a person who has been forced to flee his or her home because of war, disease, persecution, or other reasons. International organizations are necessary because refugees often end up in countries other than their own, with no resources or access to basic necessities such as food, water, and medical care. These organizations strive to provide what refugees would not be able to obtain on their own.
4. The article explains that Lebanon already had a high poverty rate, and now one in four people there are Syrian refugees. With limited resources—such as



## “Shattered Lives” cont’d

schools, medical services, jobs, and food—to go around, the Lebanese might feel as if they don’t have enough to share.

5. School allows Dania to continue her education, which was interrupted years ago by the civil war in Syria. It also offers aid workers a way to connect with Dania’s family and provide help, such as a weather kit for their temporary home and job assistance for her father. Finally, school creates a regular routine for Dania so she can regain a sense of normalcy; she even made a friend at school.
6. Refugee camps like Zaatari provide a place where host countries and/or international organizations can offer refugees housing, food, water, and other necessities. Some are stark and seem like prisons, while others, like Zaatari, are almost like cities. Problems can include crime, shortages of supplies, and the risk of diseases spreading through the dense refugee population.

### “SHATTERED LIVES” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Some students might say that countries have an obligation to help neighbors in need. Others might say that it is unfair to expect a country that is already poor to take on a huge burden. The international community must intervene to help the host country provide assistance to refugees.
2. When refugees are scattered, it is difficult for aid workers to deliver goods and services to them. Their living situation, which might include living in a tent or other vulnerable housing, is less stable than it would be in a camp. Refugee camps, though, can be grim, with high rates of crime and disease.
3. Answers will vary. Students might say that her situation is hopeful because she now goes to school. As a result, her life feels more normal. She has made a friend, and she’s making plans for her future. Others may say that her situation is not very hopeful. Although Dania is doing the best she can, it might take years before she can return to Syria, and the home she dreams about no longer exists.

### READ, THINK, EXPLAIN: NONFICTION ELEMENTS

#### \*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The images show many children in the Middle East.

Some are smiling. Some look very serious. Many of the photographs show fences, tents, or makeshift structures which indicate that these children are living in difficult and unusual circumstances.

2. Page 6 shows a young girl. Page 7 shows people walking among the rubble of a city. There is also a map of Syria and the surrounding regions.
3. Pages 8 and 9 show a vast area of tents with inset photos of kids playing soccer, carrying water, and attending school. Page 10 shows a girl doing school work and some adults with children.
4. I think this article will be about a girl who has to leave her home and live as a refugee in another country.
5. The author explains how the UNHCR was established to solve the refugee problem after World War II.
6. The mood is grim. Words and phrases that contribute to this mood include: “particularly dire,” “one cell per family,” “desperately needed food, supplies, and medical care,” “major hardship,” “high poverty rate,” and “bitterly resent.”
7. **A.** spreading out in an irregular way  
**B.** The word *sprawling* indicates the vastness of Zaatari. It suggests that Zaatari keeps growing as more refugees arrive, and also that it is not neat and tidy. It describes the enormity and irregularity of the refugee camp more effectively than words like *big* or *wide*.
8. The tone is both realistic and optimistic. Phrases include “grim, overcrowded, and crime-ridden,” “risk of outbreaks,” “easy to be daunted,” “small triumphs,” “profound impact,” “safe place,” “sense of normalcy,” “dreams for the future,” and “new friend.”
9. The reader can infer that Dania is a sensitive and caring person who is aware of the needs of the people around her and wants to be able to help them.
10. Life can be extremely challenging for Syrian refugees living in Lebanon.
11. In 2013, 11-year-old Dania and her family went to Lebanon after they had to flee their home in Syria due to the violence of the civil war. Refugees like Dania and her family face many challenges, from finding a place to live to earning money to getting an education. Especially difficult for Dania have been the obstacles to going to school. Rescue organizations like UNHCR and Save the Children are working to help Dania’s family and



## "Shattered Lives" cont'd

other refugees with many of these issues, though huge challenges remain.

### READ, THINK, EXPLAIN: NONFICTION ELEMENTS

#### \*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The images show many children in the Middle East. Some are smiling. Some look very serious. Many of the photographs show fences, tents, or makeshift structures which indicate that these children are living in difficult and unusual circumstances.
2. Page 6 shows a young girl. Page 7 shows people walking among the rubble of a city. There is a map of Syria and the surrounding regions.
3. Pages 8 and 9 show a vast area of tents as well as photos of kids playing soccer, carrying water, and attending school. Page 10 shows a girl doing school work and some adults with children.
4. I think this article will be about a girl who has to leave her home and live as a refugee in another country.
5. Problem: After World War II, there were more than 40 million refugees in Europe who needed help to survive.
6. Words and phrases that contribute to this mood include: "particularly dire," "one cell per family," "desperately needed food, supplies, and medical care," "major hardship," "high poverty rate," and "bitterly resent."
7. A. spread out  
B. The word *sprawling* indicates the vastness of the Zaatari camp and gives a sense that it expands in all directions. The word *sprawling* suggests that Zaatari keeps growing as more refugees arrive and that it is not necessarily tidy. It describes the enormity of the refugee camp more effectively than words like *big* or *wide*.
8. Phrases include "grim, overcrowded, and crime-ridden," "risk of outbreaks," "easy to be daunted," "small triumphs," "profound impact," "safe place," "sense of normalcy," "dreams for the future," and "new friend."
9. The reader might infer that Dania has witnessed a lot of suffering and that she wants to help alleviate suffering for others.
10. Students should cross out Evidence #1: "Her school had closed after a shell exploded next to it, sending students scrambling for cover under their desks." (p. 6)
11. Students should draw lines through the following:

4. Dania loved the mulberry tree in her yard in Syria.
7. I'm glad that Dania was able to go back to school. I think that is really great.

### "SHATTERED LIVES" QUIZ

#### \*Higher Level (HL)

1. D (central ideas; R.2)
2. C (text evidence; R.1)
3. C (author's craft; R.6)
4. A (inference, interpreting text; R.1, R.4)
5. D (inference, interpreting text; R.1, R.4)
6. B (synthesis; R.9)
7. The author uses a problem-and-solution text structure. The problem is that Syrian refugee children are not getting an education. Kristin Lewis writes that schools in refugees' new countries are often "too expensive, crowded, or difficult to reach." In addition, many refugee children have to work to help support their families. There's also a shortage of school supplies. The problem is being solved by keeping Lebanese schools open later and having Syrian kids attend school after Lebanese children are finished with their school day. Also, special classes are offered to help refugee kids catch up, and aid organizations are paying for supplies. (text structure, text evidence; R. 5, R. 1)
8. The refugees living in Akkar and the refugees living the Zaatari camp all struggle with sadness and uncertainty. All have suffered loss, having had to flee their homes and give up the lives that they had in Syria, and none of them know when they might be able to go back home. Crime and disease threaten refugees in both places. But while refugees in Akkar often struggle just to survive, refugees in the Zaatari camp have many of their basic needs provided. Lewis writes that many refugees in Akkar are often without food, medical care, heat, or running water. In part, this is because refugees in Akkar are spread out; there are no formal refugee camps and it is hard for aid workers to get to all of the people in need. In contrast, Zaatari is an organized camp—almost like a city—where refugees are supplied with housing, electricity, and food. (key ideas and details, compare and contrast; R.2, R.9)



## “Shattered Lives” cont’d

### “SHATTERED LIVES” QUIZ

#### \*Lower Level (LL)

1. D (central ideas; R.2)
2. C (text evidence; R.1)
3. C (author’s craft; R.6)
4. C (vocabulary in context; R.4)
5. D (key ideas; R.1)
6. B (synthesis; R.9)
7. The author describes the problem of Syrian refugee children not getting an education. The schools in their new countries are “too expensive, crowded, or difficult to reach.” In addition, many refugee children have to work to help support their families and there’s a shortage of school supplies. The problem is being solved in Lebanon by keeping schools open later and having Syrian kids attend school after Lebanese kids are finished. Also, special classes are offered to help refugee kids catch up, and aid organizations are paying for supplies. (text structure, text evidence; R.5, R.1)
8. One way that the lives of refugees living in Akkar and Zaatari are similar is that they all struggle with the sadness of loss and uncertainty about the future. Also, crime and disease threaten refugees in both places. One way that life is different for refugees in Akkar and in Zaatari is that while those in Akkar often struggle to meet their basic needs, the Zaatari refugees have those basic needs provided for. Lewis writes that many refugees in Akkar are without food, medical care, heat, or running water; in contrast, Zaatari refugees are supplied with housing, electricity, and food. (key ideas and details, compare and contrast; R.2, R.9)

### “SHATTERED LIVES” VOCABULARY PRACTICE

- |                 |                                   |
|-----------------|-----------------------------------|
| 1. support      | 8. persecution                    |
| 2. danger-zone  | 9. dire                           |
| 3. dire         | 10. displaced                     |
| 4. retained     | 11. nongovernmental organizations |
| 5. humanitarian | 12. haven                         |
| 6. encouraged   | 13. daunted                       |
| 7. humanitarian | 14. commodities                   |

### VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. She says she read two books and dozens of articles,

watched news reports, and interviewed an aid worker at an organization that helps Syrian refugees.

2. As Lewis says that the war has caused a humanitarian crisis, the music is serious and emotional. The images and video clips show streets in Syria full of abandoned buildings that appear to have been utterly destroyed by bombs and gunfire. It’s clear that everyone who lived in these cities had to leave. Another video clip shows refugees crossing the Syrian border as they flee for their lives. The images and video, accompanied by the serious music, help the viewer understand how terrible the situation is for Syrians.
3. A story might “need to be told” because it contains a valuable lesson—because there is something in it that readers can learn about preventing or solving a problem, or about human nature. A story might need to be told to raise awareness and encourage the public to take some kind of action. Lewis may have said that the refugees’ stories needed to be told because she wanted readers to be aware of what is happening to the refugees and perhaps take action to help them; because she wants readers to understand how violence and war can affect people; or because she thinks there is some other important lesson to be learned from their stories.
4. Lewis talks about feeling overwhelmed by the bleakness of the story until she talked to Francine Uenuma from Save the Children, who told Lewis that she, Uenuma, focuses on how much difference small things can make in a refugee’s life. The hope Lewis found was in the possibility for helping the refugees, for improving their very difficult lives. Lewis finds hope in the “inspiring story” of the humanitarian aid workers who help refugees.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Higher Level (HL)

Answers will vary but should be similar to the following:

1. 11-year-old Dania and her family
2. They are Syrian refugees living in northern Lebanon.
3. There are no formal refugee camps in Lebanon. Dania’s family and other refugees must find their own ways to survive in terms of finding shelter, food, and employment. At first, Dania was not able to attend school.
4. A brutal civil war caused them to flee their home in Syria.





## “Shattered Lives” cont’d

5. Dania has been able to enroll in school, which not only has enabled her to continue her education, but has allowed aid workers to help her family by improving their living space, finding employment, and offering counseling.
6. The future is uncertain. No one knows how long the war in Syria will last and when Syrians may be able to return home. When she grows up, Dania wants to be a doctor and treat the poor.
7. Organizations like UNHCR and Save the Children are dedicated to helping refugees like Dania.

### Sample Summary:

In September 2013, 11-year-old Dania and her family were forced to flee their home in Syria due to the violence of the civil war. They made their way to northern Lebanon where they now live among many other Syrian refugees. Because there are no formal refugee camps in this region, Syrians must find ways to survive in makeshift settlements or whatever abandoned spaces they can find. Life as a refugee is extremely difficult. For refugee children, getting an education is a huge challenge. Aid workers from organizations like UNHCR and Save the Children have made it their mission to help these children and their families. Special schools for refugees have been established. Here, children can have a safe place to learn while getting food and other resources their families need to survive. Dania now attends one of these schools and hopes to become a doctor when she grows up so she can treat the poor.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

Answers will vary but should be similar to the following:

In 2013, 11-year-old Dania and her family had to flee their home in Syria due to the violence of the civil war. They went to northern Lebanon. Because there are no formal refugee camps in Lebanon, Syrian refugees live in makeshift settlements or whatever abandoned spaces they can find. Dania and her family live in an unheated garage. One of the biggest challenges for refugee children like Dania is getting an education. Aid organizations like UNHCR and Save the Children have established special schools for refugees. In these schools, not only do children have a safe place to learn,

but aid workers can help their families with things like shelter, employment, and counseling. Dania doesn’t know when she’ll be able to return to Syria, but she does hope to become a doctor so she can treat the poor.

### CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

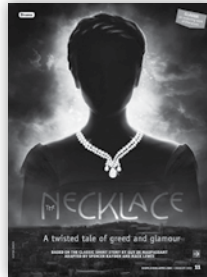
1. C
2. A; I chose A because it does not directly describe a hardship or a solution.
3. School provides Dania with more than just an education.
4. Answers will vary. Answers may include:  
Detail from “A Brutal War”: Refugees often have to leave their homes with little more than the clothes on their backs.  
Detail from “Dire Conditions”: Dania and her family live in an unheated garage. It is difficult for her father to find work.  
Detail from “A Big Challenge”: For a long time, Dania was not able to go to school.  
Detail from “Back to School”: War can be traumatizing and some children need counseling to help them cope.  
Detail from “Looking Ahead”: The war in Syria could continue for many years. Dania and her family don’t know when they will ever be able to return home.

### CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

Answers will vary but should be similar to the following:

1. The headline “Shattered Lives” conveys how devastating it is to be displaced. The pictures show a mix of emotions, from fear to friendship to determination, all of which are found within the story.
2. The photo provides an authentic, detailed example of the type of extreme destruction that is described in the introduction when Dania and her family are hiding from the shelling.
3. The map on page 7; it helps you find the location of each of those countries.
4. The photos show parts of the daily lives of the refugees in the Zaatari camp, from fetching water to attending school to playing soccer.
5. The photos create a mood of hope, because they show dedicated people who are helping the students learn, and because they portray children feeling safe and cared for at school.

## The Necklace



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 16

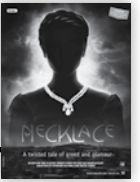
Answers will vary. Here is a sample response:

Matilda is to blame for her own suffering in the play *The Necklace*. At the beginning of the play, she is as “beautiful as she was charming” (p. 12), but also greedy. She only thinks about the expensive things she wants. She tells her maid, “How it tortures me to live in such squalor” (p. 12), which not only shows her greedy desire for luxury, but is also insensitive, as Matilda is talking to a woman who works as a servant. Matilda cries when Pierre offers her an invitation to the ball, because she doesn’t have a fancy dress to wear to it. The only thing that’s important to her is being admired for superficial things like dresses and jewelry. Because Matilda is so vain, she doesn’t put on her coat at the ball when it is time to go. “That old coat? Not here, Pierre!” she says (p. 14). Later, she remembers that Madame Fifi praised her necklace as she left, so she certainly wore it out onto the street. If Matilda wasn’t so vain and had put her coat on, the necklace might not have gotten lost. All of her suffering is because of the loss of the necklace. None of her problems would have occurred if she hadn’t felt compelled to appear as a rich woman with expensive jewelry.

### ANSWERS TO ACTIVITY SHEETS

#### THE NECKLACE CLOSE-READING QUESTIONS

1. “Squalor” is an exaggeration of Matilda’s living conditions. Her home is “modest,” with faded curtains and worn furniture, but it is “cozy and warm.” She can afford to employ a maid. This statement tells you that Matilda is not satisfied with getting by comfortably. She pities herself and desires a life of glamour and wealth.
2. Matilda says that she is “ashamed” because she has no jewels. She describes her kind and loving husband as “merely a clerk.” When her friend offers her a wide selection of jewels to choose from, she says “Is there anything else?” These lines show that Matilda highly values expensive items—perhaps more highly than she values her husband’s devotion or her friend’s generosity.
3. Pierre frantically searches for the necklace and then commits to a life of debt to buy a replacement. Answers will vary. Some students may say that he acted honorably by sacrificing to replace the necklace, while others may say that if he or Matilda had been honest with Mme. Forestier, they could have avoided their debt.
4. Old Pierre compares the number to a funeral bell because a funeral bell signals the end of a life and the high price of the necklace signaled the end of life as Pierre and Matilda knew it.
5. It is ironic because Matilda and Pierre worked for ten years to pay for an expensive necklace, only to find out that the original necklace was a fake; their hard work and sacrifice were unnecessary. Also, Matilda’s desire to appear rich is what led to her poverty.
6. *Fickle* means easily changed or unsteady. By calling life “fickle,” Matilda suggests that ill-fate (rather than her



## ***The Necklace cont'd***

### **DRAWING CONCLUSIONS**

<p><b>Matilda is to blame for her own suffering.</b></p> <p><b>Reason 1:</b> She was unwilling to go to the ball without jewelry.</p> <p><b>Reason 2:</b> Of all the jewelry that Jeanne offered to lend her, Matilda chose what appeared to be the most expensive piece.</p> <p><b>Reason 3:</b> Instead of being honest with Jeanne, Matilda chose to replace the lost necklace and to say nothing about having lost it.</p>	<p><b>Society is to blame for Matilda's suffering.</b></p> <p><b>Reason 1:</b> She lives in a society in which wealth is highly prized.</p> <p><b>Reason 2:</b> She lives in a society in which few jobs are available to women—so she had little to occupy herself other than improving her home and her appearance. Also, she was unable to earn money to get out of debt.</p> <p><b>Reason 3:</b> She lived during a period when more and more people were able to afford luxuries; it's only natural that she wanted to be do what she saw so many others doing.</p>
<p><b>Fate is to blame for Matilda's suffering.</b></p> <p><b>Reason 1:</b> Matilda's suffering starts before the necklace is lost; early in the play, she complains about her surroundings. If she'd been born or married into a wealthier home, she might have been happier.</p> <p><b>Reason 2:</b> There is no evidence that Matilda lost the necklace because of carelessness. Its loss was due to simple bad luck.</p> <p><b>Reason 3:</b> If Jeanne had mentioned that the necklace was not real, Matilda would not have bought such an expensive replacement. It was pure bad luck that neither woman knew what the other knew.</p>	<p><b>_____ is to blame for Matilda's suffering.</b></p> <p>Answers may include that Pierre, Jeanne, or a difficult upbringing is to blame for Matilda's suffering.</p>

own actions) caused the necklace to be lost—and along with it, her comfort. Old Pierre refers to life as fickle when Jeanne reveals the real value of the lost necklace; he also suggests that fate, rather than their failing to confess that the original necklace was lost, changed their lives.

### **THE NECKLACE AND "STATUS SYMBOLS THROUGH HISTORY" CRITICAL-THINKING QUESTIONS**

1. Answers will vary. Students may respond that the story is tragic because Pierre and Matilda spend 10 years struggling to pay off debts that they had no need to

incur. Others may answer that the couple got what they deserved for indulging Matilda's vain desire to appear rich and lying about the lost necklace.

2. The photo and caption on page 13 show that Matilda would have lived in an environment where an increasing number of people were indulging in luxuries; this could have put pressure on her to appear at the ball in an elegant gown and necklace. The caption on page 15 explains that the poor were mistrusted and scorned—treatment Matilda would have sought to avoid.
3. Answers will vary. Students might suggest that today's

**section continues >>**





## ***The Necklace cont'd***

status symbols are more accessible and therefore confer less status, or, that they define an “out group” more than they do an “in group.”

### **THE NECKLACE LITERARY ELEMENTS**

#### **Character**

1. **A.** major; Matilda is a beautiful and charming young woman who is not satisfied with her life. She longs to be wealthy and admired. She is a dynamic character because when she loses her friend’s diamond necklace, she and her husband spend all of their money on a replacement and spend 10 years paying of their debt. After this, Matilda’s aspirations and vanity mostly vanish.  
**B.** major; Pierre is a loving husband who is always trying to please his wife. He works as a clerk. He is a static character because he does not undergo any significant internal change.  
**C.** Jeanne, minor; She is Matilda’s wealthy friend who lends Matilda a diamond necklace. She is empathetic and kind. Jeanne is a static character because she does not undergo any significant internal change. (Students may choose to describe a different character here.)
2. Answers will vary. Here is a sample response:  
In Scene 1, when Marie-Claire remarks that Matilda has a beautiful home, Matilda responds, “Nothing but faded wallpaper and dilapidated furniture. How it tortures me to live in such squalor.” This line reveals that Matilda is materialistic and ungrateful.
3. In Scene 5, Pierre goes back out to search for the missing necklace even though it is past 4 a.m. He goes to the police, the carriage companies, and the newspapers. This shows how devoted he is to Matilda. In Scene 7, when Pierre announces that their debt is finally paid off, Matilda says, “Do you remember that evening long ago? I am but a shell of that woman.” Pierre replies, “You are perfect to me.” This reveals that Pierre doesn’t care as much about appearances as Matilda does. He loves her despite the fact that she is no longer as young and beautiful as she once was.
4. Old Pierre’s narration gives in-depth information about Pierre and Matilda’s thoughts, feelings, and motivations. He is able to look back on the scenes he is describing and recall wistfully the highs and lows of their experiences. This kind of intimate knowledge makes the

story more poignant and heartbreaking.

#### **Setting**

5. Paris, 1875 and 1885
6. At the time and in the place where Matilda lived, the middle class was growing, and more and more people were able to afford luxuries. This could explain Matilda’s desire to live a more lavish lifestyle than she could afford—she saw people all around her becoming richer and richer. It was becoming common for the middle class to imitate the lifestyles of the rich; Matilda’s desire for wealth probably seemed quite normal at the time. Also, in 1875, Matilda would have had few job options open to her as a woman; she would have been unable to control her own financial situation and also, unable to earn much to repay her and Pierre’s debt.
7. At the beginning of the play, the Loisels’ house is described as modest with faded curtains and worn furniture, but cozy and warm. They live comfortably enough to have a maid. In Scene 7, their attic apartment is small and drab with threadbare sheets and clothing hanging on a line to dry.

#### **Symbolism**

8. The necklace symbolizes how appearances can be deceiving. If Pierre had suggested Matilda wear a necklace made of fake jewels, she would have scoffed. But because Jeanne is wealthy, Matilda assumes that her necklace is real. Based on this false assumption, Matilda exudes confidence and bliss. Matilda’s appearance allows her to convince the other partygoers that she is as wealthy as they are. When Jeanne’s necklace is revealed to have been a worthless fake, we are reminded that not only is life unpredictable, but that things are not always as they appear.

#### **Plot**

9. In Scene 1, Old Pierre says, “. . . I am about to tell you a story that—if you have even a shred of compassion—will break your heart.” This suggests that something terribly sad is going to happen. When the necklace is lost in Scene 5, Old Pierre remarks, “It was all a terrible, terrible nightmare. But how could we know our nightmare was just beginning?” This tells us that the Loisels’ situation will get worse.
10. The climax of the story occurs when Jeanne takes Matilda’s hands and says, “My poor, poor Matilda. How



## ***The Necklace cont'd***

can I tell you this? That necklace was an imitation. It was worth 500 francs at most." This is an emotional high-point in the play where everything that Matilda believed for the past 10 years is revealed to be false.

11. Situational irony is a contradiction between what is expected and what occurs. In the play, it is ironic that the Loisels spend 10 hard years working to pay for a necklace that turns out to be of little value. It is ironic that the object Matilda chooses to make herself appear more wealthy is actually inexpensive. It is also ironic that Matilda and Pierre, who live comfortably, become poorer as a result of Matilda's effort to appear more wealthy.

### **THE NECKLACE QUIZ**

#### **\*Higher Level (HL)**

1. B (interpreting text; R.4)
2. B (literary devices; R.4)
3. A (craft and structure; R.4, R.5)
4. D (craft and structure; text evidence; R.5, R.2)
5. D (theme; R.2)
6. D (synthesizing; R.9)
7. The mirror scenes reveal that Matilda changes both physically and internally over the course of the play: from beautiful, charming, vain, and materialistic, to haggard, disheartened, and more realistic. In the first scene, Matilda stands in front of the mirror with a silk handkerchief saying, "*Oui oui*, this dress was custom-made for me" as she fantasizes about attending a fancy event (such as the ambassador's ball that she later attends) where she mingles with members of the upper class. We next see her at the mirror in Scene 5, "admiring herself one last time" after she and Pierre return home from the ambassador's ball. She is admiring her expensive gown and most likely reminiscing about all of the compliments she was paid that night by members of the wealthy class. At this point, Matilda still cares deeply about her appearance and finds fulfillment in fitting in with the wealthy. The next time we see Matilda in front of a mirror, though, she is drastically changed. In Scene 7, when Matilda looks at herself, her hair is "unkempt" and her hands are "coarse and red." She says, "Do you remember that evening long ago? I am but a shell of that woman." This comment reveals that she doesn't feel beautiful or charming anymore,

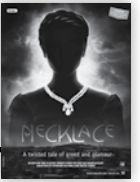
and that the ten years of hard work and poverty have changed her. (inference, character; R.1, R.3)

8. Mark Twain's quote applies to Matilda's relationship with material possessions in the play, and to the status symbols described in the infographic. Matilda craves material things because they are symbols of wealth and status. She wants a beautiful dress and fine jewels to wear to the ball so as not to appear "shabby among the most elegant women of Paris." She makes no mention of appreciating her lovely dress or the necklace for their own beauty. These items "content her spirit for the moment," as Twain puts it, but the happiness she derives from them does not last. According to the infographic on page 16, people having been using material possessions to announce status for centuries. From ancient peoples who used the color purple to show off their wealth, to modern teens who desire smartphones in order to remain relevant, people have always used material objects as symbols and a way of saying, as the infographic puts it, "I belong," or "I can afford this." (synthesizing; R.9)

### **THE NECKLACE QUIZ**

#### **\*Lower Level (LL)**

1. C (character, inference; R.3, R.1)
2. B (text evidence; inference; R.1)
3. C (vocabulary in context; R.4)
4. C (literary devices; R.4)
5. B (figurative language; R.3)
6. D (synthesizing; R.9)
7. The mirror scenes reveal how Matilda's character changes both physically and internally over the course of the play. In the first mirror scene, we learn that Matilda is vain and dreams of being a member of the wealthy class of Paris. She is standing in front of the mirror with a silk handkerchief saying, "*Oui oui*, this dress was custom-made for me" as she fantasizes about mingling with the upper class. The next time she is at the mirror, at the beginning of Scene 5, she is "admiring herself one last time" after she and Pierre return from the ambassador's ball. She is admiring her expensive gown and most likely reminiscing about the compliments she was paid that night by the wealthy. At this point, Matilda still cares deeply about her appearance and finds fulfillment



## ***The Necklace cont'd***

in fitting in with the wealthy. She has not changed yet. However, in the third mirror scene, in Scene 7, Matilda is completely different. As she looks at herself in the mirror, her hair is “unkempt” and her hands are “coarse and red.” She says, “Do you remember that evening long ago? I am but a shell of that woman.” She doesn’t feel beautiful or charming anymore, and is no longer dreaming about being wealthy. Ten years of hard work and poverty have changed her. (inference, character; R.1, R.3)

8. The loss of the necklace affects Matilda greatly. Before it is lost, Matilda spends her time trying to appear more wealthy than she is. She does not appreciate what she has and feels like she deserves more. In Scene 1, she says she lives in “squalor,” when in reality, she lives in a “cozy and warm” home and can even afford a maid. She refuses to go to the ambassador’s ball without jewelry and an expensive gown. After the necklace is lost, Matilda can no longer afford the modest but comfortable life that she has been living. Pierre is also affected by the loss of the necklace in this way. He has to get a second job as Matilda has to take over all of the house work that she once gave to the maid. All of this work changes Matilda. She becomes frugal with her spending, even “haggles” with the butcher and grocer. She is tired and haggard, but less vain and materialistic than she once was. In Scene 8, she proudly tells to Jeanne that she and Pierre were able to work to pay back all of their debts—something that she would not have been proud of before the necklace was lost. (analyzing character development, text evidence; R.3, R.1)

### **THE NECKLACE VOCABULARY PRACTICE**

1. squalor
2. haggard
3. abject
4. unsavory
5. appointed
6. poise
7. procure
8. dilapidated
9. modest
10. Frannie’s room is a total mess.
11. Mr. Simmons will appoint someone modest to be the new coach.

### **CORE SKILLS WORKOUT: EXPLORING MOOD**

1. Answers will vary.
2. Discontented; Matilda is looking in the mirror pretending she is wearing a fancy dress and talking to a suitor. Lines like, “Everything looks so terrible,” and “Nothing but faded wallpaper and dilapidated furniture. How it tortures me to live in such squalor. Oh, my life is a mistake of destiny,” contribute to the discontented mood and demonstrate how dissatisfied Matilda is with her life. That the invitation to the ball brings her to tears strengthens the discontented mood.
3. The beginning of the scene is neutral as Pierre is sitting and reading the newspaper. When Matilda enters in her dress, the mood becomes exuberant as Marie-Claire and Pierre exclaim how beautiful she looks. Matilda is once again disappointed and the mood becomes somber as she explains that she cannot possibly go to the ball without jewels. The mood further darkens when she remarks “how humiliating it would be to appear so shabby among the most elegant women of Paris.” When Pierre suggests that Matilda borrow jewels from Madame Forestier, the mood immediately brightens.
4. The line creates a sense of anticipation. It suggests that Matilda is thrilled to have found jewelry that will make her feel as beautiful and worthy as she desires.
5. “rich, bright, dazzle, poise and sophistication, curtsies deeply, waltzes, floated on a cloud of happiness, radiance, warmed my heart, ecstatic.” These words emphasize how enchanting the evening was and how delighted Matilda was.
6. Scene 5 is full of extreme distress. As soon as Matilda clutches her throat and announces the necklace is gone, the mood of the scene spirals into anguish. The words “dumbfounded” and “terrible, terrible nightmare” contribute to that mood. When Pierre returns from searching for the necklace, his face is described as drawn and haggard. The distress turns to despair as “Matilda is too stunned to speak. It’s as if the life has been drained from her body.” Old Pierre states, “I felt I had aged five years in five days.”
7. They create a wistful and nostalgic mood. The last time we saw Matilda looking in a mirror she was arriving home from an evening of happiness, not knowing that her life was about to change for the worse. Now, 10



## ***The Necklace cont'd***

years later, she is remembering how beautiful she was that evening and reflecting on what her life would have been like if she hadn't lost the necklace. These lines suggest her awareness that life is unpredictable and can change in an instant.

8. Matilda was feeling very proud that the debt was finally paid off and felt confident enough to approach Jeanne and tell her the truth. The mood drastically changes to a mood of shock and surprise when Jeanne reveals that her necklace was a fake worth only 500 francs. Matilda's jaw drops and she stands aghast as the curtain falls. She is utterly speechless.
9. In Scene 6, Old Pierre establishes the desperate mood, explaining that the Loisels are searching for a replacement necklace. When they find one that is almost identical, the price is astronomical. Old Pierre says, "That number still rings in my mind like a funeral bell," which contributes a mood of doom. His final line of the scene explains how much they sacrificed to keep up appearances and not confess the truth to Madame Forestier.

## "Yes, Aliens (Probably) Exist"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 21

Answers will vary. Here is a sample response:

It is important for our nation to continue investing in and exploring space. First of all, if we continue exploring, there is a chance that we can find another planet with life. Lauren Tarshis, author of "Aliens (Probably) Exist," says that finding life elsewhere "would be one of the most important and mind-boggling scientific discoveries of all time" (p. 20). Secondly, exploring space gives us something positive to focus on as a nation. As Peter Ajian, the author of "Disaster at the Speed of Sound" states, "Unlocking the mysteries of outer space, many say, could help us solve problems on Earth" (p. 20). Yes, we do have many social issues to focus on and wars to fight, but our nation also needs a positive scientific goal that we can work toward. Some detractors may say that recent space accidents such as the explosion of *SpaceShipTwo* and the spacecraft bound for the International Space Station are signs that space travel is too uncertain and too costly. However, if anything, these are signs that our government needs to put the control of space missions back into the hands of NASA. "Most innovation in space technologies is now happening at private companies," states Ajian (p. 21). But NASA has brought our nation our highest levels of achievement in space. It is important that we reinvest in space exploration and travel, so that we can fulfill our potential as space explorers.

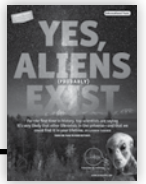
### ANSWERS TO ACTIVITY SHEETS

#### "YES, ALIENS (PROBABLY) EXIST"

##### CLOSE-READING QUESTIONS

1. The author likely begins her article this way to grab the reader's attention and to introduce the topic of extraterrestrial life. She answers the two questions in the last section when she explains that what many people believed to be a news broadcast was actually a dramatization of a science fiction novel. It is clear even before reading this section, though, that aliens did not invade New York City in 1938: The middle section of the article is about our as-yet-unfulfilled quest to find extraterrestrial life.
2. Goldilocks planets are planets within a habitable zone. If scientists discover extraterrestrial life, it will likely be on a planet within a habitable zone, so Goldilocks planets are what scientists look for as they search for extraterrestrial life.
3. The author explains that so far, scientists have studied "only a tiny number of stars," but that "already" one Earth-like planet has been found—implying that many more such planets may be out there. The author directly supports the idea that life exists on other planets when she quotes NASA scientist Kevin Hand, who says, "I think in the next 20 years, we will find out we are not alone in the universe," and at the end of the article when she writes, "One day soon, scientists predict, we will find [extraterrestrial life]."
4. Students may say excited, supportive, fascinated, etc. The author reveals this attitude when she writes, "It is fascinating to wonder what extraterrestrial life might be like, and how and where we might find it," and when

section continues >>



## “Yes, Aliens (Probably) Exist” cont’d

she notes that “groundbreaking discoveries” have been made. She refers to astronomers’ tools as “incredible” and mentions “thrilling discoveries” and “astounding” results. She conveys excitement when she writes, “Wrap your mind around what he is saying: We could discover extraterrestrial life *in your lifetime*.”

### “DISASTER AT THE SPEED OF SOUND” CLOSE-READING QUESTIONS

1. The author mentions the \$250,000 price of a ticket on *SpaceShipTwo*, that “millions of dollars’ worth of supplies” were destroyed in the supply ship explosion, that the Kepler mission cost \$600 million, and that the Space Station cost \$150 billion. These details support his statement that exploring space is expensive.
2. The author seems to have mixed feelings; he does not condemn it, but he questions whether it should be a priority. He makes the negative comment that “few experts were surprised” by the two recent disasters. He characterizes space exploration as risky and costly. He briefly acknowledges its positive aspects but then asks, “...but is it right to spend billions exploring the universe when there are so many problems here on Earth?”

### “YES, ALIENS (PROBABLY) EXIST” AND “DISASTER AT THE SPEED OF SOUND” CRITICAL-THINKING QUESTIONS

1. Reading both gives you a more balanced perspective than if you had read just one, because the first article focuses on the pros of space exploration and the second focuses on the cons.
2. Students who say no may point to the fact that today, we know much more about space than we did in 1938; we know there is no intelligent life on Mars. Most people today would question a story about aliens suddenly arriving here. Also, messages would appear instantly on social media that no aliens had landed in New York. Students who think the event *could* happen today may say that scientists are predicting that we will find extraterrestrial life in the near future, so people may be quite willing to believe that aliens exist. Social media could help convince people that the dramatization was an actual broadcast; misinformation spreads just as quickly as the truth!

### PAIRED TEXTS QUIZ

#### \*Higher Level (HL)

1. B (key ideas and details; R.1)
2. C (vocabulary in context; R.4)
3. D (inference, interpreting text; R.1, R.4)
4. D (central ideas; R.2)
5. A (text evidence; R.1)
6. A (integration of knowledge and ideas; R.9)
7. The tone of “Yes, Aliens (Probably) Exist” is excited, enthusiastic, and full of wonder. Author Lauren Tarshis expresses enthusiasm and excitement about space exploration when she writes that astronomers use a variety of “incredible” tools, and when she mentions that “the most thrilling discoveries” in recent space exploration have come from *Kepler*. She describes the conclusions scientists have drawn from *Kepler* images as “astounding.” Tarshis sounds full of wonder when she writes about the potential discovery of extraterrestrial life, asking, “So could these planets [that scientists have recently found] support life? And if so, what would that life be like?” She also states that “ . . . finding life elsewhere in the universe would be one of the most important and mind-boggling scientific discoveries of all time.” (tone; R.4)
8. Ajan’s purpose, it seems, is to encourage the reader to question whether the U.S. should make space exploration a priority. He focuses on the negative aspects of space exploration, highlighting disasters that have occurred (he describes the deadly explosion of Virgin Atlantic’s *SpaceShipTwo* and the explosion of a supply ship bound for the International Space Station) and mentioning the expense of both the Kepler telescope mission and the International Space Station. He ends his article with the question of whether, with so many problems on Earth, we should be spending billions of dollars exploring the universe. Tarshis, on the other hand, celebrates space exploration and the potential for discovering extraterrestrial life. She writes that finding other life in the universe would be “one of the most important and mind-boggling scientific discoveries of all time.” Her purpose, it seems, is to inform and create enthusiasm in the reader about recent advances in our exploration of space. (integration of knowledge and ideas, author’s purpose; R.9, R.6)





## “Yes, Aliens (Probably) Exist” cont’d

### PAIRED TEXTS QUIZ

#### \*Lower Level (LL)

1. B (key ideas and details; R.1)
2. C (interpreting text; R.4)
3. D (inference, interpreting text; R.1, R.4)
4. D (central ideas; R.2)
5. A (text evidence; R.1)
6. A (integration of knowledge and ideas; R.9)
7. Lauren Tarshis, author of “Yes, Aliens (Probably) Exist,” expresses excitement, enthusiasm, and wonder about space exploration. Tarshis expresses enthusiasm and excitement about space exploration when she writes that astronomers use a variety of “incredible” tools, and when she mentions that “the most thrilling discoveries” in recent space exploration have come from *Kepler*. She describes the conclusions scientists have drawn from *Kepler* images as “astounding.” Tarshis sounds full of wonder when she writes about the potential discovery of extraterrestrial life, asking, “So could these planets [that scientists have recently found] support life? And if so, what would that life be like?” She also states that “. . . finding life elsewhere in the universe would be one of the most important and mind-boggling scientific discoveries of all time.” (tone; R.4)
8. Peter Ajian writes that “blasting into space has always been risky.” He supports this statement by stating that 18 astronauts have died in space flight since the 1960s, and by describing two recent crashes: that of *SpaceShipTwo*, which blew apart minutes into its flight on October 31, 2014, and that of a supply spacecraft that exploded 16 seconds after launch three days before the *SpaceShipTwo* disaster. (text evidence; R.1)

### “YES, ALIENS (PROBABLY) EXIST”

#### VOCABULARY PRACTICE

- |                |                                     |
|----------------|-------------------------------------|
| 1. light-years | 7. majestic                         |
| 2. deployed    | 8. extraterrestrial, astrobiologist |
| 3. habitable   | 9. propulsion                       |
| 4. astronomers | 10. dubbed                          |
| 5. criteria    | 11. orbited                         |
| 6. nimble      | 12. habitable                       |

### CORE SKILLS WORKOUT: FIND THE TEXT EVIDENCE

1. C, D, F
2. B, because this sentence directly refers to the powerful equipment astronomers use to search for life on other planets.
3. Answers may include: “Three days earlier, a spacecraft packed with supplies for the International Space Station exploded 16 seconds after launch” or “The Kepler telescope mission cost \$600 million. The International Space Station cost \$150 billion.”
4. Humans are deeply interested in outer space and motivated to explore it.
5. Answers will vary.

### CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

1. The author describes a radio broadcast about Martians invading Earth. Sensory details include “jet of blue flame,” “rise like a line of new towers,” “lifting their metal hands,” “black smoke, drifting over the city,” and “voice cracking with horror.”
2. The other text structure used is cause and effect. After the author describes the broadcast, she explains how it affected those listening: “Listeners panicked. Mothers gathered their children and prepared to flee. Men rushed home from their jobs to rescue their families. It was reported that hundreds called police, newspapers, and radio stations seeking advice.”
3. The purpose is to introduce the notion of humanity’s fascination with extraterrestrial life and the question of how we can explore such a vast universe.
4. The section is structured as a list and description of what is necessary for a planet to support life. Phrases like “Let’s start with” and “certain criteria” help identify this structure.
5. The author lists several tools that astronomers use to search for life on other planet. She mentions ground-based telescopes, the Hubble telescope, and the Kepler spacecraft.
6. Problem and solution. The author explains the difficulties and risks of space exploration—the complex technologies and the extreme expense. Since the government has slashed NASA’s funding, one solution has been for private companies to raise money.
7. Compare and contrast. This section discusses the pros



## **“Yes, Aliens (Probably) Exist” cont’d**

and cons of space exploration. On one hand, the author writes, solving mysteries in space could help us solve problems on Earth. On the other hand, the author asks if we should be spending time, energy, and money on space exploration when there are many pressing needs on Earth that demand our attention. Phrases like “many are urging” and “many say” combined with “then again” and “but” are clues to this compare and contrast structure.

# “Should Stores Be Allowed to Spy on You?”



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

### SCAVENGER HUNT, PAGE 23

Answers will vary but should be similar to the following:

	JOSHUA PETERS	KARLA GIVENS
line(s) that express the central idea, or central claim	“Unbeknownst to shoppers, stores across the U.S. are using spying tools to gather information about millions of their loyal customers.” (p. 22)	“Cell-phone tracking won’t just save you money—it could help save your favorite store from having to close its doors forever.” (p. 23)
two pieces of evidence that support the central idea, or central claim	<p>“Many stores have high-resolution surveillance cameras that can zoom in close enough to see your every freckle.” (p. 22)</p> <p>“Now stores are as bad as online companies like Amazon and Facebook, which collect vast amounts of information about their users.” (p. 22)</p>	<p>“They can improve displays, showcase popular merchandise, and streamline checkout lines.” (p. 23)</p> <p>“The more store owners know about their customers’ behavior, the better they can make the shopping experience.” (p. 23)</p>
line(s) that express the counterargument	“Businesses claim that all this spying is harmless, that they are only gathering the data they need to make their stores successful.” (p. 22)	“Some people object to customer tracking, saying that it’s a form of spying.” (p. 23)
line(s) that contain the rebuttal	“But this ‘data gathering’ is another case of businesses invading our privacy. Now stores are as bad as online companies like Amazon and Facebook, which collect vast amounts of information about their users.” (p. 22)	“But why all the fuss? We’re already being tracked every time we go online. Websites keep track of every move we make—how long we spend on a webpage, which items we click on, and what we purchase.” (p.23)



## “Should Stores Be Allowed to Spy on You?” cont’d

### ANSWERS TO ACTIVITY SHEETS

#### CORE SKILLS WORKOUT: WHAT’S THE TONE?

1. Answers may include: spying tools, zoom in, lure, invading, shameless spying, unacceptable, worried, stolen.
2. Peters thinks tracking shoppers’ movements is an invasion of privacy, similar to what online companies do when they monitor our search history and collect other sorts of information about us.
3. The author probably writes in the second person to make the reader feel uncomfortable with what stores are doing. His direct address encourages the reader to imagine what it’s like to be the subject of what he considers to be spying.
4. Answers may include: better . . . shopping experience, improve displays, streamline checkout lines.
5. The author writes with concern about the challenges stores in the United States are facing. She explains that tracking shoppers can have positive effects, like instant coupons, better displays, and faster checkouts, all of which make customers happier.
6. The author ends the article with an empowering and hopeful tone suggesting that readers can help solve stores’ issues, and get better bargains, by allowing stores to track them.
7. Both articles state that some stores have tracking systems that sense customers’ smartphones and monitor their movements as they shop. Peters refers to this practice as manipulative and a violation of people’s privacy. Givens, on the other hand, suggests that this practice enhances the shoppers’ experience and will help stores survive.

## "Get a Whiff of That!"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### LEVEL 1 (AVAILABLE ONLINE)

Some answers will vary.

- Next time you take off your sneakers, hold them up to your nose and take a deep whiff. Did you gag on the foul stench? If so, you might want to enter your shoes in the annual Odor-Eaters National Rotten Sneaker Contest. (Yes, this is a real contest.) Every year, kids and teens **compete** to see whose shoes **have** the most repulsive, most disgusting, most stomach-churning smell.
- Entries are judged on: (1) odor, (2) physical condition, and (3) the story of how the shoes became so, um, fragrant. The winning shoes must go way beyond gross. Just ask George Aldrich, a chemical specialist at NASA who served as one of the brave judges. He says that the best—or worst, depending on how you look at it—sneakers **have** an odor that is both “pungent” (sharp and strong) and “putrid” (characteristic of decay or rotting). “It kind of brings water to your eyes,” he says.
- So what makes shoes **reek**? Closed-toe shoes such as sneakers provide the perfect environment for bad **odors**. The foot has more than 250,000 sweat glands; when the moisture they produce—along with dirt and dead skin cells—gets trapped inside a shoe, bacteria begin to grow. As the bacteria feast on the delicious brew in your shoe, they produce a gas that has a bad **stench**. People often describe foot smells as **similar to** cheese, vinegar, or rotten eggs.
- As gross as they are, unpleasant **aromas** are important. Our ability to detect bad smells prevents us from eating rotten food, tells us if a room is filled with toxic gas, and alerts us to smoke or fire. Our sense of smell also

helps us with hygiene: If we **stink**, we know it’s time to wash up.

- Of course, if you’re trying to take first prize in the Rotten Sneaker Contest, a bad smell is good news. Last year’s contest winner was 12-year-old Jordan Armstrong of Las Cruces, New Mexico. ~~The capital of New Mexico is Santa Fe.~~ Rachel Herz, a Brown University professor who studies the psychology of smell and who was also one of the judges, said that Jordan’s shoes had “a really smelly, sweaty-feet funk and a mildewy, watery, swampy, nasty smell.” Jordan’s foul footwear scored her \$2,500, two nights in New York City, tickets to a Broadway show ~~(I hope it was Wicked; that show is great)~~, the Golden Sneaker Award, a supply of Odor-Eaters products, and a trophy. Her winning shoes will also have a special spot in the Odor-Eaters “Hall of Fumes.”
- How did Jordan’s sneakers reach this pinnacle of putridness? “I’ve had them for four years now,” Jordan said, clutching her trophy in triumph. “And I’ve really worn them almost every day. I even slept in them some nights to make them even stinkier.” ~~Alex Bernier, 14, was the runner-up.~~ It seems that even for a champ like Jordan, winning was no easy feat. Er, feat.

#### LEVEL 2

Some answers will vary.

- Next time you take off your sneakers, hold them up to your nose, and take a deep whiff. Did you gag on the foul stench? If so, you might want to enter your shoes in the annual Odor-Eaters National Rotten Sneaker Contest. (Yes, this is a real contest.) Every year, kids, and teens compete to see whose shoes have the **most repulsive, disgusting, stomach-churning** smell.
- Entries are judged on: (1) odor, (2) physical condition,

section continues >>



## “Get a Whiff of That!” cont’d

and (3) the story of how the shoes became so, um, fragrant. The winning shoes must go way beyond gross. According to George Aldrich, a chemical specialist at NASA who served as one of the **brave, long-suffering** judges, the best—or worst, depending on how you look at it—sneakers have an odor that is both “pungent” (sharp and strong) and “putrid” (characteristic of decay or rotting). “It kind of brings water to your eyes,” he says.

3. So what makes shoes **reek**? Closed-toe shoes such as sneakers provide the perfect environment for bad **odors**. The foot has more than 250,000 sweat glands; when the moisture they produce—along with dirt and dead skin cells—gets trapped inside a shoe, bacteria begin to grow. As the bacteria feast on the delicious brew in your shoe, they produce a gas that has a bad **stench**. People often describe foot smells as **similar to** cheese, vinegar, or rotten eggs.
4. As gross as they are, unpleasant **aromas** are important. Our ability to detect bad smells prevents us from eating rotten food, tells us if a room is filled with toxic gas, and alerts us to smoke or fire. Our sense of smell also helps us with hygiene: If we **stink**, we know it’s time to wash up.
5. Of course, if you are trying to take first prize in the Rotten Sneaker Contest, a bad smell wafting up from your feet **is** nothing but good news. Last year’s contest winner was 12-year-old Jordan Armstrong of Las Cruces, New Mexico. Rachel Herz, a Brown University professor who **studies** the psychology of smell and who **was** also one of the judges, said that Jordan’s shoes had “a really smelly, sweaty feet funk and a mildewy, watery, swampy, nasty smell mixed in there.” Jordan’s foul footwear scored her \$2,500, two nights in New York City, tickets to a Broadway show, the Golden Sneaker Award, a supply of Odor-Eaters products, and a special trophy. Her winning shoes will also have a special spot in the Odor-Eaters “Hall of Fumes.”
6. How did Jordan’s sneakers reach this pinnacle of putridness? “I’ve had them for four years now,” Jordan said, clutching her trophy in triumph. “And I’ve really worn them almost every day. I even slept in them some nights to make them even stinkier.” It seems that even for a champ like Jordan, winning **was** no easy feat. Er, feat.

### LEVEL 3 (AVAILABLE ONLINE)

Some answers will vary.

1. Next time you take off your sneakers, hold them up to your nose, and take a deep whiff. Did you gag on the foul stench? If so, you might want to enter your shoes in the annual Odor-Eaters National Rotten Sneaker Contest. (Yes, this is a real contest.) Every year, kids, and teens compete to see whose shoes have the **most repulsive, disgusting, stomach-churning smell**.
2. Entries are judged on: (1) odor, (2) physical condition, and (3) the story of how the shoes became so, um, fragrant. The winning shoes must go way beyond gross. According to George Aldrich, a chemical specialist at NASA who served as one of the **brave, long-suffering** judges, the best—or worst, depending on how you look at it—sneakers have an odor that is both “pungent” (sharp and strong) and “putrid” (characteristic of decay or rotting). “It kind of brings water to your eyes,” he says.
3. So what makes shoes **reek**? Closed-toe shoes such as sneakers provide the perfect environment for bad **odors**. The foot has more than 250,000 sweat glands; when the moisture they produce—along with dirt and dead skin cells—gets trapped inside a shoe, bacteria begin to grow. As the bacteria feast on the delicious brew in your shoe, they produce a gas that has a bad **stench**. People often describe foot smells as **similar to** cheese, vinegar, or rotten eggs.
4. As gross as they are, unpleasant **aromas** are important. Our ability to detect bad smells prevents us from eating rotten food, tells us if a room is filled with toxic gas, and alerts us to smoke or fire. Our sense of smell also helps us with hygiene: If we **stink**, we know it’s time to wash up.
5. Of course, if you are trying to take first prize in the Rotten Sneaker Contest, a bad smell wafting up from your feet is nothing but good news. Last year’s contest winner was 12-year-old Jordan Armstrong of Las Cruces, New Mexico. Rachel Herz, a Brown University professor who studies the psychology of smell and **she** served as one of the judges, said that Jordan’s shoes had “a really smelly, sweaty-feet funk and a mildewy, watery, swampy, nasty smell mixed in there.” Jordan’s foul footwear scored her \$2,500, two nights in New York City, **she got** tickets to a Broadway show, the Golden Sneaker Award, and a supply of Odor-Eaters products. Her winning shoes will also have

section continues >>





## “Get a Whiff of That!” cont’d

a special spot in the Odor-Eaters “Hall of Fumes.”

6. How did Jordan’s sneakers reach this pinnacle of putridness? “I’ve had them for four years now,” Jordan said, clutching her trophy in triumph. “And I’ve really worn them almost every day. I even slept in them some nights to make them even stinkier.” It seems that even for a champ like Jordan, training was rigorous, and **winning** was no easy feat. Er, feat.

### ANSWERS TO ACTIVITY SHEETS

#### ADJECTIVES AND COMMAS

1. A
2. A
3. A
4. A
5. A
6. A
7. It was only a matter of time before the **aggressive, green** aliens tried to take over the government.
8. No coordinate adjectives.
9. No coordinate adjectives.
10. My dog, Bear, is the most **loyal, loving** friend I could ever ask for.
11. Your story about the **hairy, poisonous** spiders gave me nightmares!
12. Isabelle wore **high-heeled, black tap** shoes for her performance.

#### VARY YOUR WORDS

Answers will vary. Here is a sample response:

Greg had strolled past the old abandoned house many times, but he had never been brave enough to venture in. Today, he summoned his courage and **strode** up the rickety front steps. He had barely put his hand on the door when it swung open. Greg **tiptoed** in. It was very dark, and everything was covered in a thick layer of dust—so thick that Greg left footprints in it as he **crept** around. He decided to **brave** the stairs. About halfway up, he thought he heard someone **trudging** behind him. He spun around. No one was there. Greg decided it was time to go. He **sprinted** down the stairs, out the front door, and all the way home.

#### CAN WE AGREE?

Answers will vary but should be similar to the following:

1. Mondays and Tuesdays **are** the best days for me to take after-school classes.
2. What flavors of ice cream **do you** have in your freezer?
3. A school of dolphins **was** jumping in and out of the water as we sailed by
4. Fifty dollars **is** probably all you need to buy a new pair of shoes.
5. Riley’s family **is** waiting for her out front.
6. If everyone else **wants** to see the scary movie, then I’ll go.
7. Unlike Mara, neither Sadie nor Paige **likes** spicy food.
8. No one in my family **watches** that show.
9. Each **takes** a turn steering the speedboat.
10. The use of notes **is** prohibited during a test.
11. plant
12. Josie
13. Everyone
14. the principal
15. Correct. The subject, *anyone*, is plural.
16. Incorrect. *Leah and Sarah* are connected by *or* so they should get a singular verb.
17. Correct. The subject, *each*, is singular.

#### INFORMATION OVERLOAD!

The following should be crossed out:

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

#### PRACTICING PARALLELISM

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

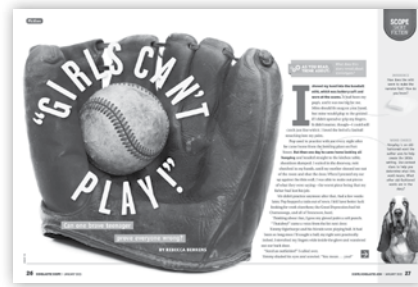


## “Get a Whiff of That!” cont’d

Answers will vary for the following. Here are sample answers:

6. bean burritos.
7. chess club at 7:00.
8. hydrate.
9. checked my ears.
10. for passing the 13th Amendment.
11. To give is better than to receive.
12. Before the sun comes up, Avery feeds the chickens, milks the cows, and cleans the horse stalls.
13. Leo asked his mom to either roll down the car windows or turn on the air conditioner.
14. To make an omelet, crack three eggs into a bowl, stir, and pour the mixture into a heated pan. Then, add the other ingredients, fold it in half, and let it cook.
15. The Sheridans’ new car runs on electricity instead of gasoline.

## “Girls Can’t Play!”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 31

Answers will vary. Here is a sample response:

Both Hazel, the main character in “Girl’s Can’t Play!” and the girls and women profiled in the informational essay “Why Women Should Play” must deal with the stereotype that girls are not as capable as boys at playing baseball.

A neighborhood boy tells Hazel, “Girls can’t play baseball,” and laughs at her (p. 28). He and his friends refuse to let Hazel join their game. Hazel knows that she is a skilled player, but she can’t play alone. This stereotype is harmful because it keeps Hazel from doing what she loves.

This stereotype is disproved when Hazel goes to see Jackie Mitchell, a female pitcher, throw against legendary batters Babe Ruth and Lou Gehrig. Hazel’s neighbor Timmy tells Hazel, “That girl’s going to make a fool out of herself.” When Mitchell strikes out both Ruth and Gehrig, Timmy spills his Cracker Jack “along with his misplaced pride,” according to Hazel (p. 30). At the end of the story, Timmy invites Hazel to join his baseball game, and it’s clear that he has realized that his previously-held stereotype was unfair.

“Why Women Should Play” explains that pitcher Mo’ne Davis disproved the stereotype that girls are less capable of playing baseball by becoming the first girl in Little League World Series history to pitch a shut-out game.

Stereotypes about female players have been harmful to ballplayers of the past by taking away their opportunity to prove themselves and creating obstacles for them to reach their full potential. Despite the many women who surely have great skill or the potential for great skill in baseball, “to date, no woman has played on a Major League team” (p. 31).

#### “GIRLS CAN’T PLAY!” CLOSE-READING QUESTIONS

- 1. Inference (p. 27)** You can infer that the mitt is soft and worn because it has been used for a long time and has been well-loved. The phrases suggest that the mitt makes the narrator feel comforted and happy.
- 2. Word Choice (p. 27)** *Hangdog* means sad or depressed. Other old-fashioned words and phrases include: *darned good, gal, real moxie, boy oh boy, crank on an ice-cream churn, girlie*, and *killer-diller*.
- 3. Inference (p. 28)** The game would make the people of Chattanooga feel important and energized to have a major-league team come to their city. It might also provide a welcome distraction from the brutal realities of the Great Depression.
- 4. Genre (p. 28)** It helps us understand how a woman’s extraordinary achievement in baseball affected a young girl and the people around her.
- 5. Character (p. 28)** This tells us that Hazel still feels stung that Timmy didn’t let her play, and she is getting pleasure out of making him keep up with her.
- 6. Characterization (p. 29)** It suggests that Timmy is sloppy and doesn’t have great manners. He hems and haws about what to buy, without acknowledging that Hazel doesn’t have money to buy anything. He doesn’t offer to share, which shows that he may be selfish.
- 7. Word Choice (p. 29)** The word *flanked* suggests that the men are escorting and guarding Jackie. A phrase like “walking between” would not indicate Jackie’s importance or the momentousness of the occasion.
- 8. Inference (p. 29)** As a huge fan of baseball, Hazel is awestruck by the sight of Babe Ruth and Lou Gehrig. You can tell by the way she gasps and points to the field.
- 9. Compare and Contrast (p. 30)** Jackie poses for pictures and playfully powders her nose. She is “cool as a

section continues >>



## “Girls Can’t Play!” cont’d

cucumber” when she stands on the mound. She smiles, waves, and blows a kiss to the crowd. She behaves with good humor, grace, and dignity. Babe Ruth, on the other hand, can’t believe a girl struck him out. He looks “huffy” and flings his bat “in anger and disgust.” Ruth does not behave respectfully.

10. **Plot (p. 30)** Timmy realizes that girls can be great at baseball and should be allowed to play. He stands up for Hazel when his friends want her to leave, so Hazel finally gets to play ball.

### ANSWERS TO ACTIVITY SHEETS

#### “WHY WOMEN SHOULD PLAY”

##### CLOSE-READING QUESTION

1. The author describes the great success of Mo’ne Davis at the Little League World Series last year. She also mentions Justine Siegal, who was the first woman to pitch during batting practice for an MLB team. These recent examples show females being more accepted into the sport.

#### “GIRLS CAN’T PLAY!” AND “WHY WOMEN SHOULD PLAY” CRITICAL-THINKING QUESTIONS

1. She means other girls and women will be inspired to pursue their dreams, even if they have been told they can’t do something. Putting a female athlete on an MLB team would be an endorsement of the strength, tenacity, and skill of women. It will be a way of saying that women and men are equals.
2. A role model is a person looked to by others as an example to be emulated. Jackie Mitchell and Mo’ne Davis are both role models for anyone who has been told they are less than someone else or that they can’t do something.

#### VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. The stock market crashed; many Americans lost their life savings.
2. The video explains that hoboes beg for food; people stand in long breadlines; stores are out of business; shantytowns spring up; the Dust Bowl forces millions to

abandon their homes; people are homeless and living in poverty.

3. After Hazel’s father loses his job, he is too depressed to play ball with her. Then he leaves town to find work elsewhere. Hazel and her mom become poorer than they were before the Depression: Hazel says that she and her mom have to “pinch pennies” and Hazel can’t afford to buy a ticket to the Lookouts game.
4. The baseball game is a great event for the citizens of Chattanooga. Hazel tells us that “the Great Depression had hit Chattanooga, and all of Tennessee, hard” and that the Yankees coming to town to play the Lookouts would “give our city a little extra pep.” Hazel remarks on the people streaming into the stadium, the happy noises from the crowd, and folks jumping up and down like popcorn.

#### “GIRLS CAN’T PLAY” LITERARY ELEMENTS

##### Characters

- 1 **A.** major; Hazel is a young girl growing up in Tennessee during the Great Depression. Hazel likes baseball and wants to be able to play with the boys in her neighborhood. She is a static character because she does not undergo any significant internal change.  
**B.** major; Timmy is a young boy growing up in Tennessee during the Great Depression. He is a dynamic character because his attitude about girls and baseball changes. At first, he doesn’t let Hazel play baseball with him because he thinks girls can’t play baseball. He doesn’t think that Jackie Mitchell will be a good pitcher either. By the end of the play, he acknowledges Jackie Mitchell’s skill and lets Hazel play.  
**C.** Jackie Mitchell, minor. She is a female pitcher who pitches a game for the Lookouts. She strikes out both Babe Ruth and Lou Gehrig during the game. She is a static character because she does not undergo any significant internal change. (Students may choose to describe a different character here.)
2. Answers may be similar to the following:  
**A.** At the stadium, when Timmy asks Hazel if she really thinks Jackie Mitchell is going to strike out Babe Ruth, she straightens her shoulders and says, “I really do.” This suggests that Hazel believes in Jackie Mitchell and refuses the stereotype that women can’t play baseball

section continues >>



## “Girls Can’t Play!” cont’d

as well as men. Hazel is so confident in Jackie that she makes a bet with Timmy that Jackie will succeed. This shows that Hazel is hopeful, confident, and willing to stand up to people who challenge her opinions.

**B.** At the end of the story, Hazel smiles and waves at the boy who doubts her abilities and tells her to go home. Hazel mimics Jackie Mitchell when she does this. This shows that she admires Jackie and looks up to her. It also shows that Hazel wants to be like Jackie—a woman who confidently defies stereotypes.

3. When Hazel asks Timmy to shake on their bet on Jackie Mitchell, she calls his hand “grimy.” This reveals that Timmy is messy. Hazel also says she wants Timmy to shake on it so he can’t “weasel out” of their bet. This reveals that Timmy may not be trustworthy. Timmy is also characterized as inconsiderate when he buys Cracker Jack at the baseball game and doesn’t offer to share with Hazel. He “hemmed and hawed” about what snack to get at the game and doesn’t notice that Hazel cannot afford to buy anything. This points to the fact that he may be self-centered.

### Point of View

4. First person; I know because the narrator says “I” and “me,” as in, “I shoved my hand into the baseball mitt, which was buttery soft and worn at the seams.”
5. If the story were told from the third-person omniscient point of view, information about the other characters’ thoughts and feelings would have been included. For instance, we might have had more insight into Timmy’s thoughts and feelings about Jackie Mitchell striking out Babe Ruth and Lou Gehrig. However, the third-person omniscient point of view would have excluded a lot of the personal details about Hazel that are revealed through the first-person narrator form, such as, “I thought fleetingly about how excited Pop would have been to see these great players.” Experiencing the events of the story through Hazel’s eyes gives the reader an insight into who she is and how she feels about the events of the story.

### Setting

6. **A.** The story takes place in Chattanooga, Tennessee, during the beginning of the Great Depression in 1931.  
**B.** The author uses many words and phrases throughout the story to portray the time period. These phrases

include: “Pop,” “gal,” “She has real moxie!” “a crackerjack pitcher,” “cool as a cucumber,” “nitwitted,” “killer-diller”

7. You can infer that life during the Great Depression was difficult for many Americans. You can infer that people did not have a lot of time or money to spare on luxuries from the way the characters live. Mr. Oglethorpe couldn’t afford to take even another day off to go to the Lookouts game and Hazel and her mom had to “pinch their pennies” and couldn’t afford things like bacon or Cracker Jack. Hazel says that the Lookouts game “would have given our city a little extra pep,” pointing to the fact that many people in the town were struggling with the burden of the Great Depression and needed something to raise their spirits. You can also infer that it was very hard to find work during the Depression from the information that Hazel gives us about her father having to move away from home after he loses his job.

### Figurative Language

8. On page 29, the author uses the simile, “jumped up and down like popcorn.” The simile is used to describe how the crowd reacted when Jackie Mitchell emerged onto the field. When popcorn pops, it dances around and moves with a lot of energy and pep. The comparison to popcorn tells the reader that the people in the stands were jumping up and down energetically. The reader can infer that people were very excited to see Jackie. The author might have chosen to describe the crowd in this way because popcorn is a snack that is often eaten at baseball games or other sporting events.

### Plot

9. The climax of the story is when Jackie Mitchell strikes out Babe Ruth and Lou Gehrig at the Lookouts game. Jackie proves to the doubting people in the stands, like Timmy Oglethorpe, that women can play baseball just as well as men can. The importance of this moment is highlighted on page 30 when Hazel says, “I’ve never been prouder of someone in my whole life than I was at Jackie at that moment.”

### “GIRLS CAN’T PLAY!” QUIZ

#### \*Higher Level (HL)

1. C (theme; R.2)
2. D (text evidence, theme; R.1, R.2)
3. B (character; R.3)



## **“Girls Can’t Play!” cont’d**

4. C (text evidence, character; R.1, R.3)
5. A (text structure; R.5)
6. A (text evidence, synthesizing; R.1, R.9)
7. Going to the Lookouts game gave Hazel confidence.  
Describing the moment when Jackie Mitchell struck out Babe Ruth, Hazel says, “I have never been prouder of someone in my whole life than I was of Jackie Mitchell at that moment.” Hazel likely thought that Jackie’s success would change the minds of those who did not believe that women could play baseball. Hazel says, “I stepped out into the backyard with my shoulders thrown back and head held high” after watching Jackie in the Lookouts game. The game also affected Timmy. At the beginning of the story, Timmy refuses to let Hazel join him and his friends in a baseball game. He does not think that girls can or should play baseball. But after seeing the Lookouts game, Timmy invites Hazel to join in on game. Seeing Jackie pitch convinces him that women can play just as well as men. (cause and effect, key ideas and supporting details, inference; R.5, R.2, R.1)
8. Justine Siegel means that if society perpetuates the stereotype that girls can’t or shouldn’t play male-dominated sports, it sends a message that girls aren’t as capable, strong, or athletically-gifted as boys, and that they should stick to traditionally “feminine” activities. This sort of gender discrimination can make it impossible or difficult for a girl to pursue her dreams or can discourage her from realizing her potential. In Hazel’s case, she was upset after the boys told her she couldn’t play ball with them. If Jackie Mitchell had not disproved the stereotype that women can’t play baseball at the Lookouts game, Hazel might not have had the confidence and determination to go back outside and try to play ball with the boys again—or to pursue her dreams in life. (inference, synthesis; R. 1, R.9)
7. Going to the Lookouts game gave Hazel confidence.  
Describing the moment when Jackie Mitchell struck out Babe Ruth, Hazel says, “I have never been prouder of someone in my whole life than I was of Jackie Mitchell at that moment.” Hazel likely thought that Jackie’s success would change the minds of those who did not believe that women could play baseball. Hazel says, “I stepped out into the backyard with my shoulders thrown back and head held high” after watching Jackie in the Lookouts game. (cause and effect, key ideas and supporting details, inference; R.5, R.2, R.1)
8. Jackie Mitchell and Mo’ne Davis are both females who made history in baseball, a game dominated by males. They are both highly-skilled pitchers. Jackie played during the 1930s, a time when women were not accepted in baseball. She was likely seen as a novelty by many people, despite her incredible skill. In fact, the baseball commissioner voided her contract soon after she struck out baseball legends Babe Ruth and Lou Gehrig. Mo’ne, on the other hand, has been widely celebrated for the shutout game she recently pitched at the Little League World Series. She is playing in a time when some experts are predicting that a woman will soon play on a Major League Team. (synthesis; R.9)

### **“GIRLS CAN’T PLAY!” QUIZ**

#### **\*Lower Level (LL)**

1. C (theme; R.2)
2. D (text evidence, theme; R.1, R.2)
3. D (character; R.3)
4. D (vocabulary in context; R.4)
5. B (supporting details; R.1)
6. A (text structure; R.5)





## “Girls Can’t Play!” cont’d

### CORE SKILLS WORKOUT: MAKING INFERENCES

CLUES	INFERENCE
<ul style="list-style-type: none"> <li>• “Need an outfielder?” I called over. Timmy shaded his eyes and scowled. “You mean . . . you?” (p. 27)</li> </ul>	<p><i>What can you infer is Timmy’s attitude about Hazel playing ball? Explain why he might feel this way.</i></p> <p>Timmy doesn’t think that Hazel would be good enough to play with the boys. It was not common during this time period for girls to play sports with boys. Girls were not thought to be talented at “male” sports like baseball, nor was it considered ladylike for girls to play ball.</p>
<ul style="list-style-type: none"> <li>• I pulled the glove off my hand and stomped back inside, shivering less at the late afternoon chill than at the nerve of them. (p. 28)</li> </ul>	<p><i>How does Hazel feel about being told she can’t play?</i></p> <p>Hazel is upset and offended that the boys didn’t give her a chance to show them how good she is at baseball. They just assumed that because she’s a girl, she can’t play.</p>
<p><i>Find two examples from “Girls Can’t Play!” that support the inference on the right.</i></p> <ul style="list-style-type: none"> <li>• Mrs. Oglethorpe says, “I can’t imagine how that little stunt will turn out.” (p. 28)</li> <li>• Timmy says, “That girl’s gonna make a fool out of herself.” (p. 28)</li> </ul>	<ul style="list-style-type: none"> <li>• Some people believed that Jackie Mitchell was not capable of pitching on a men’s team.</li> </ul>
<ul style="list-style-type: none"> <li>• The third time, he missed again—and, looking huffy, called the umpire over to inspect the ball. (p. 30)</li> <li>• Ruth flung his bat in anger and disgust, then stomped off the field in a snit. (p. 30)</li> </ul>	<p><i>What is Babe Ruth’s view of Jackie Mitchell?</i></p> <p>He asks the umpire to inspect the ball because he doesn’t believe that a female pitcher could honestly throw a strike. He doesn’t like the idea of women playing on Major League Baseball teams, especially since one just struck him out.</p>
<ul style="list-style-type: none"> <li>• I have never been prouder of someone in my whole life than I was of Jackie Mitchell at that moment. (p. 30)</li> <li>• I slid my fingers in, closing my eyes and picturing Jackie standing tall on the field the day before. I stepped out into the backyard with my shoulders thrown back and head held high. (p. 30)</li> </ul>	<p><i>Why was Jackie’s success so significant to Hazel?</i></p> <p>To Hazel, Jackie Mitchell symbolized what was possible for girls in sports. If Jackie succeeded, it would prove that females deserved a chance to play with male athletes. The day after the game, Hazel feels proud and confident as she goes to join the boys in their game.</p>



## “Girls Can’t Play!” cont’d

CLUES	INFERENCE
<p><i>Find an example from “Girls Can’t Play!” that supports the inference on the right.</i></p> <p>After seeing Jackie Mitchell pitch, Timmy changes his view about girls playing baseball. He allows Hazel to play with the boys saying, “. . . after that killer-diller Lookouts game, she can join us.”</p>	<ul style="list-style-type: none"> <li>When stereotypes are disproved, people may change their perceptions.</li> </ul>
<p>Mo’ne was the 18th girl out of about 9,000 kids to ever participate in the series. She also became the first girl in series history to throw a shutout.</p>	<p><i>How did Mo’ne Davis defy a stereotype?</i></p> <p>Mo’ne defied the stereotype that baseball is for boys and men, not for girls and women.</p>
<ul style="list-style-type: none"> <li>“If you tell a girl she can’t play baseball, what else will she believe she can’t do?”</li> </ul>	<p><i>Make an inference about what pitcher Justine Siegal meant by this.</i></p> <p>When girls are not allowed or discouraged from doing certain things, they may not pursue the other things that they have an ability to do or a passion for. When society makes it difficult to follow your dreams, many dreams are suppressed and unrealized.</p>
<p><i>When the baseball commissioner voided Jackie Mitchell’s contract, what effect do you think this had on Hazel?</i></p> <p>It’s likely that Hazel was extremely disappointed. Though Jackie Mitchell only threw a handful of pitches at the Lookouts game against the Yankees, she proved that her skills were equal to the other players’. Hazel would probably have scoffed at the commissioner’s claim that baseball was too strenuous for women.</p>	<p><i>How have stereotypes about women in sports changed since the 1930s?</i></p> <p>In the 1930s, women were not considered to be equal to men in terms of strength and endurance. That stereotype persists today, but it is slowly being disproved. Pitchers like Mo’ne Davis and Chelsea Baker have become well-known because of their great skills. That Mo’ne was featured on the cover of <i>Sports Illustrated</i> suggests there may be public support for females joining male ball teams.</p>