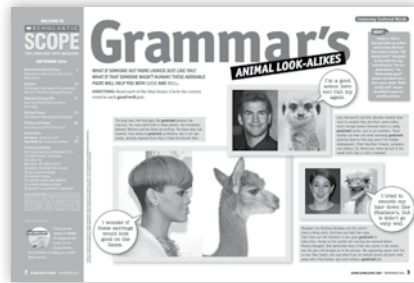


“Grammar’s Animal Look-Alikes”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

“GRAMMAR’S ANIMAL LOOK-ALIKES” ON PAGES 2-3

Rihanna

The long neck, the kind eyes, the good/well posture, the mop-top: You must admit that in these photos, the similarities between Rihanna and the llama are striking. The llama does not, however, sing nearly as good/well as Rihanna. But it *can* spit smelly, partially digested food when it feels threatened! Bleh.

Liam Hemsworth

Liam Hemsworth and this adorable meerkat have more in common than just their sweet smiles. Liam’s Hunger Games character Gale is a really good/well hunter, and so are meerkats. These animals can hear and smell extremely good/well allowing them to find prey even if it’s hidden underground. (Their favorites? Insects, scorpions, and spiders.) So. Would you rather be lost in the woods with Liam or with a meerkat?

Shailene Woodley

Divergent star Shailene Woodley and this ostrich share a feisty spirit. Ostriches can fight like crazy. Their kicks can kill! Shailene is also quite good/well at killer kicks, thanks to the martial arts training she received before filming *Divergent*. Shai performed many of her own stunts in the movie, and she got a bit banged up in the process. She apparently agrees with her co-star Theo James, who says that if you do intense stunts and don’t walk away with a few bruises, you aren’t doing a good/well job.

ANSWERS TO ACTIVITY SHEETS

GOOD VS. WELL

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

“Unbroken: A Year in the Life of a Girl With Cancer”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Here is a sample response:

Lauren’s life has changed a lot since she was diagnosed with cancer. She was a healthy, happy, 15-year-old student who loved dancing and “eating buffalo chicken sandwiches” (6). But during her treatment, she had to give up a lot. She couldn’t go to school, she lost her hair, and she had to restrict her diet because of her weakened immune system. Her treatment was painful and difficult—the chemotherapy and radiation treatments ravaged her body. And now, even though she is cancer free, her life will never be the same. There is a risk that she will get cancer again, and she will need to see her doctor regularly for the rest of her life.

Lauren has coped with these challenges with incredible strength, grace, and optimism. She dealt with losing her hair by getting a wig and eventually learning not to be afraid to show her bald head in public. She even came to see her baldness as a “badge of courage” (9). She dealt with the fear and the pain by leaning on her family, going to conferences with other cancer patients, and learning everything she could about her disease. She has always loved school, and enrolled in the hardest online classes she could find. And she kept her spirits up with her jars of blue and pink stones. Now, she mentors other kids with cancer and plans to become an oncologist one day.

ANSWERS TO ACTIVITY SHEETS

“UNBROKEN” CLOSE-READING QUESTIONS

1. The metaphor suggests that hospital sounds were a constant in Lauren’s life—that Lauren’s illness had basically taken over her life. The metaphor evokes feelings of anxiety, isolation, pain—emotions associated with being in the hospital.
2. The author probably included this detail to help readers relate to Lauren, and to help support the idea that before she got cancer, she was a normal teenage girl.
3. The author’s tone is mixed. She is optimistic when she notes the knowledge and skill of Lauren’s doctor, Brian Cauff, noting that he “had a variety of powerful tools at his fingertips.” Her tone turns somber when she repeats Cauff’s warning that treatment will be grueling.
4. The immune system protects us from germs. Chemotherapy weakened Lauren’s immune system, so germs that are usually harmless had the potential to make her sick. You can infer that uncooked food and tap water contain more germs than cooked food and filtered or treated water, and that the mask filtered out germs in the air.
5. It tells you she worked very hard.
6. The sidebar is a call to action, encouraging readers to get involved and help kids with cancer. The smiling kids in the photos suggest that St. Baldrick’s events are joyful; the photos might be intended to encourage readers to participate.
7. It means to start to improve after a difficult period, or to pass a milestone or critical point and start to recover.



“Unbroken: A Year in the Life of a Girl With Cancer” cont’d

“UNBROKEN” CRITICAL-THINKING QUESTIONS

1. Students might say optimistic, resilient, positive, generous, etc. Possible evidence includes the description at the beginning of the article of Lauren labeling her day as mostly good, despite her pain and worries (6); “Lauren endured with grace and determination” (7); “Yet through it all, Lauren found ways to stay positive” (8); the fact that Lauren filled up the jar of pink stones faster than the jar of blue stones (8); the description of Lauren embracing the loss of her hair (9); and when Lauren says that having cancer “teaches you that you have to be grateful for what you have” (9).
2. Perhaps knowing about her disease gave Lauren a sense of control over it, or helped her participate in decisions about her treatment.
3. Lauren has used it as a way to cultivate gratitude, saying that cancer “teaches you that you have to be grateful for what you have, even if it’s not what you dreamed of” (9). Also, her experience inspired her to help other young people undergoing treatment. She volunteers as a mentor for kids with cancer and started her own foundation (9).

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Higher Level

Answers will vary but should be similar to the following:

1. The photograph shows a smiling teenage girl with short hair. She seems at ease in her pose lying in the grass and her smile is warm and relaxed. The large white letters of the title “Unbroken” emphasize her strength—cancer did not break her.
2. Page 6 shows Lauren with a bald head. She is wearing a mask over her face to protect her from germs. There is also a picture of two jars filled with blue and pink stones. Page 7 has a magnified picture of cancer cells. The photograph on page 8 is of Lauren with her loving family. Page 9 has photos of kids who have shaved their heads to raise money for cancer research.
3. I think this article will be about a teenage girl and her struggle with cancer.
4. Lauren’s room is decorated with photos and the word “LOVE.” From this, the reader can infer that she is an upbeat, hopeful person who gets comfort from her friends and family.
5. The mood of the first paragraph is uplifting. In

the following three paragraphs, the mood shifts to nightmarish. Phrases like “extreme nausea and blisters on her mouth and throat,” “days when she was so sick that she had to be fed through an IV,” “army of nurses and doctors,” and “blur of hospital stays, scans, tests, and procedures” all contribute to this shift in mood.

6. **A.** burn completely
B. The author is emphasizing how intense Lauren’s treatment was. Had the author simply said “burn” or “zap,” the sentence would not have the same dramatic impact. The word “incinerate” contributes to one of the central ideas of that section: that Lauren’s treatment was grueling. “Incinerate” also gives the reader a sense of how crucial it was that these cancer cells be completely destroyed.
7. The author describes different events and the effects those events had on Lauren.
8. In “Runaway Cells,” the author asks the question “So what is cancer, exactly?” then uses description to explain in detail what cancer is and how it spreads.
9. Phrases include “hopeful,” “endured with grace and determination,” “persevered,” “found ways to stay positive,” “impressing even Dr. Cauff with her knowledge,” and “her usual resolve.” These words reveal the author’s respect for Lauren and contribute to the admiring tone of the article.
10. “On her most difficult days, Lauren reminded herself that she was loved” (8).
11. Lauren’s life was greatly altered during the time she was getting treatment for neuroblastoma.
12. “Unbroken” is about a teenage girl named Lauren who was diagnosed with neuroblastoma, a cancer of the nervous system, in May 2012. During her treatment, she faced many challenges, but throughout her struggle, Lauren found ways to stay positive. Today she is cancer-free, and spends her time helping other kids who have cancer.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Lower Level

Answers will vary but should be similar to the following:

1. The photograph shows a smiling teenage girl with short hair. She seems at ease in her pose lying in the grass and her smile is warm and relaxed. The large white letters of the title “Unbroken” emphasize her strength—

section continues >>



“Unbroken: A Year in the Life of a Girl With Cancer” cont’d

cancer did not break her.

2. Page 6 shows Lauren with a bald head. She is wearing a mask over her face to protect her from germs. There is also a picture of two jars filled with blue and pink stones. Page 7 has a magnified picture of cancer cells. The photograph on page 8 is of Lauren with her loving family. Page 9 has photos of kids who have shaved their heads to raise money for cancer research.
3. I think this article will be about a teenage girl and her struggle with cancer.
4. Lauren’s room is decorated with photos and the word “LOVE.” From this, the reader can infer that she is an upbeat, hopeful person who gets comfort from her friends and family.
5. Phrases like “extreme nausea and blisters on her mouth and throat,” “days when she was so sick that she had to be fed through an IV,” “army of nurses and doctors,” and “blur of hospital stays, scans, tests, and procedures” all contribute to this shift in mood.
6. **A.** burn completely
B. The author is emphasizing how intense Lauren’s treatment was. Had the author simply said “burn” or “zap,” the sentence would not have the same dramatic impact. The word “incinerate” contributes to one of the central ideas of that section: that Lauren’s treatment was grueling. “Incinerate” also gives the reader a sense of how crucial it was that these cancer cells be completely destroyed.
7. **A.** Effect: Lauren didn’t want anyone to see her bald head so she got a wig that she wore all the time.
B. Cause: Lauren and her family went to a cancer conference where she saw other teens with cancer who were “walking around proudly displaying their bald heads.”
8. Other phrases include “found ways to stay positive,” “impressing even Dr. Cauff with her knowledge,” and “her usual resolve.” These words indicate the author’s respect for Lauren and contribute to the admiring tone of the article.
9. Students should cross out Evidence #1: “Dealing with cancer isn’t just about battling to survive. It’s also about learning to cope with a whole new life” (7).
10. Students should circle the following:
 3. Some people get cancer from exposure to toxic chemicals.

5. Lauren is wearing a pretty shirt in the photographs.
6. Lauren slept in her wig.
8. Lauren had to get a bigger jar for her pink stones.
10. Lauren has a younger brother.
13. Lauren likes buffalo chicken sandwiches.
14. Lauren is a really brave person and I think it is so great that she is cancer-free.

“UNBROKEN” QUIZ

*Higher Level (HL)

1. **B** (central ideas; R.2)
2. **D** (text evidence; R.1)
3. **D** (text features; R.5)
4. **D** (author’s craft; R.4)
5. **B** (author’s craft; R.4)
6. **B** (context clues; R.4)
7. The author probably uses this simile to help the reader understand how scary and out of control cancer cells are. Cancer cells and a car without brakes are both very dangerous and difficult to stop. (author’s craft; R.4)
8. The author develops the idea that having cancer dramatically affects the life of teens by describing all of the dramatic changes in the life of one teen with cancer, Lauren Bendesky. The author begins the article with a description of the typical teenage-girl decorations in Lauren’s room, then juxtaposes those decorations with everything else in the room, such as all the noisy medical equipment. The author also describes some dramatic differences between the life of a kid with cancer and that of an average young person. For example, the author writes that kids with cancer “trade basketball games for surgical procedures.” Lauren had to give up many of the things she loves—from certain foods to dance and school. (author’s craft; R.4)

“UNBROKEN” QUIZ

*Lower Level (LL)

1. **B** (central ideas; R.2)
2. **D** (text evidence; R.1)
3. **C** (text features; R.5)
4. **B** (inference; R.1)
5. **A** (vocabulary; R.4)
6. **B** (context clues; R.4)
7. The author probably uses this simile to help the reader understand how scary and out of control cancer cells are.

section continues >>



“Unbroken: A Year in the Life of a Girl With Cancer” cont’d

Cancer cells and a car without brakes are both extremely dangerous and very difficult to stop. (author’s craft; R.4)

8. The article’s title, “Unbroken,” describes Lauren Bendesky. Cancer didn’t break her. She endured a painful and exhausting year of cancer treatment, yet she managed to stay herself: a positive and hopeful person. She used several strategies to keep herself whole, from taking online classes to creating a ritual for herself involving jars of colored stones. (author’s craft; R.4)

CORE SKILLS WORKOUT: SUMMARIZING

“Unbroken” is about a teenage girl named Lauren who had cancer. Lauren was perfectly healthy until May 2012, when doctors discovered a 15-pound tumor in her abdomen and diagnosed her with neuroblastoma, a cancer of the nervous system. To treat the deadly disease, Lauren went through chemotherapy, radiation therapy, antibody therapy, and a procedure in which some of her cells were removed, frozen, and then returned. She lost her hair, developed horrible sores in her mouth, and suffered from nausea and fatigue. But throughout her struggle, Lauren found ways to stay positive. One thing that helped Lauren was attending a conference for families dealing with cancer, which helped her see her hair loss as a symbol of her courage. Now, Lauren is cancer-free and spends her time helping other kids who have cancer.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. **Detail 1:** “Kids like Lauren have to say a temporary goodbye to their friends, their favorite activities, and their schools.”
Detail 2: “After her second treatment, her hair started falling out in clumps—a handful on the pillow, a fistful in the drain after a shower.”
Detail 3: “Inspired by her own doctors, she plans to become an oncologist, specializing in neuroblastoma.”
2. Lauren found ways to focus on the positive during her challenging battle with cancer.

The Rocket's Red Glare



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 16

Answers will vary. Here is a sample response:

Francis Scott Key wrote “Defense of Fort M’Henry,” the poem that became our national anthem, to express the feelings of pride and love he felt for America after its victory in Baltimore during the War of 1812. Sporting events have provided a place where Americans from all different backgrounds can come together and express these same feelings by singing the national anthem together.

Americans have on many occasions felt the same intense feelings of pride and love for their country that Francis Scott Key did when he wrote the anthem in 1814. During times when the safety of our country feels threatened, such as after the Boston Marathon bombings last year, the anthem helps unite Americans and remind us of our country’s strength; it also provides a way for people to express intense emotions. Author Jennifer Dignan writes that fans at a Boston Bruins game played just days after the bombings sang the anthem “with tears streaming down their faces,” and that others “wrapped an arm around a loved one.” Dignan writes that singing the national anthem at the game gave Americans “a way to express their love for their city and their country; a way to say ‘We will get through this together.’” Fans at the first World Series game in 1918 used the anthem in the same way—to come together and express their love for America during the tense times of World War I.

These examples demonstrate that the anthem still holds a special meaning—like it did for Francis Scott Key in 1814—for many Americans, and that sporting events have helped to preserve this meaning.

ANSWERS TO ACTIVITY SHEETS

ORGANIZE YOUR THOUGHTS

Page 1

Francis Scott Key: survival of the U.S. in the face of an attack by the British, patriotism, pride in the U.S., love of America, freedom, celebration of American values

First game of the 1918 World Series: coming together during a hard time, survival of the U.S. during World War I, love of America, freedom, patriotism

Boston Bruins game: love of the U.S. and of Boston, unity, survival in the face of a terrorist attack, patriotism

How sporting events have helped preserve the meaning of the national anthem: “The Star-Spangled Banner” has meant similar things since it was written—patriotism, an expression of love for the U.S. and its values, freedom, survival against an enemy attack; the fact that it is sung at games helps keep it alive—games are some of the few places most people hear or sing the anthem.

Page 2

Reasons FOR from the article: It “holds tremendous meaning for many Americans”; sporting events draw diverse crowds and singing the national anthem together unifies them; it gives people a way to express strong emotions and support one another during difficult times. (Students own ideas and opinions will vary.)

Reasons AGAINST from the article: Some find the anthem too violent and don’t like that it glorifies war; it has nothing to do with sports; it is hard to sing. (Students own ideas and opinions will vary.)



The Rocket's Red Glare cont'd

THE ROCKET'S RED GLARE CLOSE-READING QUESTIONS

1. Skinner means that though war is violent, everyone agrees to follow certain rules. He is assuring Key that the British will respect the truce flag.
2. Ross is persuaded by the letters that Key and Skinner present to him, in which British soldiers explain how Dr. Beanes cared for them when they were injured.
3. Through vivid description of the attack, the author makes it clear that the Americans may lose. The author also draws the action out—the reader must wait with the characters to find out the outcome of the battle.
4. British troops were marching toward Baltimore.

THE ROCKET'S RED GLARE CRITICAL-THINKING QUESTIONS

1. He is compassionate, even with those who fight against America.
2. At first, Skinner is irritated by Key. He is critical of Key's inexperience and says he doesn't need Key on the mission. By the end, Skinner has gained respect for Key; he shakes Key's hand and says, "We did it." Skinner was impressed by Key's skill in negotiating Beanes's release.

"WHY DO WE SING THE NATIONAL ANTHEM AT GAMES?" CLOSE-READING QUESTIONS

1. She means it was similar to what happened at the first game of the 1918 World Series.
2. She describes the fans at the 2013 Bruins game singing the anthem "with tears streaming down their faces" or with "an arm around a loved one." She writes that after the bombing, the anthem gave people "a way to express their love for their city and their country."

"WHY DO WE SING THE NATIONAL ANTHEM AT GAMES?" CRITICAL-THINKING QUESTIONS

1. At the games in 1918 and 2013, the strength and safety of the U.S. were on people's minds. This is why "The Star-Spangled Banner" took on deeper meaning. Key wrote "Defence of Fort M'Henry" after watching the U.S. under attack; Key, too, was concerned with America's strength and safety.
2. Students may say that Key would not agree. He might argue that he wrote his poem as a tribute to our country and in celebration of its survival, but not to glorify war.

THE ROCKET'S RED GLARE LITERARY ELEMENTS

Character

1. **A.** major; Francis Scott Key is a lawyer who wrote a poem that became our national anthem. He is brave and sensitive. He is a dynamic character because at the beginning of the play he is nervous yet determined. By the end of the play, he is full of relief and pride.
B. minor; General Ross is a British officer. He seems to be a reasonable man. He is a static character because he does not undergo any significant internal change.
C. Rebecca Young, minor; She is the mother of Mary Young Pickersgill, who makes the flag that flies over Fort McHenry (This is the flag about which "The Star-Spangled Banner" was written.) She is a static character because she does not undergo any significant internal change. (Students may choose to describe a different character here.)
2. Answers may include:
A. In Scene 2, Key says to Skinner, "Yes, but who knows what wickedness the British are capable of? They set fire to the Capitol, the Library of Congress, and the President's house!" This reveals Key's distrust of the British and his inexperience with the rules of war. In Scene 4, he says, "Did you know he cared for injured British troops when they passed through his town?" By saying this, Key shows his negotiating skills.
B. In Scene 7, amidst the celebration of the U.S. victory at Fort McHenry, Key was moved to write a poem. The urgency to write down his feelings in this moment reveals his sensitivity.

Setting

3. 1813 and 1814 in and around Baltimore, Maryland
4. The War of 1812, fought between the United States and Britain.
5. The fall of darkness creates tension because the men watching the battle can no longer clearly see if the American flag is still flying over Fort McHenry. The bombs and rockets light up the sky briefly but the men are still left literally and figuratively "in the dark" about who is winning. As the sun rises, there is great anticipation about whether the flag they see is American or British.

Plot and Structure

6. **A.** The purpose of the Historians is to provide context for the events of the play. In the prologue, they explain

section continues >>



The Rocket's Red Glare cont'd

who is fighting the War of 1812 and why.

B. The Historians provide historical background information, whereas the Narrators describe actions in the play.

7. The prologue introduces the reader to the time period and explains the War of 1812. The epilogue gives information about what happened after the Battle of Baltimore. The purpose is to summarize important historical information.

Genre

8. **Real:** all of the characters, the War of 1812, Battle of Baltimore, the *Tonnant*, the flag flying over Fort McHenry, the Americans watching the battle from the bay, Key writing the poem on an envelope
Fictional: the dialogue

Symbolism

9. The flag represents America's courage and resolve to remain a free country. That the flag is on display at the National Museum of American History in Washington, D.C., further indicates its historical significance. This enormous, magnificent, hand-made banner survived a horrific battle and was the inspiration for our national anthem.

POETRY DIVE

Answers will vary.

Left side:

- decorated with shiny objects or material
- We were proud and excited to see our flag.
- tall walls built around a fort or a city to protect it from attacks
- over
- The flashes of light from the rockets and bombs enabled them to see that the flag was still flying.

Right side:

- The rest of the pronouns are "we" or "our." Francis Scott Key begins the stanza in the second person—"O say can you see"—and then switches to the first person plural for the rest of it. He is inviting the reader (or singer) to be with him watching the battle of Baltimore. He is saying that all Americans can feel the pride and relief of seeing our flag flying above Fort McHenry, knowing that we, as a country, are still free.
- the end of the day, just before it gets too dark to see
- dangerous

- impressively, courageously; the phrase "gallantly streaming" emphasizes the grandeur of the flag and the way that it moved, streaming in the sky as though it were water flowing. There is an elegance in Key's phrasing as well as an indication that the flag represented the bravery of the men defending the fort.
- Is our flag still flying?
- Americans; the U.S.

Connect the Poem to the Play

1. The British attacking Baltimore.
2. Is the American flag still flying? This question is asked in Scene 7 when Skinner says, "I see a flag—but is it American or British?" and also when Key says, "There's a bit of a breeze. The flag is moving a little. Can you tell?"
3. In Scene 6, Key says, "As long as the American flag flies over Fort McHenry, there is hope. It means the Americans have not surrendered."
4. Key wants the reader (or singer) to feel patriotic, proud to be an American, triumphant, passionate about freedom, etc.
5. Key may have chosen not to mention the British so that the poem would focus on the feelings that the Americans had when seeing the flag still flying the morning after the battle. By not naming the enemy, the poem takes on a more timeless quality.

"TIME MACHINE: 1810-1820"

VIDEO DISCUSSION QUESTIONS

1. *Grueling* means very difficult and exhausting.
2. The key factors that led to the outbreak of the War of 1812 were the impressment of American soldiers by the British navy and the continued presence of British soldiers on American territory long after the American Revolution. America wanted to prove that it could stand up to Britain and that it was a fully independent nation.
3. Life in America after the War of 1812 is portrayed as prosperous, joyful, confident, and optimistic. Images of advancements in transportation, like the Erie Canal, communicate the great industrial achievements of that time. The narrator says, "Suddenly it seems like there is no limit to what we can do." The upbeat music playing in the background and the beautiful images of the American West also convey feelings of patriotism and boldness.
4. One positive outcome of the War of 1812 was the

section continues >>



The Rocket's Red Glare cont'd

feelings of pride and confidence that swept across the country. Americans were more prosperous. Another positive outcome was advancement in transportation, including the building of bridges, roads, and canals. The country also started to expand as Americans began to pack up their families and move to the "wide-open spaces of the west." One negative outcome was that America's new feelings of confidence led to feelings of entitlement. Americans felt that they had a right to the land Native Americans had been living on for centuries. The narrator asks if America had become a bully.

THE ROCKET'S RED GLARE VOCABULARY PRACTICE

1. fragrance
2. unemotional
3. depart
4. **D**
5. **G**
6. **F**
7. **B**
8. **C**
9. **E**
10. **A**

THE ROCKET'S RED GLARE QUIZ

***Higher Level (HL)**

1. **D** (text structure; R.5)
2. **B** (character; R.3)
3. **B** (text evidence; R.1)
4. **D** (inference; R.1)
5. **C** (central ideas and details; R.2)
6. **C** (inference; R.1)
7. At the beginning of the play, the relationship between Francis Scott Key and John Stuart Skinner is strained. In Scene 2, Skinner is frustrated by Key's anxious questions and critical of Key's lack of experience. Skinner says to Key, ". . . I didn't need you to come. I've negotiated the release of prisoners of war many times. But what experience do you have? None! You will only get in my way." Skinner comes to respect Key and grow closer to him over the course of the play, however, as the two men work together to negotiate the release of Dr. Beanes, and after they are held prisoner and watch the battle of Fort McHenry together. In Scene 7, when it's clear that the British have not defeated the Americans,

Skinner extends a hand to Key and says, "Well, I must say good job, Key. We did it." (character; R.3)

8. Jennifer Dignan never directly states whether she supports or opposes singing "The Star-Spangled Banner" at sporting events, but you can infer that she supports it. Most of her essay is dedicated to describing two events—the Boston Bruins game on April 17, 2013, and the first World Series game of 1918—when the national anthem was sung with great emotion and seemed to be of great value to the fans and players singing it. Dignan acknowledges that some people oppose singing the anthem at games and briefly explains why, but then counters these points, writing, "But as what happened at the Bruins game in April 2013 shows, our national anthem still holds tremendous meaning for many Americans." She concludes her essay with the suggestion that the national anthem has the power to unify people, and that sporting events are the perfect place to sing it because they draw people from a wide range of backgrounds. (inference; R.1)

THE ROCKET'S RED GLARE QUIZ

***Lower Level (LL)**

1. **D** (text structure; R.5)
2. **B** (character; R.3)
3. **B** (text evidence; R.1)
4. **A** (vocabulary in context; R.4)
5. **B** (central ideas; R.2)
6. **C** (support and details; R.1)
7. The relationship between Francis Scott Key and John Stuart Skinner improves over the course of the play. In Scene 2, Skinner is frustrated by Key's anxious questions and critical of Key's lack of experience. Skinner says to Key, ". . . I didn't need you to come. I've negotiated the release of prisoners of war many times. But what experience do you have? None! You will only get in my way." Skinner comes to respect Key and grows closer to him over the course of the play, however, as the two men work together to negotiate the release of Dr. Beanes, and after they are held prisoner and watch the battle of Fort McHenry together. In Scene 7, when it's clear that the British have not defeated the Americans, Skinner extends a hand to Key and says, "Well, I must say good job, Key. We did it." (character; R.3)
8. Jennifer Dignan never directly states whether she



The Rocket's Red Glare cont'd

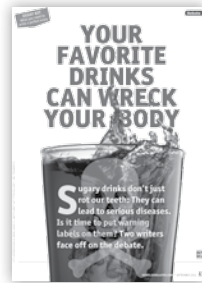
supports or opposes singing “The Star-Spangled Banner” at sporting events, but you can infer that she supports it. Most of her essay is dedicated to describing two events—the Boston Bruins game on April 17, 2013, and the first World Series game of 1918—when the national anthem was sung with great emotion and seemed to be of great value to the fans and players singing it. Dignan acknowledges that some people oppose singing the anthem at games and briefly explains why, but then counters these points, writing, “But as what happened at the Bruins game in April 2013 shows, our national anthem still holds tremendous meaning for many Americans.” She concludes her essay with the suggestion that the national anthem has the power to unify people, and that sporting events are the perfect place to sing it because they draw people from a wide range of backgrounds. (inference; R.1)

they are not sure if it is British or American. The mood shifts when Key says, “Yes! I can see . . . I can see stars!” The mood becomes victorious as they realize that the Americans have retained control of Fort McHenry. They cheer and shake hands.

CORE SKILLS WORKOUT: EXPLORING MOOD

1. When Major Armistead comes to Mary Pickersgill’s house, he is brought inside and warm greetings are exchanged. He’s told that he has “come to the right place” for a flag and that he won’t be disappointed, creating a mood of determination.
2. **A.** anxious
B. Key paces nervously. He abruptly sits and stands.
C. Key’s persistent questions also contribute to the anxious mood. He asks, “Any sign of the British fleet?”, “You’re quite sure the British won’t fire on us?”, and “So, you think there is a chance the British will let Dr. Beanes go?”
3. The mood of Scene 5 is dark and sinister. Cochrane’s line “Don’t worry. You’ll have an excellent view” helps create this mood. He knows that the Americans will have to sit on their boat in the bay, watching the British attack Baltimore, and they will be helpless to stop it.
4. In Scene 6, the author states that there are 10 warships and a rocket vessel. There is a deafening explosion. The author then gets more explicit, saying, “Each rocket sails through the sky in a giant arc and then explodes, sending flesh-piercing fragments hurtling in all directions.” These descriptions create a mood of tension and emphasize the true horrors of battle.
5. The mood of Scene 7 is apprehensive and concerned. As the sun rises, the men can see a flag over the fort but

"Your Favorite Drinks Can Wreck Your Body"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

CHART ON PAGE 21

Answers will vary, but an excellent response to the prompt on page 21 should include some of the following points:

Points for YES

1. Sugar is addictive. Brain scans reveal that eating sugar affects the same areas of the brain as addictive drugs.
2. Sugar can rot your teeth and damage your liver. It can also lead to obesity, diabetes, heart disease, and other serious health problems.
3. The average American consumes 22 teaspoons of sugar a day.
4. Sugary drinks are the biggest source of added sugar in the diets of young Americans.
5. Drinking sugar is particularly unhealthy because the body absorbs the sugar in liquids faster than it does the sugar in solid food.
6. The American Heart Association recommends between 4 and 9 teaspoons a sugar a day for kids; a single 12-ounce can of soda contains 8 teaspoons.
7. Warning labels on other dangerous products have proven successful. Anti-smoking warning labels on cigarettes have saved 8 million lives in America since 1964.

Points for NO

1. Soda is not the only cause of obesity. Inactivity and overeating can lead to it too.
2. According to the American Beverage Association, only 4 percent of calories are derived from soda.
3. Sugar is in everything, so if we put labels on sugary drinks, we should put them on a huge number of other foods—which would lessen the impact of the warnings.
4. Beverage companies shouldn't be punished with warning labels when they are already making efforts to help

Americans be healthier. Coca-Cola displays calorie counts on the front of their products and supports hundreds of organizations dedicated to fighting obesity in America.

5. Psychological studies have shown that warning labels on cigarettes sometimes lead people to smoke more; warning labels on sugary drinks might have the same effect.
6. There are already nutrition facts listed on every sugary drink; a warning label would be unnecessary.
7. There are better ways to deter people from drinking soda. Studies have found that taxing soda just one penny per ounce could lower soda drinking by 10 percent.
8. The government doesn't have the right to put warning labels on our drinks.

ANSWERS TO ACTIVITY SHEETS

SYNTHESIS QUESTIONS

1. They agree that sugar consumption is a problem in America. They disagree about whether warning labels on sugary drinks are the solution.
2. The images in "Yes!" show soda with a scary warning label, information about juice, and facts about sugary drinks. These reinforce the point that sugary drinks are dangerous. In "No!," the photo shows two kids looking up from their sodas; the boy looks irritated. This suggests that interfering with soda drinking is annoying.
3. Lloyd says that anti-smoking measures, including warning labels, have reduced the number of people who smoke, and implies that warnings on drinks could be similarly effective. Cook argues that cigarette taxes have been more effective than cigarette warning labels. He also cites a study that found that certain types of

section continues >>



“Your Favorite Drinks Can Wreck Your Body” cont’d

warnings might cause smokers to smoke more to suggest that warning labels on soda might backfire.

4. In “No!,” Cook says it would be silly to put warning labels on all high-sugar foods, and names apples as an example of such foods. He is basically saying that eating an apple is the same as drinking a soda. But as the sidebar about juice explains, fruit is full of fiber that counteracts the negative effects of the sugar.

“YOUR FAVORITE DRINKS CAN WRECK YOUR BODY” VOCABULARY PRACTICE

1. heed
2. overturned
3. grotesque
4. psychological
5. diabetes
6. Obesity
7. derives

“YOUR FAVORITE DRINKS CAN WRECK YOUR BODY” QUIZ

*Higher Level (HL)

1. **B** (author’s purpose; R.6)
2. **D** (author’s craft; R.4)
3. **A** (central ideas; R.2)
4. **A** (understanding an author’s argument; R.8)
5. **C** (close reading; R.1)
6. **B** (critical thinking; R.1)
7. The authors of both “Yes!” and “No!” state that sugar is in just about everything we eat, but they use this idea in different ways. “Yes!” author Russ Lloyd explains that the reason there is sugar in everything is that about 40 years ago, Americans became obsessed with eating a low-fat diet—and when fat is removed from food, it is extremely bland unless a large amount of sugar is added. He then states that while there is sugar in many of the foods we eat, it makes sense to single sugary drinks out for warning labels because sugary drinks are “by far the biggest source of added sugar in the diets of young Americans.” He also makes the point that consuming sugar in liquid form is even more unhealthy than consuming sugar in solid food because of the way the body processes liquid sugar.

“No!” author Evan Cook, on the other hand, sees no reason to single out sugary drinks for warning labels. He

claims that if we put warning labels on sugary drinks, we should put warning labels on everything that contains sugar. This, he says, would make all of the labels meaningless, given how many of them there would be. He also writes that beverage companies are making efforts to help Americans be healthier and suggests that it is unfair to punish them with “obnoxious warning labels.” (synthesizing; R.9)

8. Russ Lloyd, the author of “Yes!”, says that anti-smoking measures—including warning labels—have saved 8 million American lives since 1964, and implies that warning labels on soda would be similarly successful. He asks, “How many lives might warning labels on sugary drinks save?” “No!” author Evan Cook might argue that the warning labels were not the successful strategy among the anti-smoking measures to which Lloyd refers. Cook cites psychological studies that indicate warning labels that tell cigarette smokers they are going to die might encourage the smokers to smoke more, not less. He wants the reader to conclude that warning labels on sugary drinks might have a similar effect, causing people to drink more instead of less. (author’s purpose; R.6)

“YOUR FAVORITE DRINKS CAN WRECK YOUR BODY” QUIZ

*Lower Level (LL)

1. **B** (author’s purpose; R.6)
2. **D** (author’s craft; R.4)
3. **B** (vocabulary in context; R.4)
4. **A** (central ideas; R.2)
5. **C** (close reading; R.1)
6. **A** (synthesizing; R.9)
7. According to the author of “Yes!”, it makes sense to require warning labels on sugary beverages but not on other foods that contain sugar for several reasons. According to the author, sugary drinks are “by far the biggest source of added sugar in the diets of young Americans.” In addition, he writes, because of the way the body processes sugar, it is more unhealthy to consume sugar in liquid form (as it is in sugary drinks) than to consume sugar in solid form (as it is in most foods). (summarizing; R.1)
8. The statistic that 67 percent of eighth graders have access to sugary drinks at school, as well as the statistic that 85 percent of middle schoolers have a sugary drink

section continues >>



“Your Favorite Drinks Can Wreck Your Body” cont’d

at least once per week, would best fit in the section “The Worst.” The fourth paragraph of that section contains other information about how much soda young Americans consume. The statistic that one 12-ounce soda a day can increase the risk of a heart attack by 30 percent would best fit in the section “Sugar Kills,” which contains several facts about the health risks of consuming sugar. (text features; R.5)

SCAVENGER HUNT

Answers will vary.

	Russ Lloyd	Evan Cook
a line from his article that expresses his central idea/main argument	“Putting warning labels on sugary drinks would save lives” (18).	“That’s a ridiculous idea that won’t solve any problems” (20).
three to five details he uses to support the central idea (in your own words)	<ul style="list-style-type: none"> • Soda is full of sugar, and sugar can lead to many health problems. • Sugary drinks are the biggest source of added sugar in the diets of American kids. • The success of anti-smoking measures shows that warning labels on drinks would work. 	<ul style="list-style-type: none"> • Soda is not the only cause of obesity, and it doesn’t make sense to single it out. • If we put warning labels on sugary drinks, we should put them on everything that contains sugar—which is a crazy idea because so many things contain sugar. • Nutrition labels already appear on sugary drinks, and they contain all the information anyone needs to know. • Past attempts to control Americans’ soda intake have failed.
summary of how he rebuts, or argues against, the opposing point of view	In the section “The Worst,” Lloyd writes that it may seem unfair to single out sugary drinks, but then explains that sugar in liquid form is even more unhealthy than sugar in solid food.	He concedes that sweet drinks and obesity are problems in the U.S., but then gives reasons why warning labels on sugary drinks won’t solve those problems.
words and phrases he uses to appeal to your emotions	<p>“There is a killer on the loose.” (18)</p> <p>“a mind-boggling amount” (18)</p> <p>“How many lives might warning labels on sugary drinks save?” (19)</p>	<p>“ridiculous idea” (20)</p> <p>“obnoxious warning labels” (20)</p> <p>“If lawmakers are so convinced” (21)</p> <p>“Before California wastes time and money on absurd labels” (21)</p> <p>“the government has no right to mess with our drinks” (21)</p> <p>“Back off.” (21)</p>



“Your Favorite Drinks Can Wreck Your Body” cont’d

CORE SKILLS WORKOUT: WHAT’S THE TONE?

1. “waiting for the chance to strike,” “rot your teeth and turn your liver into a grotesque lump of scar tissue,” “can make you sick—or worse,” “particularly terrible”
2. The author’s attitude is extremely negative.
3. The quote suggests that the author does not trust beverage companies because their main goal is to sell more soda, not to protect the health of consumers. Lloyd explicitly says that these companies spend hundreds of millions of dollars on advertising, which is his proof that putting warning labels on their drinks would be threaten their main goal.
4. The words “whopping,” “chug,” and “truckload” suggest that there is no moderation when it comes to sugary drinks. If just one can of soda contains a whopping 8 teaspoons of sugar, then even a few sips is unhealthy. The word “chug” indicates that people often drink soda quickly in big gulps. It’s not something people sip delicately. And there is nothing dainty or subtle about the word “truckload.” It sounds as though there is a dump truck unloading an enormous pile of fructose straight onto your liver. Once again, these words emphasize the author’s disapproving attitude about soda.
5. The author chooses to include information about other causes of obesity besides sugary drinks. He points to inactivity and overeating. He also provides a statistic about how few of the calories in our diets are derived from soda. This information deflects the focus from sugary drinks and indicates that the author doesn’t think soda is a problem that needs to be focused on.
6. contemptuous, insistent; The author refers to warning labels as “absurd” and a waste of time and money. He explains how New York’s attempt to curb large soda sales was a failure and that “the Board of Health did not have the authority to tell people what to buy.” His tone is contemptuous when he says, “the government has no right to mess with our drinks,” and more insistent at the very end: “You hear that, California? Back off.”
7. Russ Lloyd’s tone is somewhat more hyperbolic and melodramatic than Evan Cook’s, but both authors have a know-it-all attitude, are insistent, and appeal to the reader’s emotions. Lloyd uses phrases like “killer on the loose,” “waiting for the chance to strike,” and “poison” to outrage and scare readers. The subheadings “Sugar Kills” and “The Worst” suggest that you are

killing yourself by drinking sugary drinks. Evan Cook’s essay focuses on how warning labels are not the answer to our problems. His use of words like “ridiculous,” “obnoxious,” and “absurd” show his contempt for the idea of warning labels. His rhetorical questions about labelling (“... if we start putting warning labels on our drinks, what will we put warning labels on next?” and “How about on apples?” and “Should beverage companies really be punished with obnoxious warning labels?”) are rather condescending, and intended to get the reader on his side by insulting those with an opposing point of view.

"The Volcano That Changed the World"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Answers will vary. Here is a sample response:

Screenwriter Ted Perry once wrote, "All things are connected. Whatever befalls the earth befalls the sons of the earth." He meant that humans are not separate from the natural world in which we live—that anything that happens to the environment affects human beings. The eruption of Mount Tambora demonstrates the truth of Perry's statement. As Lauren Tarshis explains in her article "The Volcano That Changed the World," when Tambora erupted in 1816, it affected people not only in the immediate area of Sumbawa, but around the world. In Sumbawa, the eruption immediately killed 12,000 people. In the months following, more than 90,000 others on Sumbawa and the nearby island of Lombok also died. They starved to death because ash and lava from the eruption destroyed the area's soil and made it impossible to grow food, poisoned streams and rivers, killing all of the fish, and killed almost all of the animals in the area.

But Tambora's effects were not limited to Sumbawa and Lombok. In fact, the eruption affected weather around the world, which in turn affected people around the world. For example, Tambora's enormous eruption cloud blocked out some of the sun's heat and light, causing summer snowstorms in New England. These snowstorms ruined farmland, creating great hardships for New England farmers and prompting many of them to move west. The eruption also affected the weather in Europe, causing heavy rainfall and flooding that ruined crops in Ireland, England, and Switzerland. The eruption also caused an irregular monsoon season in India, which led to a major outbreak of cholera. These are just some of the many ways that Tambora's eruption—something that befell the earth—affected humans—the sons of the earth.

ANSWERS TO ACTIVITY SHEETS

CAUSE AND EFFECT

Effects on Sumbawa:

Immediate effect: At least 12,000 people were killed.

Effects over the following months:

1. Ash and lava ruined the soil, meaning no crops would grow.
2. Ash and lava poisoned the rivers and streams, killing all of the fish.
3. More than 90,000 people starved because they could not grow food and there were no animals alive to hunt.

Effects on other parts of the world:

Place: New England

Effect on the weather: There were snowstorms in the summer.

Effect: Many New Englanders lost their farms and their livelihoods, leading thousands to move west.

Place: India

Effect on weather: There was an irregular monsoon season.

Effect: There was a major cholera outbreak.

Place: England

Effect on weather: There were massive rains.

Effect: There was flooding and crop failures.

"THE VOLCANO THAT CHANGED THE WORLD"

CLOSE-READING QUESTIONS

1. The author asks this question to show what people may have been wondering at the time. The question reveals that people had a limited understanding of the weather.
2. She means the volcano became active. She is using personification.

section continues >>



“The Volcano That Changed the World” cont’d

3. The author explains what happened at Pinatubo because it is similar to what happened at Tambora. She explains that studying Pinatubo’s eruption has helped scientists understand the effects of Tambora’s eruption.
4. Melting of sea ice in the Arctic region happened farthest away from the volcano. Tambora’s eruption cloud was so huge that it blocked the sun and changed Earth’s climate. Although the temperature dropped overall, you can infer that it rose in some areas, causing some Arctic ice to melt and trapping British explorers when it refroze.
5. The infographic gives you a visual sense of how widespread Tambora’s effects were. The infographic also includes certain details that aren’t in the article, such as what happened in the Arctic. The article tells the stories of people, like the Hoisingtons. It also explains the science behind Tambora’s effects by comparing them with Mount Pinatubo’s effects.

“THE VOLCANO THAT CHANGED THE WORLD” CRITICAL-THINKING QUESTIONS

1. You can conclude that a local event can have global effects. Tambora is located in Indonesia, yet its eruption caused summer snow in New England, frosts across northern China, flooding in Europe, and droughts and floods in India. These weather events had many consequences for the human world. The cold and rain “blackened millions of acres of farmland,” which led to famine and disease. Like the Hoisingtons in Vermont, many people had to leave their homes as a result of the weather caused by the eruption.
2. The article explains that in 1815, few people were aware of Tambora’s eruption, and that even if they had been, they never would have imagined the eruption was related to the strange weather around the globe. Today, the world is interconnected, and information travels much faster than it did 200 years ago. It is likely that today news of such an eruption would be available around the world within minutes, and scientists would connect the effects of the eruption to the cause.

“BEHIND THE SCENES” VIDEO DISCUSSION QUESTIONS

1. A primary source is a letter, journal, photograph, recipe, or other document that was created in a historical time period.
2. Because primary sources were created by people living in

a historical time period, they are firsthand accounts of what the time period looked, sounded, smelled, and felt like. Details from the article that were probably found in primary sources include, “John and his family survived the loss of their crops. But they gave up their farm and moved west to Ohio” (9)—which could have been found in Sabrina Hoisington’s diary—and “Many European painters unknowingly captured Tambora’s effects” (6)—which the author could have learned by studying paintings from the time period.

3. By including the story of a real family in her article, Lauren Tarshis helps readers imagine what ordinary people’s lives were like in 1816. The family’s story helps readers relate to people of the time period.
4. Recent articles contain up-to-date research that can often help change our understanding of events that happened in the past. For example, in the case of Tambora, recent advances in knowledge about volcanoes and climate helped scientists realize that the eruption of Mount Tambora caused the strange worldwide weather events of 1816. Articles written immediately after the eruption would not have included information about this connection, because it was not understood at the time.

“THE VOLCANO THAT CHANGED THE WORLD” QUIZ

*Higher Level (HL)

1. **C** (central idea; R.2)
2. **D** (supporting details; R.1)
3. **C** (text structure; R.5)
4. **B** (inference; R.1)
5. **D** (text features; R.5)
6. **B** (text evidence; R.1)
7. The author likely chose to begin and end her story with the Hoisingtons to make the story more human. By focusing on one family and the hardships they endured, the reader is better able to understand how life-changing the strange weather was. The Hoisingtons’ crops were destroyed due to the summer snowstorms. They couldn’t sustain their farm, and they had to move west to start a new life. (author’s craft; R.4)
8. The eruption of Tambora changed the world because it blocked the sun and triggered strange and violent weather around the world that changed the course of history. Millions of people in India died due to the outbreak of cholera that resulted from the floods caused

section continues >>



“The Volcano That Changed the World” cont’d

by Tambora. The migration of thousands of New England farmers to the Ohio Valley significantly changed the Midwest, including Indiana, which became a state in 1816. There was famine in China because of climate change. Various regions of Europe experienced massive crop failures. (central idea; R.2)

“THE VOLCANO THAT CHANGED THE WORLD” QUIZ

*Lower Level (LL)

1. **A** (cause/effect; R.3)
2. **C** (central ideas; R.2)
3. **D** (text evidence; R.1)
4. **B** (close reading; R.1)
5. **D** (text features; R.5)
6. **B** (synthesizing; R.9)
7. The Hoisington family’s crops were destroyed due to the unusual summer snowstorms of 1816. They experienced great hardships and moved west to start a new life. Their story reveals the profound and far-reaching impacts of Tambora’s eruption. (author’s craft; R.4)
8. The author probably chose this headline to show that this story is about more than just an eruption—it’s about a natural disaster that had a profound effect on history. The eruption of Tambora literally changed the world. It blocked the sun and triggered strange and violent weather around the world that changed the course of history. For example, summer snow led to the migration of thousands of New England farmers to the Ohio Valley, leading Indiana to become a state in 1816. There was famine in China because of climate change. Various regions of Europe experienced massive crop failures. (author’s craft; R.4)

CORE SKILLS WORKOUT: FIND THE TEXT EVIDENCE

1. **B, C, F**
2. **C**; the sentence makes it clear that many farmers moved to the Midwest because of the bad weather in New England.
3. “Indeed, by the time the climate returned to normal three years later, as many as 30 million people had died from Tambora’s effects.”
4. Modern scientists have learned a great deal about volcanoes.
5. Answers will vary.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

1. The word volcano is shaped into an arc, as if it’s erupting, and the orange color suggests flames and lava. At a glance, it gives you a visual clue that the story is about a big eruption.
2. The painting of Mount Vesuvius and the images of Frankenstein and Mary Shelley show that Mount Tambora’s eruption affected more than just the weather. It affected culture as well.
3. Answers will vary but should point out that the map gives more specific information about the effects of the eruption across the world. For example, the map indicates that the eruption triggered a cholera outbreak in India and that melting Arctic ice led to exploration.
4. The information in those captions would best fit in “Ignored and Forgotten” because that section describes the effects of Tambora’s eruption cloud around the world.
5. Scientists saw that it took three years for the foamy haze created by Mount Pinatubo’s eruption to clear the skies. Knowing that Mount Tambora’s volcanic cloud would have been even bigger, we can infer that it spread across the sky for a long period of time and affected regions worldwide.
6. Answers will vary.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

1. The main purpose of the article is to explain how a single volcanic eruption changed history. The main structure is cause and effect.
2. The author mainly uses description. She includes details such as “nearly a foot of snow covered the fields,” “The apple and pear trees shivered in the freezing wind,” and “John saw the look of fear in his father’s eyes.”
3. The author mainly uses cause and effect. She describes the effects caused by the eruption, such as “The eruption killed at least 12,000 people living on and around Mount Tambora.” She also explains that not many people heard of the eruption (effect) because “news and information traveled very slowly in 1815” (cause). She probably uses this text structure to help readers understand the relationships between events.
4. The author mainly uses compare and contrast. She explains that scientists have learned about Tambora’s eruption by comparing it to the eruption of Mount

section continues >>>



“The Volcano That Changed the World” cont’d

Pinatubo in the Philippines in 1991. She likely uses this text structure to help readers understand the science behind what happened when Mount Tambora erupted.

5. The point of the map is to show the misery caused by Tambora’s eruption, so a cause-and-effect text structure would work best to achieve this purpose.
6. Tambora’s eruption affected weather around the world, which in turn affected people around the world. In Europe, the eruption caused massive rains and flooding that led to crop failures in Ireland, England, and Switzerland. (In Ireland, the crop failures led to a famine.) Tambora’s eruption also caused climate change in China, which led to famine, and an irregular monsoon season in India that caused a cholera outbreak. In the Arctic region, a temporary warming caused by the eruption melted sea ice. British explorers did not understand that this melting was temporary, and many were trapped when the ice refroze. And in the United States, summer snowstorms resulting from Tambora’s eruption led crop failures in New England; many New England farmers decided to move west into the Ohio Valley and what is now Indiana. This westward migration led to huge population growth in the Midwest and to statehood for Indiana.

“Dear Future”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 31

Answers will vary. Here is a sample response:

James from “Dear Future” and the speaker of the poem “On Turning 10” both have negative attitudes about growing up and express anxiety about the process. However, James’s attitude becomes more positive over the course of the story, whereas the speaker of the poem’s attitude does not change.

James’s negative feelings about growing up are first revealed in the opening lines of the story when James says that his future doesn’t seem so bright (27). Through his reaction to the Ray Bradbury story “The Night,” we see that James is anxious and worried about growing up. James says that the character in the story “. . . realizes that someday something won’t turn out all right, and it’s like the end of childhood for him, in a way, and the story makes me feel something I can’t name” (28). James’s reaction shows that he views growing up as a time when things are not always going to turn out OK anymore, an end to the safety and security of childhood. James also reveals that he feels that growing up means being unhappy, when he asks Annie if she is happy on the phone (29) and when he asks his parents, “Do you get less happy as you get older” (30)? However, by the end of the story, after talking to Annie and his parents, James’s feelings about growing up become more positive. He says he would someday like to remember and miss the present day (30), suggesting that though it was difficult, he learned something about what it means to be an adult, and he is not quite so anxious about it anymore.

The speaker of “On Turning 10” reveals his negative attitude about growing up throughout the entire poem. In the first few stanzas, the speaker compares his feelings on growing up to an illness that “worse than any stomach ache”

(31) and refers to the idea of growing up as a “measles of the spirit” (31). These comparisons show that the speaker feels strongly that growing up is a bad thing. Like James from “Dear Future,” the speaker sees growing up as the beginning of unhappiness and an end to the comfort and security of childhood. In the second stanza, the speaker describes his childhood from ages 1 to 9 as a wonderful, magical, creative time. In the fifth stanza, the lines, “It seems only yesterday I used to believe / there was nothing under my skin but light. / If you cut me I could shine” reveal the speaker’s feelings that the innocence of childhood means safety and security. The lines “But now when I fall upon the sidewalks of life, / I skin my knees. I bleed” reveal that the speaker feels that growing up means an end to that childhood innocence and thus an end to the safety and security that accompanied it.

ANSWERS TO ACTIVITY SHEETS

ANALYZING CHARACTER

Answers will vary.

Beginning of the story:

The opening lines of the story suggest that James has a negative attitude about growing up. He says the future does not seem bright. Students could also mention the section of the story when James describes his reaction to Ray Bradbury’s story “The Night,” which suggests that James is nervous and unhappy about growing up. He says that the character in the story “. . . realizes that someday something won’t turn out all right, and it’s like the end of childhood for him, in a way, and the story makes me feel something I can’t name.” The story has struck a chord with James—he is thinking about it 10 minutes after the rest of his class has moved on to another topic. James identifies with the

section continues >>



“Dear Future” cont’d

character in the story—James, too, feels like it’s the end of childhood. He seems to view adulthood as the end of safety and security, the time when things no longer turn out all right.

Middle of the story:

James is anxious about growing up. When he calls Annie, he asks her if she is happy. Perhaps James is seeking reassurance that growing up doesn’t mean being unhappy. The question reveals James’s anxiety about growing up.

End of the story:

At dinner, James asks his parents, “Do you get less happy as you get older?” This question reveals James’s fear that growing up means becoming less happy. But then, at the very end of the story, James refers to the future as “dear,” which suggests that he has a more positive attitude about the future than he has had through most of the story. (He is also echoing the phrase “Dear Future” from Annie’s journal.) He also says he would someday like to remember and miss the present day, which suggests that he has discovered an appreciation for the present, even with its challenges. He has learned something about what it means to be an adult, and he is not quite so anxious about the future anymore.

What causes James’s attitude to change?

James’s attitude toward growing up changes as a result of the reassurance that he gets from Annie, who seems to be doing okay at age 19, and the response of his parents when he asks if growing up means becoming less happy. His parents suggest that you may have more worries as you get older, but that you can find a deep, true happiness even in the midst of them.

“DEAR FUTURE” CLOSE-READING QUESTIONS

Note: These questions appear in the margins in the print version of the magazine.

- 1. Inference (p. 27):** This line implies that the other shoppers are elderly; “sea of gray” refers to their hair.
- 2. Character (p. 28):** Mom is upbeat. James seems to admire her even though he’s not as positive as she is.
- 3. Character (p. 28):** These photographs have nothing to do with James’s life; you can infer that he wants to find something he can relate to.
- 4. Inference (p. 28):** She is likely writing to her future self, a person she does not yet know.
- 5. Author’s Craft (p. 29):** He creates rhythm by presenting a series of questions that all start the same way. This

rhythm creates urgency and mimics how questions might quickly run through one’s mind.

- 6. Character (p. 29):** James is caught up in his excitement about finding the journal and connecting with A; calling himself “the future” rather than “James” allows him to talk to Annie as if he’s part of her life rather than a stranger.
- 7. Character (p. 30):** Finding Annie’s journal changed James’s perspective on his life. He started the day thinking about how his life has gotten worse as he has grown up: His dad lost his job, and his family had to sell their home. Connecting with Annie made James realize that hard times get better.
- 8. Plot (p. 30):** James’s fears about adulthood and his worries about his parents are being resolved. He accepts that missing the past doesn’t have to mean disliking the present or future.
- 9. Character (p. 30):** James has come to see the value in the challenging time he is going through.

“DEAR FUTURE” CRITICAL-THINKING QUESTIONS

Answers will vary.

- At the beginning, James is at a used-book sale with his mother. He describes the variety of books at the sale and notes that his mother uses reading to “escape.” James sees a Ray Bradbury novel that reminds him of an embarrassing experience at school when he “blurted” out his thoughts about Bradbury’s “The Night.” The story, James says, was about the end of childhood—which he can relate to. Annie’s journal helps James work through his feelings about growing up. “Dear Future” suggests that books give us new perspectives and help shape our lives.
- Annie may mean that she has come to realize the value of her difficult experiences. There are many reasons someone might “miss” a hard time of life. For example, looking back you might come to see that it wasn’t so bad, or that those hard experiences were good in some way.
- Communication between characters begins to change when James calls Annie. Though their conversation is brief, James is able to let Annie know he is having a hard time and she reassures him. Communication between James and his parents opens up over dinner, when James tells them about the journal and his parents

section continues >>



“Dear Future” cont’d

share their thoughts about growing up and dealing with life’s challenges. James’s outlook on life improves after this conversation.

4. James wants to look back and see the good in this hard time, just as Annie was able to do in her life.

TEXT MARKING: “ON TURNING 10”

Answers will vary.

First Stanza

- Students should circle “like I’m coming down with something.”
- Students should underline “a kind of measles of the spirt,” “mumps of the psyche,” and “a disfiguring chicken pox of the soul.”

A: Turning 10 is making him feel sick, not in a physical way, but like there is something wrong with his soul.

Second Stanza

- Students should circle “perfect” and “beautiful.”
- Students should circle “an Arabian wizard,” “a soldier,” “a prince,” and “make myself invisible.”

A: He is describing things he imagined when he was younger.

A: The speaker describes his childhood from ages 1 to 9 as a wonderful, magical, creative time, during which he imagined himself to be all sorts of heroic, interesting, and magical people.

Third Stanza

- Students should circle “tree house” and “bicycle.”
- Students should circle “Back then it never fell so solemnly / against the side of my tree house,” and “my bicycle never leaned against the garage as it does today, / all the dark blue speed drained out of it.”

A: They are low-energy verbs. They describe stillness, tiredness, defeat, etc.

A: Both a tree house and a bicycle are associated with childhood, fun, playing, etc. The speaker may mention them as symbols of his younger years. He describes these objects as having decayed or lost their spark—the tree house is bathed in solemn light, and the bicycle’s speed has “drained out of it”—suggesting that the speaker, too, has decayed or lost his spark as he has gotten older.

Fourth Stanza

- Students should circle “sadness.”
- Students should circle “imaginary friends.”

- Students should circle “say good-bye to my imaginary friends” and “turn the first big number.”

A: The speaker is saying that it’s the beginning of adulthood—a time of sadness—and the end of childhood—a time of fun and imagination.

Fifth Stanza

- Students should circle “there was nothing under my skin but light / If you cut me I could shine.”
- Students should circle “I skin my knees. I bleed.”

A: “Of life” helps move the meaning of this stanza beyond the literal one of falling on the sidewalk to any kind of injury or hardship in life. It also references the future—it is not just today’s “sidewalks” the speaker is talking about, it’s the ones he will fall on throughout his life.

Whole Poem

A: The speaker feels mournful about growing up. He sees growing up as a transition from a life made magical through imagination to a life made sad through encounters with reality. He contrasts the wonder of his younger years, when he imagined himself to be an Arabian wizard, a soldier, and a prince, with the way he is now: “mostly at the window,” looking out at his tree house and his bicycle—symbols of his childhood—as they sit, drained of energy, in the fading late afternoon light. The speaker concludes by saying that when he was younger there was nothing under his skin “but light,” but that now, when he falls, he bleeds. The wonderful sense of invulnerability he once had is gone.

“DEAR FUTURE” LITERARY ELEMENTS AND DEVICES

Character

- A.** major; James is a 13-year-old boy who is depressed and worries that growing older will bring more misery. He is a dynamic character because his attitude about growing up changes over the course of the story. He comes to understand that the hard times he encounters will pass.
B. minor (or major); Annie wrote the journal that James finds in a book sale. She was 13 when she wrote it and 19 now. She is kind and patient. She is a static character because she does not undergo any significant change during the story.
- Answers may include:
When James’s mom gets caught up in reading a book at the used-book sale, she doesn’t notice when people

section continues >>



“Dear Future” cont’d

bump into her. This shows she is able to lose herself completely in a book and indicates that she is a person who enjoys being transported to an environment different from the one she is in. When her family needed to sell their house, James’s mom became a realtor and sold it herself. This shows that she is smart, capable, and determined, and that she cares deeply for her family. That she prepares her husband’s favorite meal whenever she makes a sale shows that she is loving and thoughtful. Towards the end of the story, she tells James, “I thought being 13 meant I wasn’t a kid anymore. I wasn’t ready for that.” She reveals that she is a caring mother as she reassures James that it’s normal for him to feel uncertain about his future.

3. The antagonist in the story is James. He faces several internal conflicts: He is unhappy that his family had to move after his dad lost his job; he feels depressed about growing older; and he worries that he’ll never feel happy again.

Point of View

4. first person; James reveals the action of the story as well as his own thoughts and feelings. He refers to himself as “I” and “me” throughout.
5. If the story were told through third-person limited, we might know more about how James appears to another character and less about James’s thoughts and feelings. If it were told from the third-person omniscient, we would have more insight into what characters other than James are thinking and feeling. We might learn more about his mom’s struggles or more about Annie’s thoughts, for example.

Setting

6. A. Most of the story takes place at a used-book sale in the basement of a church.
B. The basement is described as cold and musty. The books are disorganized and most of them are beat up. Some even disintegrate in James’s hands. James sees a “sea of gray” hair which indicates that most of the shoppers are elderly.
7. James feels unhappy. He says the future “doesn’t seem particularly bright right now in this cold, musty church basement.”

Mood

8. The mood throughout much of the story is gloomy and contemplative. When James describes the church

basement, it’s as if he too is dank and windowless. A mood of anxiety is created when James finds the Bradbury book and remembers how embarrassed he felt in English class. The mood turns intriguing and compassionate when James finds Annie’s journal and is riveted by her thoughts and feelings. When James reaches Annie on the phone, the mood brightens. James admits that “today started off awful, but it’s better now.” James’s parents further confirm for him that he’s not alone in his feelings when they admit how uncertain they felt at his age. Their discussion at dinner changes the mood to comforting and grateful.

Plot

9. For James, reading Annie’s journal and talking to her and his parents has a healing effect. He is reminded that he is not alone. Annie and his parents all tell James that they felt the same at his age and that although they are not carefree 100 percent of the time, they do have joy in their lives. He comes to feel more comfortable with the uncertainties in his life.
10. James’s parents become nostalgic when they hear about Annie’s journal. James’s mom says, “I thought being 13 meant I wasn’t a kid anymore. I wasn’t ready for that.” James’s dad says, “I’m still not ready.” James can see that they have sympathy for their past selves.

“DEAR FUTURE” QUIZ

*Higher Level (HL)

1. C (theme; R.2)
2. D (text evidence; R.1)
3. B (word choice; R.4)
4. C (figurative language; R.4)
5. D (interpreting text; R.4)
6. A (synthesizing; R.9)
7. Answers will vary but may be similar to the following: James’s mom means that happiness is something that can’t be quantified. Happiness comes and goes at different points in life for different reasons. She shares with James, “I was very unhappy when I was 13. I thought being 13 meant I wasn’t a kid anymore. I wasn’t ready for that.” But then she explains how much joy she gets from her family when she says, “but nothing has brought as much meaning into my life as you two.” She seems to be saying that even though there will be times in life when you are sad or depressed, there are things,

section continues >>



“Dear Future” cont’d

like family, that can provide a solid foundation for a meaningful life. (interpreting text; R.4)

8. Answers will vary but may be similar to the following: Both James and the narrator of the poem are at a point in life where they cannot not see the wisdom in Shelley’s quote. They both “fear for the future” and “weep for the past.” The future is not something to look forward to. In “Dear Future,” James asks his parents, “Tell me the truth. Do you get less happy as you get older?” He cannot see an end to the sadness he feels. The narrator of “On Turning 10” assumes that his childhood is over now that he is turning 10. “This is the beginning of sadness,” he says. The narrator also imagines that now that he is older, the pain he feels will be real: “But now when I fall upon the sidewalks of life, / I skin my knees. I bleed.” In regards to the past, the narrator of the poem looks back on his younger years with extreme fondness as though he will never have those feelings again—he will never be “an Arabian wizard” or a “prince” again. For him, his tenth birthday signifies a loss of innocence and imagination. Similarly, James feels sad for the life he used to have. He says, “The day we sold our house was the crummiest day I can remember.” He pines for the life he had before his family moved. (synthesizing; R.9)

“DEAR FUTURE” QUIZ

*Lower Level (LL)

1. **C** (theme; R.2)
2. **D** (text evidence; R.1)
3. **C** (inference; R.1)
4. **B** (figurative language; R.4)
5. **B** (inference; R.1)
6. **A** (text evidence; R.1)
7. Answers will vary but may be similar to the following: James describes Annie’s journal by saying, “It’s just the everyday thoughts and fears and hopes of some girl, and I can’t imagine anything more interesting.” For James, reading the writings of a girl who is experiencing feelings similar to his own has a healing effect. He is reminded that he is not alone in feeling isolated and depressed. (inference; R.1)
8. Answers will vary but may be similar to the following: The narrator of the poem is not likely to agree with the quote. He “fears for the future” and “weeps for the

past.” The future is not something to look forward to. The narrator believes that turning 10 means the end of his childhood. “This is the beginning of sadness,” he says. He also says that now that he is older, the pain he feels is real: “But now when I fall upon the sidewalks of life, / I skin my knees. I bleed.” The narrator looks back on his younger years with great fondness; he thinks he will never again experience the creativity and pure joy of his early childhood. He will never again imagine that he is an “Arabian wizard” or “a prince.” He believes that his tenth birthday signifies a loss of innocence and imagination. (inference; R.1)

CORE SKILLS WORKOUT: MAKING INFERENCES

1. (provided)
2. James finds Annie’s journal interesting because in it, Annie describes thoughts and feelings similar to his own. It was written by someone his age and he can identify with the worries and insecurities Annie expressed in the journal. I know this because James tracks Annie down and asks her if, now that she is older, she is happy; he is asking because he sees her as similar to himself, and he is hoping that if she says yes, she is happy now, that means that he, too, will be happier when he gets older. James’s statement that he wants to tell Annie everything that he is worried about also shows the reader that he identifies with her.
3. Through speaking with Annie and his parents, James learns that there is value in going through difficult times, and that happiness is not about the absence of challengers, but rather, about how you deal with those challenges. He learns that people don’t become happier or sadder as they get older, but they learn to be grateful and understand what is most important in life. I know this because after talking to Annie and his parents, James’s outlook has improved; he says at the end of the story that he wants to remember the difficult day he’s had and miss it.

"This Leech Wants to Suck Your Blood"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE ARTICLE (PDF IS ONLINE)

LEVEL 1

Some answers will vary.

1. Losing a finger or a toe ~~are~~ **is** not fun. Also not fun?
The treatment some doctors are using to reattach fingers and toes, which involves creepy bloodsucking little critters called leeches. Yes. *Leeches*.
2. Leeches ~~is~~ **are** a type of worm. Most species live in fresh water and survives by eating the blood of animals. How? Like this: Using suckers on each end of its body, a leech latches on to an animal or human; then it helps itself to a long, delicious drink of warm blood. (A hungry leech can guzzle down six to eight times its own body weight.) This may sound more like the stuff of nightmares than of hospitals, but leeches actually ~~has~~ **have** a long history of medical use.
3. The ancient Greeks and Romans believed that poor health was caused by an imbalance of fluids in the body. They liked to even things out through a frightening practice known as bloodletting. Sometimes bloodletting meant simply cutting open a vein. Other times, leeches were placed on the patient to slurp out blood. The point was always the same: to make the patient bleed. ~~I saw bloodletting in a movie once, and it was icky.~~ In Europe, the practice of bloodletting continued until the late 19th century, with leeches being prescribed for everything from fevers and headaches to black eyes. ~~I bet the higher your fever, the more leeches you got—ROLF!~~

4. Thankfully, today's doctors know that making sick people bleed isn't such a great idea. Doctors have, however, discovered another way to use leeches. ~~And it totally grosses me out.~~
5. When a leech is feeding, it releases a special chemical that prevents blood from clotting. That way, the blood can keep flowing into the leech and won't harden inside its belly. ~~The word clot, by the way, makes me want to vomit.~~
6. A leech's ability to prevent blood from clotting is what turns ~~them~~ **it** into a healing superstar. For example, let's say you had the misfortune of losing a finger (which would be a total bummer, of course). After stitching your finger back on, a surgeon might use a leech to speed along the healing process. As the leech latches onto the injured area, ~~their~~ **its** anti-clotting chemical will help blood circulation, enabling new veins to grow.
7. But before you head down to the nearest pond to scoop up a supply of bloodsuckers for your medicine cabinet, know this: ~~It~~ **They** might look like ~~its~~ **their** wild cousins, but medical leeches are very different. Medical leeches are raised in sterile environments by companies that have special permission to sell ~~it~~ **them**. These companies, which have to be approved by the Food and Drug Administration, also make sure that the leeches don't carry diseases. So if at your local hospital you happen to encounter a bloodthirsty worm, do try your best not to squirm.



"This Leech Wants to Suck Your Blood" cont'd

LEVEL 2

Some answers will vary.

1. Losing a finger or a toe **are is** not fun. Also not fun? The treatment some doctors are using to reattach fingers and toes, which involves **creepy** bloodsucking little critters called leeches. Yes. *Leeches*.
2. Leeches **is are** a type of worm. Most species live in fresh water and survives by eating the blood of animals. How? Like this: Using suckers on each end of its body, a leech latches on to an animal or human; then it helps itself to a long, delicious drink of warm blood. (A hungry leech can guzzle down six to eight times its own body weight.) This may sound more like the stuff of nightmares than of hospitals, but leeches actually **has** have a long history of medical use.
3. The ancient Greeks and Romans believed that poor health was caused by an imbalance of fluids in the body. They liked to even things out through a frightening practice known as bloodletting. Sometimes bloodletting meant simply cutting a vein. Other times, leeches were placed on the patient to suck out their blood. The point was always the same: to make the patient bleed. The practice of bloodletting continued until the late 19th century. **Leeches were prescribed for fevers, headaches, black eyes, and other ailments.**
4. Thankfully, today's doctors know that making sick people bleed isn't such a great idea. Doctors have, however, discovered another way to use leeches. When a leech is feeding, it releases a special chemical. **This chemical prevents blood from clotting. That way, the blood can keep flowing into the leech and won't harden inside its belly.**
5. A leech's ability to prevent blood from clotting is what turns **them it** into a healing superstar. For example, let's say you had the misfortune of losing a finger (which would be a total bummer, of course). After stitching your finger back on, a surgeon might use a leech to speed along the healing process. As the leech latches onto the injured area, **their-its** anti-clotting chemical will help blood circulation, enabling new veins to grow.

6. But before you head down to the nearest pond to scoop up a supply of bloodsuckers for your medicine cabinet, know this: ~~It~~ **They** might look like ~~its~~ **their** wild cousins, but medical leeches are very different. Medical leeches are raised in sterile environments by companies that have special permission to sell **it them**. These companies, which have to be approved by the Food and Drug Administration, also make sure that the leeches don't carry diseases. So if at your local hospital you happen to encounter a bloodthirsty worm, do try your best not to squirm.

LEVEL 3

Some answers will vary.

1. Losing a finger or a toe is not fun. Also not fun? The treatment some doctors are using to reattach fingers and toes, which involves creepy little bloodsuckers called leeches. Yes. *Leeches*.
2. Leeches are a type of worm. Most species live in fresh water and survive by eating the blood of animals. How? At each end of a leech's body are **suckers that** the leech uses to latch on to its host. Then, the leech helps itself to a delicious drink of warm blood. (A hungry leech can guzzle down six to eight times its own body weight.) This may sound more like the stuff of nightmares than of hospitals, but leeches actually have a long history of medical use.
3. The ancient Greeks and Romans believed that poor health was caused by an imbalance of fluids in the body. They liked to even things out through a frightening practice known as bloodletting. Sometimes bloodletting meant simply cutting a vein. Other times, leeches were placed on the patient to suck out their blood. The point was always the same: to make the patient bleed. The practice of bloodletting continued until the late 19th century. **Leeches were prescribed for fevers, headaches, black eyes, and other ailments.**
4. Thankfully, today's doctors know that making sick people bleed isn't such a great idea. Doctors, however, have discovered another way to use leeches. When a leech is feeding, it releases a special chemical. **This chemical**

section continues >>



"This Leech Wants to Suck Your Blood" cont'd

prevents blood from clotting. That way, the blood can keep flowing into the leech and won't harden inside its belly.

5. A leech's ability to prevent blood from clotting is what turns ~~them~~ **it** into a healing superstar. For example, let's say you had the misfortune of losing a finger (which would be a total bummer, of course). After stitching your finger back on, a surgeon might use a leech to speed along the healing process. As the leech latches onto the injured area, ~~their~~ **its** anti-clotting chemical will help blood circulation, enabling new veins to grow.
6. But before you head down to the nearest pond to scoop up a supply of bloodsuckers for your medicine cabinet, know this: ~~It~~ **They** might look like ~~its~~ **their** wild cousins, but medical leeches are very different. Medical leeches are raised in sterile environments by companies that have special permission to sell ~~it~~ **them**. These companies, which have to be approved by the Food and Drug Administration, also make sure that the leeches don't carry diseases. So if at your local hospital you happen to encounter a bloodthirsty worm, do try your best not to squirm.

ANSWERS TO ACTIVITY SHEETS

LET'S AGREE, SHALL WE?

1. the president and his adviser/are
2. Maria/isn't
3. parents/have
4. Jess/does
5. a school/was
6. one/has
7. a few/were
8. everybody/hopes
9. freckles/seem
10. coach/wants
11. Brett or Sam/is
12. Twenty minutes/is
13. nose
14. One
15. kittens
16. She
17. family
18. the students
19. Nobody
20. Rufus and Frannie

VARY YOUR SENTENCES

Answers will vary. Here is a sample answer:

I went camping last weekend. My brother, who is three years older than me, came along. We brought a lot of stuff, including a tent, sleeping bags, hiking shoes, snacks, and fishing poles. On Saturday afternoon we hiked down to the lake and we tried to catch fish, but nothing was biting. Just as we were about to give up, I caught a huge trout! That was a great dinner.

PRONOUN POWER

- | | |
|-------------------|--------------------|
| 1. pencils | 8. a |
| 2. Somebody | 9. b |
| 3. few | 10. b |
| 4. nobody | 11. their |
| 5. pile | 12. his |
| 6. Sara or Kaylin | 13. them |
| 7. glasses | 14. his or her; it |



“This Leech Wants to Suck Your Blood” cont’d

INFORMATION OVERLOAD

When Australian Jessica Watson was 11, her parents read her a book by the youngest person to sail solo around the world. Jessica, already an accomplished sailor, decided she wanted to circumnavigate the globe too. Five years later, she did. ~~Her boat was pink and white.~~

The 210-day journey was often incredibly difficult. ~~Several other teenagers have also sailed around the world solo.~~ Jessica survived terrifying storms and four-story-high waves that threatened to capsize her 30-foot yacht. For seven months, she didn’t see another person or even set foot on land. She battled loneliness and depression, but she stayed strong. “When you’re in the middle of the night in a storm, you can’t fall apart. You have to just keep going,” Jessica says.

Critics said she was too inexperienced to attempt the voyage and insisted her parents were foolish to let her go, but Jessica refused to let the naysayers bring her down. “I hated being judged by my appearance and other people’s expectations of what a ‘little girl’ was capable of,” she says. ~~Jessica’s parents are also sailors.~~

Jessica and her family spent years preparing for her grueling journey. Jessica was closely involved in designing her boat. Other experienced sailors who had sailed around the world offered advice and assistance. ~~Jessica ate 576 chocolate bars over the course of her trip.~~ On May 15, 2010, all her preparation paid off: Jessica became the youngest person to sail nonstop and unassisted around the world.

Since her amazing journey, Jessica hasn’t slowed down. She was named the Young Australian of the Year in 2011, and she’s been recognized with a number of other awards. She races regularly, and she even landed a spot on *Dancing with the Stars* (Australia). But she’s stayed humble despite her achievements. “You just have to have a dream, believe in it, and work hard,” she says. “Anything is possible.”

WHICH VS. THAT

1. that
2. , which
3. , which
4. that
5. that
6. , which
7. that
8. that
9. Answers will vary.
10. Answers will vary.