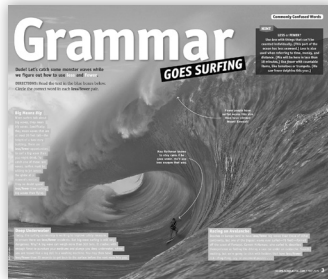


Grammar Goes Surfing



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

BIG MEANS BIG

When surfers talk about big waves, they mean *big* waves. Specifically, they mean waves that are at least 20 feet tall—the height of a two-story building. There are **less/fewer** opportunities to surf a big wave than you might think. To catch one of these rare waves, surfers must be willing to jet across the globe at a moment's notice. They no doubt spend **less/fewer** time surfing big waves than flying.

DEEP UNDERWATER

Today, the surfing community is working to improve safety measures to ensure there are **less/fewer** accidents. But big-wave surfing is still very dangerous. Why? A big wave can weigh more than 300 tons. It crashes with enough force to puncture your eardrums and plunge you deep underwater, where you are tossed like a rag doll in a washing machine. You may then have **less/fewer** than 20 seconds to get back to the surface before the next wave hits you.

RACING AN AVALANCHE

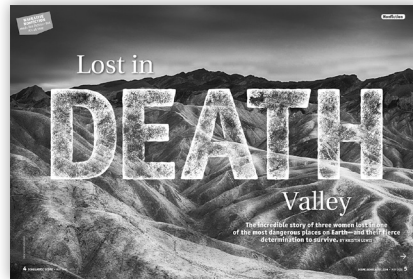
Beaches in Europe tend to have **less/fewer** big waves than those of other continents, but one of the biggest waves ever surfed—78 feet!—formed off the coast of Portugal. Garrett McNamara, who surfed it, describes the experience as feeling like driving a race car under an avalanche. Sounds exciting, but we're going to stick with hobbies that have **less/fewer** risk—Ping-Pong, say, or crossword puzzles . . .

ANSWERS TO ACTIVITY SHEET

LESS vs. FEWER

1. less
2. Fewer
3. less
4. less
5. Fewer
6. less
7. less
8. less
9. less
10. fewer
11. Answers will vary.

“Lost in Death Valley”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Here is a sample response:

Death Valley is a fascinating and dangerous place because of its unique landscape and extreme climate. As Kristin Lewis writes in “Lost in Death Valley,” Death Valley is “a place of staggering beauty and devastating extremes” (6). Its landscape of “rocky snowcapped mountains” and “vast salt flats and sand dunes” is a “geological wonder” (6).

Death Valley is also quite dangerous. It is the hottest place on Earth, with summer temperatures reaching above 120 degrees Fahrenheit (6). Lewis notes that the brutal heat leads to at least one death each year. The blazing temperatures make it difficult to breathe and the rocks get so hot that they scorch the bottoms of your feet (6). Nevertheless, as Lewis writes, these “brutal but also fascinating” extremes are what make Death Valley so interesting that it draws in nearly 1 million visitors each year (6).

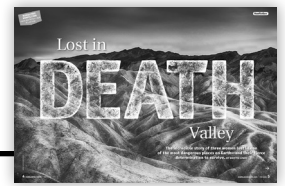
ANSWERS TO ACTIVITY SHEETS

“LOST IN DEATH VALLEY”

CLOSE-READING QUESTIONS

1. The first paragraph creates a dire mood. The author vividly describes Death Valley as a place where people suffer and die. The phrases “hottest place on Earth,” “sucks the air out of your lungs,” and “scorches the bottoms of your feet” show the intensity of the heat. By stating that at least one person dies in Death Valley each year, the author emphasizes the risk of entering the area.
2. Death Valley has extreme land features and temperatures. The author says “snowcapped mountains jut thousands of feet into the sky” and describes “vast salt flats.” The temperature can rise to more than 120 degrees.
3. They took a wrong turn at Teakettle Junction; small roads, which you can infer they were on, were not on their map; their GPS was ineffective because Death Valley is so remote; everything looked the same, so they couldn’t find their way back.
4. By describing the situation the women were in, the author lets you infer their feelings. For example, she writes, “They drove. And drove. And drove,” on separate lines to create the frustrating and scary feeling of becoming lost. After reporting that their car ran out of gas, the author cuts away to describe how worried Donna’s daughter Sky was about them. This creates a sense of panic about their situation.
5. This paragraph provides information about the effects of heat on the body. It also helps readers understand what Donna, Gina, and Jenny were going through.
6. You can infer that they worked as a team to help and

section continues >>



“Lost in Death Valley” cont’d

encourage one another. Gina went to look for signs of life while Donna and Jenny gathered pine needles and cacti. Gina got her mother to start the car again. None of them gave up. Donna cared for Gina when she got sick with dehydration and exhaustion.

“LOST IN DEATH VALLEY”

CRITICAL-THINKING QUESTIONS

1. The women were extremely lucky to find the campsite, which provided enough food, water, and shelter to keep them alive. They were lucky that Tyler Johns and Scott Steele decided to make one more pass in their helicopter before giving up. But they also took numerous steps to survive. Donna had stocked the car with supplies, showing that she knew to plan for the unexpected. They gathered nutrient-rich pine needles. They managed to break into the trailers using tools from the car. They left their car in the road so it could be seen, which it was.
2. The photo on pages 4 and 5 immediately establishes the harsh and surreal environment of Death Valley. The photos on page 8 help you envision the campsite and what a great surprise it must have been to find it beyond the trees. The other photos as well as the map help place you in Death Valley.
3. The women would not have survived if not for the intervention of people outside Death Valley. Donna’s daughter Sky suspected something was wrong and managed to figure out where her mother was. Sky contacted the California Highway Patrol, which ultimately found and saved the women.

“LOST IN DEATH VALLEY”

DESCRIPTIVE WRITING

1. Death Valley is hot and dry.
2. Words include *hottest*, *searing heat*, *scorches*, *dry*, *shrivel*, and *dies*.
3. Ed’s version omits the details that describe how the heat of Death Valley feels, such as, “sucks the air out of your lungs and scorches the bottoms of your feet.” As a result, the paragraph presents basic facts but does not help the reader to envision the place where Gina, Jenny, and Donna were stranded.
4. Kristin Lewis likely starts the article this way to place the reader immediately in the threateningly hot, dry

environment in which the article takes place. The opening is also dramatic and makes the reader want to keep reading to find out what happens to the three women.

5. The passages on the left include specific details that describe Death Valley and the women’s predicament. For example, the passage on the left that says “The more than 3-million-acre park” gives a better idea of the park’s size than “this big park,” in the passage on the right. The “Before” passages also use more vivid and interesting words. For example, the first passage on the left says that Death Valley has been “twisted and mashed” by volcanoes and earthquakes, while the passage on the right used the more general word “shaped.” The second passage on the left describes nighttime in Death Valley with the phrase “a blaze of stars tore open the sky.” This figurative language helps the reader envision what the women saw. The passage on the right states only that it was 10 p.m.
6. Answers will vary.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The picture shows sand dunes and mountains with a red sky in the background. The word “DEATH” looks like it has been rubbed out, as if it is parched from the heat.
2. Page 6 shows a photo of two young women smiling. There is a photo of a large scorpion and a black-and-white photo of a mule team carrying supplies. On page 7, there is a map of Death Valley along with an eerie photo of a car with the words “Help” and “Call police please” written in the dust on the back of the car.
3. Page 8 shows a girl walking toward a group of trees in the desert, and a campsite with a covered porch. On page 9 there is a small picture of a cactus along with a photograph of three women smiling flanked by two men in uniform in front of a helicopter.
4. I predict this article will be about three women who were lost in Death Valley and eventually found by rescuers.
5. The author explains what led to the women becoming stranded in Death Valley.

“Lost in Death Valley” cont’d

6. **A.** attention-grabbing, extraordinary
B. If she had used a word like *neat* or *interesting*, the sentence would not have the same dramatic impact. The word *striking* emphasizes why the Racetrack was a star attraction of Death Valley, and why the three women decided to drive to it.
7. The mood could be described as desperate and bleak. The author creates this mood by using words and phrases like “frightening,” “truly desperate,” “too difficult to eat,” “grim news,” “no people,” “parched and barren land,” “more oppressive,” and “pointless.”
8. You can infer that even in a state of panic, Sky is a very capable and intelligent person. When she didn’t hear from her mother and knew something was wrong, Sky took action. Hacking into her mother’s credit card statement online revealed exactly where Donna had been the day before. With this clue, Sky was able to give the California Highway Patrol specific information to begin their search.
9. The author’s tone is compassionate and admiring. Lewis explains that “Donna was eager to show Jenny the spectacular sights of the West” and lists all the supplies that Donna packed in the car for their trip. This suggests that Lewis believes Donna to be caring and competent. On page 7, Lewis refers to the women as “clearheaded” and mentions Donna’s survival skills. When the women are dehydrated, making their way toward the trees in the blazing heat, Lewis writes, “But Donna, Gina, and Jenny were not about to give up.” This shows that Lewis admires the women’s tenacity. The women’s competence is further praised when the author describes how they broke into the trailers and tried to hook up the radio they found to their car battery. That the rescuers were “overjoyed to find the women alive,” further suggests that Lewis has fond feelings for Gina, Donna, and Jenny.
10. The three women survived through a combination of resourcefulness and luck.
11. “Lost in Death Valley” is about three women Gina, Donna, and Jenny, who got lost while visiting Death Valley National Park. After taking a wrong turn, they drove until they ran out of gas. Their lives were in danger because Death Valley is the hottest place on earth with temperatures soaring over 120°. Another

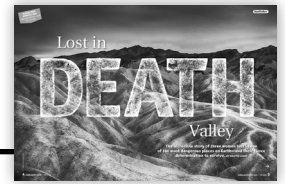
factor that made their situation so precarious is that the women were running out of food and water. Miraculously, they found a campsite that had some old food and hot water. Still, the extreme heat made them exhausted and dehydrated. But they managed to hold on until rescuers found them by helicopter. Gina says that surviving such an ordeal has made her a more confident person because she is now able to handle anything that comes her way.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The picture shows sand dunes and mountains with a red sky in the background. The word “DEATH” looks like it has been rubbed out, as if it is parched from the heat.
2. Page 6 shows a photo of two young women smiling. There is a photo of a large scorpion and a black-and-white photo of a mule team carrying supplies. On page 7, there is a map of Death Valley along with an eerie photo of a car with the words “Help” and “Call police please” written in the dust on the back of the car.
3. Page 8 shows a girl walking toward a group of trees in the desert, and a campsite with a covered porch. On page 9 there is a small picture of a cactus along with a photograph of three women smiling flanked by two men in uniform in front of a helicopter.
4. I predict this article will be about three women who were lost in Death Valley and eventually found by rescuers.
5. Effect: When they took a wrong turn, they became lost, and were not able to figure out where they were driving.
6. **A.** attention-grabbing
B. If she had used a word like *neat* or *interesting*, the sentence would not have the same dramatic impact. The word *striking* emphasizes why the Racetrack was a star attraction of Death Valley, and why the three women decided to drive to it.
7. The author creates this mood by using words and phrases like “frightening,” “truly desperate,” “too difficult to eat,” “grim news,” “no people,” “parched and barren land,” “more oppressive,” and “pointless.”
8. You can infer that even in a state of panic, Sky is a very capable and intelligent person. When she didn’t



“Lost in Death Valley” cont’d

hear from her mother and knew something was wrong, Sky took action. Hacking into her mother’s credit card statement online revealed exactly where Donna had been the day before. With this clue, Sky was able to give the California Highway Patrol specific information to begin their search.

9. Lewis explains that “Donna was eager to show Jenny the spectacular sights of the West” and lists all the supplies that Donna packed in the car for their trip. This suggests that Lewis believes Donna to be caring and competent. On page 7, Lewis refers to the women as “clearheaded” and mentions Donna’s survival skills as she and Jenny foraged for food. When the women are severely dehydrated, making their way toward the trees in the blaring heat, Lewis writes, “But Donna, Gina, and Jenny were not about to give up.” This shows that Lewis admires the women’s tenacity. The women’s competence is further praised when the author describes how they broke into the trailers and tried to hook up a radio they found to the car battery. That the rescuers were “overjoyed to find the women alive” further suggests that Lewis has fond feelings for Gina, Donna, and Jenny.
10. Students should cross out Detail #2: “Looking around, they realized how truly desperate their situation was.” (p. 7)
11. Students should draw lines through the following:
 3. The park has rocky, snowcapped mountains.
 5. The women should not have gone to Death Valley in the summer.
 8. I was really worried about whether the women would survive their ordeal.

“LOST IN DEATH VALLEY” QUIZ

*Higher Level (HL)

1. C (theme; R.2)
2. A (text evidence; R.1)
3. D (interpreting text, text structure; R.4, R.5)
4. D (text structure, key ideas; R.5, R.2)
5. C (vocabulary in context; R.4)
6. D (summarizing; R.2)
7. Kristin Lewis describes Death Valley in great detail, especially its uniquely harsh climate, to help the reader understand what Gina, Donna, and Jenny were up against. Lewis describes Death Valley as a “desert

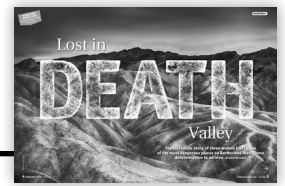
inferno” and writes that it “. . . is the hottest place on Earth. The searing heat sucks the air out of your lungs and scorches the bottoms of your feet” (6). These details help the reader understand that visiting Death Valley can be dangerous—especially in July, when the women were visiting. Lewis describes the heat as the women walked toward the stand of trees: “It was at least 125 degrees. The superheated rocks on the ground burned their feet through their shoes.” Lewis then explains that in such brutal temperatures, people can suffer from dehydration and heatstroke can cause the organs to shut down (8). Without directly saying so, Lewis lets the reader know that being stranded in Death Valley put Gina, Donna, and Jenny in grave danger. (text structure, author’s purpose, writing informative/explanatory text; R.5, R.6, W.2)

8. Survival stories such as “Lost in Death Valley” can help readers understand that going through a difficult situation can have a positive side. Such stories can also teach readers about resilience. In “Lost in Death Valley,” Donna forged new relationships: she has become friends with the people who owned the campsite where she, Gina, and Jenny found refuge, and she keeps in touch with the men who rescued the three of them (9). Gina, meanwhile, gained confidence as a result of her ordeal in Death Valley; she now feels that she can handle anything that life might throw her way (9). That both Donna and Gina not only survived their trial in the desert, but also gained something from it, shows readers that humans have the ability to come back from even the most difficult experiences. (inference, key ideas, critical thinking, writing informative/explanatory text; R.1, R.2, W.2)

“LOST IN DEATH VALLEY” QUIZ

*Lower Level (LL)

1. C (theme; R.2)
2. A (text evidence; R.1)
3. C (vocabulary in context; R.4)
4. D (text structure, key ideas; R.5, R.2)
5. D (interpreting text, text structure; R.4, R.5)
6. D (summarizing; R.2)
7. Kristin Lewis describes Death Valley in great detail, especially its uniquely harsh climate, to help the reader understand what Gina, Donna, and Jenny were



“Lost in Death Valley” cont’d

up against. Lewis describes Death Valley as a “desert inferno” and writes that it “. . . is the hottest place on Earth. The searing heat sucks the air out of your lungs and scorches the bottoms of your feet” (6). These details help the reader understand that visiting Death Valley can be dangerous—especially in July, when the women were visiting. Lewis describes the heat as the women walked toward the stand of trees: “It was at least 125 degrees. The superheated rocks on the ground burned their feet through their shoes” (8). Lewis then explains that in such brutal temperatures, people can suffer from dehydration and heatstroke can cause the organs to shut down (8). Without directly saying so, Lewis lets the reader know that being stranded in Death Valley put Gina, Donna, and Jenny in grave danger. (text structure, author’s purpose, writing informative/explanatory text; R.5, R.6, W.2)

8. Donna, Gina, and Jenny were resourceful when they became stranded in Death Valley. For one thing, they worked together to look for signs of life, food, or shelter. When the women were first lost, they split up so that Gina could explore the area for any evidence of people, while Donna and Jenny foraged for food. Donna and Gina found some nutrient-rich pine needles and cacti (though the cacti proved too difficult to eat) (7). Another smart thing the women did was to write “call police please” in the dust on the car in the hopes that someone would find it (7). When then spotted a copse of trees, they knew to go to it, because they knew that where there are trees, there is water (8). As it turned out, the trees were hiding a campsite that would save their lives. Donna made plans to keep the three of them alive for two weeks on the stale food they found at the campsite—though fortunately she did not have to, as the women were rescued a few days later. (key ideas and details, writing informative/explanatory text; R.1, W.2)

“LOST IN DEATH VALLEY” VOCABULARY PRACTICE

1. A
2. A
3. B
4. C

CORE SKILLS WORKOUT: SUMMARIZING

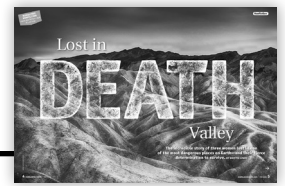
*Lower Level (LL)

“Lost in Death Valley” is about three women—Gina, Donna, and Jenny—who got lost while visiting Death Valley National Park. After taking a wrong turn, they drove for hundreds of miles and ran out of gas. Their lives were in danger because Death Valley is the hottest place on Earth with temperatures reaching 120 degrees. Another factor that made their situation so difficult was that the women were running out of food and water. Miraculously, they found a campsite that contained some old food and a working hose. Still, the extreme heat made them exhausted and dehydrated. But they managed to hold on until rescuers from the California Highway Patrol found them. Gina says that surviving such an ordeal has made her a more confident person because she is now able to handle anything that comes her way.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. three women: Gina, Donna, and Jenny
2. They became stranded while visiting Death Valley National Park.
3. Yes. Death Valley is the hottest place on Earth with temperatures reaching 120 degrees. The women had only a day’s worth of food and water with them. They were in danger of dying from dehydration and heatstroke.
4. The women remained calm. They made good decisions, such as parking their car where it could be seen and rationing their food and water. Nevertheless, they began to suffer from the effects of the heat. Gina became dehydrated and exhausted, and found it difficult to eat.
5. First, the women found a campsite that contained some food, a working hose, and shelter. Then rescuers from the California Highway Patrol found the women.
6. Gina says that surviving such a horrible experience has made her a more confident person because now she is able to handle anything that comes her way.
7. Donna’s daughter Sky figured out that Donna, Gina, and Jenny were in Death Valley by looking at Donna’s credit card statement online. It was Sky who alerted the Highway Patrol that the women were missing and probably in Death Valley.



“Lost in Death Valley” cont’d

Sample summary:

“Lost in Death Valley” is about three women—Gina, Donna, and Jenny—who got lost while visiting Death Valley National Park. After taking a wrong turn, they drove for hundreds of miles until they ran out of gas. Their lives were in danger because Death Valley is the hottest place on Earth with temperatures reaching 120 degrees. Another factor that made their situation so difficult was that women were running out of food and water. Miraculously, they found a campsite that contained some food and a working hose. Still, the extreme heat made them exhausted and dehydrated. But they managed to hold on until rescuers from the California Highway Patrol found them. Gina says that surviving such an ordeal has made her a more confident person because she is now able to handle anything that comes her way.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

Answers will vary but should be similar to the following:

1. The author’s descriptions of Death Valley National Park in this section give the reader a sense of the power of nature. Lewis writes, “Rocky snowcapped mountains jut thousands of feet into the sky, while vast salt flats and sand dunes sizzle in the sun on the valley floor below.” She also states that summer temperatures are well over 120° F. These details increase the drama of the story that follows because they help the reader understand what a brutal environment it was in which the women were lost.
2. In “What Went Wrong?” the author explains the effects of getting lost in Death Valley. She describes how the women tried to use GPS, but were led astray and drove hundreds of miles and eventually ran out of gas. Lewis also explains that their supply of food and water was getting low. This section makes it clear that a wrong turn led to the women being stuck in a life-threatening situation.
3. The problem of running out of food was temporarily solved by Jenny and Donna foraging for food and finding pine needles. The problem of the car being out of gas was solved when Donna tried the ignition once more and discovered that, in fact, there was still a little gas left: “the car sprang to life.”

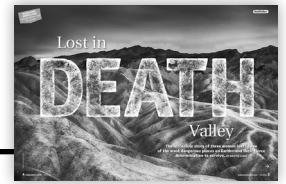
4. The section “The Search Begins” has a sequence-of-events text structure. The author begins the section by explaining that Sky hacked into her mother’s credit card statement online then alerted the California Highway Patrol. The author then uses the word “meanwhile” to transition to a description of what the women were doing. Then, the narrative moves forward in time, chronicling what happened to the women that afternoon, that evening, the next morning, and into the next day. Words and phrases that helped me figure this out are “And then,” “Now,” “They drove until,” “They arrived,” “In the morning,” “That day,” “By then,” and “The day wore on.”
5. The author reveals what has happened to the women since their ordeal in Death Valley to show that they have not only recovered but are thriving. She writes of the connections Donna has maintained with her rescuers and with the owners of the campsite. More significantly, Lewis explains how Gina has become a more confident person since her near-death experience: “Having survived something so horrible,” writes Lewis, “she says she’s prepared for anything life may throw at her.”

CORE SKILLS WORKOUT: EXPLORING MOOD

Answers will vary but should be similar to the following:

1. Positive words could include: *hopeful*, *determined*, *thrilled*, and *proud*. Negative words could include: *worried*, *frightening*, *desperate*, and *tense*.
2. **A.** foreboding
B. The very first paragraph of the article uses words and phrases that describe Death Valley as a hostile environment: “hottest place on Earth,” “searing,” “sucks the air out of your lungs,” “scorches,” “a corpse can shrivel into a mummy,” and “at least one person dies.” The second paragraph explains that Donna, Gina, and Jenny became stranded in that environment, and that “their chances of survival were slim . . . and getting slimmer by the moment.” Together, these two paragraphs establish the danger of the women’s situation and create a foreboding mood.
3. **A.** As the women prepare for their trip, the mood is upbeat and casual, with just the slightest hint of caution. Lewis explains that the women were expecting “a pleasant day trip,” and that Donna was “eager to show

section continues >>



“Lost in Death Valley” cont’d

Jenny the spectacular sights of the West.” The women were aware visiting Death Valley in the summer meant extreme heat, writes Lewis, “But it would be a short trip, mostly in Donna’s air-conditioned car.” With this sentence, Lewis indicates that the threesome was not anticipating anything remarkable happening. The mood as the women prepare for their trip is very different from the mood from the introduction, where every sentence seems to indicate impending doom.

B. The mood becomes dire at the end of the section when the author shifts from the list of Donna’s preparations to the sentence, “Little did she know they would soon be in a fight for their lives.”

4. At the beginning of the section “Grim News,” the mood is bleak. The author creates this mood by using words and phrases including “frightening,” “truly desperate,” “too difficult to eat,” “grim news,” “no people,” “parched and barren land,” “more oppressive,” and “pointless.” At the end of the section, when Donna tries to start the car again, the word “Vroom!” is in italics, followed by the sentence “The car sprang to life.” This immediately creates an uplifting, hopeful mood.
5. This excerpt has a desperate and daunting mood. Time is passing and the situation is getting increasingly worse. The sentence “Darkness fell, and a blaze of stars tore open the sky” reminds the reader that the women are lost in a place where nature is at its extremes.
6. These lines create an excited, relieved, and almost frenzied mood. Words and phrases such as “giddy joy,” “raced out of the park,” “finest restaurant in the world,” “tore through the aisles,” “grabbing,” “shoveling,” and “wild abandon” create this mood as Lewis describes what it was like for the women to finally escape the park.

VIDEO DISCUSSION QUESTIONS

1. To convey that Death Valley is dangerous, the video describes its extreme heat, explains that many people have died or gotten lost there, and shows dangerous creatures such as scorpions and rattlesnakes crawling through the dirt. But the video also emphasizes the park’s spectacular beauty by showing the variety of striking natural features it possesses, such as mountains, craters, salt flats, and sand dunes.
2. Keeping a notebook during her trip might have helped

Kristin Lewis remember details about what it was like to be in Death Valley. When she was writing her article, her notes may have helped her write passages full of vivid sensory details that describe what Death Valley looks and feels like—passages that transport the reader to the landscape Lewis describes.

3. The section about Death Valley’s history was likely included in the video to give the reader background information that Lewis was not able to include in the article. This background information emphasizes that Death Valley has both attracted and challenged human visitors since it was discovered more than 100 years ago. The history of Death Valley, which Lewis calls “as wild as its climate,” helps bring the park’s charms and dangers into even sharper focus for the reader.
4. The mood of the final section of the video is both cheerful and serene. Upbeat guitar music plays as Lewis describes the allure of Death Valley’s beauty and wildness; onscreen, we see footage of sun-drenched mountains and beautiful salt flats.

“The World’s First Superstar”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Answers will vary. Here is a sample response:

Since the time of Jumbo in the late 19th century, attitudes about wild animals have changed. We’ve gone from seeing animals as prizes and sources of entertainment to seeing them as vulnerable creatures that should be protected. As Lauren Tarshis writes in her article “The World’s First Superstar,” there was great curiosity about exotic creatures during Jumbo’s time. Zoos were a new phenomenon, and hunters and explorers went to Africa to bring home “trophy” like lion heads, leopard skins, and ivory elephant tusks (12). People flocked to see Jumbo, who Tarshis describes as a “pop-culture icon,” because he was exotic.

Like Jumbo, the elephants in the Ringling Bros. circus have been used for our entertainment. As Adele Braun writes in “Say Goodbye to the Elephants,” circus goers have for decades marveled at the tricks elephants perform. But Ringling Bros. has recently decided to end its elephant act because of a “mood shift,” as the company calls it, among their customers. Many people, Braun explains, are now uncomfortable with elephants being forced to perform for our entertainment. Many animal activists and animal lovers now believe that “loving animals means setting them free,” as Braun puts it (15).

This change in attitude may be because we now know much more about animals than we did in Jumbo’s time, when, according to Tarshis, even top scientists did not know how to care for wild animals (12). Knowing more about animals, and understanding that some of them—like elephants—are more similar to humans than we once believed, has probably increased our empathy for them. Also, through hunting

and habitat destruction, humans have devastated many animal populations. (Tarshis notes on page 12 that African elephants, plentiful in Jumbo’s day, are now endangered.) Seeing the harm we have done to animals has likely made many people understand that animals are vulnerable and feel that it is our responsibility to help them.

ANSWERS TO ACTIVITY SHEETS

“THE WORLD’S FIRST SUPERSTAR” CLOSE-READING QUESTIONS

1. Tarshis first describes the reaction to Jumbo’s death, stating that it made newspaper headlines, that people wept over it in the streets, and that Queen Victoria was “distracted” by it. Tarshis also notes that Jumbo’s image appeared everywhere, from magazines to household products. She repeats the idea that Jumbo was a huge celebrity, calling him “the most famous creature in the world” and “a pop-culture icon.” Other details Tarshis includes: When the London Zoo announced it was selling Jumbo, mobs showed up to protest; a musical and a movie were made about Jumbo after his death.
2. According to the article, in the late 1800s, many people were moving to cities and looking for new types of entertainment, which Jumbo provided. Zoos were only just becoming popular, and there was “great curiosity about the natural world.” Jumbo also had appeal, Tarshis explains, because wild animals were seen as status symbols for cities.
3. A strong bond existed between Scott and Jumbo. Tarshis writes that they “hit it off right away” and describes how Jumbo would get upset at night if Scott



“The World’s First Superstar” cont’d

was not there. When Jumbo died, writes Tarshis, he was “clutching Scott’s hand with his trunk.” Scott, devastated, wept for hours and had to be carried away from Jumbo’s side.

“SAY GOODBYE TO THE ELEPHANTS”

CLOSE-READING QUESTIONS

1. Braun never outright states her opinion, but you can infer that she supports Ringling Bros.’s decision. She asks, “But is it fair to suggest that any elephant would want to join the circus?” She also describes elephants in a compassionate, admiring way, and draws an unfavorable comparison between life in the circus and life in the wild. In the last section of her article, Braun states, “But perhaps we’ve come to understand that loving animals means setting them free.” You can infer that this is her point of view—that she believes we should set wild animals free.
2. The caption means that if the public pressures Ringling Bros. to retire its other animals from the circus, Ringling Bros. will likely do so, because the circus wants to attract customers. If people continue to buy tickets and don’t complain, the circus will get the message that the public wants the animals to stay in the show.
3. Braun’s essay does support these statements. Braun explains that Ringling Bros. is eliminating elephants from its circus because of a public “mood shift” against elephants performing for our entertainment. Braun herself expresses a very similar idea when she writes, “But perhaps we’ve come to understand that loving animals means setting them free.” On the other hand, the photo caption on page 15 states that Ringling Bros. has no immediate plans to retire its other animals. If more people were opposed to wild animals being kept in captivity, these animals, too, would likely no longer be used in the circus.

“THE WORLD’S FIRST SUPERSTAR” AND “SAY GOODBYE TO THE ELEPHANTS” CRITICAL- THINKING QUESTIONS

1. Answers will vary. Students might suggest that we’ve come to care more about wild animals as a result of understanding them better. Another reason attitudes have changed is that we have seen the damage we

have caused; we now realize that we have the ability to decimate entire species.

2. Answers will vary. Students may agree that wild animals belong in the wild, or they may agree that circus elephants educate people and create concern for elephants in the wild.

“THE WORLD’S FIRST SUPERSTAR” QUIZ

*Higher Level (HL)

1. A (text structure; R.5)
2. A (inference; R.1)
3. D (text evidence; R.1)
4. B (vocabulary in context; R.4)
5. C (text structure; R.5)
6. C (integrating ideas; R.7)
7. If Jumbo were alive today, he probably would not be as popular as he was in the 1800s. Exotic animals like Jumbo, writes Lauren Tarshis, were a novelty in the 19th century. People had never seen anything like Jumbo (12). Today, as Adele Braun explains, most people have easy access to information about animals from around the world. Those who have not seen an elephant up close have likely seen pictures of elephants on the Internet or in books or movies. The other reason Jumbo probably would not be as popular today is the public’s growing discomfort with wild animals being kept in captivity, especially if they are performing for our entertainment. Braun quotes Feld Entertainment, which owns Ringling Bros. circus, as saying that it was a “shift in mood”—that is, explains Braun, a growing unease with forcing elephants to entertain us—that led Ringling Bros. to decide to retire elephants from its shows. For these reasons it is unlikely that Jumbo would become the celebrity today that he was in the late 1800s. (supporting a claim, inference, key ideas; W.1, R.1, R.2)
8. Jack Hanna’s quote means that animals in zoos serve as representatives for the animals of their species that live in the wild. When people see an exotic animal up close in a zoo, it gives them a chance to understand the animal better and encourages them to develop concern for that type of animal in wild. Adele Braun expresses a similar idea when she writes that Ringling Bros. and others “have argued that the elephant acts in the circus do more than enthrall audiences; they also educate the



“The World’s First Superstar” cont’d

public about these magnificent animals and cultivate concern for their survival in the wild.” (interpreting text, key ideas, integrating ideas; R.4, R.1, R.7)

“THE WORLD’S FIRST SUPERSTAR” QUIZ

*Lower Level (LL)

1. C (text evidence; R.1)
2. A (inference; R.1)
3. D (text evidence; R.1)
4. B (vocabulary in context; R.4)
5. C (point of view; R.6)
6. C (integrating ideas; R.7)
7. In the 19th century, people knew little about wild animals or how to keep them healthy. In her article “The World’s First Superstar,” Lauren Tarshis states that cities were very eager to feature exotic animals at their zoos, but “even the most learned scientists did not understand how to care for these animals” (p. 12). Tarshis also writes, “Little thought was given to whether animals should be taken from the wild, or to their well-being in captivity” (p. 12). Animals often died, Tarshis notes, during their journey from their native habitat to Europe (12). It is unlikely that these animals died because no one cared whether they lived or died—after all, people had made the effort to capture them and put them aboard a ship—but because people simply didn’t understand how to take care of them. (inference, key ideas, writing an explanatory text; R.1, R.2, W.2)
8. If Jumbo were alive today, he probably would not be as popular as he was in the 1800s. Exotic animals like Jumbo, writes Lauren Tarshis, were a novelty in the 19th century. People had never seen anything like Jumbo (12). Today, as Adele Braun explains, most people have easy access to information about animals from around the world. Those who have not seen an elephant up close have likely seen pictures of elephants on the Internet or in books or movies. The other reason Jumbo probably would not be as popular today is the public’s growing discomfort with wild animals being kept in captivity, especially if they are performing for our entertainment. Braun quotes Feld Entertainment, which owns Ringling Bros. circus, as saying that it was a “shift in mood”—that is, explains Braun, a growing unease with forcing elephants to entertain us—that

led Ringling Bros. to decide to retire elephants from its shows. For these reasons it is unlikely that Jumbo would become the celebrity today that he was in the late 1800s. (supporting a claim, inference, key ideas; W.1, R.1, R.2)

CHANGING ATTITUDES

Step 1

Highlighted material may include:

1. **“The World’s First Superstar”:** “Jumbo was, in the late 1800s, the most famous creature in the world” (p. 11); “People were moving to cities and looking for new kinds of entertainment. There was great curiosity about the natural world, especially about exotic creatures from far-off lands few people could hope to visit” (p. 12); “Zoos were relatively rare until the 19th century, when hunters, explorers, and rich adventurers from America and Europe began prowling the wilds of Africa. They brought home ‘trophies’ like lion heads, leopard skins, and prized ivory elephant tusks, the last of which could be carved into treasures or displayed as proof that a hunter had conquered Africa’s largest beast. Live animals were captured and sent home to be put on display for the public. / A city’s status was measured by the variety of animals in its zoo. Yet even the most learned scientists did not understand how to care for these animals. Little thought was given to whether animals should be taken from the wild, or to their well-being in captivity. Cages were small and dirty. Diets were unhealthy. Not surprisingly, many animals died” (p. 12); “It is likely that hunters killed Jumbo’s mother for her ivory. A helpless calf, Jumbo was sold to an animal dealer who chained him, packed him into a crate, and shipped him by boat to Europe. Many animals died during such miserable voyages” (p. 12); “Jumbo became the largest elephant in captivity and one of England’s most cherished ‘citizens’” (p. 12); “Zoo directors thought that Jumbo was too unpredictable” (p. 13).

“Say Goodbye to the Elephants”: “For more than 140 years, crowds have gasped in awe as the enormous animals balance on two legs, cradle humans in their trunks, and, like a squad of 5-ton cheerleaders, create formations with one resting its front legs on another’s



“The World’s First Superstar” cont’d

back” (p. 14); “conditions for circus elephants have greatly improved since the days of Jumbo in the 1880s” (p. 15).

2. **“The World’s First Superstar”:** “Today, African elephants are endangered, and hunting them is illegal” (p. 12); “Though human interest in the animal world has continued to grow, there has never been another animal celebrity quite like Jumbo” (p. 13); “Times slowly changed, and many scientists and animal lovers began to appreciate that taking animals from the wild can be dangerous and cruel. Today, conservationists are working hard to protect elephants in their natural habitat” (p. 13).

“Say Goodbye to the Elephants”: “This trick is no longer performed. It is considered too dangerous” (caption, p. 14); “As for the lions, tigers, and other animals in the circus, Ringling says it has no plans to retire them” (caption, p. 15); “the decision to remove elephants from the circus was based on a “mood shift” among circus goers—a reference to the public’s growing unease with the idea of elephants performing for our entertainment. In fact, animal rights advocates have been calling for circuses to stop using elephants for decades. Many activists believe that wild animals should not be used for entertainment” (pp. 14-15); “On the contrary, says the company, all animals receive exceptional care. According to the Ringling Bros. website, the elephants are under the constant care of top-notch veterinarians, receive plenty of fresh food and water, and enjoy daily baths and exercise. ‘We’re very proud of our animal care,’ says Stephen Payne of Feld Entertainment” (p. 15); “This 200-acre facility, dedicated to the conservation, breeding, and study of elephants, is currently home to about 40 Asian elephants. Some are retired from performing, while others are still growing up. Yet others, according to Ringling Bros., are there because they were not comfortable performing—they did not want to join the circus and were not forced to do so” (p. 15); “Ringling Bros. and others have argued that the elephant acts in the circus do more than enthrall audiences; they also educate the public about these magnificent animals and cultivate concern for their survival in the wild” (p. 15); “But perhaps we’ve come to understand that

loving animals means setting them free. If we want to learn about elephants, there are plenty of videos on YouTube, not to mention hundreds of books and online articles that we can turn to” (p. 15).

3. **“The World’s First Superstar”:** “Yet even the most learned scientists did not understand how to care for these animals” (p. 12); “Today, African elephants are endangered, and hunting them is illegal. But in the mid-1800s, when Jumbo was born, the soulful trumpeting of elephants rang out in all corners of the African continent” (p. 12).

“Say Goodbye to the Elephants”: “In fact, animal rights advocates have been calling for circuses to stop using elephants for decades” (p. 15); “They are highly social and intelligent creatures who greet each other by touching trunks, like a handshake; who protect sick and injured members of their herds and mourn their dead” (p. 15); “And of the approximately 10 million people who attend a Ringling Bros. circus each year, many certainly do leave with a sense of wonder and love for the animal kingdom” (p. 15); “If we want to learn about elephants, there are plenty of videos on YouTube, not to mention hundreds of books and online articles that we can turn to” (p. 15).

Step 2

Points should be similar to:

Today, as in Jumbo’s time, people have great interest in wild animals. Today, however, many people do not regard wild animals as beasts to conquer, as they did in Jumbo’s day, but rather as treasured creatures to respect and protect. Many people now feel that animals should be left in their natural habitats rather than brought into captivity for our entertainment, as Jumbo was. When people do keep wild animals in captivity, the animals receive much better care than their counterparts of the 1800s. However, despite all the changes that have taken place, we still do keep wild animals in zoos and circuses; clearly, our attitudes about wild animals have not changed completely. More people than in the past may oppose animals being used for our entertainment, but other people are still comfortable with it.

Step 3:

Ideas may be similar to:

Today, we know a lot more about the behaviors and



“The World’s First Superstar” cont’d

needs of wild animals than we did in the days of Jumbo: Scientists know more wild animals and the general public is more familiar with them too, having seen them in zoos, circuses, and on the Internet. Knowing more about wild animals may have made us care more about their well-being as well as given us the ability to take better care of them in captivity. Animal rights activists, who have been asking for elephants—and probably other animals—to be released from circuses for decades, may have influenced public opinion. Also, some animals, such as elephants, that were plentiful in the time of Jumbo are now endangered. This may have caused people to realize that if don’t protect animals in the wild, they will disappear.

“THE WORLD’S FIRST SUPERSTAR”

VOCABULARY PRACTICE

1. A
2. A
3. S
4. S
5. A
6. S
7. calm
8. insignificance
9. abandon
10. bore
11. Answers will vary.
12. Answers will vary.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. A, C, F
2. C; it contains details about what Ringling Bros. says it does to take care of its elephants. Choices A and B do not contain information about Ringling Bros. taking care of its elephants.
3. Answers may include: “They brought home ‘trophy’ like lion heads, leopard skins, and prized ivory elephant tusks,” “Little thought was given to whether animals should be taken from the wild, or to their well-being in captivity,” and “Jumbo was not treated well in Paris” (all from page 12).

4. Many people now believe that wild animals should not be kept in captivity.
5. Answers will vary.

CORE SKILLS WORKOUT:

FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. B
B. C
C. B
2. C; it contains details about what Ringling Bros. says it does to take care of its elephants. Choices A and B do not contain information about Ringling Bros. taking care of its elephants.
3. A. A, C, F
B. B; it describes Jumbo’s physical attributes, but does not refer to people in England being fond of him. (Students may also explain why they did not choose D or E.)
4. A; Choice B does not attribute the information to the article. Choice C uses a paraphrase, not a direct quotation.
5. C; Choice A does not use text evidence or cite the name of the article, author, or page number of the information being paraphrased. Choice B does not paraphrase, but rather uses a direct quotation without quotation marks around it.

6. Sample positive paragraph:

There are positive aspects to keeping wild animals in circuses or zoos. When people see these animals up close, they are fascinated by them and more likely to care about their well-being. As Adele Braun states in her article “Say Goodbye to the Elephants,” Ringling Bros. and others believe animal acts “educate the public about these magnificent animals and cultivate concern for their survival in the wild” (p. 15). This supports the idea that animals in captivity are more than just entertaining; they are a link to their counterparts in the wild.

Sample negative paragraph:

Wild animals should not be kept in circuses or zoos. In her article “Say Goodbye to the Elephants,” Adele Braun writes that wild elephants travel up to 30 miles a day. She wonders if a wild elephant would ever “choose to live in a stall, travel across the country by train, and perform



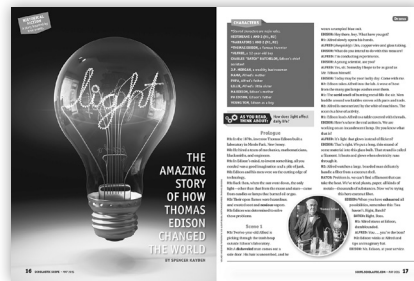
“The World’s First Superstar” cont’d

tricks on command when it could be roaming the forests of its natural habitat” (p. 15). She is pointing to the fact that wild animals in captivity do not have the freedom to go where they choose, socialize as they wish, or eat what they choose. Besides, as Braun points out, there are now plenty of opportunities for people to see wild animals: There are endless articles and videos available to anyone with an Internet connection (p. 15).

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. D
2. I chose B because it does not describe how the sale of Jumbo was unfortunate for the people of England or for Jumbo.
3. Central Idea: In the late 1800s, Jumbo the elephant was extremely famous throughout the world.
4. Detail #1: “Ringling Bros. has announced that by 2018, elephants will no longer be part of the show.”
Detail #2: “. . . the decision to remove elephants from the circus was based on a ‘mood shift’ among circus goers—a reference to the growing unease with the idea of elephants performing for our entertainment.”
Detail #3: “But perhaps we’ve come to understand that loving animals means setting them free.”

Light



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 22

Answers will vary. Here is a sample response:

The invention of the incandescent light bulb changed life in America by providing a clean, safe, and bright source of light for the first time in history. Before the incandescent light bulb, people had to rely on candles, oil lamps, or gas lamps, which were, according to Historian 2 in the play *Light*, “hazardous and created soot and noxious vapors” (17). As the caption on page 18 states, candles and gas lamps frequently caused fires. Indeed, the reason that the character Alfred is so determined to help Thomas Edison invent the incandescent light bulb is that Alfred’s mother was badly burned when an oil lamp caught fire (19). As for candles, the essay “Life Without Light” on page 22 notes that great care was needed in using them because “One false move and a candle could tumble to the floor and start a fire.”

The lights used before incandescent light bulbs were not just dangerous; they also required a lot more attention than electric lights. As the caption of page 18 states, the gas lamps that cities started using in the 1820s had to be lit by hand, before dark. And candles, according to the essay, needed their wicks to be trimmed every 30 minutes to prevent their flames from flickering too much.

Candles, the essay states, could also be greasy and smelly. And they were nowhere as bright as electric lights. Gas lamps were considerably brighter than candles, as stated in both the caption on page 18 and in the essay, but, says the caption, “would seem dim to our eyes today.” Electric light, by comparison, “seemed as clear and steady as daylight” (caption, 20).

The incandescent light bulb also affected people’s

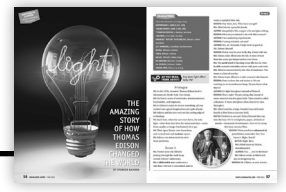
schedules and the way we experience nighttime. Before electric light, the rising and setting of the sun had a much greater effect on people’s lives. According to the essay, before electric lights, it was not safe to be outside once the sun went down. For one thing, without streetlights, it was easy to trip and fall. According to the essay, “. . . only scoundrels and thieves would risk being outside in the dangerous dark.” Nighttime activities were limited to those that could be done indoors in dim light. Today, we can go to sporting events at night, socialize as late as we like, and stay up late studying or working. Thanks to electric light, we have more freedom to determine our own schedules. However, there are also negative aspects of today’s widespread use of electric light. As the caption on page 21 says, light pollution makes it difficult to see many stars at night except in remote areas, and light pollution also affects “the habits of nocturnal animals and the quality of our sleep.”

ANSWERS TO ACTIVITY SHEETS

LIGHT AND “LIFE WITHOUT LIGHT” CLOSE-READING QUESTIONS

1. The metaphor compares the lab to a beehive swarming with insects hard at work. The narrator is conveying that the lab is packed with busy workers.
2. Edison is described as “disheveled.” You can infer that he doesn’t conform to Alfred’s idea of a leader or, perhaps, of a brilliant inventor. Also, when Alfred says “Someday I hope to be as good as Mr. Edison himself,” Edison—whether out of playfulness, modesty, or both—doesn’t identify himself.
3. Alfred’s conversation with his father reveals that his

section continues >>



Light cont'd

mother was injured in a fire started by an oil lamp. The accident supports the big idea that there was great need for a safer light source.

4. Earlier in the scene, Edison skips dinner and works through the night. The scene highlights Edison's passion for his work. Batch's words show that he feels similarly passionate and also that he is deeply loyal to Edison.
5. The flashback portrays the young Edison as an enthusiastic, science-minded kid whose dangerous experiments worried his father. It shows that Alfred and the young Edison are very similar. You can infer that Edison understands Alfred, and that Alfred may grow up to be a great scientist like Edison.
6. The design is dark, with a single orange candle that has been snuffed out and is still smoking. This design creates a foreboding and somber mood that makes the reader imagine a darker world. This mood helps support the central idea of the text that life without electric light was more dangerous.

LIGHT AND "LIFE WITHOUT LIFE" CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students might say that sports teams can play night games, that students can study and people can work more safely and easily at night, or that people can take walks at night.
2. Answers may vary. Most students will likely say that the advantages are many, while the drawbacks are few. Others might say that the drawbacks, such as changes to animals' habits, are too important to ignore.
3. Answers will vary. The play and essay both emphasize the need that existed for a safe, bright, and clean source of light. The "Dangerous Light" caption on page 18 points out the risk of fire that candles and gas lamps presented. The essay describes how activities were limited by dim light after sundown. Edison "was determined to solve these problems" (p. 17) and worked relentlessly to create the electric light bulb.

LIGHT LITERARY ELEMENTS

Character

1. **A.** major; Thomas Edison is a famous inventor from the 1800s. Edison is working on creating the incandescent light bulb and takes the character Alfred under his wing and allows him to help. He is a static character because

he does not undergo any significant internal change.

B. major; Alfred is a 12-year-old boy who helps Thomas Edison in his lab while Edison is working on inventing the incandescent light bulb. Alfred is interested in science and conducts his own experiments in his barn. He is a static character because he does not undergo any significant internal change.

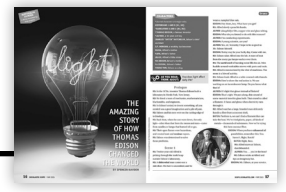
C. Papa, minor. Papa is Alfred's father. He is a dynamic character because at first he does not approve of Alfred's experimentation and the creation of electric light. He thinks that both are dangerous and that Alfred should focus more on his chores at home. However, after Papa sees the electric lamps that Edison has created and hears how highly Edison speaks of his son, he realizes that electric lamps are a great invention and that Alfred's scientific talents should be praised. (Students may choose to describe a different character here.)

2. **A.** In Scene 2, after J.P. Morgan questions the efforts of Edison and his scientists, Edison says, "We have not failed. We have successfully found thousands of ways that won't work. Don't you see? Every failure is a step forward" (p. 18). This shows that Edison is an optimistic, patient, and highly motivated person. He does not look at failures as set-backs, but rather as steps forward on the path to success. Failure seems to fuel Edison's motivation to succeed.

B. In Scene 1, after Edison sees Alfred picking through the trash heap outside, Edison takes Alfred into his lab and shows him what the scientists are working on. This reveals that Edison is a friendly person and wants to encourage curiosity and learning in young people.

Setting

3. The story takes place in New Jersey in the late 1800s.
4. The reader learns that life was different in New Jersey in the 1800s. In the Prologue, Scene 1, and Scene 2, we learn that electric light has not been created yet, so people rely on gas lamps, candles, and oil lamps instead. From the captions on page 18, as well as the discussion of Mama's accident in Scene 3, we learn that this kind of light was dangerous and that many accidents occurred because of it. We also learn from the photos and caption on pages 19, that electric light was not the only innovation being introduced at the time. Many other inventions including the telephone and toilet paper were



Light cont'd

introduced as well (p. 19). During the time of the play, before the use of electric lights became widespread, everyday life was more closely tied to the rising and setting of the sun (p. 21). This meant that people were not able to do the types of things that we are able to do (stay up reading a book, go for a walk, play outside) after the sun has set (p. 20). It also meant that life in general was more dangerous, with no lights to illuminate the dangers of the night (p. 20).

Literary Devices

5. At the beginning of Scene 1, the audience is aware that the disheveled man in a rumpled suit is Thomas Edison; Alfred does not realize this until the end of the scene.

Text Structure

6. The prologue provides background information about Thomas Edison and the time period in which the play is set. It explains what Edison is trying to accomplish in Scenes 1-7 and why it is important.
7. **A.** The flashback in Scene 6 begins on page 20 when Narrator 2 says, "Edison thinks back to when he was Alfred's age. He is transported back to his childhood home in Ohio," and ends when Narrator 2 says, "Edison is brought back to reality by Batch handing him a newspaper" (p. 21).
B. The flashback provides information about the young Edison and portrays him as an enthusiastic young scientist, whose dangerous experiments worried his father. This shows that Alfred and the young Edison are very similar and helps the reader understand the connection between the two characters.

Theme

8. The play demonstrates the theme that failure is the key by illustrating Thomas Edison's process of invention. In Scene 2, J.P. Morgan asserts that Edison and his team are failing since they are taking longer to develop electric light than expected (p. 18). In response, Edison says, "We have not failed. We have successfully found thousands of ways that won't work. Don't you see? Every failure is a step forward" (p. 18). A few of these "ways that won't work" are demonstrated in Scenes 4 and 5 when Batch and Edison are testing various different types of filaments and determining which ones work and which ones do not (p. 19-20). We see that they do not stop after they find a filament that does not work,

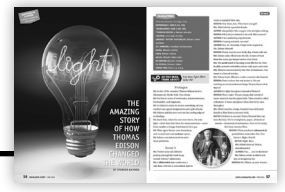
but instead they record the information and use it to continue in their pursuit. Finally, in Scene 6 we learn that these experiments have paid off and that Edison has successfully created the incandescent light bulb. By taking the reader through Edison's experimentation process, we see that it took him many tries—and failures—to come to the successful result that he did.

LIGHT QUIZ

*Higher Level (HL)

1. D (inference; R.1)
2. C (figurative language; R.4)
3. A (text structure, interpreting text; R.5, R.4)
4. C (inference; R.1)
5. D (text evidence; R.1)
6. C (key ideas and details, integrating knowledge; R.2, R.7)
7. In the play *Light*, Spencer Kayden characterizes Thomas Edison as hardworking, patient, humble, kind, and playful. In Scene 1, when Edison first meets 12-year-old Alfred, Edison kindly shows interest in Alfred and invites him into the lab. When Alfred mistakes Edison for one of Edison's employees, Edison, playfully, does not immediately correct Alfred's mistake. When Alfred realizes who Edison is, Edison winks at Alfred and tips an imaginary hat, saying, "Mr. Edison, at your service." Kayden again portrays Edison as kind in Scene 2, when he stands up for his employees, telling J.P. Morgan, "I need to pay my men. They work 12 to 16 hours a day!" In Scene 4, Edison's chief assistant, Batch, tells Edison, "Even if the money stops coming, I will still be by your side." This line shows Edison to be the kind of person who inspires loyalty in others.

Kayden portrays Edison as patient and hardworking throughout the play, as Edison works to perfect the incandescent light bulb. We learn in Scene 2 that Edison has been working on electric light for at least a year, and that he expected to have figured it much faster. But Edison does not show any frustration or impatience; rather, he says calmly, "Electric light has turned out to be more complex than I anticipated." When Morgan tells Edison that he and his men are failing, Edison replies, "Every failure is a step forward." Edison expresses a similar idea in Scene 7 when he tells Alfred, "Genius, my young friend, is 1 percent inspiration and 99 percent



Light cont'd

perspiration." With this statement, Kayden reveals Edison to be not only patient and hardworking, but also humble: He is suggesting that almost anyone could do what he did if they just worked hard enough. (characterization; write informative/explanatory text; R.3, W.2)

8. In the play *Light*, Kayden develops the ideas that the process of inventing requires patience and hard work, and that failure is a key aspect of success. In Scene 1, Thomas Edison's chief assistant, Batch, notes that Edison's men have tried thousands of different substances in their effort to find a filament for the incandescent light bulb. Edison responds, "When you have exhausted all possibilities, remember this: You haven't." Edison is saying that you have to fail and fail until you finally succeed—that you should never give up because there is always something else to try. In Scene 2, Edison and Batch directly address the role of failure in the process of invention. Edison says, "We have not failed. We have successfully found thousands of ways that won't work. Don't you see? Every failure is a step forward." Batch replies that J.P. Morgan, who has lost patience waiting for Edison's team to invent the incandescent light bulb, "doesn't understand what experimentation is. He wants the end result, but he does not want the struggle it takes to get there." Kayden shows Edison and Batch patiently continuing to struggle in Scene 4: More months have passed and, Narrator 2 says, doubts about Edison are growing. But Edison and Batch continue on, working through dinner and into the night. Finally, all of their hard work and patience pays off: Edison and his team successfully invent the incandescent light bulb, which they reveal to the public on New Year's Eve. Reflecting on his success, Edison says to Alfred, "Genius, my young friend, is 1 percent inspiration and 99 percent perspiration"—further developing the theme that the process of invention requires a tremendous amount of hard work. (theme; R.2)

5. A (synthesizing, reading for information; R.9, R.1)
6. C (key ideas and details, integrating knowledge; R.2, R.7)
7. In the play *Light*, Spencer Kayden characterizes Thomas Edison as hardworking, patient, humble, kind, and playful. In Scene 1, when Edison first meets 12-year-old Alfred, Edison kindly shows interest in Alfred and invites him into the lab. When Alfred mistakes Edison for one of Edison's employees, Edison, playfully, does not immediately correct Alfred's mistake. When Alfred realizes who Edison is, Edison winks at Alfred and tips an imaginary hat, saying, "Mr. Edison, at your service." Kayden again portrays Edison as kind in Scene 2, when he stands up for his employees, telling J.P. Morgan, "I need to pay my men. They work 12 to 16 hours a day!" In Scene 4, Edison's chief assistant, Batch, tells Edison, "Even if the money stops coming, I will still be by your side." This line shows Edison to be the kind of person who inspires loyalty in others.

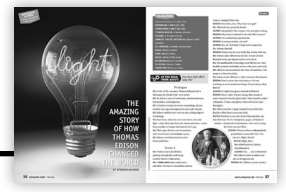
Kayden portrays Edison as patient and hardworking throughout the play, as Edison works to perfect the incandescent light bulb. We learn in Scene 2 that Edison has been working on electric light for at least a year, and that he expected to have figured it much faster. But Edison does not show any frustration or impatience; rather, he says calmly, "Electric light has turned out to be more complex than I anticipated." When Morgan tells Edison that he and his men are failing, Edison replies, "Every failure is a step forward." Edison expresses a similar idea in Scene 7 when he tells Alfred, "Genius, my young friend, is 1 percent inspiration and 99 percent perspiration." With this statement, Kayden reveals Edison to be not only patient and hardworking, but also humble: He is suggesting that almost anyone could do what he did if they just worked hard enough. (characterization; write informative/explanatory text; R.3, W.2)

8. Kayden develops the ideas that the process of inventing requires patience and hard work throughout the play *Light*, as she follows Thomas Edison and his team through the process of inventing the incandescent light bulb. In Scene 1, Edison's chief assistant, Batch, notes that Edison's men have tried thousands of different substances in their effort to find a filament for the incandescent light bulb. Edison responds, "When you have exhausted all possibilities, remember this: You

LIGHT QUIZ

*Lower Level (LL)

1. B (inference; R.1)
2. C (figurative language; R.4)
3. C (key ideas, inference; R.2, R.1)
4. D (text evidence; R.1)



Light cont'd

haven't." Edison is saying that you have to keep failing until you finally succeed—that you should never give up because there is always something else to try. In Scene 2, Edison and Batch again talk about the importance of being patient and not giving up. Edison says, "We have not failed. We have successfully found thousands of ways that won't work. Don't you see? Every failure is a step forward." Batch replies that J.P. Morgan, who has lost patience waiting for Edison's team to invent the incandescent light bulb, "doesn't understand what experimentation is. He wants the end result, but he does not want the struggle it takes to get there."

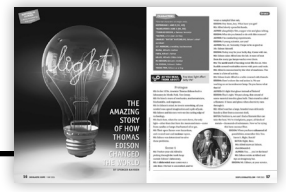
Kayden shows Edison and Batch patiently continuing to struggle in Scene 4: More months have passed and, Narrator 2 says, doubts about Edison are growing. But Edison and Batch continue on, working through dinner and into the night. Finally, all of their hard work and patience pays off: Edison and his team successfully invent the incandescent light bulb. Reflecting on his success, Edison says to Alfred, "Genius, my young friend, is 1 percent inspiration and 99 percent perspiration"—further developing the theme that the process of invention requires a tremendous amount of hard work. (theme; R.2)

DRAWING CONCLUSIONS

	candles	oil and gas lamps	incandescent lights
amount of light provided	dim, flickering light	brighter than candles, but still dim and flickering	bright and steady
safety	can easily cause fires	can easily cause fires; fumes can cause headaches	very safe
cleanliness	greasy; very smoky if extinguished improperly	not stated in play or essay; perhaps the oil or gas could spill	very clean
odor	strong odor; smoke can cause a smell if candles are extinguished improperly	not stated in play or essay; oil and gas have a smell	none
effort required to use them	wicks need to be trimmed every 30 minutes; candles should be watched to make sure they don't cause a fire	must be lit by hand	light bulbs must occasionally be changed

Activities listed will vary. Ideas include: playing outside at night; sports teams playing night games; attending classes or lessons at night; working at night; socializing at night

section continues >>



Light cont'd

LIGHT VOCABULARY PRACTICE

1. C
2. D
3. D
4. B
5. The burger had been engulfed in flames. I thought it would taste like a piece of charcoal, but it was actually very good. (Answers will vary.)
6. Ben was flabbergasted. He couldn't believe that he had won first place. (Answers will vary.)
7. Louie felt exhausted after spending hours cleaning up his room. (Answers will vary.)
8. Noticing an acrid smell, Miriam quickly checked to see if she had accidentally left some food cooking on the stove. (Answers will vary.)
9. After the long plane trip, Amy looked somewhat disheveled. (Answers will vary.)

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Alfred is afraid that he is in trouble for taking things out of the trash heap.
2. Alfred did not realize that the disheveled man he has been talking to is Edison.
3. Papa is moved to learn that Alfred's experimenting is inspired by his mother's accident. Papa feels less annoyed with Alfred, knowing this.
4. Edison is fond of Alfred and wants to help him. Edison imagines that if Alfred's family sees the new lamps, they will understand why the invention is important.
5. Edison is saying that his success is mostly because he worked hard, not because he is brilliant.
6. Alfred is beaming because Edison just paid him an enormous compliment in front of his parents. Also, Alfred is excited about working for Edison.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

1. It is an incandescent bulb that says "light" inside of it. The word "light" appears as though it is the filament of the bulb. This is significant because in the play, finding the right filament was Edison's greatest struggle when working on electric light.
2. Edison seems relaxed and confident as he is surrounded by glass bottles, tubes, and other chemistry equipment. We can infer that he feels at home in his laboratory.

3. The photos and captions support the notion that life before electric light was messy, complicated, and dangerous.
4. It would best fit in Scene 2, where Edison and Morgan are discussing rival inventors and their progress.
5. The image of a recently extinguished candle with smoke spiraling up from it contributes to the dark, somewhat gloomy mood of the essay. That there is only a small portion of the wooden table visible is a reminder of how, in the past, darkness enveloped everything and candlelight illuminated only the area very close to the candle. Most of the world was pitch-black once the sun went down and people's activities were limited.

“The Secret Ingredient”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 27

Answers will vary. Here is a sample response:

As the owner of a busy restaurant, I have to keep everything tidy and running well. It takes a lot to run a restaurant. Luckily I have my talented nephew Jake to help me out.

Except he totally let me down.

The day of the monthly meeting of the Middle-Aged Persons Auxiliary, I was busy preparing for their arrival; I didn't even have time to chop vegetables. Jake was late. Then he showed up with his girlfriend, Cleo, and some pesky kid named Snicket. First Snicket wanted to know the carefully guarded secret recipe for our delicious garden-fresh vegetable soup. That soup gives me a lot of business, so I couldn't risk telling him. That seemed to make him mad. I was also really worried that Snicket would distract Jake from getting his work done.

Imagine my shock when Jake, Cleo, and Snicket all wanted to take off to see some humming plant! Running a restaurant is not just about making the food. It's about keeping your customers happy. "The Auxiliary likes to fuss over you and pinch your cheeks," I reminded Jake. He and Cleo and Snicket all thought I was being unreasonable because I asked Jake to stay through the whole lunch. The Middle-Aged Persons Auxiliary may seem like a silly lunch to him, but it's really important to me. I even styled my hair in a new way.

Instead of helping me out, those kids left me with a soup that tasted like an old shoe. I was stuck making the entire lunch for the Auxiliary all by myself, while they got to have a pleasant picnic and see a rare humming flower. I tried to make the best of it, but I am really disappointed that Jake let me down.

ANSWERS TO ACTIVITY SHEETS

“THE SECRET INGREDIENT”

CLOSE-READING QUESTIONS

- Character (p. 24)** Based on the line in bold, Hungry Hix seems to be a suspicious person with a negative outlook. Based on earlier details (she glares at customers; her nephew does all the work in the restaurant), she seems lazy and unfriendly.
- Alliteration (p. 24)** The author uses alliteration in Hungry Hix's name, the name of the town (Stain'd-by-the-Sea), and the name of the flower (the Fremunt Flos). In each case, alliteration draws attention to the name and adds a touch of humor.
- Point of view (p. 25)** Cleo wants to see the Fremunt Flos; Hix wants a good lunch for her guests. Answers will vary: Some students might deem Cleo's priorities more important because her plan can't be rescheduled. Others might consider Hix's priorities more important because she wants to entertain a group.
- Word choice (p. 25)** *Hefted* offers a clearer idea of the eggplants' weight; *hefted* makes the eggplants seem solid and real.
- Simile (p. 26)** The simile shows that Snicket regards Hix as unfeeling and destructive (like a tornado) and himself and his friends as powerless to oppose her. She has destroyed their plans.
- Foreshadowing (p. 26)** The line foreshadows Jake's plan, which involves "working together secretly" to include dirty gloves as one of the ingredients in the soup.
- Inference (p. 26)** Jake wants Hix to overhear him. He wants to convey one idea to her and another to his friends.



“The Secret Ingredient” cont’d

8. **Inference (p. 26)** Jake tells Cleo, “If we were making sandwiches, I’d tell you to make a double recipe.” You can infer that Cleo is using a large bowl because they are in fact going to make sandwiches; Jake still plans to have a picnic.
9. **Tone (p. 27)** Snicket’s tone is mocking. A meatball stuck near someone’s ear would be unattractive. Snicket considers the hairstyle to be ugly.
10. **Character (p. 27)** Answers will vary. Some students might say that Jake’s actions were justified because Hix’s demands were unreasonable. Others might say that wasting food, or going back on a promise, is never justified.
11. **Inference (p. 27)** The author is being playful by referring to the *Scope* reader—Christy R.—whose winning contest entry inspired this story.

“THE SECRET INGREDIENT”

CRITICAL-THINKING QUESTIONS

1. It’s possible, though we have no reason to doubt Snicket’s credibility. Lines such as “we sit around showing photographs of babies” and “I don’t feel like it” could be Snicket’s rephrasing of Hix’s words to make her and her demands seem more unreasonable.
2. Hix, the adult in this story, is unfriendly (wants Snicket to leave the restaurant), demanding (wants Jake to stay all day), and ignorant (doesn’t know what a sous chef is). The younger characters are friendly (Cleo wants Snicket to join the picnic), flexible (Jake plans to cook lunch and then go on the picnic), and knowledgeable (they do know what a sous chef is). It is likely that the author intentionally made the younger characters more appealing and relatable than Hix.
3. Being let in on a secret—knowing what’s going on behind Hix’s back, or what Jake or Snicket is thinking—gives the reader a cozy sense of kinship with the characters and makes the story more enjoyable to read.

“THE SECRET INGREDIENTS” LITERARY ELEMENTS

Character

1. **A.** major; Snicket is the narrator of the story. He is a 13-year-old boy with a big vocabulary who helps Jake Hix and Cleo Knight deceive Jake’s aunt, Hungry Hix. Snicket is a static character because he does not

undergo any significant internal change.

B. major; Jake Hix is Hungry Hix’s nephew. He is the cook in Hungry Hix’s restaurant and the person who keeps the restaurant running. Jake is a static character because he does not undergo any significant internal change.

C. Hungry Hix, major. Hungry Hix is the owner of the only good restaurant in the town of Stain’d-By-The-Sea. She is unpleasant, grumpy, and bossy. She doesn’t seem to do much work at the restaurant and makes Jake Hix, her nephew, do most of it instead. Hungry is a static character because she does not undergo any significant internal change. (Students may choose to describe a different character here.)

2. Hungry Hix is the antagonist in this story because she is the cause of the other characters’ main conflict. Hungry tries to prevent Jake from seeing the blooming of the Fremont Fros—a flower that blooms only once every 11 years—with Cleo and Snicket because she wants Jake to stay at the restaurant, working for her and entertaining her friends.
3. The author may have chosen to use a compare and contrast structure to describe Jake’s and Hungry’s responsibilities to emphasize how much more work Jake does than Hungry. Jake’s list of responsibilities is long and includes jobs like washing and drying dishes and purchasing ingredients, while Hungry’s list is very short and includes things that do not help the business at all: bossing Jake around, glaring at the customers, and wandering around with a dirty rag now and then (24). The long list of Jake’s responsibilities helps the reader understand that Jake is a hard worker and that it is really he who runs the restaurant. That Jake sometimes buys customers bowls of ice cream and cookies shows that he is a kind and generous person. Hungry’s short list of non-responsibilities tells the reader that she is an unpleasant person and doesn’t do anything to help Jake or the business.
4. On page 25, Jake states that the work of making the soup would go more quickly if everyone helped out. Hungry replies, “I’m sure it would, but I don’t feel like it.” This line reveals that Hungry Hix is selfish and lazy.

Point of View

5. First person; I know because the narrator says “I” and



“The Secret Ingredient” cont’d

“me,” as in, “It was a woman named Hungry Hix who was speaking to me, and I supposed I had only myself to blame” (24).

6. If the story were told from the third-person omniscient point of view, information about the other characters’ thoughts and feelings might have been included. For instance, we might have had more insight into Hungry Hix’s thoughts and feelings about her restaurant and the way she treats Jake and her customers. As readers, we might have had a more reliable version of story; it’s possible that Snicket exaggerates or changes some of the details to support his own point of view. However, the third-person omniscient point of view would likely exclude a lot of the personal feelings and details that Snicket reveals, such as, “I’ve never enjoyed talking loudly” and “I had a feeling we were all three liars.”

Figurative Language

7. On page 25, the author describes Cleo’s car as “an automobile so large and shiny the afternoon sun looked a little jealous.” This personification of the sun helps the reader picture Cleo’s car by emphasizing the size and luster of it.

Tone

8. Answers may include *amusing* and *playful*. The narrator creates an amusing tone partly through figurative language. The names in the story are funny and playful: Stain’d-By-The-Sea, Hungry Hix, and Fremunt Flos, for example. The amusing tone is also created through the narrator’s sarcastic remarks and responses to Hungry Hix. For example, on page 24, after Hungry tells Snicket that if she told anyone the secret recipe, she would be ruined and end up “sleeping on a pile of sticks,” Snicket says, “. . . you could always clear away the sticks and sleep on the ground.” You can tell that the author is on the side of the younger characters in the play through these sarcastic remarks. The author is again being playful when, at the end of the story, he has Snicket refer to Christy R., the real-life reader whose winning contest entry inspired the story.

3. D (figurative language; R.4)
4. C (vocabulary in context; R.4)
5. A (inference; R.1)
6. B (summarizing; R.2)
7. Snicket respects and admires Jake. In the first paragraph, Snicket introduces Jake by listing the many things that Jake takes care of at the restaurant (24). This suggests that Snicket is impressed by how much responsibility Jake has, and that Snicket wants to convey that Jake works hard. Snicket concludes the list by noting that Jake sometimes brings his customers a bowl of ice cream and a homemade cookie; this shows that Snicket appreciates that Jake remains kind and friendly even while working as hard as he does. As the story continues, it is clear that Snicket respects Jake and wants to make him happy. Snicket refers to Jake as “boss” on page 25 and does not hesitate to follow Jake’s directions while he is helping him cook for Hungry. That Snicket realizes what Jake is up to when they are making the soup and goes along with it shows that Snicket trusts Jake and wants to support him. (inference, character; R.1, R.3)
8. Hungry Hix did indeed get her comeuppance—she deserved what happened to her. Hungry was unreasonable, stubborn, and selfish in her demands on Jake. Jake did promise Hungry that he would cook for the Middle-Aged Person’s Auxiliary lunch (25), so it was reasonable for Hungry to expect Jake to keep his promise; however, when Jake explained that he could keep his promise to Hungry and also keep his promise to Cleo, Hungry said, “It’s not enough to make us soup and biscuits. You’ll need to stay here all day long” (26). This was unreasonable and selfish. When Jake told Hungry that the cooking might go faster if she helped, she replied, “I’m sure it would, but I don’t feel like it” (25). Again, she considered only herself and acted selfishly. Additionally, in the first paragraph of the story, we learn that Jake does most of the work at the restaurant while Hungry bosses him around. Given how hard he worked, it was not unreasonable for him to request a little time off to see the Fremunt Flos. Hungry deserved to be stuck cooking for the Auxiliary on her own. (supporting a claim, central ideas, text evidence; W.1, R.2, R.1)

“THE SECRET INGREDIENT” QUIZ

*Higher Level (HL)

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



“The Secret Ingredient” cont’d

“THE SECRET INGREDIENT” QUIZ

*Lower Level (LL)

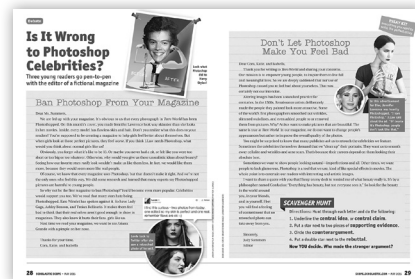
1. D (character; R.3)
2. C (character, text evidence: R.3, R.1)
3. D (figurative language; R.4)
4. B (figurative language; R.4)
5. A (inference; R.1)
6. D (summarizing; R.2)
7. Lemony Snicket portrays Hungry Hix as lazy and demanding. Snicket, the narrator, explains that Hungry bosses Jake around, glares at customers, and occasionally wanders around the restaurant with a damp, dirty rag (24). When Jake and Snicket begin cooking the meal for the Middle-Aged Person’s Auxiliary, Jake tells Hungry it might go faster if she helped. Hungry replies, “I’m sure it would, but I don’t feel like it” (25)—an extremely selfish and lazy response, especially considering that the meal is for her own friends. Hungry is portrayed as demanding when she makes the unreasonable request that Jake stay at the Auxiliary meeting even after he has finished cooking. Hungry says, “It’s not enough to make us soup and biscuits. You’ll need to stay here all day long” (26). (characterization; R.3)
8. Hungry Hix did indeed get her comeuppance—she deserved what happened to her. Hungry was unreasonable, stubborn, and selfish in her demands on Jake. Jake did promise Hungry that he would cook for the Middle-Aged Person’s Auxiliary lunch (25), so it was reasonable for Hungry to expect Jake to keep his promise; however, when Jake explained that he could keep his promise to Hungry and also keep his promise to Cleo, Hungry said, “It’s not enough to make us soup and biscuits. You’ll need to stay here all day long” (26). This was unreasonable and selfish. When Jake told Hungry that the cooking might go faster if she helped, she replied, “I’m sure it would, but I don’t feel like it” (25). Again, she considered only herself and acted selfishly. Additionally, in the first paragraph of the story, we learn that Jake does most of the work at the restaurant while Hungry bosses him around. Given how hard he worked, it was not unreasonable for him to request a little time off to see the Fremunt Flos. Hungry deserved to be stuck cooking for the Auxiliary on her own. (supporting a claim, central ideas, text evidence; W.1, R.2, R.1)

POINT OF VIEW

Answers will vary greatly, but should reflect a comprehension of the story. The following are model answers only. For the situations from top to bottom, Hungry might say:

1. “Once again, Snicket came in and didn’t buy anything. Then he tried to get me to tell him the secret ingredient in the soup. He knows perfectly well that Jake is the cook—so why was Snicket asking me about the secret ingredient? I decided to just say something silly about not being able to tell him because I was afraid he might steal the recipe.”
2. “They looked at each other like I was an idiot. Did they think I didn’t notice? When I was younger, I’d never have treated my elders that way. I know plenty of things that Snicket doesn’t, but I don’t point them out—that would be rude.”
3. “I knew the other members of the Auxiliary would be bragging about their kids. I wanted Jake to stay so I could show off how kind and capable he is. I’m proud of him—but I’d feel awkward saying that in front of Snicket and Cleo.”
4. “I wanted to look nice for the meeting. Snicket said he liked my hair, but I don’t think he meant it. I’d like that kid much better if he smirked less.”
5. “I was looking forward to spending the day with Jake. I was upset that he made plans with Cleo instead. I shouldn’t have called him stupid, but I was angry because I know he ruined the soup on purpose. He’s too good a cook to ruin it by accident.”

“Is It Wrong to Photoshop Celebrities?”

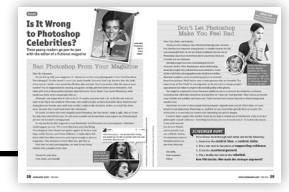


ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

SCAVENGER HUNT, PAGE 29

Answers will vary but should be similar to the following

	CORA, KATIE, AND ISABELLA	JUDY SUMMERS
line(s) that express the central idea, or central claim	“Don’t you realize what this does to your readers? You’re supposed to be creating a magazine to help girls feel better about themselves. But when girls look at those perfect pictures, they feel <i>worse</i> .”	“Photoshop is a tool that we use, kind of like special effects in movies. The whole point is to entertain our readers with interesting and artistic images.”
two pieces of evidence that support the central idea, or central claim	<p>“We’ve read that many stars hate being Photoshopped . . . It makes them feel bad to think that their real selves aren’t good enough to show in magazines. They also know it hurts their fans, girls like us.”</p> <p>“We did some research and learned that many experts say Photoshopped pictures are harmful to young people.”</p>	<p>“In the 1500s, Renaissance artists deliberately made the people they painted look more attractive.”</p> <p>“Some of the world’s first photographers smoothed out wrinkles, slimmed waistlines, and even added people to or removed them from pictures.”</p>
line(s) that express the counterargument	“Of course, we know that every magazine uses Photoshop . . .”	“So we are deeply saddened that our use of Photoshop caused you to feel bad about yourselves.”
line(s) that contain the rebuttal	“. . . but that doesn’t make it right.”	“So look for the beauty in the world around you, in your friends, and in yourself. I bet you will find a feeling of contentment that no retouched photo can take away from you.”



“Is It Wrong to Photoshop Celebrities?” cont’d

ANSWERS TO ACTIVITY SHEETS

CORE SKILLS WORKOUT: WHAT’S THE TONE?

1. (provided)
2. **A.** (provided)
B. The girls write, “Obviously, you forget what it’s like to be 13. Or maybe you never had a zit, or felt like you were too short or too big or too whatever. Otherwise, why would you give us these unrealistic ideas about beauty?” They are saying that *Teen World* shows no understanding of what it is like to be a teenager, and they sound insulted by magazine’s message that they should be perfect.
3. Answers will vary. Sample answer: accusatory
A. The girls ask, “Don’t you realize what this does to your readers? You’re supposed to be creating a magazine to help girls feel better about themselves. But when girls look at those perfect pictures, they feel *worse*.” The girls are directly blaming *Teen World* for making them feel bad about themselves.
B. When the girls write, “Obviously, you forget what it’s like to be 13. Or maybe you never had a zit, or felt like you were too short or too big or too whatever. Otherwise, why would you give us these unrealistic ideas about beauty?” they are speaking right to Judy Summers, accusing her of being out of touch with what it’s like to be a teenager.
4. **A.** (provided)
B. Summers denies responsibility by claiming that altering images has been a “standard practice for centuries” and that some publicists and celebrities themselves demand that the celebrities’ photos be retouched.
5. **A.** Summers begins her letter by thanking the girls for writing.
B. Summers writes, “Photoshop is a tool that we use, kind of like special effects in movies. The whole point is to entertain our readers with interesting and artistic images.” Rather than directly telling the girls they are wrong, she politely explains her magazine’s purpose in using Photoshop.
6. Answers will vary. Sample answer: encouraging
A. At the beginning of the letter, Summers states “Our

mission is to empower young people, to inspire them to live full and meaningful lives.” In this sentence, Summers is encouraging the girls to see her magazine as a tool for self-improvement.

B. At the conclusion of her letter, Summers encourages the girls to “look for beauty in the world around you.” She tries to boost their morale when she writes, “I bet you will find a feeling of contentment that no retouched photo can take away from you.”

“The Girl Who Could Fly”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

Some answers will vary.

1. The pressure was intense at last July's American Classic gymnastics meet, one of the most important events of the year for top female gymnasts. Twelve-year-old Elena Arenas had been preparing for months. She felt sure she was ready. But then disaster struck. Elena was doing her floor routine, a performance of lightning-fast tumbling **passes, gravity-defying flips, dizzying twists**, and sky-high leaps. She was finishing up a tumbling run when *boom!*—she fell. The fall cost her a full point in the judging, putting her instantly behind.
2. Her next event was the vault, and she needed a top score to make up for the lost point. Instead came failure when she fell once again. Another point vanished and so, it seemed, did her chances for a top spot. She had two events left, balance **beam and** uneven bars. But her confidence was badly shaken. How could she go on?
3. Today, in gyms across America, about 4 million kids participate in gymnastics programs. Most are girls, and the majority will quit within a few years. That's because gymnastics is one of the most demanding sports there is. A female athlete must compete in four difficult events: floor **exercise, vault, balance beam**, and uneven bars. Gymnasts must have the strength of a **linebacker**, the stamina of a **marathoner**, the grace of a ballet dancer, and the courage of a circus daredevil.
4. Like most competitive gymnasts, Elena has been flipping, spinning, and ~~she has been able to swing~~ **swinging** since she could walk. Gymnastics is even in her blood. Her mother, Kim, was a champion gymnast at

the University of Georgia. Her father, Pete, is her coach. By age 5, Elena was already bringing home stacks of gold medals. Last year, she reached the highest level for her age group: junior international elite.

5. Elena has worked hard for her success. She trains more than 30 hours a week. This past year, her schedule became so demanding that she had to leave middle school and take online classes instead. She has also given up sleepovers; staying up late can ruin the next day's training session. The same goes for junk food. But these are small sacrifices, Elena says, for everything that the sport has given her. Gymnastics has made her strong, disciplined, and ~~strengthened her~~ **focused**.
6. And then there's her dream: to make the Olympic team. Elena will not be old enough to compete in the 2016 Summer Olympic Games; she has her sights set on the 2020 Games. The competition will be fierce—there are only five spots—but Elena has a strong chance. What distinguishes her is more than just her talent and ~~she's~~ **incredibly driven her incredible drive**. It's the mental toughness she has to pick herself up when she fails.
7. Which brings us back ~~2~~ **to** last summer. ~~€zz~~ **Because** after her ~~2~~ **two** falls, it didn't seem possible that Elena could recover. She needed 52 points ~~2-B to be~~ among the day's winners and ~~2~~ **to** qualify ~~4~~ **for** an even more important meet. But ~~obvi~~ Elena wasn't ready to give up. In fact, she ~~totes~~ **nailed** the next ~~2~~ **two** routines. ~~L&r~~ **Later**, when the final point totals were tallied, she stared in amazement at her score: 52.1.
8. ~~2Day~~ **Today**, Elena is training harder than ever ~~b4~~ **before**, the dream of Olympic gold shining bright in her mind. "I think if I win ~~1~~ **one**," she says, "I might never take it off. I'd cherish it ~~4evs~~ **forever!**"



“The Girl Who Could Fly”

LEVEL 2

Some answers will vary.

1. The pressure was intense at last July’s American Classic gymnastics meet, one of the most important events of the year for top female gymnasts. Twelve-year-old Elena Arenas had been preparing for months. She felt sure she was ready. But then disaster ~~strikes~~ **struck**. Elena ~~is~~ **was** doing her floor routine, a performance of lightning-fast tumbling passes, gravity-defying flips and twists, and sky-high leaps. She was finishing up a tumbling run when *boom!*—she ~~falls~~ **fell**. The fall cost her a full point in the judging, putting her instantly behind.
2. Her next event ~~is~~ **was** the vault, and she needed a top score to make up for the lost point. Instead came failure when she fell once again. Another point vanished and so, it seemed, did her chances for a top spot. She had two events left, but her confidence ~~is~~ **was** badly shaken. How could she go on?
3. Today, in gyms across America, about 4 million kids participate in gymnastics programs. Most are girls, and the majority will quit within a few years. That’s because gymnastics ~~was~~ **is** one of the most demanding sports there is. A female athlete must compete in four difficult events: floor exercise, vault, balance beam, and uneven bars. Gymnasts must have the strength of a linebacker, the stamina of a marathoner, the grace of a ballet dancer, and the courage of a circus daredevil.
4. Like most competitive gymnasts, Elena has been flipping, spinning, and ~~she has been able to swing~~ **swinging** since she could walk. Gymnastics is even in her blood. Her mother, Kim, was a champion gymnast at the University of Georgia. Her father, Pete, is her coach. By age 5, Elena was already bringing home stacks of gold medals. Last year, she reached the highest level for her age group: junior international elite.
5. Elena has worked hard for her success. She trains more than 30 hours a week. This past year, her schedule became so demanding that she had to leave middle school and take online classes instead. She has also given up sleepovers; staying up late can ruin the next day’s training session. The same goes for junk food. But these are small sacrifices, Elena says, for everything that the sport has given her. Gymnastics has made her strong, disciplined, and ~~strengthened her~~ **focused**.

6. And then there’s her dream: to make the Olympic team. Elena will not be old enough to compete in the 2016 Summer Olympic Games; she has her sights set on the 2020 Games. The competition will be fierce—there are only five spots—but Elena has a strong chance. What distinguishes her is more than just her talent and ~~she’s~~ **incredibly driven her incredible drive**. It’s the mental toughness she has to pick herself up when she fails.
7. Which brings us back ~~2~~ **to** last summer. ~~€uz~~ **Because** after her ~~2~~ **two** falls, it didn’t seem possible that Elena could recover. She needed 52 points ~~2-B~~ **to be** among the day’s winners and ~~2~~ **to** qualify ~~4~~ **for** an even more important meet. But ~~obvi~~ Elena wasn’t ready to give up. In fact, she ~~totes~~ nailed the next ~~2~~ **two** routines. ~~L8r~~ **Later**, when the final point totals were tallied, she stared in amazement at her score: 52.1.
8. ~~2Day~~ **Today**, Elena is training harder than ever ~~b4~~ **before**, the dream of Olympic gold shining bright in her mind. “I think if I win ~~1~~ **one**,” she says, “I might never take it off. I’d cherish it ~~4evs~~ **forever!**”

LEVEL 3

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section continues >>



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ANSWERS TO ACTIVITY SHEETS

A PERFECT SERIES

1. M: The floor was covered with pieces of paper, coffee grounds, apple slices, and empty soda cans.
2. C
3. C
4. M: We have two choices for when to see the movie: 1 p.m. or 4 p.m.
5. M: Jackie had a whole hour to kill before basketball practice. She could start her homework, read her book, or chat with her friends.
6. Claire wore a coat, a hat, gloves, a scarf, and earmuffs.
7. It was hard to choose what to eat for lunch: pizza, sandwiches, or burgers.
8. Anne flipped through the yearbook and found photos of herself on pages 3, 7, 14, 18, and 22.
9. Brian needed to buy an onion, a carrot, celery, and beans.
10. The pharmacy, movie theater, candy store, café, and bakery were gone.

MASTER VERB-TENSE CONSISTENCY

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

Paragraph:

Storm clouds darkened the blue sky as I **rod**e my bike home from the park. I had never seen clouds like that before, and the wind **wil**l **was** **shak**ing the trees



“The Girl Who Could Fly” cont’d

violently. I couldn’t seem to pedal fast enough. Up ahead, I saw my house and **breathed** a sigh of relief. As soon as I walked in the door, I knew something was up. My mother **explained** that news reports ~~will be~~ **were** saying that a big storm **was** coming. Suddenly, I **heard** a loud pop! Then there was another pop! And another! I ~~will~~ **raced** to look out the window and saw hail the size of golf balls falling all over my street. I ~~am~~ **was** so thankful I made it home before it ~~will~~ **started** falling!

PRACTICING PARALLELISM

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

Answers will vary for 6-15. The following are sample answers:

6. eggs.
7. goes for a walk at 2.
8. drink water.
9. played games.
10. pushing another runner.
11. My mom always says that trying is better than giving up.
12. Mrs. Wilson asked the students to either talk quietly or stop talking altogether.
13. Every day after school, Marla watches TV, eats a snack, and does her homework.
14. During a fire drill, we must exit the school quickly and quietly.
15. Jimmy’s mom asked him to clean his room, walk the dog, and cut the grass.

TXTING SLNG IN UR HMWK!!!

Did **u** **you** ever wonder how **ur** **your** heart works? The human heart is a muscle that’s **obvi** located in **ur** **your** chest. It’s about the size of **ur** **your** fist. The heart muscle is special **cuz** **because** of what it does. It sends blood around **ur** **your** body. The blood provides **ur** **your** body **w/** **with** the oxygen and nutrients it needs.

The right side of **ur** **your** heart receives blood from the body and pumps it **2** **to** the lungs. The left side of the heart does the exact opposite: It receives blood from the lungs and pumps it out **2** **to** the body. The heart is made up of different areas, called chambers. The two chambers on the bottom are

called ventricles. The ventricles’ job is **2** **to** squirt out the blood **2** **to** the body and lungs.

You **prolly** **probably** guessed that the blood doesn’t just slosh around **ur** **your** body once it leaves the heart. It moves **thru** **through** tubes called arteries and veins, which **2gether** **together** **R** **are** called blood vessels. When your blood goes **thru** **though** the heart and around **ur** **your** body, it’s called circulation, and **ur** **your** heart is **rly** **really** good at it—it takes less than 60 **secs** **seconds** to pump blood to every cell in **ur** **your** body. **UR** **Your** body needs this steady supply of blood to keep it working right. Blood delivers oxygen **2** **to** all the body’s cells. To stay alive, a person needs healthy, living cells. **W/O** **Without** oxygen, these cells **wud** **would** die.

So remember that your heart is **an** **totes** amazing muscle. If **u** **you** want it **2** **to** **b** **be** strong, you need to exercise it. And **b** **be** sure to eat healthy foods so your heart can stay **;-)** **healthy**.

WHICH WORD WORKS?

1. A, D
2. B
3. B, D
4. A, C
5. cramped
6. enjoyable
7. amazing
8. glittering
9. barreled
10. thrilling
11. share with