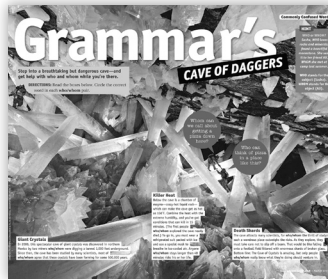


Grammar's Cave of Daggers



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

GIANT CRYSTALS

In 2000, this spectacular cave of giant crystals was discovered in northern Mexico by two miners **who/whom** were digging a tunnel 1,000 feet underground. Since then, the cave has been studied by many scientists, most of **who/whom** agree that these crystals have been forming for some 500,000 years.

KILLER HEAT

Below the cave is a chamber of magma—crazy-hot liquid rock—which can make the cave get as hot as 150°F. Combine the heat with the extreme humidity, and you've got conditions that can kill in 15 minutes. (The first people **who/whom** explored the cave nearly died.) To go in, you must wear a refrigerated suit packed with ice and use a special mask to breathe in ice-cooled air. Anyone **who/whom** stays longer than 40 minutes risks his or her life.

DEATH SHARDS

The cave attracts many scientists, for **who/whom** the thrill of studying such a wondrous place outweighs the risks. As they explore, they must take care not to slip off a beam. That would be like falling onto a football field littered with enormous shards of broken glass. Bottom line: The Cave of Crystals is amazing, but only people **who/whom** really know what they're doing should venture in.

ANSWERS TO ACTIVITY SHEETS

WHO VS. WHOM

1. who
2. who
3. whom
4. whom
5. who
6. who
7. a
8. a
9. b
10. a
11. whom
12. who
13. Who
14. who
15. whom
16. Answers will vary.

“Your Phone Could Ruin Your Life”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Here is a sample response:

The proverb “all things in moderation” means that we shouldn’t overdo anything—including things that we enjoy. It would be wise to apply this proverb to our digital lives. Being connected to the digital world can be fantastic. In the article “Your Phone Can Ruin Your Life,” author Kristin Lewis writes, “Few people would deny that life today is more convenient, information-rich, and connected than it’s been at any point in human history” (6). In other words, our technology has incredible benefits. However, Lewis also points out that technology can be detrimental when used in excess—that is, when we don’t practice moderation. According to Lewis, digital distraction makes homework take longer (8), puts us in physical danger (6), and suppresses our creativity because we never have the brain space to daydream (8). It would be good sense to apply the proverb “all things in moderation” to our digital lives in order to fully enjoy the positive aspects of technology without experiencing the negative effects of overindulgence.

ANSWERS TO ACTIVITY SHEETS

“YOUR PHONE COULD RUIN YOUR LIFE”

CLOSE-READING QUESTIONS

1. Lewis opens by describing three serious accidents involving teenagers. This creates drama and makes the reader wonder what caused the accidents. Lewis builds suspense when she names what did *not* cause

the accidents before finally revealing: “It was a smartphone.” This she puts on a line by itself, giving it emphasis. Lewis then begins speaking directly to the reader, which draws the reader in further.

2. The central idea is that today’s technology has many benefits. It has made our world, as Lewis writes, “more convenient, information-rich, and connected” than ever before. Lewis supports this idea by comparing today’s world with the world of 25 years ago, illuminating ways that technology has made life easier and more enjoyable.
3. Most of the article is written in second person. This creates a conversational, intimate tone; it seems like the author is talking to the reader directly.
4. According to the article, smartphones can distract kids and lead to serious accidents; they can interrupt concentration, which leads to mistakes and tasks taking longer to complete; and they can prevent us from ever being bored, which means our minds are never free to wander and be creative.
5. Lewis focuses the article on how technology affects kids. She speaks directly to readers and uses examples kids can relate to. For instance, she describes a kid needing to call his or her mom to be picked up from band practice and a kid studying Spanish verbs.
6. The author’s tone is concerned, friendly, and understanding. Many of the examples she uses are lighthearted, such as when she describes a kid interrupting his or her studies to take a picture of a cat. She sounds understanding when she explains that chemical reactions in the brain are why it’s so hard to turn off our phones. Also, she includes herself and other adults among those suffering from digital distraction, such as when she writes “The answer lies in how much



“Your Phone Could Ruin Your Life” cont’d

time most of us (not just young people) are spending staring at screens.”

“YOUR PHONE COULD RUIN YOUR LIFE”

CRITICAL-THINKING QUESTIONS

1. It could be that technologies of the past did cause harm—maybe people’s fears about writing impairing memory, for example, were valid—but those innovations improved our world so greatly that they were worth the harm they caused.
2. Answers to both questions will vary. The author likely disagrees. She makes the point that it’s not the technology that is dangerous—it’s the way we use it. She also lists the many benefits of our new technology.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image is a big pile of icons from apps such as Instagram, Twitter, Skype, and Vine. The slanting of the words in the title along with the jumble of images has a cluttered effect. The bright yellow letters of the title increase in size so that the words “YOUR LIFE” are most prominent, though the parenthetical “(if you let it)” indicates that the reader has some control. Together, the image and headline create a mood of chaos and shock.
2. Page 6 shows a small picture of a smiling teenage girl along with a larger picture of an ambulance. Page 7 has a photograph of a walk symbol from a crosswalk and a sleeping teenager.
3. Page 8 has symbols of a clock and text messaging. Page 9 includes various small inset photos such as a finger on a smartphone screen and a teenager yawning.
4. I predict this article will be about all the ways in which our smartphones might be harmful to us.
5. The tone is serious, foreboding, and concerned. Phrases that help create this tone include “the unthinkable happened,” “alarmingly,” “public-health problem,” “especially worried,” “at high risk,” and “they don’t mean it in a good way.”
6. **A.** weakening
B. If she had used a word like *decrease*, the sentence would not have the same dramatic impact. The word *crippling* is more severe—it emphasizes the degree of

the problem.

7. **A.** The author cites examples of new technologies throughout history that incited panic, such as writing, the printing press, and listening to the radio. Each of these inventions and changes turned out not to be harmful in the ways people had feared.
B. These examples set up the reader to wonder if the panic about smartphones and digital distraction will turn out to be unfounded as well. But in the last paragraph she turns the tables by saying, “Many experts are saying no, that today’s tech is significantly different than the technology of the past.”
8. She explains the causes and effects of us constantly checking our smartphones.
9. The mood could be described as troubled. The word “worries” is used more than once. The last two paragraphs of this section include a series of questions: “Who sits and stares out the window anymore . . . ?”, “When was the last time you were bored . . . ?”, and “When . . . do you let your mind wander aimlessly?” This barrage of questions contributes to a feeling of apprehension. Most readers are likely to answer those questions in way that confirms experts’ fears: “Your generation will be so busy consuming media that you won’t be able to create anything of your own.”
10. Constant use of your smartphone can be harmful to you both mentally and physically.
11. Young people today consume media constantly and the effects can be harmful in a variety of ways. First, you could be seriously hurt or killed if you are not paying attention while walking with your smartphone. In fact, there has been a major increase in the number of emergency room visits due to these types of accidents. Then, there are the ways in which your smartphone constantly distracts you from other things you are meant to be doing. When your brain is never completely focused on one thing, your tasks take longer and you make more mistakes. Another detrimental effect of constant media consumption is that because most teenagers are never bored, their minds are never free to wander and come up with new ideas and solutions. Some worry that this will seriously impact the creative output of today’s young people.

"Your Phone Could Ruin Your Life" cont'd

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The image is a big pile of icons from apps such as Instagram, Twitter, Skype, and Vine. The slanting of the words in the title, along with the jumble of images, has a cluttered effect. The bright yellow letters of the title increase in size so that the words "YOUR LIFE" are most prominent, though the parenthetical "(if you let it)" indicates that the reader has some control. Together, the image and headline create a mood of chaos and shock.
2. Page 6 shows a small picture of a smiling teenage girl along with a larger picture of an ambulance. Page 7 has a photograph of a walk symbol from a crosswalk and a sleeping teenager.
3. Page 8 has symbols of a clock and text messaging. Page 9 includes various small inset photos such as a finger on a smartphone screen and a teenager yawning.
4. I predict this article will be about all the ways in which our smartphones might be harmful to us.
5. Phrases include "the unthinkable happened," "alarmingly," "public-health problem," "especially worried," "at high risk," "they don't mean it in a good way."
6. **A.** weakening
B. If she had used a word like *decrease*, the sentence would not have the same dramatic impact. The word *crippling* is more severe—it emphasizes the degree of the problem.
7. The author cites examples of new technologies that incited panic, such as the ability to write things down, the printing press, and listening to the radio. Each of these developments and changes turned out not to be harmful in the ways people had feared.
8. Cause: You are checking your phone while doing homework which prevents your brain from engaging in deep thought.
9. The word "worries" is used more than once. The last two paragraphs of this section include a series of questions such as "Who sits and stares out the window anymore...?", "When was the last time you were bored...?", and "When...do you let your mind wander aimlessly?" This barrage of questions contributes to a feeling of apprehension. Most readers are likely to answer those questions in way that confirms experts'

fears: "Your generation will be so busy consuming media that you won't be able to create anything of your own."

10. Students should cross out Detail #1: "Every era of technological change has triggered panic—and criticism." (p. 7)
11. Students should draw lines through the following:
 3. Years ago, you had to take your film to a store and wait for the prints to be developed.
 5. People were worried that the printing press would overwhelm the human mind.

"YOUR PHONE COULD RUIN YOUR LIFE" QUIZ

*Higher Level (HL)

1. C (central ideas; R.2)
2. D (text evidence; R.1)
3. B (literary devices; R.4)
4. A (author's purpose; R.4)
5. B (text structure; R.5)
6. D (synthesis, text structure; R.9, R.5)
7. The advice in the sidebar "How To Be Smart With Your Smart Phone" addresses a number of problems presented in Kristin Lewis's article. Two of these problems include distraction-related accidents and lack of boredom—both caused by overusing smartphones. To prevent distraction-related accidents, the sidebar advises you to keep your phone in your bag, rather than your pocket, and to stop walking if you need to use your phone. Another problem Lewis discusses is how smartphones stifle creativity by preventing us from being bored. The sidebar recommends taking control of your phone's settings by turning off notifications and updates, so we will be less distracted. (problem and solution, synthesis; R.5, R.9)
8. Answers will vary. Possible response: Kristin Lewis's main purpose is to persuade readers to change how they use their smartphones. She begins the article by telling us about the death of a young girl who was distracted while crossing the street on her phone. Toward the end of the article, Lewis explains that according to a study from Ohio State University, the number of "emergency-room visits for injuries related to walking while using a mobile device has tripled over the past decade." In the conclusion, she writes: "Putting away your phone might just save your life." All of these details show that Lewis clearly wants her readers to be more aware of the risks



“Your Phone Could Ruin Your Life” cont’d

of digital distraction and to adopt safer behaviors. (key ideas and details, author’s purpose, text evidence; R.2, R.6, R.1)

“YOUR PHONE COULD RUIN YOUR LIFE” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. D (text evidence; R.1)
3. C (figurative language; R.4)
4. B (text structure; R.5)
5. D (figurative language; R.4)
6. D (synthesis, text structure; R.9, R.5)
7. Kristin Lewis writes that it is difficult for us to resist our devices because they are constantly interrupting us with pings, updates, and notifications. One solution to this distraction presented in the sidebar “How To Be Smart With Your Smartphone” by Mackenzie Carro is to “take control” of when and how we use our phones. For example, Carro recommends we turn off notifications from social media and games for part of each day. Controlling your phone’s settings will allow you to resist the phone’s interruptions, be less distracted, and be more efficient. (problem and solution, synthesis; R.5, R.9)
8. Answers will vary. Possible response: Kristin Lewis’s main purpose is to persuade readers to change how they use their smartphones. She begins the article by telling us about the death of a young girl who was distracted while crossing the street on her phone. Toward the end of the article, Lewis explains that according to a study from Ohio State University, the number of “emergency-room visits for injuries related to walking while using a mobile device has tripled over the past decade.” In the conclusion, she writes: “Putting away your phone might just save your life.” All of these details show that Lewis clearly wants her readers to be more aware of the risks of digital distraction and to adopt safer behaviors. (key ideas and details, author’s purpose, text evidence; R.2, R.6, R.1)

“YOUR PHONE COULD RUIN YOUR LIFE”

VOCABULARY PRACTICE

1. discourage
2. soar
3. confidence
4. relieve

5. mass-produced
6. incited
7. overtax
8. plummeted
9. Answers will vary.
10. Answers will vary.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE–LL

1. A, B, E
2. B, it specifically lists benefits of modern technology
3. Answers may include: “No wonder simple projects take longer when you have your phone next to you” or an expert says “that when faced with digital distractions, it can take people up to 50 percent longer to complete a task—and that they make more mistakes.”
4. Boredom can make us more creative.
5. Answers will vary.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE–HL

1. A. B
B. C
C. B
2. A, it specifically lists benefits of modern technology
3. A. A, B, E
B. D, it does not address specific problems related to digital distraction. Students may also choose C or F.
4. C; Choice A does not use a direct quotation or explain why the text evidence is relevant. Choice B does not explain why the quote is relevant.
5. A; Choice B does not paraphrase the article, but uses a direct quote without quotations around it. It also does not explain why the paraphrase is relevant. Choice C does not cite the name of the article, author, or page number of the information being paraphrased.
6. Sample paragraph:
Digital distraction can be harmful to you both mentally and physically. In the article “Your Phone Could Ruin Your Life,” author Kristin Lewis describes teenagers being seriously injured or killed in accidents involving walking while using a digital device. In fact, she states, “you are four times more likely to get hit by a car if you walk and use your phone at the same time” (9). Lewis also explains that when you constantly check your phone

"Your Phone Could Ruin Your Life" cont'd

while doing other tasks, you are making it difficult for your brain to concentrate. This is why homework often takes longer than it should and you make more mistakes (8). Another factor that worries experts is that young people today are so consumed by technology, they never allow their brains to be bored. It turns out, when we are bored, "our minds wander. We come up with new ideas, or new solutions to problems" (8). If using your smartphone can not only be distracting, but also physically harmful, then perhaps it's time to put down our phones more often.

CORE SKILLS WORKOUT: WHAT'S THE TONE?

- Answers may include: "the unthinkable happened," "alarmingly," "major public-health problem," "especially worried," "at high risk," "they don't mean it in a good way," "constantly calling for your attention," "brain won't let you," "especially troublesome," "yank your brain"
- The point of view shifts to first person with the line, "It affects all of us" and then to second person, "but experts are especially worried about young people like you." From here on, the author speaks directly to the reader. With the use of the first person, Lewis is acknowledging that what she is writing about affects her personally. When she shifts to second person, it grabs the reader's attention and indicates that she's not writing about something that only affects other people, she is writing about something that affects the reader directly.
- A.** Answers may include: "So why don't you just ignore all these digital interruptions?", "When was the last time you were bored for more than a few minutes?", "When, in the course of your day, do you let your mind wander aimlessly?", "If everyone is busy playing *Candy Crush*, who will write the next Hunger Games?"
B. These questions challenge readers to consider their own experiences and how their own use of smartphones may be affecting their lives. The answers are likely to confirm what the author is saying in the article: that digital distraction is indeed a problem.
- concerned, foreboding, serious
- The author expresses concern in phrases like "You are at high risk for distraction-related accidents" and "what worries experts most." The article has a foreboding tone

when Lewis discusses how "the future will be shaped . . . by the way your generation uses technology. And they don't mean it in a good way." This foreboding also appears when she writes, "Some experts worry that your generation will be so busy consuming media that you won't be able to create anything of your own." The seriousness of the article is apparent from the very start when Lewis describes a fatal accident. This serious tone continues throughout as Lewis lists the various ways in which our use of smartphones can have harmful effects on us. The end of the article recalls Christina's accident using words like "haunts," "tragic death," "dedicated her life," and "might just save your life."

- The tone of the sidebar is direct and friendly. The author gently commands the reader, using phrases such as "set aside time," "keep it in a different room," and "put your phone in your bag." She lists the effects of smartphone overuse in a somewhat mild way, using words like "tells your brain to stay awake," "fizzles the fabulous ideas," and "too much sitting." Carro does not use the severe language and tragic examples that Lewis employs in "Your Phone Could Ruin Your Life." Rather, she gives information in a non-emotional way along with helpful suggestions that are easily achieved.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

Answers will vary but should be similar to the following:

- She lists several accidents that have occurred while teens were distracted by their smartphones and describes other ways in which technology is problematic in our society today.
- "A New World" compares today's world with the way it was 25 years ago. "History of Panic" compares the ways that new technologies throughout history have incited fear and worry.
- The author describes how a teenager might be distracted by technology while doing something else. Lewis lists watching a Vine video, checking NBA rankings, taking cat pictures and posting to Instagram, and repeatedly viewing YouTube videos as examples of how smartphones are "constantly calling for your attention" (7). The structure changes with the question "So why don't you just ignore all these digital interruptions?" The author

section continues >>



“Your Phone Could Ruin Your Life” cont’d

then uses a cause-and-effect structure to explain that interacting with our phones causes a release of dopamine, making it hard for us to resist our devices. She also describes the effect on our brains when we are constantly interrupting our thoughts.

4. The author uses a compare-and-contrast structure and cause-and-effect structure. Comparing life now with how it was in the past, the author uses phrases like “It used to be,” “what a family road trip was like,” and “who sits and stares out the window anymore.” She also explains that boredom has a beneficial effect using phrases like “something happens to our brains when,” “there is a reason,” and “if everyone is busy . . . who will write . . .” (8).
5. This section mainly explains that digital distraction is a serious problem and there are things being done to help kids be safe. Solutions include spreading awareness among teenagers about the dangers of walking while using a smartphone.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. C
2. A; it does not describe the allure of our devices or the ways digital distraction can be harmful to the brain.
3. It is difficult to be creative if we don’t step away from our devices and let ourselves be bored.
4. Answers will vary but may include:
Detail from the introduction: “At the times of the accidents, all three kids were using their phones.”
Detail from “Homework Takes Too Long”: “Every time you stop writing or reading to check your phone—even for a moment—you yank your brain out of its state of concentration.”
Detail from “Boredom is the Best”: “Some experts worry that your generation will be so busy consuming media that you won’t be able to create anything of your own.”
Detail from “Many Questions”: “According to a study by Ohio State University, the number of emergency-room visits for injuries related to walking while using a mobile device has tripled over the past decade.”

The Newsies



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary. Here is a sample response:

When Roger Baldwin said, “Silence never won rights. They are not handed down from above; they are forced by pressures from below,” he meant that to obtain rights, you must fight for them. He meant that those in positions of power and wealth (those who are “above”), who have the authority to grant rights and make change, do not always consider the needs and wants of those with less power and wealth (those who are “below”). For this reason, the less powerful must make clear what they deserve and pressure those with power to give it to them. Otherwise, things will remain unchanged.

In the play, the newsies’ fight for better treatment provides an example of what Baldwin is saying. The newsies are “below” Hearst and Pulitzer in that they have little money and little authority. Hearst and Pulitzer, on the other hand, have a lot of money and control the policies of their newspaper companies. When the newsies ask Hearst to lower the price they pay for papers back down to 50 cents, he refuses, saying, “Now boys, I am just trying to run my business” (18). This suggests that Hearst and Pulitzer make decisions based on their business and profits, without concern for what the newsies need or deserve. For the newsies to get what they deserve, they cannot, as Baldwin says, remain silent; they must take action—and they do. They put pressure on their bosses by striking, and also by destroying newspapers (15). Eventually, the newsies hurt Hearst’s and Pulitzer’s businesses so much that the men can no longer ignore the newsies’ demands and are forced to compromise, agreeing to buy back any unsold papers from the newsies each day.

ANSWERS TO ACTIVITY SHEETS

MAKING CONNECTIONS

Part 1

1. To “win a right” means to get some kind of freedom for oneself. Winning a right is different from being given a right because “winning” suggests there is a struggle or hard work involved. The person gets the right for themselves.
2. The newsies were trying to win the right to fair pay and treatment.
3. According to the video, kids today have the right to an education, unlike the kids in the play. During the time of the newsies, there were no laws that kept kids from having to work or ensured they went to school.
4. By “silence” Baldwin means not speaking up for yourself. “Silence never won rights” means that keeping quiet about how you are being treated won’t do anything to improve your circumstances.

Part 2

1. “They” refers to rights.
2. He means that those “above” are in positions of power, while those “below” are not.
3. During the newsies strike, the newspaper owners were “above” and the newsies were “below.”
4. The newsies used strikes to exert pressure. They were successful because their strikes led to a more fair financial agreement between them and their employers.

THE NEWSIES CLOSE-READING QUESTIONS

1. We can infer that the newsies are throwing newspapers in the river to express their anger. They are sending a message to publishers William Randolph Hearst and Joseph

The Newsies cont'd

Pulitzer that no one is going to sell newspapers until Hearst and Pulitzer change their policies. Throwing the newspapers in the river is a way for the newsies to say, "If you want to take away our money, we'll throw away yours!"

2. The phrase creates an image of many kids moving quickly with great enthusiasm. It helps the reader imagine the number of newsies as well as their unstoppable determination.
3. Chubbs is saying that Ani's code of ethics may break down when there's nothing big in the news to attract customers—when newspaper sales slow down and she becomes desperate.
4. Hanging one's head is an expression of shame. Ani is ashamed of what she has done. Chubbs's prediction that Ani would compromise her values when times got really tough was right.
5. To "cross the picket line" means to work during the strike. Hearst hopes that the money will convince some kids to break the strike and destroy the newsies' morale.

THE NEWSIES CRITICAL-THINKING QUESTIONS

1. By opening with such a dramatic scene and leaving some questions unanswered, the writer captures our interest and draws us into the story.
2. Answers will vary. Students might say that they'd worry about starving during the strike or losing their jobs. They might support the strike because the would-be-strikers' demands are fair, because the strike would only work if everyone participated, and because the strike seemed to be the only way for the newsies to be heard.
3. Yes; their strike won them a better agreement with their employers. Although their lives were probably not much easier, the strike showed the newsies and the world how powerful people can be when they are united. Ani states in the epilogue that the newsies bravely "helped pave the way" for future child-labor laws.

THE NEWSIES LITERARY ELEMENTS

Character

1. **A.** major; Ani is a 12-year-old immigrant who becomes a newsie to help earn money for her family. She is a dynamic character because she loses some of her innocence over the course of the play, and because she

changes her point of view about the newsies' strike.

B. major; Hearst is the owner of the *New York Journal*. He is wealthy, powerful, and uncaring. Students may say he is a static character because he does not undergo any significant internal change; or, students may say he is dynamic character because he agrees to compromise with the newsies to end their strike.

C. Racetrack, minor; Racetrack is a leader among the newsies. He is outspoken, confident, and bold. He is a static character because he does not undergo any significant internal change. (Students may choose to describe a different character here.)

2. Ani stands out among the newsies. We learn more personal details about Ani than we do about the other newsies. For example, we learn that she is an immigrant, that she is working to support her family, that she cannot afford food during the strike, and that she has strong morals. It is her story that we most closely follow. Also, she evolves over the course of the play, going from a naïve girl who knows nothing about selling newspapers to a proud participant in the strike.
3. When Ani first learns about the strike, she says, "Strike? Now I won't make anything!" (Scene 6). She seems upset by the strike and concerned only with how it will affect her in the short-term. However, she does participate in the strike, as we see in Scene 8 when she joins her friends in Central Park to hand out leaflets. Ani is still not convinced that the strike is a good idea, though; when a woman crumples up a leaflet, Ani says, "This is not going to work." In Scene 9, when Hearst announces the compromise that he and Pulitzer are willing to make, Ani is the first one to call out "I like it!" She seems excited by the outcome of the strike. From this and what Ani says in the Epilogue—that the strike showed the newsies that they had power and paved the way for future reforms—you can infer that Ani is glad and proud to have been part of the strike.
4. Over the course of the play, Ani loses some of her innocence as she gains experience as a newsie. In Scene 2, Ani is beginning her first day as a newsie. She doesn't know where to pick up papers or anything about selling them, so Rose tells Ani, "We'll teach ya all the tricks." In Scene 3, Ani's inexperience is demonstrated again; she doesn't understand why the others newsies

The Newsies cont'd

consider news about the U.S. going to war to be “good.” (It is good for the newsies because it will sell newspapers.) When the other newsies tell Ani about “dodges,” or ways to cheat customers, Ani responds, “I may be desperate, but I won’t cheat people.” However, three months later, when newspaper sales have dwindled and Ani is even more desperate, she does try to cheat a customer. She does not feel good about it, as is clear from the way she hangs her head and later refers to her attempted cheat as “that stupid trolley dodge,” but still, she did something she said she would never do.

Setting

5. New York City, April 1898–August 1899
6. At the time of the play, there were no laws protecting kids from working long hours or under unsafe conditions, as there are today. Also, in the late 1800s, kids did not have the right to go to school, and many did not go. Instead, they worked to support their families or themselves. Orphaned kids often slept on the streets; today, there are social services to help kids without parents or whose parents cannot take care of them. (Students could also mention changes in the style of clothing, in technology, etc.)

Text Structure

7. Scene 1 takes place on a day in August of 1899. Scene 2 jumps back in time to a year and four months earlier. The action then continues forward in time until Scene 9, when it catches up to the moment where Scene 1 ended.
8. The author likely starts with the scene on the Brooklyn Bridge because it is exciting and raises questions in the reader’s mind about what led up to it—how and why did 1,000 children come to be standing on the bridge, blocking traffic and throwing newspapers into the river? The reader will be interested to read the rest of the play, which answers those questions.
9. The epilogue provides a summary of what happens to some of the characters in the years after the action of the play ends. It explains the impact of the strike that is depicted in Scenes 1–9—the long-term effects of the events of the play.

Conflict

10. **A.** The person versus person conflict is between the newsies and the owners of the newspapers. (Students could also say that the conflict is between the newsies

on one side and Hearst and Pulitzer on the other.)

B. The newsies want the newspaper owners to lower the price that newsies pay for the papers from 60 cents per 100 papers back down to 50 cents per 100 papers. The newspaper owners want to make as much money as possible; they also want the newsies to end their strike and go back to selling papers.

C. The conflict is resolved with a compromise. The newspaper owners agree to buy back any unsold newspapers from the newsies each day. This means the newsies will not lose money on slow days; the newsies accept this arrangement and end their strike.

11. **A.** The newsies are opposing society.
- B.** The newsies live in a society without laws to protect children from unfair or dangerous working conditions. As a result, they work long, hard hours for little money. When Hearst and Pulitzer decide to increase the amount they charge newsies for papers, there are no laws to stop them. What’s more, society does not give children the right to an education and many newsies never go to school.
- C.** The newsies join together and take for themselves some of what society fails to provide; by striking, they are able to gain better treatment by the newspaper owners. However, it isn’t until almost 40 years after the newsies’ strike that the first child labor laws are passed. As the characters explain in the epilogue, many newsies never went to school. As the play concludes, positive steps toward how society treats kids have been taken, but the conflict has not been resolved.

THE NEWSIES QUIZ

*Higher Level (HL)

1. B (text structure; R.5)
2. A (figurative language; R.4)
3. D (text structure, inference; R.5, R.1)
4. A (plot development, inference; R.5, R.1)
5. A (theme; R.2)
6. D (theme, text evidence; R.2, R.1)
7. Chubbs means that sometimes you have to give something up, or persevere through something difficult, to achieve a goal. In other words, you may have to suffer in the short-term to benefit in the long run. This idea applies to the play because when the newsies go on strike, they sacrifice their badly-needed income, but

The Newsies cont'd

the strike eventually leads to a fairer system of pay. The newsies' sacrifice is demonstrated through the way Ani reacts when she first learns about the strike. She says, "Strike? Now I won't make anything!" (18). Also, in Scene 8, Chubbs notices Ani's stomach growling and asks her when she last ate; in response, she just shrugs (18). You can infer that because of the strike, Ani's family has not been able to buy enough food; no doubt many newsies are in a similar situation. The newsies' sacrifices pay off when Hearst and Pulitzer, to put an end to the strike, agree to buy back any newspapers the newsies don't sell each day. This means, as Chubbs explains to Ani, that on days when a newsie can't sell his or her papers, he or she won't lose money (19). (interpreting text, theme, text evidence; R.4, R.2, R.1)

8. The newsies were brave because while on strike, they weren't making any money—and as N1 states in Scene 2, the newsies were poor and needed the money they made to feed themselves and their families. The newsies did not know how long the strike would continue, but were willing to take that risk, as well as the risk of being fired. Standing up to the public also required bravery; many people probably reacted to the strike like the lady in Scene 8, who dismissively crumples up the leaflet Chubbs gives her. Although the newsies' strike did not immediately bring about the passage of the laws protecting kids, the strike did show the newsies, as Ani and Rose say in the play's epilogue, that they had power and rights. But the newsies didn't show this just to themselves; they showed it to the world. In doing so, the newsies drew attention to children's rights and showed future generations that even children have the power to make a difference. (inference, critical thinking; R.1, R.2)

THE NEWSIES QUIZ

***Lower Level (LL)**

1. A (text structure; R.5)
2. A (figurative language; R.4)
3. C (inference; R.1)
4. A (plot development, inference; R.5, R.1)
5. A (theme; R.2)
6. D (theme, text evidence; R.2, R.1)
7. In the play, William Randolph Hearst is portrayed as a rich and powerful man who cares a lot about his business

and not at all about the children who work for him. He is portrayed as greedy and lacking in compassion. That Hearst is rich is established in Scene 1, when Racetrack refers to Hearst as a millionaire. Two other indications of Hearst's wealth and status are that he travels by car in a time when many people were still traveling by horse and wagon, and that he has an assistant. You can infer that Hearst is greedy and uncaring from the fact that he raises the price of newspapers for newsies from 50 cents to 60 cents; there is no mention of the price of a newspaper being raised for customers, which means that Hearst is earning more by having the newsies earn less. In Scene 5, Sully says that Hearst promised to drop the price back down to 50 cents after the war ended but broke that promise. In Scene 7, Hearst refers to the striking newsies as "a bunch of brats"; he shows no compassion for the newsies and no respect for their strike. (characterization; R.3)

8. The immediate effect of the strike was that Pulitzer and Hearst changed their policies about buying back unsold newspapers. Before the strike, a newsie had to pay for any newspapers that he or she bought from the newspaper company but did not sell. So if a newsie didn't sell enough newspapers, he or she could end up earning less than he or she spent. This is what happens to Ani in Scene 4, when she tells her friends, "I still have 40 papers left. If I go home now, I'll have lost money." As a result of the strike, as Hearst announces in Scene 9, he and Pulitzer agreed to buy back unsold newspapers from the newsies—meaning the newsies could not lose money trying to sell papers. Another effect of the strike, as the characters explain in the epilogue, was that it showed the newsies that they had both power and rights. And as Ani says, the strike helped "pave the way" for later laws protecting children from unsafe working conditions and giving them the right to an education. (key ideas and details; R.2)

VIDEO DISCUSSION QUESTIONS

1. In support of this statement, the video explains that skyscrapers are being built, new inventions are changing daily life, the population of cities is booming, and factories are churning out goods. But the video challenges this statement by explaining that two million

The Newsies cont'd

children work in America during this time period, poverty is widespread, and there are almost no programs to help needy families.

2. The tone of the video during this section is serious, compassionate, and quietly outraged. Sad piano music plays as the narrator describes the injustices that child laborers faced—how they worked impossibly long hours under dangerous conditions. The photos show kids staring blankly and tiredly into the camera, wearing tattered clothes and covered with dirt. You can tell that the video-maker's attitude towards them is one of deep concern.
3. A central idea of this segment is that street kids are go-getters who find many ways to survive, but also face difficulties that no child should have to face. The narrator explains that street kids performed all kinds of different jobs to make money, and some images in this section show them cheerfully selling candy and delivering messages. However, the narrator also explains that these kids suffered through bad weather, a lack of customers, and exhaustion; they are shown being unsuccessful in their efforts to sell papers and hunching up against the cold.
4. You can infer that a reformer is a person who works to correct injustices in society.

THE NEWSIES VOCABULARY PRACTICE

1. **A.** They became scabs. **B.** scabs
2. create leaflets
3. **A.** protesters **B.** a picket line
4. Women and men have the right to equal pay if they perform the same labor.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

1. The photograph shows a group of newsies. Some of the kids look ragged and serious. Some look amused. The picture creates a thoughtful mood, challenging the reader to consider what life was like for these hardworking children who had to work for a living.
2. The image gives a vivid visual representation of the world in which the newsies lived and worked. It helps convey the chaos of life on the streets and the caption provides sensory details about the sights, sounds, and smells in New York City.
3. It explains other jobs kids had besides selling

newspapers, such as selling flowers and candy, or working in a mine or factory.

4. The three young children are huddled together over a metal grate. They have no shoes and no blankets. This photo creates an uncomfortable mood, provoking sympathy from the reader.
5. The picture on pages 14-15 shows the children in a somewhat neutral stance. They seem resigned to their situation. By contrast, the photograph on page 19 shows the kids in a defiant stance. They are holding up signs demanding justice and the right to an education. This image shows them actively pursuing a better life.

CORE SKILLS WORKOUT: EXPLORING MOOD

1. Answers will vary.
2. riotous; The setting immediately contributes to the mood. The Brooklyn Bridge is crowded with 1,000 children "bringing traffic to a standstill." Each line spoken by a character is punctuated by an exclamation point. There are whistles, hoots, and cheers from the crowd. Words like "swarm," "overtake," "hurl," and "take off running" also create the riotous mood.
3. The mood is matter-of-fact. The narrators give background information about newspapers and newsies, then the kids explain to Ani how the system works. The mood changes when Racetrack goes to buy his bundle of papers. Even though the prices have been raised, there is an excited mood that the war will help the newsies sell more papers.
4. The line creates a sense of despair and shame. In the previous scene, Ani said, "I may be desperate, but I won't cheat people." Now, because she doesn't want to lose money, she has stooped to keeping a man's change. Ani is ashamed realizing she has done the very thing she said she wouldn't do.
5. "squeezing us dry," "make a stand," "strike," "swat 'em good," "swipe da papes," "tear 'em up." These emphasize the boldness of the newsies and their commitment to fight back. This creates a mood of defiance.
6. In Scene 7, the mood is serious and scornful as Hearst and his assistant discuss how "the newsies strike is hitting us hard." They speak of Pulitzer's colossal financial losses and Hearst refers to the newsies as "a bunch of brats." When they arrive at Hearst's offices, the mood is energized by

The Newsies cont'd

the chanting of the newsies. The newsies' commitment to not cross the picket line and "stick together like glue" contributes to this courageous energy.

7. These lines create a sympathetic and hopeful mood. After being belittled by the woman who crumples up their leaflet, the newsies encounter an adult who cares about their plight and gives them encouragement.

8. Answers will vary. The Epilogue explains that while

some newsies went on to receive an education, most continued to work throughout their childhoods and never went to school. This information is offset by the acknowledgement that the newsies' strike was a major accomplishment and their bravery "helped pave the way" for future reforms regarding child labor. This leaves the reader with a sense of admiration and gratitude for the newsies.

CORE SKILLS WORKOUT: MAKING INFERENCES

CLUES	INFERENCE
<ul style="list-style-type: none"> When Ani shows up to sell newspapers, Rose says, "Wouldn't you be better off at school?" (Scene 2) 	<p><i>What can you infer about the way Ani appears to the other kids?</i></p> <p>You can infer that initially the other kids don't see Ani as one of them; they may see her as too innocent, too well off, or not tough enough to be a newsie.</p>
<ul style="list-style-type: none"> "Packed trolleys clattered around the city. The smells of cooking, horse manure, and factory smoke hung in the air. The streets were crowded and often filthy." ("So Many People," page 16) "Many orphaned kids lept on the streets, in condemned buildings, or in stables." ("Nowhere To Go," page 18) 	<p><i>What do these lines tell you about the lives of orphans in New York City?</i></p> <p>In the 1800s, orphans in New York City did not get much help from the government. They slept on the streets—and the smelly, dirty condition of the streets must have made life even more difficult and dangerous for these kids.</p>
<p><i>Find two lines from the play that support the inference on the right.</i></p> <ul style="list-style-type: none"> "Many never went to school or even learned to read." ("Work, Work, Work," p. 17) ROSE: Today, it's illegal for kids in America to work more than 18 hours on a school week. And all children have the right to an education. (Epilogue) 	<ul style="list-style-type: none"> In the 1800s, American kids did not have the right to an education; not all kids went to school.
<ul style="list-style-type: none"> Sully says, "Spread the word that nobody—NOBODY—sells papes. If ya sees someone sellin' da <i>World</i> or <i>Journal</i>, ya swat 'em good." (Scene 5) <p><i>Consider what the line above suggests, then find another line that suggests something similar.</i></p> <ul style="list-style-type: none"> RACETRACK: Do it and you won't make it a block! (Scene 7) 	<p><i>What does this suggest about how the newsies who are on strike feel about newsies who are not taking part in the strike?</i></p> <p>The line suggests that the striking newsies have no tolerance for newsies who are not participating in the strike. The strikers view the nonstrikers with hostility.</p>



The Newsies cont'd

CLUES	INFERENCE
<p><i>Find two examples from the play that support the inference on the right.</i></p> <p>N1: She looks at the dime and hangs her head. (Scene 4)</p> <p>ANI: I couldn't go home and face my family. Especially after trying that stupid trolley dodge! (Scene 6)</p>	<p>Ani feels ashamed of trying to cheat the stockbroker.</p>
<p><i>Find two examples from the play that support the inference on the right.</i></p> <p>HEARST: I've worked too hard to have this paper ruined by a bunch of brats. (Scene 7)</p> <p>HEARST (shouting): I'll give two dollars a day to anyone who crosses the picket line! (Scene 7)</p>	<p>Mr. Hearst does not care about doing what's best for the newsies.</p>
<ul style="list-style-type: none"> • After the meeting about the strike, Chubbs goes looking for Ani. (Scene 6) • As the kids are handing out leaflets, Chubbs asks Ani, "Is that yer stomach growlin'? When was the last time you ate?" (Scene 8) 	<p><i>What kind of friend is Chubbs?</i></p> <p>Chubbs is a caring and protective friend. He knows that the lifestyle of the newsies is new to Ani, and he won't leave her to fend for herself.</p>
<p>A rich woman crumples up one of the newsies' leaflets. Later, a factory worker gives each child a penny and says, "Those newspaper men should not be cheatin' children to make their fortunes." (Scene 8)</p>	<p><i>What does this reveal about the way people of different economic classes view the strike?</i></p> <p>You can infer that those living in circumstances more similar to the newsies have more sympathy for the newsies. The rich woman probably has no experience with the kind of work the newsies do and therefore can't relate to their plight. On the other hand, the factory worker likely works long hours for low pay and understands how tough life is for the newsies; he is more supportive of the strike than the rich woman.</p>
<p><i>Find two examples from the play that support the inference on the right.</i></p> <p>ANI: But our strike showed us that we had power. (Epilogue)</p> <p>ANI: But our bravery helped pave the way. (Epilogue)</p>	<p>When the newsies look back on the strike, they feel satisfied with the decisions they made and the actions they took.</p>

"Toys of Terror"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 13

Answers will vary. Here is a sample response:

The Consumer Product Safety Commission has a very important role. In "Toys of Terror," author Lauren Tarshis tells us that the CPSC is America's government regulatory agency that enforces toy-safety laws. (12). These laws provide rules, like requiring toys for kids under 12 to be sent to a toy-testing lab for approval, so that kids don't get hurt (11-12). This shows us how the CPSC's goal of protecting children from dangerous toys is achieved by making sure manufacturers adhere to the set safety standards.

However, I don't believe the CPSC was justified in banning Buckyballs. Buckyballs was a product designed for adults and should be treated as such. In "Popular Magnets Banned Forever," author Kristin Lewis tells us how Buckyballs was designed as a stress-relieving desk toy and featured prominent labels that warned people of the toy's dangers when in the hands of children (13). This shows us that Buckyballs knew of the danger, but was never intended to be played with by kids. In addition, it seems strange to vilify Buckyballs because other adult products have proven to be more dangerous to children and yet continue to be sold today. Lewis writes, "Ovens, faucets, and dryers are statistically more injurious than Buckyballs" (13). This implies that the CPSC seems to be unjustly attacking Buckyballs when other innocuous products meant for adults have shown to be more dangerous. The CPSC's job is to enforce the laws of toy-safety but it can't prevent every occurrence of disaster. In "Toys of Terror," Tarshis tells us how our country has some of the toughest toy-safety standards, but the CPSC can't control how kids use toys, like riding scooters without protection or

playing with products designed for older children (12). This shows us that the CPSC is out of line by banning Buckyballs, because it's not supposed to be concerned with people misusing a product. Because Buckyballs was designed for adults, statistically less dangerous than other adult products, and only dangerous when misused, I believe that the CPSC was not justified in taking it off the shelves.

ANSWERS TO ACTIVITY SHEETS

DEVELOPING AN ARGUMENT

1. The Consumer Product Safety Commission (CPSC) is a government organization that makes sure toys are safe before they are sold in the U.S.
2. "Enforcing toy-safety laws is the job of a U.S. government regulatory agency called the Consumer Product Safety Commission (CPSC), which was established in 1972." (p.12)
3. "In 2012, the CPSC demanded that Buckyballs and similar products be banned and recalled and that money be refunded to customers."
4. **Reasons for "Yes":** 1) If swallowed, Buckyballs can cause damage to the intestines as severe as a gunshot wound; 2) Between 2009 and 2013, about 2,900 kids and teens needed medical attention after swallowing at least one Buckyball; 3) The warning labels on Buckyballs clearly don't work. **Reasons for "No":** 1) Buckyballs are not intended for children; it's the responsibility of the adults who buy them to keep them away from kids; 2) According to statistics, plenty of common household items, like ovens and kitchen knives, cause more injuries than Buckyballs; 3) Buckyballs had large warning labels warning about their hazards.



“Toys of Terror” cont’d

“TOYS OF TERROR”

CLOSE-READING QUESTIONS

1. Words like “dolls,” “yo-yos,” and “trucks” usually conjure positive images, but they are surprisingly negative in the subheading text “Poisonous dolls. Strangling yo-yos. Toxic trucks.” The author describes My Sweet Baby Cuddle Care as “just about the cutest thing,” and follows with the information that the doll caused “burned and blistered fingers.” This is an ironic outcome for something meant to be fun. By using irony, the author surprises the reader and draws attention to a possibly unfamiliar problem.
2. As author Lauren Tarshis describes, the guidelines are strict and precise, requiring testing of the substances used to create toys, their noise level, and the presence of sharp edges or small parts that could be harmful to children. Toys made for children younger than 12 are also sent to a toy-testing laboratory.
3. As Tarshis explains, there are “lots and lots of toys to keep track of.” With thousands of toys sold annually and with as many as 257,000 children needing medical attention because of toy-related injuries, overseeing toy safety is a big job. The existence of the CPSC suggests that the government sees keeping children safe as part of its responsibility.
4. While many injuries occur each year, the U.S. is known for having some of the toughest toy-safety standards in the world, according to Tarshis. Yet the enormous number of toys being manufactured, 80 percent of which are made in China, makes it hard for the CPSC to detect every problem. In addition, many kids are injured because of how they use toys rather than because of a defect in the toys.

“POPULAR MAGNETS BANNED FOREVER”

CLOSE-READING QUESTIONS

1. Lewis compares injuries caused by Buckyballs to “gunshot wounds” that are “deadly” and, among other horrors, rip “right through intestinal walls.” These descriptions create a tone of dire warning by creating images that help the reader understand the seriousness of injuries that can be caused by this product.
2. The company refused to issue a recall because Buckyballs came with “prominent labels warning to keep the

magnets away from kids.” You can infer that the company believed the injuries were a result of improper use of the product, not because of something wrong with the product itself. Fans likely enjoyed Buckyballs and thought that adult consumers shouldn’t be deprived because other people irresponsibly let children play with an adult product.

“TOYS OF TERROR” AND “POPULAR MAGNETS BANNED FOREVER” CRITICAL-THINKING QUESTIONS

1. Both articles acknowledge that the CPSC is working hard to protect children from dangerous products. In “Toys of Terror,” Tarshis explains the strict guidelines the CPSC has for toy manufacturers and its role in recalling harmful toys. In the essay on Buckyballs, Lewis explains how the CPSC convinced retailers to stop selling the product, thus putting Maxfield & Oberton out of business. Yet, as both articles imply, the CPSC does not catch every potentially injurious toy and many children are injured by toys each year.
2. Answers will vary. Both articles suggest arguments against establishing stricter CPSC regulation. In “Toys of Terror,” Tarshis suggests that many children are injured because of how they use toys rather than because of a flaw in the toys. Lewis includes the argument that every Buckyballs package had a prominent label warning owners to keep the product away from children. Perhaps it is unjust to put toy companies and fans at the mercy of irresponsible owners.

PAIRED TEXTS QUIZ

*Higher Level (HL)

1. D (central idea; R.2)
2. B (text evidence; R.1)
3. B (inference; R.1)
4. A (key ideas and details; R.2)
5. C (vocabulary in context; R.4)
6. A (integrating ideas; R.7)
7. **Sample “Yes” response:** The U.S. Government should increase funding to the Consumer Product Safety Commission (CPSC) because an astounding number of children are being harmed by toys. According to Lauren Tarshis in her article “Toys of Terror,” more than 250,000 children went to the emergency room with toy-related



“Toys of Terror” cont’d

injuries last year (11). Though the CPSC does its best to detect flaws before toys are available to consumers, there are many defects that are not being found, and testers are not always able to predict how the toys will be used (12). If the CPSC had more funding, it could be more thorough in testing the thousands of toys that are manufactured each year, preventing a great number of injuries and toy recalls. (supporting a claim, central ideas, text evidence; W.1, R.2, R.1)

Sample “No” response: The U.S. Government should not increase funding to the CPSC because our country already has incredibly strict toy-safety laws (11) and the commission should do a better job with the resources it is given. If the CPSC tested toys more rigorously, it could have detected the electrical defect in the My Sweet Baby Cuddle Care Doll before children were injured. If given more funding, the CPSC may continue to ban toys that were not meant to be in the hands of children in the first place, as they did with the popular magnetic toy Buckyballs. (supporting a claim, central ideas, text evidence; W.1, R.2, R.1)

8. The CPSC has many challenges in regards to toy safety. It must keep track of a large number of toys that are manufactured every year, about 80 percent of which are made in China where U.S. safety rules are not always followed (12). Even when the CPSC does rigorous testing to be sure that toys are free from harmful chemicals and small parts that could become choking hazards, they can’t always predict how toys will be played with (12). Another thing that makes toy safety difficult for the CPSC is that some toys meant for adults or older kids end up in the hands of young children (12). In the case of the popular magnetic toy Buckyballs, though the toy was meant for adults, the CPSC banned it because children were being seriously harmed by swallowing them (13). (text evidence, synthesizing; R.1, R.9)

PAIRED TEXTS QUIZ

*Lower Level (LL)

1. D (central idea; R.2)
2. B (text evidence; R.1)
3. B (tone; R.4)
4. C (development of ideas; R.5)
5. C (vocabulary in context; R.4)

6. B (integrating ideas; R.7)

7. The U.S. Government should increase funding to the Consumer Product Safety Commission (CPSC) because an astounding number of children are being harmed by toys. According to Lauren Tarshis in her article “Toys of Terror,” more than 250,000 children went to the emergency room with toy-related injuries last year (11). Though the CPSC does its best to detect flaws before toys are available to consumers, there are many defects that are not being found, and testers are not always able to predict how the toys will be used (12). If the CPSC had more funding, it could be more thorough in testing the thousands of toys that are manufactured each year, preventing a great number of injuries and toy recalls. (supporting a claim, central ideas, text evidence; W.1, R.2, R.1)
8. The CPSC has many challenges in regards to toy safety. It must keep track of a large number of toys that are manufactured every year, about 80 percent of which are made in China where U.S. safety rules are not always followed (12). Even when the CPSC does rigorous testing to be sure that toys are free from harmful chemicals and small parts that could become choking hazards, they can’t always predict how toys will be played with (12). Another thing that makes toy safety difficult for the CPSC is that some toys meant for adults or older kids end up in the hands of young children (12). In the case of the popular magnetic toy Buckyballs, though the toy was meant for adults, the CPSC banned it because children were being seriously harmed by swallowing them (13). (text evidence, synthesizing; R.1, R.9)

PAIRED TEXTS VOCABULARY PRACTICE

1. retailer
2. recall
3. detected
4. defect
5. manufacture
6. prominent
7. stringent
8. Answers will vary.
9. Answers will vary.

CORE SKILLS WORKOUT: SUMMARIZING–LL

Answers will vary but should be similar to the following:

section continues >>



“Toys of Terror” cont’d

“Toys of Terror” is about toys that turn out to be dangerous to the children playing with them. Examples of such toys include the My Sweet Baby Cuddle Care doll, which got burning hot due to an electrical defect, and a Hello Kitty whistle that had small parts that could be a choking hazard. In the U.S., strict safety rules help make sure that toys do not have harmful features such as lead paint, sharp edges, or toxic chemicals. These rules are enforced by the Consumer Product Safety Commission (CPSC). Unfortunately, unsafe toys still end up in stores because there are so many toys to keep track of. Another reason is that toy inspectors can’t always predict exactly how children will play with every toy. And even when toys do have safety warnings, they still can end up in the hands of little kids who are not meant to play with them.

by the Consumer Product Safety Commission (CPSC). Unfortunately, unsafe toys still end up in stores because there are so many toys to keep track of. Another reason is that toy inspectors can’t always predict exactly how children will play with every toy. And even when toys do have safety warnings, they still can end up in the hands of little kids who are not meant to play with them.

CORE SKILLS WORKOUT: SUMMARIZING–HL

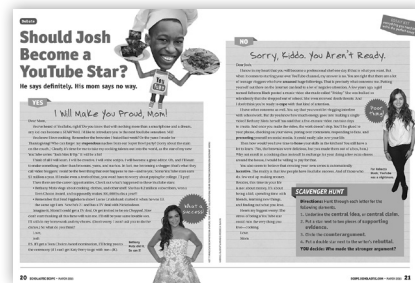
1. The article is about the problem of dangerous toys.
2. The My Sweet Baby Cuddle Care doll got burning hot due to an electrical defect and burned children. A Hello Kitty whistle had small parts that could be a choking hazard.
3. The problem is addressed by an agency called the Consumer Product Safety Commission (CPSC). The CPSC enforces strict safety rules that help make sure toys are safe and don’t have harmful features such as lead paint, sharp edges, or toxic chemicals. The CPSC calls for dangerous toys to be banned or recalled.
4. Unsafe toys still end up in stores partly because there are so many thousands of toys to keep track of. Also, many toys are made in China, where safety standards are not always followed. Moreover, toy inspectors can’t always predict exactly how children will play with every toy. They also can’t control whether toys will end up in the hands of little kids who are not meant to play with them.

Summary of “Toys of Terror”:

Answers will vary but should be similar to the following:

“Toys of Terror” is about toys that turn out to be dangerous to the children playing with them. Examples of such toys include the My Sweet Baby Cuddle Care doll, which got burning hot due to an electrical defect, and a Hello Kitty whistle that had small parts that could be a choking hazard. In the U.S., strict safety rules help make sure that toys do not have harmful features such as lead paint, sharp edges, or toxic chemicals. These rules are enforced

“Should Josh Become a YouTube Star?”

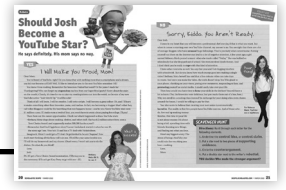


ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

SCAVENGER HUNT, PAGE 21

Answers will vary but should be similar to the following:

	JOSH	JOSH'S MOM
line(s) that express the central idea, or central claim	“In fact, me becoming a vlogger (that’s what they call video bloggers) could be the best thing that ever happens to me—and to you.” (p. 20)	“But when it comes to starting your own YouTube channel, my answer is no. You are right that there are lots of teenage vloggers who have amassed huge followings. That is precisely what concerns me.” (p. 21)
two pieces of evidence that support the central idea, or central claim	<p>“Some YouTube stars earn \$1 million a year. If I make even a <i>tenth</i> of that, you won’t have to worry about paying for college. I’ll pay!” (p. 20)</p> <p>“Bethany Mota vlogs about cooking, clothes, and other stuff. She has 8.2 million subscribers, won a Teen Choice Award, and supposedly makes 300,000 bucks a year!!!” (p. 20)</p>	<p>“A few years ago, a girl named Rebecca Black posted a music video she made called “Friday.” She was bullied so relentlessly that she dropped out of school. She even received death threats.” (p. 21)</p> <p>“But do you know how much energy goes into making a single video? Bethany Mota herself has said that a five-minute video can take days to create.” (p. 21)</p>
line(s) that express the counterargument	“Now don’t start thinking that all this fame will ruin me.” (p. 20)	“You also seem to believe that creating your own series is automatically lucrative.” (p. 21)
line(s) that contain the rebuttal	“I’ll still be your same lovable son. I’ll still do my homework and my chores.” (p. 20)	“The reality is that few people have YouTube success. And of those who do, few end up making money.” (p. 21)



"Should Josh Become a YouTube Star?" cont'd

ANSWERS TO ACTIVITY SHEETS

"SHOULD JOSH BE A YOUTUBE STAR?" VOCABULARY PRACTICE

1. B
2. A
3. B
4. D
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.

“Did Aliens Make That?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

Some answers will vary.

1. In December 2013, farmer Scott Anthony had just returned from vacation when he received an unusual phone call from one of his employees. Someone—or something—had completely flattened hundreds of stalks in his barley field. But what was especially bizarre was that if you looked at the damage from the air, the flattened stalks created an enormous design.
2. Over the next few days, crowds of curious onlookers made their way to Anthony's farm in the town of Chualar, California. What they saw was a circular design measuring more than 300 feet in diameter—about the length of eight school buses lined up end to end. It looked like a computer chip. At its center was the number 192, written in Braille. What could it mean? And how did it get there?
3. To the second question, some onlookers believed they knew the answer. “It wasn’t man-made,” one man told the *Monterey Herald*. “Obviously, someone is trying to communicate with us.” That’s right: aliens.
4. Anthony was far from the first farmer to find his crops suddenly transformed into a work of art. Stories of such events date back hundreds of years. But it was in the 1970s, when designs in fields started to (ahem) *crop* up more frequently, that crop circles, as they are known, truly captured the public’s attention.
5. Crop circles are most common in southern England but have been found around the world. Some believe crop circles are the work of extraterrestrials, that the designs are messages or landing strips for alien

spaceships. Other explanations include tiny **tornados**, changes in **Earth’s** magnetic energy, and animals. In reality, the explanation is much simpler: People make crop circles.

6. In 1991, British artists Douglas Bower and David Chorley confessed that they were responsible for making hundreds of crop circles over the previous two **decades**. After coming clean, the two men retired from their shenanigans, but crop circles are still being made—and are more intricate than ever. In keeping with tradition, crop circle **artists** work in the middle of the night and leave no human trace. Some use wooden boards to flatten stalks, while others use heat—though no circle maker ever **reveals** his or her exact method.
7. Crop circles have even turned into a business. There are crop circle conferences, crop circle books, and crop circle lecture tours. Tourists flock to England to see the new circles that appear there every year. Companies pay oodles of money for circles that feature their **logos**. (Pepsi commissioned a crop circle in a field near Phoenix, Arizona, for the 2015 Super Bowl.)
8. While the origins of most crop circles have been explained, a few remain a mystery. And that has cereologists—that is, people who study crop circles—convinced that not all crop circles are made by humans. They point to photographs of strange lights hovering over fields where crop circles later appeared. They mention the strange reactions—ranging from deep inner peace to anxiety, from nausea to tingling sensations—that some people have experienced in the presence of crop circles. Scientists tend to regard this as a bunch of baloney.
9. As for the crop circle in Scott Anthony’s barley field, the technology company Nvidia eventually admitted that it had been a publicity stunt. The company wanted to

section continues >>



“Did Aliens Make That?” cont’d

promote a new computer chip—a computer chip with 192 “cores,” or sections for processing graphics. So . . . someone was trying to communicate with us, but it wasn’t extraterrestrials.

LEVEL 2

Some answers will vary.

1. In December 2013, farmer Scott Anthony had just returned from vacation when he received an unusual phone call from one of his employees. Someone—or something—had completely flattened hundreds of stalks in his barley field. But what was especially bizarre was that if you looked at the damage from the air, the flattened stalks created an enormous design.
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shenanigans, but crop circles are still being made—and are more intricate than ever. In keeping with tradition, crop circle **artists** work in the middle of the night and leave no human trace. Some use wooden boards to flatten stalks, while others use heat—though no circle maker ever **reveals** his or her exact method.

7. Crop circles have even turned into a business. There are crop circle conferences, crop circle books, and crop circle lecture tours. **Tourists flock to England to see the new circles that appear there every year.** Companies pay oodles of money for circles that feature their logos. (Pepsi commissioned a crop circle in a field near Phoenix, Arizona, for the 2015 Super Bowl.)
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9. As for the crop circle in Scott Anthony’s barley field, the technology company Nvidia eventually admitted that it had been a publicity stunt. The company wanted to promote a new computer chip—a computer chip with 192 “cores,” or sections for processing graphics. So . . . someone was trying to communicate with us, but it wasn’t extraterrestrials.

LEVEL 3

Some answers will vary.

1. In December 2013, farmer Scott Anthony had just returned from vacation when he ~~receives~~ **received** an unusual phone call from one of his employees. Someone—or something—had completely flattened hundreds of stalks in his barley field. But what was especially bizarre was that if you looked at the damage from the air, the flattened stalks ~~creates~~ **created** an enormous design.
2. Over the next few days, crowds of curious onlookers made their way to Anthony’s farm in the town of Chualar,

section continues >>



“Did Aliens Make That?” cont’d

California. What they ~~see~~ **saw** ~~was~~ a circular design measuring more than 300 feet in diameter—about the length of eight school buses lined up end to end. It looked like a computer chip. At its center ~~is~~ **was** the number 192, written in Braille. What could it mean? And how did it get there?

3. To the second question, some onlookers believed they ~~know~~ **knew** the answer. “It wasn’t man-made,” one man told the Monterey Herald. “Obviously, someone is trying to communicate with us.” That’s right: aliens.
4. Anthony was far from the first farmer to find his crops suddenly transformed into a work of art. **Stories** of such events date back hundreds of years. But it was in the 1970s, when designs in fields started to (ahem) *crop* up more frequently, that crop circles, as they are known, truly captured the **public’s** attention.
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9. **As for the crop circle in Scott Anthony’s barley field, the technology company Nvidia eventually admitted that it had been a publicity stunt.** The company wanted to promote a new computer chip—a computer chip with 192 “cores,” or sections for processing graphics. So . . . someone was trying to communicate with us, but it wasn’t extraterrestrials.

ANSWERS TO ACTIVITY SHEETS

RUN-ON REPAIR

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

DO YOU NEED THAT APOSTROPHE?

1. D
2. A
3. C



“Did Aliens Make That?” cont’d

4. B
5. B
6. C

Dear Pete and Pat,

I hope you are having fun at your grandparents’ house. Marcus, Martin, May, and I are spending the holidays at home, finishing Mom’s huge list of chores. She told us to clean our rooms, so May tidied my side of our room and I cleaned hers. I must say, it is nice to have everything so neat and organized. Even the cats seem to enjoy it. They have been hanging out in our room ever since we cleaned it.

Marcus and Martin’s room is still a complete mess—though they have found some interesting stuff in there. Martin found Marcus’s project from last year’s Invention Convention. Marcus discovered Martin’s leftovers from the pizza party we had three months ago. The boys also finally found those DVDs you lent them. I am sad to say that most of them were scratched or broken.

That is all my news for now. Call us when you get home!

Love, Mercy

ESSENTIAL AND NONESSENTIAL ELEMENTS

1. nonessential; It is preceded by a comma and introduced by “which.” Removing it would not change the basic meaning of the sentence.
2. essential; It is not set off by a comma, and without it, the reader would not know which woman the book was about.
3. B
4. A
5. B
6. Escargot, which I’m curious to taste, is a French delicacy of cooked snails.
7. I had to clean the litter box, which is one of my least favorite chores.
8. The brownies that I made were the most popular item at the bake sale.
9. Monica, who is Alondra’s best friend, lives next door to Luke.
10. My English teacher, Mr. Watson, tutors me after school.
11. Mrs. Pendleton told me to take the package with the pink bow to my mother.

CORRECT CAPITALIZATION

Last Friday a brightly colored notice appeared on the cafeteria doors of Mountain Creek High School. It read “New menu starting Monday!” Despite the sign’s upbeat tone, many students were concerned, confused, and upset.

Cafeteria manager Mrs. Newman did not release any details of the new menu on Friday, except to say that it was a “positive change.” Few students felt reassured as they headed into the weekend.

As nervous students filed into the cafeteria on Monday, they found Mrs. Newman and Mr. Greenberg, the principal, waiting for them. Mrs. Newman and Mr. Greenberg explained that from now on, the cafeteria will be serving only healthy meals.

Over the sound of students’ groans, Mrs. Newman unveiled the new menu. It includes salads, soups, baked fish, and grilled chicken.

“We are concerned that too many students are choosing pizza instead of salad,” said Mr. Greenberg, “so we are eliminating the pizza option.”

Many students, like eighth-grader Katie Ready, were outraged. “This is a violation of our rights,” she said.

“Where are the burgers? Where are the hot dogs?” asked seventh-grader Kevin Miller.

While many students appeared devastated by the change, there were those who took it in stride, like sixth-grader Frank Robbins. “I don’t mind eating some carrots and chicken soup for lunch,” he said. “My Mom will let me eat junk food when I get home.”

Reported by Julianne Woods

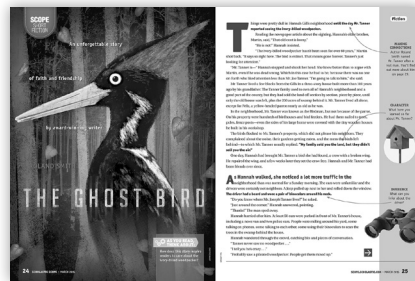
MASTER VERB-TENSE CONSISTENCY

- | | |
|------|------|
| 1. C | 4. A |
| 2. B | 5. C |
| 3. A | 6. A |

Answers will vary but should be similar to:

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

"The Ghost Bird"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 29

Answers will vary. Here is a sample response:

Author Roland Smith inspires readers to share James Tanner's concern about the plight of the ivorybill by creating interest in and sympathy for the bird. Smith does this by portraying the ivorybill as a special bird and one that many people, including the two main characters of the story, are interested in and concerned about. When, at the beginning of "The Ghost Bird," a reporter publishes an article about Mr. Tanner's recent sighting of a pair of ivorybills, an excited crowd shows up at Mr. Tanner's house. Smith writes, "At least 50 cars were parked in front of Mr. Tanner's house, including a news van and two police cars" (25). That many regard the ivorybill as a special creature is clear from the great interest in Mr. Tanner's sighting. Smith evokes sympathy for the bird by having the main characters of the story demonstrate their affection and concern for the bird. After Mr. Tanner explains to Hannah what might happen to his land and the birds living on it, Hannah responds sympathetically and says, "That's terrible" (27). She immediately offers to help search for the bird. Later, Hannah finds a pair of ivorybills in Mr. Tanner's attic. Smith describes the moment like this: "Not 10 feet away were two of the most beautiful birds she had ever seen" (28). Additionally, Smith writes that Mr. Tanner is "grinning" after he finds the birds, suggesting that discovery of the birds has brought him great joy. By portraying ivorybills as beautiful and creating characters with deep concern for the birds, Smith inspires the reader to care deeply about the ivorybill's fate—both in the story and in the real world.

ANSWERS TO ACTIVITY SHEETS

"THE GHOST BIRD" CLOSE-READING QUESTIONS

- Character (p. 25):** Mr. Tanner is an elderly man who lives alone and loves birds. Many of his neighbors seem to dislike him and think he's crazy because of the hundreds of birdhouses on his property. He avoids attention, generally preferring to keep to himself.
- Inference (p. 25):** You can infer from his binoculars that the driver is an outdoor enthusiast, perhaps a birdwatcher.
- Figurative language (p. 26):** The simile shows that Mr. Tanner views the strangers as greedy scavengers, there to profit from his comments rather than to help him or the birds.
- Author's purpose (p. 26):** By having Mr. Tanner describe these details, the author accomplishes two things: He provides readers with information about two different kinds of birds, and he demonstrates that Mr. Tanner knows what he's talking about—he's not a crazy old man at all.
- Foreshadowing (p. 27):** At the end of the story, the beetles help Mr. Tanner locate the ivory-billed woodpeckers; the birds have entered his attic to eat the beetles.
- Character (p. 27):** Martin has realized that Hannah knows a lot about birds, and he respects her knowledge. He no longer behaves like a know-it-all who challenges everything she says.
- Inference (p. 28):** Hannah is rushing because she's afraid that something is wrong. Mr. Tanner is elderly, she's never known him to climb the stairs before, and he speaks to her "in a weak voice." You can infer that



The Ghost Bird cont'd

Hannah is worried.

8. **Literary device (p. 28):** The author is using onomatopoeia to show the reader exactly what Hannah hears. This literary device creates a feeling of suspense because the reader, like Hannah, does not know what's making the noise.
9. **Inference (p. 28):** Hannah sees a family of ivory-billed woodpeckers. After the end of the story, Mr. Tanner's land will probably be preserved.

"SAVING THE GHOST BIRD"

CRITICAL-THINKING QUESTIONS

1. The ivory-billed woodpecker is described as "blue-black with white lightning-bolt stripes along its back" (p. 29). Viewed at night, the bird might have appeared ghostly. Alternately, this nickname evokes the ghost-like quality of sightings of a bird believed by many to be long extinct.
2. Answers will vary. Students might say that Tanner did not succeed in saving the land where he found the ivorybills and was therefore not successful in his work. Others might point out that, as an author and ivorybill expert, Tanner raised awareness of the ivory-billed woodpecker and alerted people to the possibility of finding a few surviving specimens—and that he made a positive difference for the birds in that way.
3. The author describes the ivorybill as "dazzling" and "one of America's most treasured creatures." In the fiction, Mr. Tanner's comments imply that many birds are losing their habitats as wilderness is developed by humans. It is likely that the anonymous donor would be thrilled to learn that something so beautiful and treasured has not been wiped out. Also, the donor may believe that with proof of the ivorybill's existence, it might be easier to fight for protection of the birds' habitat.

"THE GHOST BIRD" LITERARY ELEMENTS

Character

1. **A. major;** Hannah is a kind and thoughtful girl who befriends an elderly man in her neighborhood. The pair share a passion for birds. Hannah is a static character because she does not undergo any significant internal change.
- B. major;** Mr. Tanner is an elderly man, known as the

Birdman by his neighbors, who lives alone on a large plot of swamp land. He builds birdhouses and his land is home to hundreds of birds. Mr. Tanner is a static character because he does not undergo any significant internal change.

C. Martin, minor. Martin is Hannah's older brother. Martin is a dynamic character because over the course of the story he gains respect for both Hannah and Mr. Tanner. (Students may choose to describe a different character here.)

2. Answers will vary. Here is a sample response: When Hannah enters Mr. Tanner's house to ask him about the ivory-billed woodpecker, Mr. Tanner is angry before he realizes who it is. Then he asks, "Did anyone follow you in?" This suggests that Mr. Tanner is a private person and does not want to be bothered by all of the people that are staking out his house.
3. At the beginning of the story, the writer reveals that Hannah and Mr. Tanner became friends after Hannah found a crow with a broken wing and brought it to Mr. Tanner for help. This reveals that Hannah cares about animals—enough to go out of her way to help one when it is in need. Hannah is also characterized as caring and thoughtful when a beetle reminds her that she needs to clean Mr. Tanners house. That she is "reminded" suggests that she may have cleaned Mr. Tanner's house before; in any event it is a thoughtful and selfless act.

Mood

4. The mood changes throughout the story. When Hannah goes to Mr. Tanner's house to ask him about the ivory-billed woodpecker, the mood is chaotic and hectic. The description of all of the cars, people, and bustling activity outside of Mr. Tanner's home paint a picture of a hectic and high-energy scene for the reader. The mood becomes serious and somber when Mr. Tanner and Hannah begin to talk about the ivorybill. Mr. Tanner's disclosure about the possible destruction of his land adds gravity to the situation. The description of Mr. Tanner's old age and Hannah's concern for him adds an element of sadness as the reader fully realizes Mr. Tanner's plight. The mood becomes earnest and—for a short time—hopeful when Hannah declares that she will find the ivory-billed woodpeckers for Mr. Tanner. This hopefulness is short-lived as Hannah and her family's



The Ghost Bird cont'd

week-long search for the birds results in nothing. The mood once again shifts and becomes somber and melancholy as the disheartened family is about to tell Mr. Tanner that they are giving up. Then, the mood becomes tense and suspenseful as Hannah searches for Mr. Tanner in his home. The author uses onomatopoeia to describe a sound that Hannah hears in the home, but cannot identify. The mood becomes more and more suspenseful as the sound is repeated and Hannah approaches Mr. Tanner on the stairs. When Hannah finally finds the woodpeckers, the mood is excited and joyful.

Plot and Structure

5. The dialogue between the people in the crowd outside of Mr. Tanner's house creates excitement and tension. The small, short comments are written in a continuous stream; there are no interruptions from the narrator. This speeds up the pace of the dialogue, amplifying the frantic mood. This dialogue also gives the reader a sense of how people view Mr. Tanner. Hannah's brother called Mr. Tanner a "loony" at the beginning of the story; from the crowd's comments we learn that other people agree with Martin and do not believe Mr. Tanner's claim that he saw an ivorybill. We also learn from the dialogue that people do not know very much about Mr. Tanner and are curious about him.
6. The primary conflict is the search for the ivory-billed woodpeckers that Mr. Tanner claims to have seen. Mr. Tanner and Hannah need to find the woodpeckers because doing so may save his land, and all of the birds on it, from being destroyed by developers. The conflict is external as it is between the characters, nature, and society.
7. The climax is at the end of the story when Hannah goes to tell Mr. Tanner that she is giving up on the search for the bird and ends up searching for Mr. Tanner—and finding not just him, but two ivorybills and their nest of chicks. This is an emotional high point and a suspenseful moment in the story: Hannah thinks Mr. Tanner is in trouble or hurt. The author writes that Hannah "rushed up the steps two at a time" (28). It is also the moment when the conflict is finally resolved—Hannah finds the ivory-billed woodpeckers that she, her family, and Mr. Tanner have been searching for.

Suspense

8. The author creates suspense at the end of the story in multiple ways. One way is through the use of onomatopoeia. The sound "thunk, thunk, thunk" repeats in the final scene of the play but the author does not reveal where it is coming from. The reader, like Hannah, is curious but must wait to find out. The author also creates suspense by planting the idea that the sound may be Mr. Tanner pounding on the floor for help; this is what Hannah thinks as she climbs the stairs toward Mr. Tanner's attic. Smith writes that Hannah "rushed up the steps two at a time" (28), creating a deeper sense of urgency and anxiety. When Hannah reaches Mr. Tanner, the author keeps the suspense going: Mr. Tanner speaks cryptically and does not tell Hannah what he has found. He says only, "Go up the stairs. Be real quiet. You'll see my trail in the dust. Follow it" (28). This keeps the reader in suspense as we do not know what the trail will lead to.

"THE GHOST BIRD" QUIZ

*Higher Level (HL)

1. D (character; R.3)
2. D (word choice; R.4)
3. A (author's craft; R.5)
4. C (mood; R.4)
5. B (text evidence; R.1)
6. C (key ideas, synthesizing; R.2, R.9)
7. Author Roland Smith characterizes Hannah as thoughtful and caring. Smith explains that Hannah and Mr. Tanner's friendship began after Hannah brought Mr. Tanner a crow she had found with a broken wing, hoping he could heal it (25); this shows that Hannah cares deeply about animals. When Mr. Tanner confides to Hannah that he is worried about the birds living on his land, Hannah is sympathetic, saying, "That's terrible." Mr. Tanner explains that finding the pair of ivorybills that he saw could help protect the swamp—and all of the birds that live in it—and without hesitation, Hannah says, "Then we'll just have to find them" (27). She is willing to go out of her way and take on what might be an impossible task to help her friend. Hannah's thoughts also show her to be a thoughtful and caring person. For example, when Hannah sees a beetle on Mr. Tanner's floor, it reminds



The Ghost Bird cont'd

her “that she needed to do a little housekeeping for her old friend” (27). Here, Hannah is again thinking about Mr. Tanner’s needs and how she can help him. (characterization; R. 3, R. 5)

8. In her essay “Saving the Ghost Bird,” Lauren Tarshis calls the ivorybill “one of America’s most treasured creatures.” Her descriptions of the bird support this statement; she calls it “one of the most dazzling birds ever to soar through American skies” and “a stunning sight.” Tarshis also includes facts about the current search for the ivorybill that demonstrate the intense interest and concern that many people have about the bird. According to Tarshis, hundreds of people are “scouring the Southern wilderness” for the ivorybill, and an anonymous donor has offered a \$50,000 reward for proof of its existence.

Roland Smith, too, portrays the ivorybill as a treasured creature. When, at the beginning of “The Ghost Bird” a reporter publishes an article about Mr. Tanner’s recent sighting of a pair of ivorybills, an excited crowd shows up at Mr. Tanner’s house. Smith writes, “At least 50 cars were parked in front of Mr. Tanner’s house, including a news van and two police cars” (25). That many regard the ivorybill as a special creature is clear from the great interest in Mr. Tanner’s sighting. Later, Hannah finds a pair of ivorybills in Mr. Tanner’s attic. Smith describes the moment like this: “Not 10 feet away were two of the most beautiful birds she had ever seen” (28). He depicts the ivorybill as something special and dazzling—something to be treasured. (synthesizing, key ideas; R.9, R.2)

“THE GHOST BIRD” QUIZ

*Lower Level (LL)

1. A (character, text evidence; R.3, R.1)
2. D (word choice; R.4)
3. A (author’s craft; R.5)
4. B (mood, text evidence; R.4, R.1)
5. B (summarizing; R.2)
6. D (key ideas, synthesizing; R.2, R.9)
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The Ghost Bird cont'd

SYNTHESIZING

1. What does the ivory-billed woodpecker look like? (both texts)	It is a large woodpecker with an ivory-colored beak. Males have red on top of their heads and females have black. Their bodies are blue-black with white stripes along their backs. They are beautiful.
2. Why is the ivory-billed woodpecker widely believed to be extinct? (both texts)	There have been no confirmed sightings since 1935.
3. What is one factor that contributes to birds becoming extinct? (both texts)	Humans have destroyed much of their habitat.
4. How did James Tanner's work in the 1930s benefit the ivory-billed woodpecker? (SGB)	It spread awareness and interest.
5. What does Mr. Joe Tanner do to protect ivorybills and other birds? (TGB)	He makes birdhouses and he is trying to get the state to protect his land, which is home to many birds.
6. Why might it be important to document the existence of rare species of animals? (TGB)	If a rare species is known to be living somewhere, its habitat will likely be protected from development.
7. Are ivory-billed woodpeckers extinct today? (SGB)	Some say yes, some say no.