

"Grammar Gets Zombified"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

BODY-SNATCHING WASP

Imagine you're a ladybug, happily flitting **among/**
between a rose and a sunflower. Suddenly, a wasp stings
you and implants an egg inside your body. When the egg
hatches, the larva grows then spins a cocoon **among/**
between your legs. Your mind is not your own as you
wave your limbs to protect the cocoon from predators.
You, my friend, have become a zombie bodyguard.

WORM OF DOOM

Horsehair worms are easily **among/between** the creepiest
crawlies on Earth. If a cricket eats something with a
horsehair worm egg on it, the worm hatches and grows—
still inside the cricket—to **among/between** 4 and 14
inches long. The mature worm needs water to survive, so
it manipulates the cricket to jump into water, where the
cricket dies and the worm emerges. Final Score—Worm: 1,
Cricket: 0.

BRAIN-ROBBING WRIGGLER

Amphipods are tiny shrimplike creatures that live **among/**
between rotting leaves at the bottoms of lakes and
ponds. Sometimes an amphipod swallows the egg of a
thorny-headed worm. This is BAD. The worm grows inside
the amphipod. But the worm must complete its life
cycle inside a fish or bird. So the worm takes control of
the amphipod's brain and causes the amphipod to swim
up to the surface, where it will be easy prey. When the
amphipod arrives in a bird's beak (or **among/between** the
lips of a fish), the worm will be happy and the amphipod
will be, well, dead.

ANSWERS TO ACTIVITY SHEET

AMONG VS. BETWEEN

1. between
2. between
3. among
4. between
5. Among
6. between
7. between
8. between
9. Among
10. between
11. Among
12. Answers will vary.

“Up From Slavery”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Here is a sample response:

Before emancipation, Booker T. Washington faced many challenges in getting an education. Booker was born a slave around the year 1856, and it was illegal for slaves to go to school. The narrator in *Scope* magazine’s video “In the Time of Booker T. Washington” says that slaves were considered “property” and that a slave could be killed for attempting to read or write (0:48-1:36). The reason for this, as Lauren Tarshis writes in her article “Up From Slavery,” is that “an education gives a person power, and the last thing a slave owner wanted was a powerful slave” (6). This shows that Booker was born into conditions that made it extremely difficult—and dangerous—to receive an education.

Yet even after emancipation, Booker still faced many obstacles. As the narrator of the video says, “Hatred erupted into violence, and groups like the Ku Klux Klan who were determined to keep former slaves from ever achieving equality, spread terror” (5:18). This shows that it was risky to claim legal rights as freedmen and freedwomen.

There were other challenges as well. Booker could not afford to go to a proper school because he had to work to support himself and his family (8). Yet he refused to give up his dream of learning. According to Tarshis, Booker learned to read by studying the sides of salt barrels, memorizing a spelling book, and attending night school after long shifts at the mine (8). This shows us that in spite of Booker’s limited resources, he was determined to learn. In fact he saved every penny until he had enough money to make the journey to his dream school, the Hampton Institute. The journey itself was brutal. Partway there, Booker ran out of money and was

stranded with no food and nowhere to sleep. So what did he do? He worked loading and unloading boats until he had enough to finish his journey. And while at Hampton, Booker worked as a janitor to help pay his tuition.

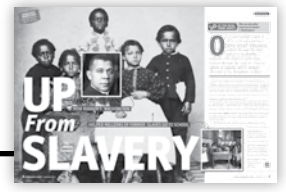
In her poem about Booker T. Washington, Andrea Davis Pinkney speaks of education for freedmen and freedwomen as something hard-won, something that had to be built from the ground up—the kind of education that comes with “Grade A elbow grease,” meaning with a great deal of hard work. This phrase perfectly embodies how hard Booker had to work to overcome the challenges he faced in winning an education for himself.

And why was it so important for Booker and other former slaves to get an education? In “Up From Slavery,” Tarshis explains that after emancipation, the only work available to former slaves was backbreaking manual labor (8). Without an education, there was no opportunity for freedmen and freedwomen to get higher-paying jobs. Davis Pinkney addresses this as well in her poem, in the lines, “He believed black men and women could rise/by starting down on their knees/to build, brick by brick,/the foundation for a school/to call their own.”

ANSWERS TO ACTIVITY SHEETS

“UP FROM SLAVERY” CLOSE-READING QUESTIONS

1. The mood is ominous as the author describes the scary environment Booker faced in Richmond. Descriptions such as “dark streets,” “howls of wild dogs,” and “thieves lurked in snaking alleys” help create this mood.
2. It shows how brave and determined Booker must have been.



"Up From Slavery" cont'd

3. The author uses vivid details that create an agonizing portrait of what his life was like—physically, emotionally, and intellectually. For example, she writes that Booker was considered a "piece of property." She explains that he lived in a tiny shack that was "roasting in summer and freezing in winter," and that he slept on filthy rags. She includes the details that his main job was to swat flies while his owners ate a dinner he could never taste, and that he had to carry the family's daughters' schoolbooks every day but was not allowed to learn to read or write.
4. From the time he was a child forced to carry the Burroughs girls' books, Booker yearned to read and write. You can infer that he was naturally curious and bright. After being freed, he still couldn't go to school, because he had to work in a salt mine to help support his family. He realized he would never move beyond this sort of dreary labor without an education. This motivated him to go to the Hampton Institute.
5. Slave owners believed that knowing how to read and write might encourage a slave to escape or fight back.
6. Booker became a top student at the Hampton Institute and then returned to Malden to teach. He used his education to help those from his community. He then went to college and, in 1881, became the director of the Tuskegee Institute, which became a renowned college for black students. He became a famous figure, whose publications and speeches inspired many and whose fame helped him raise money for thousands of schools for black students across the South.

"UP FROM SLAVERY" CRITICAL-THINKING QUESTIONS

1. "Grade-A elbow grease" refers to the practical skills that Tuskegee students learned, like sewing, making cheese, and blacksmithing. Booker believed that these skills would help former slaves get well-paying jobs, rise out of poverty, take pride in their work, and live with dignity.
2. Most freedmen and freedwomen did not know how to read or write and had few skills beyond whatever work they did as slaves. This lack of education kept them from getting well-paying jobs, which kept many former slaves living in poverty. Without an education, many were enslaved to their economic situation.

3. Answers will vary, but students may say that education creates opportunities—just as it did in Booker T. Washington's time. After slavery ended in the U.S., freedmen and freedwomen needed an education to get well-paying jobs and rise out of poverty.

GATHERING DETAILS FROM MULTIPLE SOURCES

1. a. Before the Civil War, slaves were not permitted to learn how to read or write. It was illegal for slaves to go to school, and those who tried to learn could be killed.
b. Booker longed to go to school like the Burroughs girls, whose books he carried to the schoolhouse, but learning to read or write was illegal for slaves. Slave owners feared that an educated slave would become too powerful and might plan to escape or rebel against those who enslaved them.
2. a. After the Civil War, Northerners came to the South to open schools, yet there were not enough teachers for all the freedmen and freedwomen who wanted to learn. Despite the first years of hope after the war, hatred and prejudice against former slaves prevailed, and Southern states passed laws that made it very difficult for them to get an education.
b. Booker had to work long hours in a salt mine to help support his family rather than go to school. He tried to teach himself any way he could, memorizing the numbers etched into the sides of barrels and studying an old spelling book his mother had bought for him. He attended classes at night with other former slaves yearning for education, but "there were not nearly enough schools and teachers to teach them." (p. 8) Finally, when he learned about the Hampton Institute, he worked and saved money for two years then made a perilous 500-mile journey to attend.
c. The poem suggests that former slaves like Booker struggled to get an education even after the Civil War. Line 6 says, "Once emancipated, stay enslaved to common labor." This is a reference to the grueling work many former slaves had to do because they lacked the education and skills to get better jobs.
3. a. The video explains that life was extremely difficult for freedmen and freedwomen. Few knew how to read or write, and jobs were scarce. They faced hatred and



“Up From Slavery” cont’d

prejudice; many Southerners unjustly blamed them for the Civil War. Groups like the Ku Klux Klan terrorized them. There would be no equality for the next 100 years.

- b. For many former slaves, life after the Civil War was as hard as it had been before the war. Many continued to work exhausting jobs at low pay. The article describes Booker’s body-and-spirit-breaking work in the mine as “the only kind of work available to most former slaves.” (p. 8)
- c. The beginning of the poem describes the kind of work former slaves did after the war: “Yanked the weeds/Sprouted from seeds/Sown on the Civil War’s battleground.” These lines create an image of working in a field, as slaves had done before Emancipation.
4. a. On page 8, the article states, “Without an education, Booker realized, he’d never be truly free.” He became determined to learn, and eventually to go to the Hampton Institute, because he knew that otherwise he would continue to do the same work he had done as a slave. With an education, he could get a better, decent-paid job and take pride in what he did. He thought an “industrial education” was important; in addition to reading, writing, and math, students should learn practical job skills to “escape poverty and lead lives of dignity.” (p. 9)
- b. The poem expresses Booker’s belief that education would help former slaves work their way up to good jobs, dignity, and racial harmony. Lines 9-11 say, “He believed black men and women could rise/by starting down on their knees/to build, brick by brick.” The word “rise” emphasizes how building a school “to call their own” would help them. The poem also refers to Booker’s belief in industrial education, and the final four lines show why: When black people could take pride in the skilled work they did, others would respect them and racial harmony would be achieved.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The main photograph shows a group of African-American children with serious expressions on their faces. In the center is a black and white photo of a confident-looking

older man. The smaller image shows black students being taught in a schoolhouse. The subheading and the red arrows tell us that the serious looking children are former slaves, that the man in the center is Booker T. Washington, and that the children in the schoolhouse are former slaves who went to school with Booker’s help.

2. Page 6 shows an enslaved woman and her three children on the steps of their shack. The children have no shoes and everyone’s clothing is very simple and plain. Page 7 shows black students at the Hampton Institute practicing the skills they are learning.
3. Page 8 shows an African-American man with his arms spread wide and his face pointed up towards the sky. The photograph on page 9 is of Booker with his wife and children. They are well-dressed and appear to be affluent.
4. I think this article will be about a man who dedicated himself to helping former slaves get an education.
5. A. fascinated
B. The word *mesmerized* emphasizes the depth of Booker’s desire to learn. If the author had used another word such as *interested*, it would not have the emotional impact. The word *mesmerized* suggests he was swept away to another world as he looked through the schoolhouse window.
6. She explains how Booker solved the problem of not going to school because he had to work in the mine.
7. The mood is determined. Phrases include “sparked a fire inside him,” “*had* to go there,” and “saving every cent he could.”
8. The tone is proud and admiring. Phrases include “became a star student,” “passionate believer,” “gifted orator,” “one of the best-known figures in the U.S.,” “inspired people around the world,” and “rose up so high.”
9. I can infer that Booker focused most of his energy on helping other people better themselves, and in doing so, he bettered himself.
10. Booker was determined to get an education.
11. Booker T. Washington was born a slave in Virginia in 1856. From a young age, Booker yearned for an education, but it was illegal for slaves to learn to read and write. After the Civil War ended and slavery was outlawed, life was still difficult for Booker because he had to work in a mine to help support his family. Booker

section continues >>



"Up From Slavery" cont'd

knew that without an education, he would never be truly free. Then he heard about Hampton Institute, a special school that trained black students to be teachers and other skilled workers. Booker was determined to go there. For two years, he saved every penny, then made the difficult 500-mile journey. At Hampton, Booker was a star student. As an adult, Booker dedicated his life to helping former slaves get a practical education. He did this by making sure they were trained to get jobs that would allow them to live with dignity.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The main photograph shows a group of African-American children with serious expressions on their faces. In the center is a black-and-white photo of a confident older man. The smaller image shows black students being taught in a schoolhouse. The red arrows tell us that the well-dressed children are former slaves, that the man in the center is Booker T. Washington, and that the children with books are former slaves that Booker helped go to school.
2. Page 6 shows a slave woman and her three children on the steps of their shack. The children have no shoes. Everyone looks threadbare. Page 7 shows black students at the Hampton Institute practicing the skills they are learning.
3. Page 8 shows an African-American man with his arms spread wide and his face pointed up toward the sky. The photograph on page 9 is of Booker with his wife and children. They are well-dressed and appear to be affluent.
4. I think this article will be about a man who dedicated himself to helping former slaves get an education.
5. **A.** fascinated
B. The word *mesmerized* emphasizes the depth of Booker's desire to learn. If she had used another word like *interested*, it would not have the emotional impact. The word *mesmerized* suggests he was swept away to another world as he looked through the schoolhouse window.
6. He taught himself to read and then was able to attend school at night after work.
7. Phrases include "sparked a fire inside him," "had to go

there," and "saving every cent he could."

8. Phrases include "became a star student," "passionate believer," "gifted orator," "one of the best-known figures in the U.S.," "inspired people around the world," and "rose up so high."
9. I can infer that Booker focused most of his energies on helping other people better themselves, and in doing so, he bettered himself.
10. Students should cross out detail #4: "Booker became a passionate believer in what was known as industrial education." (p. 9)
11. Students should draw a line through the following:
 3. One of Booker's jobs was to swat flies off the food in the dining room.
 6. The Hampton Institute was far away and Booker must have missed his family when he went there.
 7. Learning skills like sewing and playing instruments is extremely important.

"UP FROM SLAVERY" QUIZ

*Higher Level (HL)

1. D (central ideas; R.2)
2. D (text evidence; R.1)
3. B (figurative language; R.4)
4. D (text features; R.7)
5. D (text structure; R.5)
6. A (synthesis; R.9)
7. Throughout his life, Booker chose to use his power to "lift up someone else." For example, after he was educated, Booker became a teacher to help others achieve the dream of education that was so important to him. After graduating from Hampton, he went back to his hometown of Malden, West Virginia, to teach other former slaves, according to the article "Up From Slavery" by Lauren Tarshis (9). This shows how dedicated he was to helping others. He also developed a belief in "industrial education," as a way help former slaves find well-paid jobs. During this time, Booker achieved international fame and prominence. Tarshis tells us that Booker "used his fame to raise money for thousands of schools for black students across the South" (9). In this way, Booker clearly followed his own advice that in order lift oneself up, one should lift up others. (key ideas and details, interpreting text; R.2, R.4)



“Up From Slavery” cont’d

8. Education gives people the power to shape their own lives and influence others. This idea is demonstrated in Lauren Tarshis’s article “Up From Slavery” and Andrea Pinkney’s poem about Booker T. Washington. As Tarshis’s article reveals, education brought Booker opportunities that he almost surely never would have had. Without Hampton, Booker would probably have spent his life working in a salt mine or in some similar job, under brutal conditions. Instead, he was able to become a teacher and then the director of an important school. Education also gave Booker the power to express himself effectively and to have his ideas shape the world. As Tarshis writes, “Booker became one of the best known figures in the U.S., a writer and speaker who inspired people around the world.” This shows how education gave him the opportunity to influence others. In Pinkney’s poem, she writes that Booker was determined to give former slaves a “school to call their own” because that was the key to true “emancipation” and “racial harmony” (8). This shows that Booker understood that education would give freedmen and freedwomen the power to shape their own lives, just as education had given him that power. (drawing conclusions, supporting a claim, synthesis; R.1, R.9, W.1)

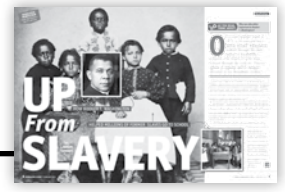
“UP FROM SLAVERY” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. D (text evidence; R.1)
3. B (figurative language; R.4)
4. D (text features; R.7)
5. C (vocabulary in context; R.5)
6. A (synthesis; R.9)
7. Throughout his life, Booker chose to use his power to “lift up someone else.” For example, after he was educated, Booker became a teacher to help others achieve the dream of education that was so important to him. After graduating from Hampton, he went back to his hometown of Malden, West Virginia, to teach other former slaves, according to the article “Up From Slavery” by Lauren Tarshis (9). This shows how dedicated he was to helping others. He also developed a belief in “industrial education,” as a way help former slaves find well-paid jobs. During this time, Booker achieved international fame and prominence. Tarshis tells us that Booker “used his fame to raise money for thousands of schools for black students across the South” (9). In this way, Booker clearly followed his own advice that in order lift oneself up, one should lift up others. (key ideas and details, interpreting text; R.2, R.4)
8. Tarshis’s article shows how education gives a person the power to change one’s life and to influence the lives of others. After he was educated, Booker could choose the life he wanted and no longer had to take whatever job was offered just to survive. Instead of working in a salt mine, Booker got a job as a teacher and then the director of an important school. An education also gave him the power to express himself effectively and to have his ideas influence others. He became “one of the best known figures in the U.S., a writer and speaker who inspired people around the world,” as Tarshis writes (9). Therefore, Tarshis’s article clearly supports the idea that education gives a person power. (drawing conclusions, supporting a claim; R.1, W.1)

POETRY DIVE

1. Answers will vary.
2. *First box:* Booker T. Washington
Second box: The poem includes the name of Washington’s autobiography; the name of the college that he founded; the phrase “industrial education,” about which, the *Scope* article explains, Washington was passionate; the nickname some people used to call Washington; and, in line 22, the first part of Washington’s name, Booker T.
3. *First box:* Common labor is manual labor—low-skilled work that can be physically punishing and demoralizing.
Second box: After being freed from slavery, former slaves were not really free because they had no options for work other than manual labor. Slavery may have ended, but slaves were still trapped—by the lack of opportunities open to them.
Third box: Weeds are valueless plants that tend to grow profusely in areas where they are not wanted. People often dislike weeds because they get in the way of other, more desirable plants like grass, crops, or flowers.
Fourth box: The weeds are a metaphor for the idea stated in line 6, that former slaves are limited to doing



“Up From Slavery” cont’d

common labor. The poet probably chose weeds for the metaphor because weeds are disliked—people generally see them as unwanted and interfering. Just as weeds choke off other plants, a lack of opportunity choked off former slaves.

4. *First box:* The false story is what’s stated in line 6: emancipated slaves had no options for work other than common labor.
Second box: According to the poem, the true story Washington told his people was that they did not have to be limited to common labor—that they could improve their positions in life by learning the skills to do higher-paying jobs.
5. *First box:* It might seem contradictory to say that people could rise by going down on their hands and knees.
Second box: The first two lines of the poem (“*His hands dug/Up from Slavery*”) refer to rising. Students might also say that “Yanked the weeds” in line 3 refers to rising—yanking weeds is pulling them *up*.
6. “Elbow-grease” means physical effort. This is a reference to the students at Tuskegee learning “skilled service-work,” as mentioned in line 25—skills like those listed in the article: sewing, cheese making, and blacksmithing.
7. *First box:* With pride and dignity.
Second box: As used here, it means “a message or teaching that is accepted as undoubtedly true.” The phrase tells you that Washington had very strongly held beliefs.
8. Line 6 summarizes an idea or a situation that freed slaves faced after emancipation. It is the myth that Washington debunked when he told them the “true” story, which is what lines 23–26 contain. Another way of thinking of it is that lines 23–26 are Washington’s solution to the problem identified in line 6.

8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. The photos and footage in this section of the video show enslaved people bent over doing farm work; the narrator says that they worked from “dawn to dusk.” You can see that enslavement was brutal partly because it was physically demanding. The narrator also explains that slaves “were treated as property, and their owners could use them any way they liked.” This conveys the hopelessness of life in slavery: Enslaved people were not in charge of their own destinies.
2. The segment about the Declaration of Independence was most likely included to emphasize that slavery directly conflicted with two very basic American ideals: freedom and equality. Seeing the words of the Declaration on-screen, the viewer is reminded that America was founded as a country where “all men are created equal” and are promised the right to “life, liberty, and the pursuit of happiness.” It is clear that slavery has no place in such a country.
3. The mood of the video during the section about the end of slavery is joyful and optimistic. The music is gentle and happy; the narration explains that “freedom brought relief and joy to former slaves;” and the images show former slaves celebrating, attending school, and voting for the first time. In contrast, the mood in the following section is sorrowful. The music is slow and melancholy; the narration explains that “life was extremely difficult for former slaves;” and the images show overcrowded freedmen schools, hateful posters, and former slaves looking worn out. This drastic mood shift conveys that emancipation was not the happy ending that former slaves had hoped for: The progress made after the end of the Civil War was quickly undone.
4. Answers will vary. Students might say that the end of slavery was just the beginning of a long road to equality for African-Americans. A segment that supports this idea is the one in which the narrator explains that within 10 years of the end of the Civil War, Southern states passed laws that took away many of the rights former slaves

“UP FROM SLAVERY” VOCABULARY PRACTICE

1. satisfied
2. unrealistic
3. allow
4. dank
5. quietly
6. scientist
7. Answers will vary.



“Up From Slavery” cont’d

had been granted along with freedom. Another segment that supports this idea is the one in which the narrator states that African Americans in the South experienced inequality and prejudice well into the 20th century; the visuals during this segment show public signs that are clearly meant to keep white people and black people separate.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. Booker T. Washington
2. He was born a slave in Virginia in 1856.
3. From a young age, Booker yearned for an education.
4. It was illegal for slaves to learn to read and write. Even after the Civil War ended and slavery was outlawed, Booker couldn’t go to school because he had to work in a mine to help support his family.
5. He heard about the Hampton Institute, a special school that trained black students to be teachers and other skilled workers. Booker was determined to go there. For two years, he saved every penny, then made the difficult 500-mile journey.
6. At Hampton, Booker was a star student. As an adult, Booker dedicated his life to helping former slaves get a practical education. He did this by making sure they were trained to get jobs in the real world that would allow them to escape poverty and live with dignity.
7. Booker knew that without an education, he would never be truly free.

Sample Summary:

Booker T. Washington was born a slave in Virginia in 1856. From a young age, Booker yearned for an education, but it was illegal for slaves to learn to read and write. After the Civil War ended and slavery was outlawed, life was still difficult for Booker because he had to work in a mine to help support his family. Booker knew that without an education, he would never be truly free. Then he heard about Hampton Institute, a special school that trained black students to be teachers and other skilled workers. Booker was determined to go there. For two years, he saved every penny, then made the difficult 500-mile journey. At Hampton, Booker was a star student. As an adult, Booker dedicated his life to

helping former slaves get a practical education. He did this by making sure they were trained to get jobs that would allow them to live with dignity.

CORE SKILLS WORKOUT: SUMMARIZING

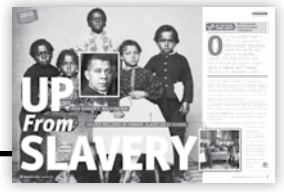
*Lower Level (LL)

Answers will vary but should be similar to the following:

Booker T. Washington was born a slave in Virginia in 1856. From a young age, Booker yearned for an education, but it was illegal for slaves to learn to read and write. After the Civil War ended and slavery was outlawed, life was still difficult for Booker because he had to work in a mine to help support his family. Booker knew that without an education, he would never be truly free. Then he heard about Hampton Institute, a special school that trained black students to be teachers and other skilled workers. Booker was determined to go there. For two years, he saved every penny, then made the difficult 500 mile journey. At Hampton, Booker was a star student. As an adult, Booker dedicated his life to helping former slaves get a practical education. He did this by making sure they were trained to get jobs in the real world that would allow them to escape poverty and live with dignity.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. B
2. D; I chose D because it does not specifically refer to Booker’s motivation to get an education.
3. Booker was resolved to get an education at Hampton and was willing to do anything to get there.
4. Answers will vary. Answers may include:
Detail from “A Piece of Property”: Though it was illegal for a slave to learn to read or write, Booker yearned for an education.
Detail from “Truly Free?”: While working in the salt mine, Booker began to teach himself to read.
Detail from “A Fire Inside”: For two years, Booker worked and worked, saving every cent he could.
Detail from “An Inspiration”: His goal was to help former slaves escape poverty by giving them a practical education.



“Up From Slavery” cont’d

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

Answers will vary but should be similar to the following:

1. The main photograph shows a group of young African-American children. They have serious expressions on their faces. In the center is a picture of a man who looks very confident. The inset photo shows a group of well-dressed students in a schoolhouse. These pictures create an intense and serious mood.
2. “Booker’s family lived in a tiny shack that was roasting in summer and freezing in winter. They slept on filthy rags spread across the dirt floor. Supper was sometimes leftover pig slop.”
3. They show that the male students at the Hampton Institute wore uniforms and the females wore high collared blouses and long skirts. One photograph reveals that learning how to play musical instruments was one of the skills taught at Hampton.
4. The man is spreading his arms wide and his face is turned to the sky, his eyes and mouth are open. This image suggests openness and potential, as if the man is opening his arms to accept all the possibilities the world has to offer.
5. The photograph on page 6 shows a slave and her children on the steps of their shack. They look tired and resigned. The children have no shoes. In stark contrast, the photo on page 9 is of Booker and his wife and children. They are sitting in a lush garden and dressed in fine clothing. They appear confident and well-to-do.

"Should Kids Play Football?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 12 should include some of the following points:

Points for YES

1. Football builds important skills like teamwork, focus, and discipline.
2. Injuries can happen in any sport. If we get rid of football, where would we draw the line?
3. Because of all the attention on the dangers of concussion, football is becoming safer in many ways.
4. Playing football allows kids to participate in a major part of American culture.
5. Football scholarships allow many young men who cannot afford college tuition attend college.

Points for NO

1. Football causes the most concussions of all sports.. Every year, tens of thousands of youth-football players get concussions.
2. A child can suffer permanent brain damage, memory lapses, depression, and personality changes from repeated concussions.
3. Several NFL players have said that they would not let their own child play football.
4. There are plenty of other things kids can do to be active and build life skills.
5. Football scholarships are not as great as they sound because many college players put football first while they are in school, and thus fail to get the education they need.

ANSWERS TO ACTIVITY SHEETS

CORE SKILLS WORKOUT:

FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. C
B. B
C. C
2. C; I chose C because this answer provides an example of something that is being done to make youth football safer.
3. B, D, E; Evidence A does not support the statement because it does not give an example of what makes football dangerous or explain why kids should not play. (Alternatively, students may explain why evidence C or F does not support the statement.)
4. B; Choice A is incorrect because it does not contain a direct quote. Choice C is incorrect because the author's name and the title of the article are not cited, and there is no explanation of how the text evidence supports the writer's idea. Also, the quote is plopped in—it does not flow as part of the paragraph.
5. C; Choice A is incorrect because neither the author's name, the title of the article, nor the page number is cited. Choice B is incorrect because it does not include a page number and because it does not explain how the text evidence supports the writer's statement that if Americans stopped playing football, it would be a national tragedy.
6. Sample paragraph:
Football is a dangerous sport because of the high risk of getting a concussion. In her article "Should Kids Play Football?", Jennifer Sholtz acknowledges that other

section continues >>



“Should Kids Play Football?” cont’d

sports can be dangerous, but notes that “no sport has more concussions than football” (11). Explaining how serious concussions can be, Shotz writes that concussions can lead to memory loss, aggression, depression, and even permanent brain damage (11). Shotz also states that “several NFL players have stated that the game is so risky they wouldn’t let their own kids play” (11). If professional football players are discouraging their own children from playing the game, it is fair to conclude that football is extremely dangerous. Who would understand the likelihood of getting a concussion from football better than an NFL player?

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Lower Level (LL)

1. B, D, E
2. C; I chose C because this answer provides an example of something that is being done to make youth football safer.
3. Answers may include: “‘I understand what could have happened if I’d stayed on the team,’ Isaiah says. ‘Brain damage could have affected my entire life.’”
4. Answers should be similar to: There are positive aspects of playing youth football.
5. Answers will vary.

“SHOULD KIDS BE ALLOWED TO PLAY FOOTBALL?”

VOCABULARY PRACTICE

- | | |
|----------------|---------------|
| 1. dismissal | 7. thriving |
| 2. achievement | 8. rake |
| 3. disperse | 9. enrollment |
| 4. weaken | 10. reaps |
| 5. dwindle | 11. lapsed |
| 6. sustained | |

“SHOULD KIDS PLAY FOOTBALL?” QUIZ

*Higher Level (HL)

1. A (inference; R.1)
2. D (text structure; R.5)
3. A (vocabulary in context; R.4)
4. B (text features; R.5)
5. C (text structure; R.5)

6. D (text evidence; R.1)

7. Through Isaiah’s story, the reader is able to better understand both how dangerous concussions can be and that it is possible—even for a kid like Isaiah, who dreamed of playing football his whole life—to walk away from the game without regrets. Isaiah’s story provokes the reader’s emotions—it is one thing to read facts about the dangers of concussions; it is another thing to read about the experience of a boy who suffered a concussion. The author probably includes Isaiah’s story to draw the reader in, and also to support the argument that kids should not play football. Shotz presents Isaiah’s concussion experience as frightening and serious, describing how, for two weeks after his injury, Isaiah had to lie in a quiet, dark room, and how, for two months after that, he felt confused and had trouble answering questions (10). In the last section of her article, Shotz writes that Isaiah, now 17, is confident that quitting football was the right decision. She writes that since quitting, “he has thrived,” and ends with the note that for Isaiah, leaving the game was “the right choice” (12). (text structure, author’s purpose; R.5, R.6)

8. In her article “Should Kids Play Football?” author Jennifer Shotz presents arguments for and against kids playing football. However, she shows a bias against kids playing football. She begins and ends her article with the personal story of a boy named Isaiah who suffered a concussion during football camp the summer before he started ninth grade, and who as a result decided to quit playing football, despite his lifelong love of the game. Shotz portrays Isaiah’s injury as frightening, and his decision to quit football as sound. She reports that since quitting, Isaiah “has thrived” (12). Isaiah’s story seems intended to evoke the reader’s sympathy, to convince the reader that the risks of football outweigh its rewards—and Shotz features it in the two places in her article where it is likely to have the most impact, the beginning and the end. In addition, Shotz follows many of the arguments she gives in favor of kids playing football with questions that challenge them, or with counterarguments. For example, she lists several measures that have recently been taken to make football safer, and follows the list with the question “But do these measures go far enough?” (11). She explains that

“Should Kids Play Football?” cont’d

football scholarships provide many young people with the opportunity to go to college, and then writes, “Then again, college players often make football, rather than learning, their first priority—which puts them at a disadvantage when they look for jobs” (12). (evaluating author’s point of view, tone; R.6, R.4)

“SHOULD KIDS PLAY FOOTBALL?” QUIZ

***Lower Level (LL)**

1. A (inference; R.1)
2. D (text structure; R.5)
3. B (vocabulary in context; R.4)
4. D (literary devices; R.4)
5. C (text structure; R.5)
6. D (text evidence; R.1)
7. Answers will vary. Here is a sample answer for the argument that tackling should be banned from football: Tackling should be banned from football. As Jennifer Shotz explains in her article “Should Kids Play Football?”, tens of thousands of youth-football players get concussions every year (10), and as Shotz notes, it is during tackles that most of those concussions are sustained (11). A concussion is a very serious injury, especially for someone who sustains repeated concussions, as football players are likely to do. Demonstrating just how dangerous concussions are, Shotz writes, “Football players of all ages have suffered permanent brain damage from repeated concussions—even when they’ve given their brains time to heal” (11). Shotz notes that concussions can also lead to lifelong pain, memory lapses, aggression, depression, personality changes, and many other issues (11). As Shotz acknowledges, football is an American tradition (11). But is it really worth destroying the players’ health? (supporting a claim; W.1)
8. In her article “Should Kids Play Football?” Jennifer Shotz uses the story of Isaiah Kahut to support the argument that kids should not play football. Shotz describes what happened to Kahut the summer before he started ninth grade, when he sustained a concussion during football camp. Shotz portrays his injury as serious and frightening. She explains that he had to rest in a quiet, dark room for two weeks, and that he felt confused and

had trouble answering questions for “two miserable months” after that (10). Shotz then reveals that Isaiah made the difficult decision to quit playing football for good. Near the end of the article, Shotz reports that Isaiah, now 17, is confident that he made the right decision, and that since quitting, he has thrived (12). Isaiah’s story demonstrates not only the dangers of playing football, but also that it’s possible for kids to be happy and healthy without football. Shotz presents Isaiah as someone who made the right choice when he quit football, and in doing so, supports the argument that kids should not play the game. (text structure; R.5)

The Legend of Robin Hood



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 18

Answers will vary. Here is a sample response:

In the play *The Legend of Robin Hood*, Robin Hood is called both a hero and a criminal. He is called a hero because he helps those in need; for example, he gives food to the miller's son Much (14). Robin is called a criminal because he steals; for example, he forces Sir Guy to hand over the tax money he is carrying (16). Both descriptions are accurate; Robin is both a hero and a criminal. However, while it is true that Robin breaks the law, the law is unjust. As the prologue explains, the prince who rules England is corrupt and demands excessive taxes, even from the very poor (14). Robin does not steal for his own gain; he steals to correct wrongs in society. He steals from Sir Guy because Sir Guy works for the corrupt government; we can infer that Robin will give the tax money he steals from Sir Guy back to the people who should never have been taxed so heavily in the first place. Therefore, while Robin is technically a criminal, from an ethical point of view, he is better described as a hero.

ANSWERS TO ACTIVITY SHEETS

THE LEGEND OF ROBIN HOOD CLOSE-READING QUESTIONS

1. The characters are speaking to the reader/audience. This is a literary device that allows the author to provide background information while also establishing the voices of key characters.
2. The Merry Men are expressing the idea that the country's economy and standard of living are declining, and that those in positions of power (at the "top") are to blame.
3. In the prologue, Friar Tuck says that the Sheriff has been keeping a lot of tax money for himself instead of sending it all to the Crown. By "among others," the Bishop means that some of the money was for himself and the Sheriff.
4. Students may say yes because Little John begs Robin to stay in the forest but Robin refuses because of his vanity. This is revealed in his line, "And let some lesser archer walk off with my prize? Never!"
5. The exchange shows that Robin is confident and brave, and that he has a sense of adventure—and also, perhaps, that he is a bit smug.
6. She has come to believe in their cause. She has also grown fond of Robin Hood.

THE LEGEND OF ROBIN HOOD CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that Robin Hood would likely agree, as he breaks laws to help the poor.
2. According to "Medieval Society," people in medieval England had virtually no opportunities to change their status. Most lived on the "brink of starvation" in spite



The Legend of Robin Hood cont'd

of breaking their backs all day working the land. We can infer that Sir Guy makes this comment because he doesn't care to think about whether life is fair for commoners and peasants, and because thinking poorly of them makes it easier for Sir Guy to take what little they have.

3. Through statements such as "If you truly had but three, we would have taken nothing" (Scene 3) and "I loathe unjust laws and the Sheriff's cruelties" (Scene 7), Robin makes it clear that his primary purpose is to right a wrong rather than simply to feed the hungry. By taking from the Sheriff, Robin returns to the people what is rightfully theirs.

THE LEGEND OF ROBIN HOOD LITERARY ELEMENTS

Character

1. **A.** major; Robin Hood is an outlaw who lives in Sherwood Forest with a band of other outlaws. He breaks the prince's unjust laws in order to help those in need. He is a static character because he does not undergo any significant internal change.
B. major; Lady Marian is a noblewoman. She is a dynamic character because her view of Robin Hood changes. At first, she sees him as a criminal; by the end of the story, she sees him as a hero. In addition, she makes the major decision to give up the comfort of her life as a noble and join Robin Hood and his band of outlaws.
C. Sir Guy, major; Sir Guy is a deputy of the corrupt Sheriff of Nottingham. He looks down on the poor and treats them harshly. He is a static character because he 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 6, when the Sheriff calls Robin Hood a coward, Robin Hood throws back his hood and reveals himself to the crowd. Will tells Robin to run but Robin chooses to stay and fight, saying, "And miss all the fun? I think not." This demonstrates that Robin Hood is daring, prideful, and perhaps a bit reckless. He could have kept his identity secret and walked away with the prize, but he wanted to flaunt his accomplishment—particularly to his enemies.
3. Answers will vary. Here is a sample response:

In Scene 4, Sir Guy offers Lady Marian a necklace that he took from a villager who could not pay her taxes. Lady Marian refuses to accept the necklace. She says, "It's not her fault she is poor. She was not born into nobility as we were. Why should she be punished for her poverty?" This suggests that Lady Marian is compassionate and understands the plight of the poor, despite her wealthy upbringing.

Setting

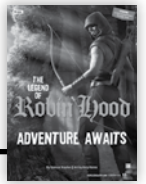
4. **A.** The story takes place in England in 1192.
B. Words and phrases that help illustrate the time period include "milady," "scoundrel," "goblet," "best him," and "dungeon."
5. In 1192, England was ruled by a monarchy. The monarch held absolute power and his word was law. In the play, the current monarch, Prince John, is corrupt and has created unjust laws. The local government of Nottingham is also corrupt; the Sheriff is violent toward the people and skims money off the top of the taxes he collects for Prince John. Robin Hood and the Merry Men make it their mission to right these wrongs. They steal from the rich and give the money to the poor. The corrupt government also drives Lady Marian to renounce her nobility and join the Merry Men.

Literary Devices

6. At the beginning of Scene 6, the audience is aware that the beggar with the eye patch is actually Robin Hood in disguise; the other characters do not discover this until later in the scene.
7. When Lady Marian clutches Robin's silver arrow at the end of Scene 6, it foreshadows what happens in Scene 8: Lady Marian rescues Robin by using the silver arrow to sever the rope with which Robin is about to be hanged.

Plot and Structure

8. The prologue quickly establishes important background information. It explains that the prince is corrupt and that his laws are unjust, and it explains that Robin and his men, in opposition to these unjust laws, fight the rich to help the poor. The prologue is a summary of information; in the rest of the play, events unfold moment by moment. Also, in the prologue the characters speak directly to the audience; for the rest of the play there is a "fourth wall" and the characters live entirely in the world of the play.



The Legend of Robin Hood cont'd

9. The climax of the story occurs in Scene 8, when Lady Marian rescues Robin from being hanged. Her arrow severs the rope just as Robin's heels begin to lift off the ground—in other words, at the very last second. Robin joins Lady Marian on her horse and as they ride away, Marian proclaims that her only regret is that she did not join Robin and the Merry Men sooner. You know that this is the climax because it is the emotional high-point of the play; Robin is seconds away from death when Lady Marian saves him. Also, it is in this scene that Lady Marian makes the life-altering decision to give up her life of nobility and join the outlaws in the forest.

THE LEGEND OF ROBIN HOOD QUIZ

***Higher Level (HL)**

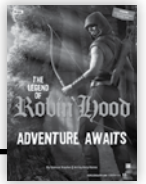
1. B (inference; R.1)
2. C (text evidence; inference; R.1)
3. C (character; R.3)
4. D (character; text evidence; R.3, R.1)
5. D (interpreting text; R.4)
6. A (synthesizing; R.9)
7. If you think you are above the law, you do not believe that laws should apply to you. You believe you have the right to act as you see fit. The phrase "above the law" applies to Robin because he perceives the laws as unjust and therefore refuses to obey them. Robin breaks the law not for his own benefit, but for the benefit of the poor, who are taxed excessively and treated harshly. An example of Robin acting as though he is above the law occurs in Scene 3, when Robin and his men steal all of the tax money that Sir Guy has collected from the villagers. We can infer that Robin uses this money to buy the cheese, deer, and chickens he hands out to the villagers in Scene 5. By operating "above the law," Robin is able to restore some fairness to his society. (interpreting text, inference, text evidence; R.4, R.1)
8. Winston Churchill once said, "What is the use of living, if it be not to strive for noble causes?" Churchill was saying that there is no point to life if one is not trying to do something good, important, or meaningful. He meant that one should devote oneself to more than just one's own pleasure. Robin Hood is an example of a person living life the way Churchill was saying we should. It is revealed in Scene 7 that Robin is an earl

and could be living a life of luxury, but instead, he lives in the forest and devotes himself to fighting injustice. Robin tells Lady Marian, "I hate unjust laws and the Sheriff's cruelties" and "Better to die fighting for what is right than to live an idle life of privilege and greed." And indeed, Robin does risk life by breaking the law. He steals from the rich and gives the money back to the poor from whom it was unfairly taken. For example, in Scene 3, Robin steals taxes from Sir Guy and in Scene 5, distributes food to hungry villagers. Robin is nearly hanged for his pursuit of "noble causes," but shows no intention of changing his behavior as, at the end of the play, he rides off into Sherwood Forest with his men. (interpreting text, analyzing character, text evidence; R.4, R.3, R.1)

THE LEGEND OF ROBIN HOOD QUIZ

***Lower Level (LL)**

1. B (inference; R.1)
2. C (text evidence; inference; R.1)
3. A (inference; R.1)
4. D (character; R.3)
5. C (character; text evidence; R.3, R.1)
6. A (synthesizing; R.9)
7. The play includes many examples of unjust laws and the Sheriff's cruelties. The Prologue tells us that even the very poor are expected to pay heavy taxes to the Crown. The prologue also states that the Sheriff keeps much of the money he collects from the poor for himself and that he uses threats and violence to collect this money. An example of the Sheriff's cruelty is referred to in Scene 1: Much is upset because the Sheriff has burned down Much's father's mill as punishment for not being able to pay his taxes. In Scene 2, Sir Guy reveals that he took a necklace from a woman who was unable to pay her taxes; this, apparently, was considered fair under the law. When Marian and Robin speak in Scene 7, Robin refers to a widow whose son was hanged for stealing flour for his starving family. These examples show the nobility taking advantage of the poor who cannot possibly obey the laws that are imposed upon them. (inference, text evidence; R.1)
8. Lady Marian helps Robin escape because she is a compassionate person, and because through her



The Legend of Robin Hood cont'd

interactions with Robin, her eyes are opened to the unfairness of their society. She comes to respect and admire Robin for his mission to help victims of injustice. Her compassionate nature is apparent in Scene 2, she asks Sir Guy, "Why should [a poor woman] be punished for her poverty?" In Scene 7, when Marian speaks to Robin in the dungeon, she says, "But laws must be followed or there will be no justice." Robin's response is that she is not defining justice correctly. He tells her that the poor cannot be blamed for stealing because "the poor would not have to steal if the Sheriff did not steal from them." It seems likely that before this conversation, Marian did not understand how badly people were suffering, and the degree to which the Sheriff and Sir Guy were to blame for that suffering. Robin tells Lady Marian, "Better to die fighting for what is right than to live an idle life of privilege and greed." It seems that she takes these words to heart, perhaps realizing that she has been leading just such an idle life of privilege—and that she has the ability to take action. And so, when Robin is placed in the gallows, she not only saves him but also joins him and the Merry Men in their quest for justice. (inference, text evidence, character development; R.1. R.3)

THE LEGEND OF ROBIN HOOD VOCABULARY PRACTICE

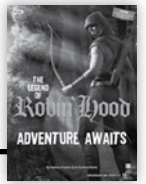
1. loathe
2. best
3. perceptive
4. Crown
5. valiantly
6. brawn
7. shire
8. Varlet
9. furtively
10. is perceptive and brawny.
11. a ruthless judge

CORE SKILLS WORKOUT: EXPLORING MOOD

1. Answers will vary.
2. defiant; In the first line, Prince John is described as corrupt. We learn he demands tax money from the poor. The Sheriff is described as cruel and violent. After explaining that the laws are unjust, Robin and the Merry

Men exclaim that they live as outlaws and "fight the rich to protect the poor!" This creates a defiant mood by showing how they are boldly challenging the Sheriff and Prince John.

3. The beginning of the scene is jolly as the Merry Men roam through the forest chanting about springtime. The mood turns serious when they encounter Much and he tells them about his family's devastating loss. Robin lightens the mood when he talks his men out of taking violent action and gives food to Much. The scene ends in a grateful mood as Much exclaims, "We are forever in your service, Master Robin!"
4. The line creates a playful and taunting mood. There is something slightly menacing in Robin's question, "Why the hurry, Sir Guy?" Robin is being sarcastic when he says that Sir Guy "must be tired after a long day of robbing the poor." At the end of the scene, the mood is still playful and taunting: Robin's invitation to join the Merry Men for a feast seems genuine, but it soon becomes clear that Sir Guy and Lady Marian have no choice.
5. *Storms, heels of his boots echo, cowardly fool, runs his fingers over the blade, and head will roll.* These words and phrases emphasize how furious the Sheriff is and how eager he is for revenge.
6. There is a mood of great anticipation in Scene 6 as the archers gather and the Sheriff is eager to know if Robin has appeared. This mood continues as the mysterious beggar advances to the finals and then splits Gilbert's arrow in half. The mood becomes intriguing and flirtatious as Robin reveals his identity to Lady Marian and compliments her gray-blue eyes. When the Sheriff refers to Robin as a coward and Robin throws off his hood, the drama increases. Robin has put himself in immediate danger but keeps the mood light as he says, "And miss all the fun? I think not!" The scene ends in a thoughtful mood as Marian clutches the silver arrow and watches Robin being dragged to the dungeon.
7. They create a stirring, thoughtful, enlightening mood. Robin explains that he defies the law because the laws are unjust. He enlightens Marian by opening her eyes to the Sheriff's cruelties and the unfairness of their society. His final line is very powerful and stirring, and is likely what convinces Marian that she no longer wants to live an idle, privileged life.



The Legend of Robin Hood cont'd

8. Scene 8 is the most suspenseful. Robin is dragged out to the gallows with his hands bound. The noose is placed around his neck and it seems there is no way out for him. When Friar Tuck manages to cut the ropes around Robin's hands, the tension rises. How will Robin escape? Suspense continues to build as the hangman pulls the rope and Robin's heels lift off the ground. When Marian's silver arrow pierces the rope and frees Robin, the mood becomes thrilling and victorious. This mood continues to the end of the play as Marian, Robin, and the Merry Men charge of the gates and gallop toward Sherwood Forest.

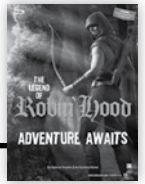
ANALYZING ROBIN HOOD

I. Is Robin Hood a Hero?

Trait or Action That Robin Displays	Example
Brave Yes A hero is someone who puts himself or herself in harm's way to protect or defend others. To do this, a person must be brave.	Because Robin Hood keeps stealing the tax money in order to return it to the poor, the Sheriff says, "Hood, when I catch you, your head will roll." (p. 16)
Helps Others Yes Heroes are known for rescuing others.	When Robin hears that the Sheriff has destroyed Much's father's mill, he gives the boy food and says he won't let the family starve. (p. 14)
Opposes Injustice People often need rescuing from an imbalance of power; the weak are often oppressed by the strong. (Answers will vary.)	Robin's Merry Men say, "We fight the rich to protect the poor." (p. 14)

II. Is Robin Hood a Criminal?

Trait or Action That Robin Displays	Example
Dishonest Yes In order to get away with committing crimes, one would have to be sneaky and not tell the truth.	Example: Robin is dishonest when he wins the archery contest and gives a false name. (p. 17)
Breaks Laws Yes By definition, someone who breaks the law has committed a crime and is a criminal.	We can assume that there are laws against stealing, and Robin Hood steals the tax money from Sir Guy (p. 16).
Violent Violence is usually against the law. (Answers will vary.)	While Robin Hood doesn't always choose violence as Plan A ("Nay, we can injure him using our brains as well as our brawn," (p. 14)), he also "draws his sword" and "fights valiantly" in an attempt to avoid being captured (p. 17).



The Legend of Robin Hood cont'd

CLUES	INFERENCE
<ul style="list-style-type: none"> After Little John offers to attack the Sheriff, Robin responds, "Nay, we can injure him using our brains as well as our brawn." (Scene 1) 	<p><i>What can you infer about Robin from this line?</i></p> <p>You can infer that Robin believes that he and the Merry Men can outwit the Sheriff. You can also infer that Robin does not believe in unnecessary violence.</p>
<ul style="list-style-type: none"> Referring to the peasant whose necklace Sir Guy took, Marian says, "It is not her fault she is poor. She was not born into nobility as we were." (Scene 2) 	<p><i>What does this line tell you about Marian's character?</i></p> <p>She is compassionate and sympathetic towards the poor.</p>
<p><i>Find two lines from the play that support the inference on the right.</i></p> <ul style="list-style-type: none"> GUY: I have no pity for commoners and peasants. If they worked harder, they would have plenty. (Scene 2) MUCH (<i>sniffing</i>): My father could not pay the new taxes, so the Sheriff of Nottingham burned down our mill. Now we have nothing! (Scene 1) 	<ul style="list-style-type: none"> Sir Guy and the Sheriff did not consider the suffering of the poor.
<ul style="list-style-type: none"> Marian glances back at Robin as she rides away. (Scene 3) <p><i>After you consider what the line above suggests, find another line that suggests something similar.</i></p> <ul style="list-style-type: none"> N2: A smile twitches at the corner of Lady Marian's mouth. (Scene 2) 	<p><i>What does this suggest?</i></p> <p>Lady Marian is fond of Robin Hood.</p>
<ul style="list-style-type: none"> The Sheriff is upset that Robin Hood stole the tax money. He exclaims, "That money was for the Crown," after which the Bishop mutters, "Among others . . ." (Scene 4) 	<p><i>What might the Bishop be referring to?</i></p> <p>The Bishop is referring to the fact that he also gets a cut of the tax money.</p>
<p><i>Find two examples from the play that support the inference on the right.</i></p> <p>When Robin promises to help Much's family, Much says, "We are forever in your service, Master Robin!" (Scene 1)</p> <p>Sir Guy says, "He has a bounty of gold coins on his head, but the people revere him as a saint." (Scene 2)</p>	<ul style="list-style-type: none"> The villagers are grateful to Robin and will not betray him.



The Legend of Robin Hood cont'd

CLUES	INFERENCE
<p><i>Find two examples from the play that support the inference on the right.</i></p> <p>Robin is aware the archery match is a trap, but still cannot resist attending. He says, "And let some lesser archer walk off with my prize? Never!" (Scene 5)</p> <p>The Bishop says, "Perhaps, but he is a show-off. He will not be able to resist the opportunity for glory." (Scene 4)</p>	<ul style="list-style-type: none"> Robin craves both adventure and glory.
<ul style="list-style-type: none"> Marian says to Robin, "But laws must be followed or there will be no justice." (Scene 7) 	<p><i>What does this reveal about Marian's understanding of the world she lives in?</i></p> <p>This line reveals that Marian is naive and has led a sheltered life in the kingdom. She is not suspicious of authority and she does not question the justness of laws because she has not seen how sometimes, laws do not serve everyone equally.</p>
<p><i>Find an example from the play that supports the inference on the right.</i></p> <p>Miriam rescues Robin from his execution and says to Sir Guy, "I only regret I did not join them sooner!" (Scene 8)</p>	<ul style="list-style-type: none"> Robin inspires Marian to take action against injustice.

"How the Taco Conquered America"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary. Here is a sample response:

In "Holding on to Heritage Before It Slips Away," Rachel L. Swarns writes, "Immigrants have changed America, but America has also changed them" (21). This means that American culture is shaped by immigrants and that immigrants are shaped by American culture. When immigrants come to America, they bring their food, culture, and traditions with them. Swarns notes that as Americans we enjoy many foods that immigrants have brought to this country, writing, "We often celebrate the culinary treasures that immigrants have carried to these shores, the pastas and biryanis; the tamales and noodle soups; the strudels and jerk chickens" (21). When the foods immigrants bring with them become popular, immigrants "change America."

In "How the Taco Conquered America," author Lauren Tarshis describes how the taco, a food brought to the U.S. by Mexican immigrants, became popular in this country—another example of immigrants changing America. Tarshis notes other foods that immigrants have brought here as well, including apple pie, meat stews, pizza, and hamburgers. In fact, writes Tarshis, "Most of the foods we eat have roots in other lands" (20).

Tarshis also describes how the taco has been Americanized. She describes how Glen Bell, founder of Taco Bell, created a less-spicy sauce for the taco and changed the way it was made so that it could be made in advance of being served. He made these changes to make the taco more appealing to mainstream America. The story of the taco shows how ethnic traditions change as they are integrated into American culture. Swarns addresses this in her essay, too,

writing that as generations pass, immigrants' "palates evolve and customs fade," and "The old ways of cooking are quietly forgotten" (21). In other words, America changes immigrants.

ANSWERS TO ACTIVITY SHEETS

"HOW THE TACO CONQUERED AMERICA" CLOSE-READING QUESTIONS

1. Most Americans had never had a taco, and Bell correctly "sensed that Americans might be ready for something new." But Bell also made a less-spicy sauce for the taco so that it wouldn't seem so exotic. In addition, Bell catered to the fast-food "craze" that was then sweeping the U.S. by preparing his tacos in advance so they could be served quickly, and by designing his taco stand to look like a modern fast-food restaurant.
2. Tarshis writes that restaurants like Mitla's served food for Mexicans "longing for a taste of home." She is suggesting that immigrants crave dishes from their native countries because those dishes are familiar and remind them of home.
3. It means to change the food so that it is more typical of or more appealing to mainstream American tastes.
4. The story of how hamburgers became popular in the U.S. is similar to the story of how tacos became popular: In both cases, a food that was originally eaten almost exclusively by immigrants gained widespread popularity after someone deliberately adapted it to make it more appealing to mainstream America. Tarshis uses the story of the hamburger to show that Bell was not the only person to popularize a food brought to the U.S. by immigrants.

section continues >>



“How the Taco Conquered America” cont’d

“HOLDING ON TO HERITAGE BEFORE IT SLIPS AWAY” CLOSE-READING QUESTIONS

1. Examples include “tart-tongued,” “conch fritters and coconut candy with friends and family,” and “frozen fish and fresh fruit.” The alliteration gives the essay texture and a musical tone that makes it vibrant and evocative.
2. In the early 20th century, some social reformers and settlement-house workers may have believed that immigrants would most easily adapt to life in the U.S. if they abandoned the traditions of their native countries.

“HOW THE TACO CONQUERED AMERICA” AND “HOLDING ON TO HERITAGE BEFORE IT SLIPS AWAY” CRITICAL-THINKING QUESTIONS

1. Swarns explains that when she was growing up, her family maintained a connection to its Bahamian heritage by “sharing meals of conch fritters and coconut candy with friends and family.” She expresses regret that those ties are now disappearing. Food can also be a way of connecting us to memories and loved ones. Swarns writes that after her grandmother died, her mother repeatedly baked the cake that was one of Swarns’s grandmother’s specialties. Her mother’s quest to perfect the cake, Swarns writes, “reflected her longing to be close again to her mother.” Other ideas for how food can be more than just food: It can reflect political, ethical, or religious beliefs; it can offer comfort; it can have negative associations; it can be part of traditions and celebrations.
2. From “How the Taco Conquered America,” you can conclude that dishes sometimes change when someone tries to make them appeal to more people. For example, Bell gave tacos a milder sauce in his effort to sell them to non-Hispanic Americans. From Swarns’s essay, you can conclude that some immigrants and their descendants stop cooking traditional dishes or alter their recipes to please others (like Swarns’s husband and kids) who do not have the same connection to those traditional foods.
3. One benefit could be that the food will appeal to a greater number of people, who will then be exposed to a different culture. Possible drawbacks could be: People lose their connection to their heritage or families; Americanized versions of foods are not as good or as interesting as the traditional versions.

PAIRED TEXTS QUIZ

*Higher Level (HL)

1. B (summarizing; R.1)
2. D (text structure; R.5)
3. A (interpreting text; R.4)
4. B (craft and structure; R.4, R.5)
5. C (text structure R.5)
6. B (key ideas and details; R.2)
7. To “Americanize” a food means to alter it in a way that makes it more familiar and appealing to a wide American audience. This means changing the parts of a dish that Americans aren’t used to, and packaging or selling it in a way that makes it appeal to the tastes and preferences of Americans. This results in a variation of another culture’s food, whether it be milder, simpler, or sweeter. In the article, “How the Taco Conquered America,” author Lauren Tarshis provides the example of the taco as an Americanized dish. She explains that Bell made a less spicy version of taco sauce to cater to an American hesitation towards spicy foods (20). She also explains that Bell devised a way to crisp taco shells in advance to speed up the process of making a taco (20). This enabled him to market the taco as a “fast-food”, which was a craze in American cuisine at the time (20). These two examples illustrate how Bell popularized a traditional Mexican dish in America by altering and selling it in a way that would appeal to Americans—in other words, how he Americanized it.

In her essay, Swarns explains Americanization of food in relation to immigrants in America. She explains that many immigrant dishes—sometimes unintentionally and sometimes deliberately—have either been forgotten or have become more American. She writes that, “Over generations, palates change and customs fade. The old ways of cooking are quietly forgotten” (21). This suggests that immigrant dishes and diets become more Americanized after they begin to adapt to life in America and lose touch with traditional ways of cooking and eating. She also mentions the example of Italian immigrants adding meat to their cuisine, to make it more appealing (21). Both of these examples of change result in Americanization. (interpreting text, integrating knowledge and ideas; R.4, R.9)



“How the Taco Conquered America” cont’d

8. Food connects Swarns to her Bahamian heritage by keeping the memories of the island alive within her and by reminding her of her loved ones from the Bahamas. In her essay, she explains that when she thinks about the Bahamas, she often thinks of certain foods such as limes and coconuts (21). This shows that she associates certain foods with her heritage. Additionally, she explains that although her connection to her Bahamian heritage faded as her relatives from the island moved away or died, she and her family were able to keep their ties to the Bahamas alive by eating these types of familiar foods. For example, her family maintained their connection to the island by, “sharing meals of conch fritters and coconut candy with friends and family” (21). This suggests that these traditional Bahamian foods allowed their family to remain connected to the Bahamas, even in America. She also writes about how she wants to keep her sons connected to the Bahamas by keeping them familiar with the flavors she grew up with. She wishes her sons enjoyed the foods of her childhood, like fried plantains (21), and she wants to infuse her family’s Sunday afternoons with coconut candy (21). This shows that Swarns feels these foods will preserve her family’s connection to Bahamian culture.

In the article, Tarshis points to the same idea when writing about the many Mexican restaurants that opened in America in the 1950s. She writes that these restaurants were, “modest joints serving up tacos and other dishes for Mexicans longing for a taste of home” (19). This suggests that these restaurants helped immigrants remain connected to their Mexican heritage by serving food that reminded them of the places they left behind and may be missing. (key ideas and details, synthesizing; R.2, R.9)

that makes it more familiar and appealing to a wide American audience. This means changing the parts of a dish that Americans aren’t used to and packaging or selling it in a way that makes it appeal to the tastes and preferences of Americans. This results in a variation of another culture’s food, whether it be milder, simpler, or sweeter. In the article, “How the Taco Conquered America,” author Lauren Tarshis provides the example of the taco as an Americanized dish. She explains that Bell made a less spicy version of taco sauce to cater to an American hesitation towards spicy foods (20). She also explains that Bell devised a way to crisp taco shells in advance to speed up the process of making a taco (20). This enabled him to market the taco as a “fast-food”, which was a craze in American cuisine at the time (20). These two examples illustrate how Bell popularized a traditional Mexican dish in America by altering and selling it in a way that would appeal to Americans—in other words, how he Americanized it.

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PAIRED TEXTS QUIZ

*Lower Level (LL)

1. B (summarizing; R.1)
2. A (text evidence; R.1)
3. A (interpreting text; R.4)
4. B (vocabulary in context; R.4)
5. C (text structure; R.5)
6. D (inference; R.1)
7. To “Americanize” a food means to alter it in a way



“How the Taco Conquered America” cont’d

their ties to the Bahamas alive by eating these types of familiar foods. For example, her family maintained their connection to the island by, “sharing meals of conch fritters and coconut candy with friends and family” (21). This suggests that these traditional Bahamian foods allowed their family to remain connected to the Bahamas, even in America. She also writes about how she wants to keep her sons connected to the Bahamas by keeping them familiar with the flavors she grew up with. She wishes her sons enjoyed the foods of her childhood, like fried plantains (21), and she wants to infuse her family’s Sunday afternoons with coconut candy (21). This shows that Swarns feels these foods will preserve her family’s connection to Bahamian culture. (key ideas and details; R.2)

“HOW THE TACO CONQUERED AMERICA” VOCABULARY PRACTICE

1. idyllic
 2. savoring
 3. culinary
 4. piquant
 5. grappling
 6. exotic
 7. conch
 8. C
9. I chose answer C because “exotic” means very unusual and according to question 8, the carrion flower is a very rare flower. Additionally, to “savor” something means to enjoy it for a long time. According to question 8, Karla studies rare flowers and is “obsessed” with the carrion. Given the chance to see the flower that she is so interested in, Karla would want to enjoy her time with it for as long as possible.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

1. The author depicts a sequence of events (chronological order). The section begins “It was 1951” and goes on to describe Glen Bell going to the restaurant across the street and tasting his first taco.
2. The author uses description when naming the foods cooked by Mexican immigrants: “meats spiced with dried chile peppers, woodsy cumin, and chocolate-tinged mole sauces.” Problem/solution text structure is also used.

The author explains the problem that Americans were not adventurous eaters: “many worried that Mexican food would be too spicy or would make them sick.” Bell’s solution was to tailor his taco to American tastes. Not only did he make the sauce less spicy, he also designed the restaurant to look modern and familiar to American customers.

3. The purpose is to compare and contrast Bell’s “Americanization” of Mexican food with food from other cultures that have been brought to America. The author cites the hamburger as another food that originated elsewhere but was transformed to become an American favorite.

CORE SKILLS WORKOUT: WHAT’S THE TONE?

1. meals of conch fritters and coconut candy; buttery cake; grouper bubbling; suitcase full of frozen fish and fresh fruit; sweet smell of coconut candy
2. She writes of her grandmother and great-aunts’ cooking with fondness and savors the memories of the flavors they used. She points out that “food is never just food.” Bahamian food brings back nostalgia for her childhood and reminds her of her heritage.
3. A. “turn up their noses”
B. She feels unhappy that her sons don’t have a connection to this food that is so important to her. And she feels guilty for not doing more “to help them savor the tastes of their heritage.”
4. grappling to hold on to, want to recapture, quietly forgotten
5. A. “I will”
B. This suggests that Swarns is committed to finding a way to hold onto her Bahamian heritage and pass it to her children.
6. affectionate, nostalgic, remorseful
7. Swarns writes affectionately when she describes the dishes her relatives made and the comfort of sharing meals with friends and family. She is nostalgic for her childhood when these smells and flavors (“the smell of grouper bubbling on my family’s stove”) were part of her everyday life. And she is remorseful that she has not tried harder to ensure that her own children have a connection to Bahamian food.



“How the Taco Conquered America” cont’d

INTEGRATING KNOWLEDGE AND IDEAS

Details from the articles	These details support . . .
<p>List some foods that are popular in the United States that were introduced to this country by immigrants. Find examples in both articles.</p> <p>From “How the Taco Conquered America”: tacos, apple pie, meat stews, pizza, hamburgers</p> <p>From “Holding on to Heritage”: pastas, biryanis, tamales, noodle soups, strudels, jerk chicken</p>	<p><input checked="" type="checkbox"/> immigrants have changed America.</p> <p><input type="checkbox"/> America has changed immigrants.</p>
<p>According to “How the Taco Conquered America,” who brought hamburgers to the U.S.? German immigrants</p> <p>When and how did hamburgers become popular in the U.S.? In 1921, two Americans decided to open a hamburger restaurant: White Castle. Most Americans avoided ground beef at that time because it was often made from spoiled meat and undesirable animal parts. To convince Americans to eat hamburgers, the two Americans allowed customers to see into their restaurant’s kitchen as fresh meat was made into hamburger patties, and they emphasized cleanliness and wholesomeness in their advertising.</p>	<p><input checked="" type="checkbox"/> immigrants have changed America.</p> <p><input type="checkbox"/> America has changed immigrants.</p>
<p>According to “Holding on to Heritage,” what changed about the diets of impoverished Italian immigrants after they moved to the U.S.? They started eating meat, when they rarely ate in Italy.</p> <p>Why do you think this change occurred? They may have started eating meat because it was cheaper in the U.S. than it was in Italy, or because they made more money in the U.S. than they had made in Italy.</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input checked="" type="checkbox"/> America has changed immigrants.</p>



“How the Taco Conquered America” cont’d

<p>What are some ways that other people have changed immigrants’ traditional dishes or ways of cooking? Why were these changes made or encouraged? (If the reasons are not stated in the article, explain why you think they were made or encouraged.)</p> <p>From “How the Taco Conquered America”: When Glen Bell, founder of Taco Bell, decided to open a taco restaurant, he made some changes to the traditional Mexican preparation of tacos. He made the sauce less spicy and changed the way the shells were prepared so that they could be made well in advance of serving them and still be crispy. Bell made these changes so that tacos would appeal to Americans who were not used to eating spicy food and who wanted fast food.</p> <p>From “Holding on to Heritage”: In the early 20th century, some social reformers and boarding-house workers pressured immigrants to change the way they ate and cooked. They were encouraged to “suppress their enthusiasm for traditional dishes, particularly for spicy foods,” and to “embrace blander, more ‘American’ meals.” The immigrants may have been pressured to make these changes so that it would be easier for them to fit into American society.</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input checked="" type="checkbox"/> America has changed immigrants.</p>
<p>According to Rachel L. Swarns, has she continued to make dishes from her family’s native country of the Bahamas? Why or why not?</p> <p>Swarns writes that when she was young, she and her relatives maintained ties to their Bahamian heritage by cooking Bahamian dishes, but that now, she feels those ties “slipping away.” She implies that she no longer cooks many Bahamian dishes because her husband and her sons don’t care for them. Swarns does, however, write that she intends to start making more Bahamian dishes.</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input checked="" type="checkbox"/> America has changed immigrants.</p>

"Helping Hand"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1 (AVAILABLE ONLINE)

Some answers will vary.

1. What can you do with a 3-D printer, eight hours, and \$60 in supplies? If you're Mason Wilde, **it you** can change a kid's life.
2. Mason, 16, had recently quit football because of an injury, and he needed a project to keep him busy. That's when family friend Jennifer Shields turned to **them him** for help. Jennifer's 9-year-old son, Matthew, was born without fingers on his right hand. Jennifer wanted to get him fitted with an artificial hand, but she couldn't afford an expensive prosthetic that would need to be replaced often as Matthew grew. Jennifer knew that Mason was good with computers and that he enjoyed taking things apart and rebuilding **it them**. But would he be able to make a new hand for Matthew?
3. Mason was up to the challenge. First, Jennifer found a free design online for a mechanical hand called Robohand. Mason adapted the design to fit Matthew, then he sent the file to a 3-D printer at his local library. Eight hours later, the printer had created 20 separate plastic pieces. All Mason had to do was put **it them** together.
4. This groundbreaking new technology has the potential to change **are our** lives in all kinds of **exiting exciting** ways. This is how it works: Using a design created on special software, a 3-D printer churns out an object, one extremely thin layer at a time. **Than-Then**, as the layers fuse together, the object gradually takes shape **form from** the bottom up. Three-dimensional printers can print with all sorts of materials, including plastic, **medal**

metal, and even chocolate! These printers can create incredibly complex objects and also allow products (like Matthew's prosthetic hand) to be personalized to individual needs.

5. This may sound like science fiction, but 3-D printing is becoming more commonplace every day. Scientists, inventors, and hobbyists have printed objects as diverse as lamps, coffee mugs, clocks, artwork, jewelry, drones, fighter-jet parts, and shoes. One woman received a jaw transplant using a 3-D-printed jaw **maid made** of titanium. Now researchers are working on printing organs and other body parts. If **their they're** successful, countless lives could be saved.
6. Although organ printing is still a ways off, 3-D printing in space has arrived. ~~I mean, seriously—it's amazing.~~ In November 2014, astronauts on board the International Space Station manufactured the first piece of equipment printed in zero gravity. ~~No joke. They did that.~~ Now they can print replacement parts right away, rather than waiting for supplies from Earth. ~~Wouldn't it be cool to have a 3-D printer in your house? You could be like, "Oh no, all the forks are broken!" And then just print new forks or whatever.~~ NASA is also working on printed pizza. ~~That reminds me of how on Star Trek they can just make food appear with a simple voice command.~~
7. Matthew doesn't have to wait for advances in 3-D printing to appreciate how important it is. He already knows. Today, he is able to play catch with his brothers, pick up a pen, and do most things that people with two working hands can do. And as Matthew grows, all he has to do is alter the design of his Robohand to fit, and hit "print." ~~It's totally convenient.~~
8. It isn't surprising that Matthew is thrilled with his new Robohand. "It's the coolest thing ever!" he says. "I'm

section continues >>



“Helping Hand” cont’d

like Superman. Everybody at school thinks I’m so cool.”
~~How cute is that?~~

LEVEL 2 (IN THE MAGAZINE)

Some answers will vary.

1. What can you do with a 3-D printer, eight hours, and \$60 in supplies? **If you’re Mason Wilde, you can change a kid’s life.**
2. **Mason, 16, had recently quit football because of an injury, and he needed a project to keep him busy.** That’s when family friend Jennifer Shields turned to him for help. Jennifer’s 9-year-old son, Matthew, was born without fingers on his right hand. Jennifer wanted to get him fitted with an artificial hand, but she couldn’t afford an expensive prosthetic that would need to be replaced often as Matthew grew. **Jennifer knew that Mason was good with computers and that he enjoyed taking things apart and rebuilding them.** But would he be able to make a new hand for Matthew?
3. Mason was up to the challenge. **First, Jennifer found a free design online for a mechanical hand called Robohand. Mason adapted the design to fit Matthew, then he sent the file to a 3-D printer at his local library.** Eight hours later, the printer had created 20 separate plastic pieces. All Mason had to do was put them together.
4. This groundbreaking new technology has the potential to change **are our** lives in all kinds of **exiting exciting** ways. This is how it works: Using a design created on special software, a 3-D printer churns out an object, one extremely thin layer at a time. **Than-Then**, as the layers fuse together, the object gradually takes shape **form from** the bottom up. Three-dimensional printers can print with all sorts of materials, including plastic, ~~medal~~ **metal**, and even chocolate! These printers can create incredibly complex objects and also allow products (like Matthew’s prosthetic hand) to be personalized to individual needs.
5. This may sound like science fiction, but 3-D printing is becoming more commonplace every day. Scientists, inventors, and hobbyists have printed objects as diverse as lamps, coffee mugs, clocks, artwork, jewelry, drones, fighter-jet parts, and shoes. One woman received a jaw transplant using a 3-D-printed jaw **maid made**

of titanium. Now researchers are working on printing organs and other body parts. If **their they’re** successful, countless lives could be saved.

6. Although organ printing is still a ways off, 3-D printing in space has arrived. ~~I mean, seriously—it’s amazing.~~ In November 2014, astronauts on board the International Space Station manufactured the first piece of equipment printed in zero gravity. ~~No joke. They did that.~~ Now they can print replacement parts right away, rather than waiting for supplies from Earth. ~~Wouldn’t it be cool to have a 3-D printer in your house? You could be like, “Oh no, all the forks are broken!” And then just print new forks or whatever.~~ NASA is also working on printed pizza. ~~That reminds me of how on Star Trek they can just make food appear with a simple voice command.~~
7. Matthew doesn’t have to wait for advances in 3-D printing to appreciate how important it is. He already knows. Today, he is able to play catch with his brothers, pick up a pen, and do most things that people with two working hands can do. And as Matthew grows, all he has to do is alter the design of his Robohand to fit, and hit “print.” ~~It’s totally convenient.~~
8. It isn’t surprising that Matthew is thrilled with his new Robohand. “It’s the coolest thing ever!” he says. “I’m like Superman. Everybody at school thinks I’m so cool.”
~~How cute is that?~~

LEVEL 3 (AVAILABLE ONLINE)

Some answers will vary.

1. What can you do with a 3-D printer, **eight hours, and** \$60 in supplies? If you’re Mason **Wilde**, you can change a kid’s life.
2. Mason, 16, had recently quit football because of an injury; he needed a project to keep him busy. That’s when family friend Jennifer Shields turned to him for help. Jennifer’s 9-year-old son, Matthew, was born without fingers on his right hand. Jennifer wanted to get him fitted with an artificial **hand, but** she couldn’t afford an expensive prosthetic that would need to be replaced often as Matthew grew. Jennifer knew that Mason was good with computers and that he enjoyed taking things apart and rebuilding them. **But** would he be able to make a new hand for Matthew?
3. Mason was up to the challenge. **First, Jennifer**

section continues >>



“Helping Hand” cont’d

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5. This may sound like science fiction, but 3-D printing is becoming more commonplace every day. Scientists, inventors, and hobbyists have printed objects as diverse as lamps, coffee mugs, clocks, artwork, jewelry, drones, fighter-jet parts, and shoes. One woman received a jaw transplant using a 3-D-printed jaw **maid made** of titanium. Now researchers are working on printing organs and other body parts. If **their they’re** successful, countless lives could be saved.
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to do is alter the design of his Robohand to fit, and hit “print.” ~~It’s totally convenient.~~

8. It isn’t surprising that Matthew is thrilled with his new Robohand. “It’s the coolest thing ever!” he says. “I’m like Superman. Everybody at school thinks I’m so cool.” ~~How cute is that?~~

ANSWERS TO ACTIVITY SHEETS

FRAGMENT FIX

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

Answers will vary, but should be similar to:

There are more than 2,700 different kinds of snakes. The largest and strongest is the python, which can grow up to 33 feet long. Even though pythons don’t chew, they can eat large prey. A python can swallow a whole goat because it has a special kind of jawbone that allows it to open its mouth very wide.

KEEP IT CONSISTENT

Answers will vary but should be similar to the following:

Carrier pigeons are homing pigeons, or pigeons with the ability to find their way home over even thousands of miles, that have been trained to carry messages and lightweight packages. Historically, carrier pigeons have completed many important jobs, from spreading news of Olympic champions in ancient Greece to delivering life-saving messages during both World War I and World War II. Hospitals, too, have used carrier pigeons to deliver vials of blood and other samples to testing sites, or to deliver medication to sick patients.

One of the most famous carrier pigeons in history was named Cher Ami (“Dear Friend” in French). During World War I, a group of American soldiers accidentally entered enemy territory and were surrounded. They attached a message to Cher Ami, who managed to deliver it despite being shot



“Helping Hand” cont’d

in the head and leg. The message led to the rescue of the “Lost Battalion.” Cher Ami, who later died from his wounds, received an award from the French government for his heroic service. Today, his body is on display at the Smithsonian Museum in Washington, D.C.

Carrier pigeons have been used for less admirable purposes as well. Prison inmates have been known to use the birds to receive illegal drugs. But for the most part, carrier pigeons have helped humanity in positive ways. Improvements in technology and communication have mostly eliminated the need for carrier pigeons, but there are still many people who raise these amazing birds as a hobby.

SPELL-CHECK ERRORS

1. ~~Are~~ Our; ~~counset~~ council; ~~weak~~-week
2. ~~advise~~ advice; ~~brakes~~ breaks
3. ~~loose~~ lose; ~~metal~~ medal
4. C
5. ~~exited~~ excited
6. ~~threw~~ through
7. C
8. ~~lead~~ led
9. ~~Their~~ There
10. ~~Than~~ Then

PRONOUN POWER

1. tourists
2. Marissa
3. Either my mom or my aunt
4. toys
5. the movie
6. A
7. A
8. A

Last month, Sophie and Shayna started an after-school business. **They** entertain at children’s parties. Each girl gets to put **her** own special talent to use. Sophie does magic tricks, such as pulling a coin out of **her** ear and making a rabbit disappear. **She** can also take an ordered deck of cards, shuffle **it**, and “magically” make every card go back to **its** place. Shayna paints faces and makes balloon animals.

Both girls are having the time of **their** lives—despite some mishaps. At their first party, Sophie had to entertain twenty 6-year-old boys, each dressed as **his** favorite

superhero. Shayna had brought a carton of face paints and left **it** on the table to use after the magic show. While Shayna was assisting Sophie with a trick, a pint-size Batman got into the paints. The birthday boy’s cocker spaniel ended up as a shaggy Robin! Shayna stayed after the party to scrub orange paint out of **its** fur.

Still, the girls are thrilled by **their** new enterprise—and by the extra cash in **their** pockets.

THE SEMICOLON

1. Alligators have lived on Earth for millions of years; they are sometimes called “living fossils.”
2. We planted acorn squash, broccoli, and cauliflower; we will harvest them all in the fall.
3. The Japanese restaurant is always packed; the French restaurant is always empty.
4. I wanted to bring my skis; however, they wouldn’t fit in my car.
5. My dad rides his bike to work every morning; he hates driving.
6. Faye forgot to get her permission slip signed; she couldn’t go to the museum.
7. The food was decent; however, the service could have been better.
8. Mark is at the store buying more chips; we finished the first bag within minutes.
9. I’ve never been scuba diving; it seems like fun.
10. I heard something; it sounded an awful lot like a kitten meowing.