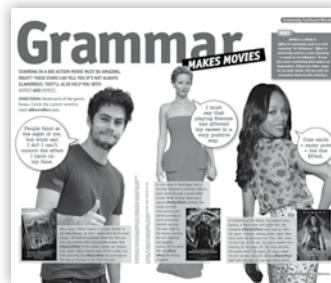


Grammar Makes Movies



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

THE MAZE RUNNER

When Dylan O'Brien signed on to play Thomas in *The Maze Runner*, he didn't realize he'd be in actual danger. The area in Louisiana where the film was shot was over-run with cottonmouth snakes. Side **affects/effects** of the snakes' venom can include, well, death. Dylan steered clear of the snakes, but their proximity did **affect/effect** his performance: The fear on his face in the film? It's real!

MOCKINGJAY

In one scene in *Mockingjay—Part I*, Jennifer Lawrence's character, Katniss, leads rebels through a smoke-filled tunnel. While filming, there was a special **affects/effects** mishap: The smoke machine went bonkers and started spewing so much smoke that Jennifer got lost. The crew came to the rescue, carrying her out coughing and gagging. Luckily, the accident did not **affect/effect** the filming schedule.

GUARDIANS OF THE GALAXY

In *Guardians of the Galaxy*, Zoe Saldana plays Gamora, a fierce alien with green skin. No computer **affects/effects** were used to make her green. Instead, makeup artists spent three hours each day painting her. Then, after every 12-hour day on the set, Zoe spent another hour washing all the green off. The next morning, she would start it all **again**. Six days a week. For five months. How did all this **affect/effect** Zoe? Let's just say, it's not easy being green!

ANSWERS TO ACTIVITY SHEETS

AFFECT VS. EFFECT

1. effect
2. effect
3. affect
4. affect
5. affected
6. effect
7. affect
8. "Brain freeze" can be an effect of eating ice cream too fast.
9. Eating just before going to bed affects my sleep.
10. The rain had almost no effect on traffic.

"The Beast of Loch Ness"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Answers will vary. Here is a sample response:

People continue to look for the Loch Ness monster because they believe—or want to believe—that there are creatures out there, waiting to be discovered. Lauren Tarshis writes that cryptozoologists devote their lives to searching for mythical and legendary creatures like the Loch Ness monster because many creatures of legend have turned out to be real. For example, people thought that the Kraken was simply the result of “sunstruck” sailors’ imaginations, but it turned out to be the giant squid. Stories like this give not just cryptozoologists, but all people, hope that there are still creatures out there that we have not discovered. We retweet blurry images of Nessie, watch specials on mermaids, and convince ourselves that these creatures are real, because, as author Kristin Lewis writes in her essay, we “yearn for magic and mystery” (p. 9) in our world.

Yet the search for the Loch Ness monster has gone on long enough. It is no longer a worthwhile pursuit. After decades of exploration, not one piece of solid proof that Nessie exists has been uncovered. Scientists have disproved the theories that some cryptozoologists and others have proposed, because these theories are not based on any sort of credible scientific evidence and seem to ignore major questions like how a creature could survive in the freezing water of the loch or how they would reproduce. While it is fun to believe in Nessie, spending any more time and resources looking for her seems like a waste of time.

ANSWERS TO ACTIVITY SHEETS

DRAWING CONCLUSIONS

"The Beast of Loch Ness"

People continue to search because:

- Some creatures once thought to be mythological, like the giant squid and the Komodo dragon, have turned out to be real.
- Blurry images of something living in the loch have been captured in photographs and on film. While the images have not been proven to be the monster, they could be.
- People have a strong powers of belief and imagination, and these can lead to scientific achievements. The scientist Robert Rines said, “If you don’t have ideas, if you don’t have adventure, you’ll never make a discovery.”

"Why We Believe"

People continue to search because:

- Something within human nature wants there to be mysteries in the world. According to author Stephen Asma, “We are fascinated with the strange.”
- Some things still have not been discovered or explained by science, but some day they might be. An explanation for the Loch Ness monster could be one of the scientific discoveries waiting to happen.
- It is harder to prove that something doesn’t exist than that it does. This keeps hope alive that the Loch Ness monster will be positively identified one day.

If students answer yes:

- Both texts cite creatures that were once thought to be mythological but turned out to be true. If the giant squid and the Komodo dragon could move from the realm of folklore to reality, perhaps the Loch Ness monster could too.
- If people give up their search for the Loch Ness monster,



"The Beast of Loch Ness" cont'd

they are giving up hope of uncovering a mystery. Stopping the search would take away part of who we are as humans: We are born to wonder about the world around us.

- The monster really could exist. Blurry images don't prove that it's real, but they don't prove that it's not real.

If students answer no:

- As explained in "The Beast of Loch Ness," after 80 years of searching, no solid evidence has been found that the beast exists.
- Both texts mention humans' power of belief and desire to have strange, unsolved mysteries in the world. But wanting the Loch Ness monster to exist does not make it exist.
- Most scientists recognize that physical realities make it nearly impossible for a creature to be living in Loch Ness. The water is too cold, there is nothing in the lake for such a creature to eat, and a solitary monster would not be able to reproduce.
- Scotland has built a booming tourism business around the monster, which suggests that the legend is being kept alive primarily for commercial purposes.

"THE BEAST OF LOCH NESS"

CLOSE-READING QUESTIONS

1. The first two paragraphs describe a sunny spring day. The third describes a monster rising out of the loch. The contrast helps readers understand the terror and surprise Aldie Mackay felt.
2. She explains that in surrounding areas, stories of a terrifying beast had been told for centuries; that many locals found the area "spooky" and "mysterious"; and that residents tended to avoid it.
3. These creatures were once thought to be imaginary. The author likely includes information about them to support the idea that it's possible for creatures of myth (like Nessie) to exist.
4. There isn't enough food or light in the loch to sustain a creature, plus the loch has been searched top to bottom.
5. The author means that curiosity has led to great discoveries. The Komodo dragon would never have been proven to exist if W. Douglas Burden hadn't believed the stories told by the pearl fishermen and gone on an expedition to search for it.
6. Through examples of the many ways we study our world,

the paragraph establishes the idea that the world holds less mystery than it did before modern science.

7. The article provides examples of people seeking to understand something that seems unexplainable. Numerous expeditions have tried to determine whether a strange creature lives in Loch Ness. Burden arranged an expedition seeking the mysterious beast he had heard about and discovered the Komodo dragon. Cryptozoologists hope to find strange, undiscovered species. The essay explains that before modern science, people relied on stories to explain the world around them. She mentions that 3 in 10 Americans suspect Bigfoot exists and that we "yearn" for our world to be full of magic and mystery.

"THE BEAST OF LOCH NESS"

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that the evidence is not convincing because it is mainly anecdotal (eyewitness accounts, stories from folklore) or poor (murky photos). Also, scientists have rejected the evidence and after several searches, have concluded that there are "no signs of any large living animal" in the loch.
2. It seems likely that she does not believe. The central idea of her essay is that people believe in cryptids because they are "cool," not because there is any evidence that they are real. She writes that cryptids "(almost certainly) don't exist."

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The illustration shows a frightening, long-necked monster rising out of a peaceful lake. The creature's eyes are cold and its teeth are extremely sharp. The subhead is placed so that it looks like the beast is about to devour the word "monster."
2. The images on page 7 show a cyclops, the skull of a strange creature, and a very large Komodo dragon. The photographs on page 8 pair a faked image of a monster emerging from water with a modern day photo of an unidentifiable creature under water. On page 9, there is a photo of a man dressed up as Bigfoot.
3. I think this article will be about sightings of a monster



"The Beast of Loch Ness" cont'd

living in Loch Ness and people looking for proof that it exists.

4. "enjoying the view," "this day was bright," "trees were vivid green," "waters of the lake seemed to sparkle"
5. The mood becomes frightening and suspenseful with the sentence, "Then Aldie saw something she would never forget." Phrases like "trembling with fright," "gasped," "screeched," "stunned," and "rolling and plunging" create this mood.
6. I can infer that Ian Florence was hoping scientists would find evidence in the lake proving the Loch Ness monster exists.
7. **A.** beyond dispute, undeniable, absolutely true, not open to question
B. *Introvertible* is a stronger word than *certain*. The author's use of *incontrovertible* suggests that there is a difference between the kind of proof that skeptics demand and the kind that people like Rines—who will perhaps always believe that a creature lives in Loch Ness—require.
8. The author explains how scientists have attempted to solve the Loch Ness mystery over the years.
9. The tone is fanciful and reflective. Phrases include "yearns for magic and mystery," "wondrous events," "creatures science can't unriddle," "cling to the hope," "fires up our imaginations," and "undeniably cool."
10. Some people are driven to explain the existence of the Loch Ness monster and other mysterious creatures.
11. "The Beast of Loch Ness" is about the many sightings of a strange creature in Loch Ness and people's desire to prove that the creature is real. For hundreds of years, stories have been told about a horrible monster living in the loch. While many dismiss these tales as myth, others are convinced there really is some sort of creature there. Some of these believers point to other legends of strange animals that turned out to be real, such as the giant squid and the Komodo dragon. A few scientists have devoted their lives trying to find evidence of this creature. Though no conclusive evidence has ever been found, there will always be those who believe that a mysterious creature is living in Loch Ness.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The illustration shows a frightening, long-necked monster rising out of a peaceful lake. The creature's eyes are cold and its teeth are extremely sharp. The subhead is placed so that it looks like the beast is about to devour the word "monster."
2. The images on page 7 show a cyclops, the skull of a strange creature, and a very large Komodo dragon.
3. The photographs on page 8 pair a faked image of a monster emerging from water with a modern day photo of an unidentifiable creature under water. On page 9, there is a photo of a man dressed up as Bigfoot.
4. I think this article will be about sightings of a monster living in Loch Ness and people looking for proof that it exists.
5. "enjoying the view," "this day was bright," "trees were vivid green," "waters of the lake seemed to sparkle"
6. The mood becomes frightening and suspenseful with the sentence, "Then Aldie saw something she would never forget." Phrases like "trembling with fright," "gasped," "screeched," "stunned," and "rolling and plunging" create this mood.
7. I can infer that Ian Florence was hoping they would find evidence in the lake proving the Loch Ness monster exists.
8. **A.** clever scheme
B. The word *ploy* suggests a manipulative scheme. It has a more negative connotation than *plan*.
9. Cause: There have been thousands of sightings of a strange beast living in Loch Ness.
10. Phrases include "yearns for magic and mystery," "wondrous events," "creatures science can't unriddle," "cling to the hope," "fires up our imaginations," and "undeniably cool."
11. Students should cross out Evidence #4: ". . . skeptics were unimpressed with the image of a murky blob moving slowly through the water." (p. 8)
12. Students should draw lines through the following:
 2. Most people who claim to have seen a monster in the lake are pranksters.
 5. I think the Loch Ness monster is probably not real.

"THE BEAST OF LOCH NESS" QUIZ

*Higher Level (HL)

1. C (central ideas; R.2)
2. B (text evidence; R.1)



“The Beast of Loch Ness” cont’d

3. C (vocabulary in context; R.4)
4. B (text features, text evidence; R.7, R.1)
5. D (inference; R.1)
6. A (text structure; R.5)
7. Lauren Tarshis is skeptical of cryptozoology. She points out that cryptozoology has a bad reputation, writing, “To most people, cryptozoology seems more like fantasy than real science” and notes that it is “usually mocked in scientific circles.” She also points that only a few cryptozoologists are “respected” scientists. She again draws a distinction between cryptozoology and science when she states that “most scientists reject and ridicule” theories about the Loch Ness monster. (tone; R.4)
8. Lauren Tarshis would likely agree with the idea that, “something in us still yearns for magic and mystery,” because she expresses a similar idea throughout her article, “The Beast of Loch Ness.” For example, she describes the expedition arranged by W. Douglas Burden to find the dragons on the island of Komodo and the accounts of cryptozoologists like Tim Dinsdale (who led 57 Loch Ness expeditions) and Robert Rines (who searched for the Loch Ness monster). Together, these examples show that there are people determined to solve mysteries in our world. Tarshis’s mention of cryptozoologists in general and their devotion to searching for the mythical and the strange in particular both support the idea that we yearn for “magic and mystery.” Tarshis also writes that our imaginations are powerful, pointing to the fact that many Nessie sightings can be attributed to the fact that we want a fantastic creature to live in the loch, even if it’s unlikely. (synthesis/key ideas and supporting details; R.9, R.2)

“THE BEAST OF LOCH NESS” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. B (text evidence; R.1)
3. B (text structure; R.5)
4. C (vocabulary in context; R.4)
5. C (text features; R.7)
6. D (inference; R.1)
7. Lauren Tarshis is highly skeptical of cryptozoology. She points out that cryptozoology has a bad reputation, writing, “To most people, cryptozoology seems more like fantasy than real science” and noting that it is

“usually mocked in scientific circles.” She again draws a distinction between cryptozoology and science when she states that “most scientists reject and ridicule” theories about the Loch Ness monster. (tone, R.4)

8. Many details from the “The Beast of Loch Ness” support the idea that “something in us still yearns for magic and mystery.” Lauren Tarshis describes the expedition arranged by W. Douglas Burden to find the dragons on the island of Komodo and the accounts of cryptozoologists like Tim Dinsdale (who led 57 Loch Ness expeditions) and Robert Rines (who searched for the Loch Ness monster). Together, these examples show that there are people determined to solve mysteries in our world. Tarshis’s mention of cryptozoologists in general and their devotion to searching for the mythical and the strange in particular both support the idea that we yearn for “magic and mystery.” Tarshis also writes that our imaginations are powerful, pointing to the fact that many Nessie sightings can be attributed to the fact that we want a fantastic creature to live in the loch, even if it’s unlikely. (synthesis, key ideas and supporting details; R.9, R.2)

CORE SKILLS WORKOUT:

CENTRAL IDEAS AND DETAILS

1. D
2. B; I chose B because the detail about Aldie Mackay possibly making up the monster to get more business for her hotel doesn’t have anything to do with the relationship between imagination and discovery. It suggests that the “discovery” of the Loch Ness monster was all about financial gain, not science or exploration.
3. Some mythical or fantastical creatures have turned out to actually exist.
4. **Detail 1:** “Incredible stories...have encouraged some men and women to devote their lives to the search for mythical and legendary creatures.” (p. 6)
Detail 2: “An engineer, he led 57 Loch Ness expeditions between 1960 and 1987.” (p. 7)
Detail 3: “Over the decades, several theories about the beast of Loch Ness have been proposed.” (p. 7)

CORE SKILLS WORKOUT:

EXPLORING TEXT STRUCTURES

1. The purpose of the article is to explore the enduring quest for the Loch Ness monster.



“The Beast of Loch Ness” cont’d

2. Description and sequence of events
3. Imagination and Belief; The author discusses the problem of trying to figure out if the thousands of Loch Ness sightings have been real, and she offers many possible solutions.
4. The author is using compare and contrast. She compares examples of fantastical creatures from fiction (Harry Potter, the Mortal Instruments) and real life (the giant squid, the Komodo dragon) to the Loch Ness monster.
5. The author uses a list structure. She describes different theories about what sort of creature could be living in the loch. She also lists a series of Loch Ness investigators.

"Would We Be Killed?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 17

Answers will vary. Here is a sample response:

Luther Standing Bear and Shanice have had very different experiences as Native Americans. Luther was taken from his home at a young age. He was forced to abandon his culture and led to believe that the only way to succeed was to lose all trace of "Indian-ness." When he returned from boarding school, he felt he no longer had a home. He was caught "between two worlds" because he no longer spoke, dressed, or behaved like a Native American, yet the job he had in the "white man's world" was as a "savage" in a Wild West show.

Shanice feels very comfortable with who she is. She seems to move effortlessly between the reservation and college. Her life on the reservation is similar to other people's lives. She has a modern wardrobe and lives in a regular house with amenities. Though there are many misconceptions about her culture, she is happy to answer questions and make people aware.

A similarity between Luther and Shanice is that they both feel a responsibility to their people. They were able to take what they learned away from their homes and use it to benefit their people on the reservation. Shanice, for example, is studying veterinary medicine so that she can fill a need on her reservation. Because of his experience in boarding school, Luther was able to write in English and helped Americans understand the culture and history of his people. This, in turn, led to a change in government policies regarding the treatment of Native Americans.

CLOSE-READING QUESTIONS IN THE CAPTIONS ON PAGES 13-14

- Captain Pratt believed the Native American children must "completely abandon their 'Indian-ness' in order to succeed." Speaking English was one way in which he was encouraging/forcing them to assimilate into mainstream America. (text evidence; R.1)
- Their hair has been cut short. Their embellished native dress has been replaced by drab uniforms. The change in body positions suggests they have been taught how to sit or pose "properly." (text features; R.7)
- It was because of his education at Carlisle that Luther was able to communicate in English. Luther's writings exposed a wide audience to the history of his people. This resulted in positive policy changes toward Native Americans. (inference; R.1)

ANSWERS TO ACTIVITY SHEETS

SYNTHESIZING

1. Captain Pratt convinced Luther's father and other tribal leaders that sending their children to boarding school was best for their future. Luther had no choice but to get on the train.
2. Shanice chose to go to college off the reservation so she could study veterinary medicine and bring her knowledge and skills back to the reservation to fill a need.
3. Luther did not trust white men because they had always brought harm to his people. Settlers took their lands, diseases wiped out villages, and soldiers caused many deaths.
4. Shanice is aware that some aspects of mainstream America are different from what she is used to—the size of her school and the small number of people she



“Would We Be Killed?” cont’d

interacts with there. But she is open to new experiences and new people.

5. In Luther’s time, many Americans thought of Native Americans as “savages” who needed to be “civilized.” Living in isolation and poverty, many people saw Native Americans as a problem.
6. Many mainstream Americans have misconceptions about Native Americans—such as that they still live in teepees, they wear moccasins—but the attitude toward them is not cruel and inhumane as it once was.
7. The children’s cultures were not respected or revered. In fact, the Carlisle School aimed to completely “strip” children of their “traditions and ways of life.” Every shred of “Indian-ness” was taken from them. Their hair was cut and clothes were taken. They were punished for speaking their native language.
8. Shanice acknowledges that people at her college don’t know about her culture, but she is not bitter about it. She says she is happy to answer questions. She wears her beaded jewelry around campus because she is proud of her heritage. This shows that being Native American is not something Shanice feels she must hide. It is safe for her to share her culture with others.
9. Luther no longer felt at home when he returned to the reservation. He was no longer the Indian he once was, yet he would never fully be accepted in the white man’s world. This is why he described himself as being “caught between two worlds.”
10. Shanice seems to travel effortlessly between college and her reservation. She is comfortable with who she is and proud of her heritage.
11. By learning English at the Carlisle School, Luther was able to write extensively about the history of his people. This introduced a wide audience to the ways of life of Native Americans. Because of this, Luther was able to have a positive effect on the way Native Americans were treated.
12. Shanice hopes to open a veterinary clinic on her reservation because currently the closest vet is an hour away. The knowledge she gains from college will enable her to do achieve this goal.

“WOULD WE BE KILLED?” CLOSE-READING QUESTIONS

1. She immediately creates suspense with the first sentence: “Was 12-year-old Ota Kte going to be killed?”

She then presents a vivid scene from the point of view of one boy: Ota Kte. Phrases like “traveling east to a mysterious land” and “Ota Kte was sure the white man had tricked his father” create tension by helping the reader understand Ota Kte’s fear and uncertainty.

2. The tone is compassionate toward the children and disapproving of Carlisle. Tarshis describes how uncomfortable Ota Kte was, noting that his clothes were “taken away” and replaced with “an itchy wool uniform.” She describes homesick children sobbing. Phrases like “they were forced,” “threatened with arrest,” “harsh disciplinary measures,” and “children were strapped” indicate the author’s sympathies toward the students and her sadness about how they were treated.
3. The goal of the boarding schools was to obliterate the customs and traditions of Native American tribes. They defined success as Native American children behaving, speaking, and dressing exactly like white children—which is what visitors witnessed at Carlisle.
4. American soldiers represented the decimation of native people, so for the chiefs to see their kids dressed like soldiers was an outrage.

“LIFE ON THE ‘REZ’” CLOSE-READING QUESTIONS

1. Shanice says that her family eats eggs from their chickens and uses manure from their animals to grow their own vegetables and fruits. She notes that she fishes and hunts, and that there is a rule in her tribe that you must use all of any deer that you kill. These details tell you that in the culture of these two tribes, nature is prized and respected, people value a direct connect to the land on which they live, and wastefulness is frowned upon.
2. Shanice says she doesn’t mind that people don’t understand her culture and that she is happy to answer their questions. This implies that she is patient and open. She mentions that she is trying new foods, which shows she is willing to go outside her comfort zone. Also, she wears her beadwork around campus, which shows that she is proud of who she is.

“WHO WOULD BE KILLED” AND “LIFE ON THE ‘REZ’” CRITICAL-THINKING QUESTIONS

1. Students who say “yes” may refer to the struggles the children had. They were stripped of their culture, as



“Would We Be Killed?” cont’d

though it was not worth preserving. After graduation, many students, like Luther Standing Bear, felt they belonged nowhere. Students who say “no” may say that Luther Standing Bear was able to help his people because he learned English at Carlisle.

2. In the past, Native Americans were forced off their land and their population was decimated through war and disease. Children were sent to boarding schools where they were forced to abandon their culture. Today, Native Americans like Shanice are aware that their culture is at risk of disappearing. Shanice feels “even more responsibility to preserve the traditions” of her tribe. For this reason, she is making an effort to learn her tribal language, continues to use fishing methods that have been passed down through generations, and has learned weaving and beadwork from her tribal elders. That Natives account for only .07 percent of students at Shanice’s college, she says, gives her more incentive to display and discuss her heritage.

PAIRED TEXTS QUIZ

*Higher Level (HL)

1. A (mood; R.4)
2. B (inference; R.1)
3. A (key ideas and details; R.2)
4. A (interpreting text; R.2)
5. B (summarizing; R.2)
6. D (key ideas; R.1)
7. Shanice Britton characterizes life at a Native American boarding school as “hard” and “scary.” Lauren Tarshis, the author of “Would We Be Killed?”, also characterizes life at a Native American boarding school in a negative way. Tarshis begins her article with a vivid description of the terror and confusion that one Sioux boy, Ota Kte, felt as he traveled by train to the Carlisle School, the first Native American boarding school. Tarshis writes that Captain Henry Pratt, who founded the school, wanted to “strip” the students of their traditions and ways of life—to “kill” the Sioux part of Ota Kte. Tarshis reports that at all of the boarding schools, harsh disciplinary measures were used to punish Native American children who spoke their own languages instead of English. Describing how children felt at the boarding schools, Tarshis reports that some of them were so miserable that they sobbed in their beds, set a dormitory on fire, and tried to run away. Tarshis

also explains that deadly diseases spread throughout the boarding school dorms; this too paints a picture of the schools as hard, scary places. (drawing conclusions/ supporting evidence/synthesizing; R.1, R.2, R.9)

8. Ota Kte used what he learned at boarding school to help Native Americans; Shanice Britton is using her experience at college to help the people on the reservation where she grew up. At boarding school, Ota Kte learned to speak and write in English. After he left the school, he wrote in English about Native Americans and his writings introduced the American public to Native people in a new way and ultimately influenced the way Native Americans were treated by the government. Ota Kte also opened a school at a reservation near where he grew up. Shanice is helping her community by learning veterinary medicine so that she can return to her reservation and open a veterinary clinic. She is filling a need since at present the closest vet is an hour away. Shanice is also helping her community by setting a good example for younger kids. (text evidence, synthesis; R.1, R.9)

PAIRED TEXTS QUIZ

*Lower Level (LL)

1. D (drawing conclusions; R.1)
2. A (text evidence; R.1)
3. B (inference; R.1)
4. A (key ideas and details; R.2)
5. B (summarizing; R.2)
6. D (key ideas and details; R.2)
7. Shanice preserves the traditions of her tribes in several ways. She continues to use the hunting and fishing practices that have been passed down from generation to generation. From her tribal elders, she has learned weaving and beadwork. Shanice is also learning the tribal language and takes part in tribal ceremonies. (text evidence; R.1)
8. Ota Kte used what he learned at boarding school to help Native Americans; Shanice Britton is using her experience at college to help the people on the reservation where she grew up. At boarding school, Ota Kte learned to speak and write in English. After he left the school, he wrote in English about Native Americans and his writings introduced the American public to Native people in a new way and ultimately



“Would We Be Killed?” cont’d

influenced the way Native Americans were treated by the government. Ota Kte also opened a school at a reservation near where he grew up. Shanice is helping her community by learning veterinary medicine so that she can return to her reservation and open a veterinary clinic. She is filling a need since at present the closest vet is an hour away. Shanice is also helping her community by setting a good example for younger kids. (text evidence, synthesis; R.1, R.9)

BEHIND THE SCENES: “WOULD WE BE KILLED?” VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. The packaging can help bring a story to life by emphasizing, illuminating, and expanding on information in the main article. For example, a portrait can sometimes convey the characteristics and emotions of its subject more effectively than a text description.
2. The first two pages of the article have a powerful effect on the reader. The placement of the children’s portraits around the headline “Would We Be Killed?” creates an unsettling contrast that haunts and intrigues the reader. You feel like the children are looking at you, eager to tell their story, and you want to find out what happened to them.
3. In the section about late 19th-century America, the mood of the video is optimistic. The narration explains that the country was growing; the photos show thriving cities, new construction, and people moving out West; and the music is twangy and cheerful. In contrast, when the narrator begins talking about Native Americans, the mood becomes sad and solemn. The music is slow and mournful, and the narration quotes Sioux Chief Sitting Bull explaining that his people experienced great injustice at the hands of white Americans.
4. The photos and captions provide more specific detail about what everyday life was like at Carlisle, and how the students changed over the course of their time there. For example, the photos and captions in the top right-hand corner of page 13 inform the reader that the daily activities at boarding school included lessons on shoemaking, gardening, and housekeeping—details not included in the main article.
5. Ota Kte experienced this injustice when he was sent to a government-run boarding school, where he was made to

abandon his tribe’s culture and traditions and adopt the U.S. government’s idea of how children should look and behave. In other words, he was forced to live according to the ideas of the white Americans who had driven his people off their lands and onto reservations.

6. America was “a land of broken promises” for Native Americans in the late 19th century because, according to the article, the U.S. government had “driven them off their lands and broken one treaty after another.” By the time Ota Kte was sent to Carlisle in 1879, many Native peoples had died in wars with white settlers and from diseases the settlers brought with them. Those that remained were forced to live on reservations, where they relied on the government to feed and clothe them. If you were Native American in the late 19th century, America was definitely not a land of promise.

“WOULD WE BE KILLED?” AND “LIFE ON THE ‘REZ” VOCABULARY PRACTICE

1. careless
2. cherish
3. unremarkable
4. mild
5. profound
6. advantage
7. treaty
8. reservations
9. barracks
10. profoundly
11. regalia
12. dire
13. plied
14. instilled
15. misconception

CORE SKILLS WORKOUT: FIND THE TEXT EVIDENCE

1. C, D, F
2. C; I chose C because it relates directly to Captain Pratt’s belief that Native American children needed to abandon their culture. Choice A is about Pratt persuading tribal chiefs, and choice B indicates that Pratt’s intention was to give the children a good education, but it does not address Native American culture.
3. Answers will vary but may include: “Another thing that



“Would We Be Killed?” cont’d

elders in my tribe taught me is how to weave and do beadwork.”

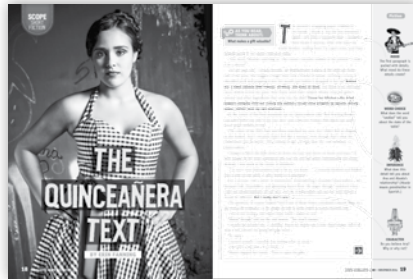
4. Both Luther Standing Bear and Shanice used their education to benefit their people.
5. Answers will vary.

CORE SKILLS WORKOUT:

EXPLORING TEXT FEATURES

1. The photographs show Native American children in native dress. These are old photos in black and white and sepia shades. The children’s expressions are serious. These photographs create a somber mood. The title appears in large type and extends across the middle of the page. The headline contributes to the solemn mood by adding a sense of danger and uncertainty. The use of the word “we” in the title suggests that “Would We Be Killed?” is a feeling expressed by the children in the photographs, which is powerful and chilling.
2. The photos at the top of page 13 show that Captain Pratt was teaching the children skills that would be useful for them to have in mainstream America. He was convinced that developing these skills would help them succeed. The “before and after” photos at the bottom of pages 12 and 13 show how the children had been transformed; their clothing and hairstyles have been replaced by short hair and stiff uniforms. Even their body language has changed to be more stiff. This shows how Pratt was preparing them to live in “the white man’s world.”
3. The editors may have chosen to include these questions because they require that the reader dig deeper and make connections between the photographs and the text. They engage the reader directly in thinking about what the story means.
4. Answers will vary but could include: “Proud of My Heritage” or “It’s Part of Who I Am.”
5. These titles would be appropriate because they get at the central idea of the essay, which is about Shanice’s heritage and culture.

“The Quinceañera Text”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 20

Answers will vary. Here is a sample response:

“Wanting what you have” means that you are satisfied with what is already in your life. “Having what you want,” however, suggests that you are getting the things you desire. In “The Quinceañera Text,” Ana desperately wants a phone. She believes it will fulfill her life, make her feel like less of a “loser” at school, and make her happy. What she gets instead is the family recipe book. At first she doesn’t understand the value of this present because it is something she already has. She says, “I’d seen it about a million times, usually surrounded by pots and pans.” Yet when she sits down and really looks at the present, she begins to understand that this family tradition is important and valuable. Ana realizes that her grandmother will not be around forever and Ana is moved to ask Abuela to teach her the recipes from the book. Ana’s family and their traditions and heritage are things Ana already has, but perhaps she has not appreciated them until now. By the end of the story, Ana has found happiness with what she has.

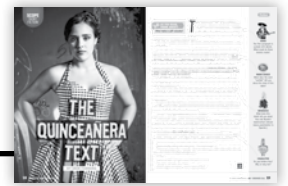
ANSWERS TO ACTIVITY SHEETS

“THE QUINCEAÑERA TEXT”

CLOSE-READING QUESTIONS

- 1. Mood (p.19):** The details of the wrapping paper crinkling, the baby wailing, and Papá singing to the mariachi band create a lively mood that is both chaotic and festive. This first paragraph also mentions four family members (baby brother Juan, Tía Lupe, Tío Jaime, and Papá), which lets us know that this is a party centered on family.
- 2. Word Choice (p. 19):** It indicates that there is so much food on the table that it is practically overflowing.
- 3. Inference (p. 19):** This detail implies that Ana and her grandmother are close and spend a lot of time together in the kitchen.
- 4. Character (p. 19):** It is likely that Ana cared more than she was letting on. She likely said she didn’t care just to make her cousin feel better.
- 5. Literary Device (p. 20):** This simile stresses that Ana could not escape her disappointment—that like a lasso, its hold became tighter the more she tried to shake it off. The simile also reveals information about Ana’s family, telling the reader that her dad worked on a ranch or that her family owns cattle.
- 6. Inference (p. 20):** The words *slumped* and *shuffling* suggest that Abuela feels dejected—disappointed by the way her gift was received.
- 7. Characterization (p. 20):** Ana is feeling guilty, perhaps realizing that she has been taking her grandmother for granted.
- 8. Craft (p. 20):** The use of Spanish contributes to the authenticity of the characters and the setting. It infuses the story with a sense of culture.

section continues >>



“The Quinceañera Text” cont’d

“THE QUINCEAÑERA TEXT”

CRITICAL-THINKING QUESTIONS

1. Visual details include “dried peppers hanging from the ceiling,” “red-frosting flowers,” and “turquoise earrings.” Sound also plays a role in the story: “baby brother wailing,” Papá “singing along” to the mariachi band, and “Jaime and his band singing.” In terms of scent, Ana describes her grandmother’s pollo en mole saying, “The smell of its chocolate sauce drifted across the patio.” For the sense of touch: At the end of the story, Ana runs her fingers across the leather book cover. These sensory details portray a bright, lively, loving environment. It seems like an enchanted place full of food, family, music, and dancing.
2. This festive atmosphere is in stark contrast to how Ana is feeling. From the start, she is anxious about her presents, hoping they include a cell phone, and she is disappointed when she discovers that they do not. Uncomfortable in her dress, Ana notes that she would rather be in jeans and boots. She dances stiffly with her father and acknowledges that her heart feels brittle too.
3. At first, Ana is disappointed that she didn’t get a phone. Then Ana starts to see her grandmother in a new way—recalling how her grandmother’s knees creaked at mass and understanding that her grandmother is getting older. The reader can infer that Ana is acknowledging her grandmother’s mortality. When Ana sits down and looks at the recipe book, she sees “1881, Guadalajara, Juanita Alvarez” written by her great-great grandmother. She sees her grandmother’s handwriting and realizes the women in her family have been passing this book down for generations. Referring to some of the ingredients, she says, “It sounded like poetry.” Ana has come to understand the value of the book.
4. Though she didn’t get the present she was hoping for, she received something that was meaningful.

“THE QUINCEAÑERA TEXT” LITERARY ELEMENTS

Characters

1. **A.** major; Ana is the main character and the narrator. She is a 15-year-old girl who is celebrating her Quinceañera. She feels uncomfortable and does not like being the center of attention. Ana is a dynamic character because over the course of the story she develops an appreciation of her family and its traditions.

B. major; Abuela is Ana’s grandmother. She is kind and loving. As is her family tradition, she gives her granddaughter the family recipe book for her Quinceañera. She is a static character because she does not undergo any significant internal change.

C. Mama, minor; She is a stern woman who chastises Ana for being ungrateful about Abuela’s gift. She is a static character because she does not undergo any significant internal change. (Students may choose to describe a different character here.)

2. Answers may be similar to the following:

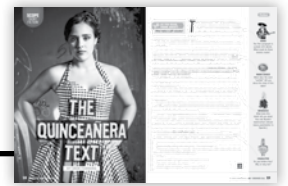
A. When she unwraps her grandmother’s present, Ana says, “Why?” This shows that Ana was not aware of the family tradition of passing down the recipe book and she doesn’t see the value in receiving something that she sees every day anyway. Near the end of the story, Ana says to Abuela, “Will you teach me some of Juanita’s recipes?” This demonstrates that Ana has had a change of heart about the recipe book. She is beginning to understand how meaningful this gift is.

B. At the beginning of the story, Ana is inspecting her wrapped presents. Even though she knows it will anger her mother, she is desperate to find out if she is getting a phone. This demonstrates that Ana is more interested in her presents than the actual party. She is worried about her social status and doesn’t want to be “one of the losers at school” who doesn’t have a phone. As Ana dances with her father, she notices Abuela sitting dejectedly. Ana feels bad about being disappointed in Abuela’s present. This shows that Ana is a sensitive person who doesn’t want to hurt the people she loves. By sitting down and looking over the recipe book, Ana reveals her ability to rethink her attitude.

3. The author makes Abuela an important character by having the narrator frequently notice Abuela and react internally to what Abuela does. Ana notices her grandmother’s “shoulders slumped, shuffling to a chair” and also remembers “how her knees creaked when she kneeled at Mass that morning.” Ana’s newfound awareness of Abuela’s age leads Ana to treasure the time she has left with Abuela and inspires Ana’s desire to learn all she can from her grandmother.

Point of View

4. First person; I know because the narrator says “I” and “me,” as in, “I shook it, but the box remained silent” or



“The Quinceañera Text” cont’d

“Mamá cursed me with her eyes.”

5. If the story were told from the third-person omniscient point of view, information about the other characters’ thoughts and feelings would have been included. For instance, we might be privy to Abuela’s private reaction when Ana unwrapped the recipe book. However, the third-person omniscient point of view would have excluded a lot of the personal details about Ana that are revealed through the first-person narrator form, such as, “The colors of the doll’s hair and dress matched my own, but I didn’t feel as elegant as she looked. And I certainly didn’t feel like a woman.” Experiencing the events of the story through Ana’s eyes gives us an insight to who she is and how and why she changes.

Setting

6. The story takes place in the present at the narrator’s Quinceañera. The party is at her family’s home, a ranch in the desert.
7. Ana’s emotions are heightened because the story takes place during a party at which she is supposed to feel glamorous, mature, and adored. But Ana is uncomfortable being the center of attention. She doesn’t like wearing a fancy dress. She doesn’t feel like a woman. She would rather be out riding her horse, away from all the noise and the people. Ana feels even worse when her cousin suggests that Ana’s Quinceañera party is inferior. When Ana opens her gifts, all eyes are on her, and everyone notices her disappointed reaction. The lively music, the table of food, the decorations, and the dancing make Ana feel even worse that she is not enjoying herself.

Symbolism

8. The recipe book symbolizes the traditions and culture of Ana’s family. On one level, it is just a book of recipes. But symbolically, it is an important part of family tradition. Grandmothers pass the book on to their granddaughters on their Quinceañeras. Ana sees recipes written by her great-great-grandmother more than 100 years ago. This gift is irreplaceable and truly priceless. It is a way of keeping her family’s culture alive and connecting the women of the family across many generations.

Plot

9. The climax of the story is when Ana sees her grandmother’s handwriting in the recipe book and whispers some of the ingredients to herself. She acknowledges that the words sound like poetry. This

moment signifies Ana’s understanding that what she holds in her hands is a treasure and her grandmother is precious to her. The description that follows “The setting sun flamed across the patio. Papá twirled Mamá, her arms encircling Juan, and Jaime serenaded Lupe. Consuela texted from the porch . . .” suggests that Ana has a newfound appreciation for her family and her environment.

“THE QUINCEAÑERA TEXT” QUIZ

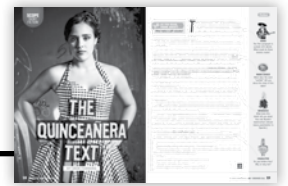
*Higher Level (HL)

1. B (character development; R.3)
2. C (inference; R.1)
3. D (text analysis; R.5)
4. B (theme; R.2)
5. A (inference; R.1)
6. A (text evidence; R.1)
7. Ana feels disappointed and guilty. Her disappointment is explicitly stated. She says, “I tried to push away my disappointment, but it gripped me as tightly as Papá lassoing a calf.” The author conveys Ana’s guilt by having her notice how dejected Abuela seems. (“I caught a glimpse of Abuela, her shoulders slumped, shuffling to a chair” and “She sank into the shadows, and her face disappeared into a streaky gray smudge, as if it were being erased.”) Ana says her heart felt brittle, and she held back a tear. (character and text evidence; R.3, R.1)
8. The story suggests that what your family has to offer you is more valuable than anything that can be purchased. They are celebrating Ana’s “coming of age” with love and affection. Even though Ana’s family is struggling financially, they have gone to great lengths to throw her a festive party with food, music, decorations, etc. They are instilling in her a respect for her heritage, especially by giving her the family cookbook. Abuela’s present is valuable because it is part of a tradition that has been in the family for generations and that will continue to be passed down to future generations. It ensures that the family’s heritage will live on through the recipes. (theme and text evidence; R.2, R.1)

“THE QUINCEAÑERA TEXT” QUIZ

*Lower Level (LL)

1. B (key idea; R.1)
2. D (text evidence; R.1)



“The Quinceañera Text” cont’d

3. B (summarizing; R.2)
4. C (vocabulary in context; R.4)
5. C (inference; R.1)
6. B (theme; R.2)
7. The author conveys Ana’s guilt by having her notice how dejected Abuela seems. For example, Ana says “I caught a glimpse of Abuela, her shoulders slumped, shuffling to a chair.” Later, she notices that Abuela is disappearing into the shadows as if being “erased.” She realizes she has been hurtful and dismissive to her grandmother. (character and text evidence; R.3, R.1)
8. Abuela’s present is valuable because it is a one-of-a-kind, personal keepsake that is given to granddaughter from grandmother on her Quinceañera. This cookbook is part of a tradition that has been in the family for over 100 years and will continue into future generations. It ensures that the family’s heritage will live on through the recipes. (theme and text evidence; R.2, R.1)

CORE SKILLS WORKOUT: SUMMARIZING

Answers will vary.

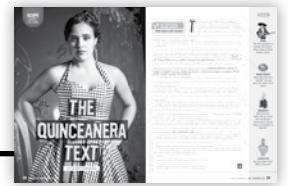
“The Quinceañera Text” is about a girl named Ana who is celebrating her 15th birthday with a Quinceañera party. Ana desperately wants a phone, but instead she receives a book of recipes from her grandmother. This gift doesn’t seem special because the cookbook is always in their kitchen and Ana has seen it a million times. Ana notices that her grandmother seems dejected, so she sits down to look at her present. She sees her great-great-grandmother’s handwriting in it and also her grandmother’s. Ana now understands that this cookbook is a family treasure. This causes her to realize that her grandmother is getting old and will not always be around. Ana asks her grandmother to teach her some of the recipes, because now Ana realizes that she herself is an important part of this family tradition.

CORE SKILLS WORKOUT: EXPLORING MOOD

1. Positive words may include *loving, longing, caring, thoughtful, touching*. Negative words may include *anxious, ashamed, gloomy*.
2. A Hispanic teenage girl is standing in front of a graffitied wall. She seems dressed up for something important or festive, but she’s not necessarily happy. Her stance is slightly confrontational, as if she is saying,

“Yeah, this is my party. So what?”

3. The author uses many sensory details such as the narrator’s baby brother wailing, her Papá singing along to the mariachi band, the table overflowing with food, and the cake with red flowers cascading down the side to describe the setting. These descriptions create a festive and chaotic mood. This mood is in stark contrast to Ana, who feels anxious and uncomfortable. The setting heightens Ana’s shame when she is unable to control her feelings of disappointment.
4. The details create a sense of longing and discomfort. Ana knows she must participate in the Quinceañera as a rite of passage and tradition, but would rather be relaxed and riding her horse. She’d rather be following her heart than following tradition.
5. Consuela is trying to make Ana feel better but ends up criticizing her party. Consuela can’t finish her sentence when she says, “I’m sorry your Quinceañera had to be so, you know . . .” Phrases like “blushed,” “fiddled with a bow,” and “a shiver of resentment” contribute to this tense, awkward mood.
6. In the first paragraph, the imagery of Ana crinkling the wrapping paper and shaking the box to find out if there is a phone inside creates a mood of anticipation. The fact that Ana doesn’t want to get caught inspecting her presents also contributes to this mood. Anticipation is created again when Ana is opening her gifts, with lines such as: “Mama clapped her hands” “Even Esperanza, ears pricked up,” and “All eyes watched me as I opened present after present.”
7. These lines create a somber and gloomy mood. Ana is noticing how dejected Abuela feels and she describes how her heart feels brittle and she holds back a tear.
8. The mood at the end of the story is satisfied and touching. When Ana traces her finger across the cover of the recipe book and says, as the narrator, “It may not have been a cell phone, but it spoke to me all the same,” it shows that she now understands the value of this priceless gift from her grandmother. She is acknowledging that the gift is much more special than a phone.



“The Quinceañera Text” cont’d

DYNAMIC CHARACTER

1.	AT FIRST	BY THE END
How does Ana feel at her own party?	uncomfortable, disappointed	relaxed, content, grateful
What detail from the story supports your answer above?	She’d rather be riding her horse than be at the “center of attention.” She feels a “shiver of resentment” that her Quinceañera is not as fancy as her cousin’s.	She is sitting next to Abuela on a loveseat admiring the recipe book.
What does this reveal about Ana?	She is not thrilled with her Quinceañera.	She has learned to appreciate what she already has.

2.	AT FIRST	BY THE END
What gift is most important to Ana?	Ana desperately wants a cell phone.	Ana is very interested in the recipe book from her grandmother.
What detail from the story supports your answer above?	She says, “And if one of those boxes contained a phone, then my life would be complete. I’d no longer be one of those losers at school without one.”	She whispers the names of some ingredients and traces her finger thoughtfully across the book’s cover.
What does this reveal about Ana?	She feels inferior to her peers.	Ana sees the value in this precious gift that has been a family tradition for many generations.

3.	AT FIRST	BY THE END
How does Ana feel about her grandmother?	Ana thinks about how often she has been in her grandmother’s kitchen, but doesn’t express any emotion about it.	Ana values her grandmother. Ana realizes her grandmother is getting old and won’t always be around.
What detail from the story supports your answer above?	Ana does not appreciate the gift from Abuela and doesn’t understand why it’s so important to the family.	Ana notices how skinny her grandmother has become and how creaky her grandmother’s knees are. Ana asks her grandmother to teach her recipes from the book.
What does this reveal about Ana?	Ana takes her grandmother and her family traditions for granted.	Ana has matured and understands the value of family and family traditions.

- Ana feels bad for dismissing her grandmother’s present. She notices how dejected Abuela is, saying, “I caught a glimpse of Abuela, her shoulders slumped, shuffling to a chair.” Seeing her grandmother this way causes Ana to sit down with the recipe book and really look at it. Only then does she begin to understand what a treasure her grandmother is and how little time left there is to be with her.
- I can infer that Abuela and Ana spend a lot of time together in the kitchen and Ana learns many of the recipes that are in the family recipe book. Perhaps as Ana grows older, she will add recipes of her own and then pass the book to her own granddaughter on her Quinceañera.

“Is Miley Cyrus Out of Control?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

SCAVENGER HUNT, PAGE 23

Answers will vary but should be similar to the following:

	EMMA HENDERSON	MATT MURPHY
line(s) that express the central idea, or central claim	“The fact is, Miley Cyrus is totally out of control.” (p. 22)	“In fact, Miley’s outrageousness is the exact opposite of being out of control. It’s a brilliantly orchestrated plan that she’s carrying out to perfection.” (p. 22)
two pieces of evidence that support the central idea, or central claim	<p>“Many fans and their parents felt betrayed by the R-rated nature of her recent tour. The backlash was so bad that, according to rumor, some venues on her tour considered canceling her show.” (pp. 22-23)</p> <p>“In 2011, her father, country star Billy Ray Cyrus, said her behavior bothered him so much that he wished he’d never let her play Hannah Montana at all.” (p. 22)</p>	<p>“Controversy might seem like a bad thing, but in Miley’s case, it’s the point. The more headlines she gets for her antics, the bigger her “brand” and the more times her songs are downloaded.” (p. 23)</p> <p>“Who cares if 706 million people watched her video only because it’s so ridiculous? She earns money because it’s being watched, not because it’s great.” (p. 23)</p>
line(s) that express the counterargument	“Some say that Miley is different, that everything she does is part of a plan to sell her music.” (p. 23)	“Miley Cyrus has done a lot of outrageous things lately. She jumped out of a plane (with a parachute) during a Rolling Stone interview. She was photographed doing what seemed to be drugs. (She later denied that she was doing drugs.)” (p. 22).
line(s) that contain the rebuttal	“But just because her scandalous behavior might be intentional doesn’t mean she is in control. She’s set herself up to constantly outdo herself—to be more wild, more over the top.” (p. 23)	“But being shocking is not the same as being out of control. In fact, Miley’s outrageousness is the exact opposite of being out of control.” (p. 22)



“Is Miley Cyrus Out of Control?” cont’d

ANSWERS TO ACTIVITY SHEETS

“IS MILEY CYRUS OUT OF CONTROL?”

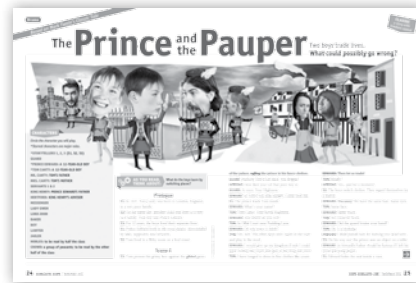
VOCABULARY PRACTICE

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

CORE SKILLS WORKOUT: WHAT’S THE TONE?

1. Answers may include: makes raunchy gestures on national TV, put on an R-rated show, stays in the news by being shocking, parades around in ridiculous outfits, sticks out her tongue, bizarre and offensive, crazy, scandalous, wild, over-the-top, gross
2. The author’s attitude towards Miley is disapproving. She feels that Miley is constantly doing outrageous things and is out of control.
3. “betrayed,” “backlash,” “considered canceling,” stunt,” “enough to make anyone crack,” “too frightening”
4. outrageous, over the top, gross, carefree, boundary-pushing, relevant
5. Murphy acknowledges that the things Miley does are ridiculous and shocking, but he thinks she is very much in control and all her moves are calculated.
6. Phrases like “Miley’s genius,” “the bigger her brand,” and “smashing success” reveal that the author is impressed that Miley’s antics keep her in the spotlight, which is her primary goal.

The Prince and the Pauper



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 29

Answers will vary. Here is a sample response:

The quote “You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it” from *To Kill a Mockingbird* means that you can not completely understand a person—the things that he or she does, the decisions he or she makes, the way he or she feels—until you imagine yourself in that person’s situation. To “climb into his skin and walk around in it” expresses the same idea as “take a walk in someone else’s shoes.” It means trying to place yourself in another person’s position and see things from that person’s point of view. It means taking into account various aspects of that person’s life before making a judgment about the person. This concept is called empathy and it is the subject of the article “The Secret to a Happier Life” and a theme of the play *The Prince and the Pauper*.

In the play, Edward and Tom literally switch places. This allows them to “climb into” one another’s skin and walk around in it. The experiences they have living each other’s lives enable them to more completely understand each other. Edward witnesses the cruelty and unfairness of his father’s laws and punishments, and realizes the challenges that Tom faces every day as a pauper. This allows him to understand Tom better as a person. Tom, meanwhile, comes to understand why Edward would long give up his fancy clothes and jewelry and live the life a regular person. After spending some time as Edward, Tom realizes that Edward’s life is very regimented, often boring, and full of responsibility. By switching places, the boys are able to understand one another’s lives, which gives them a

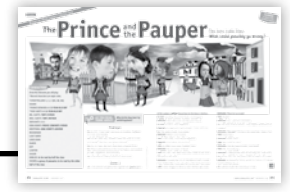
more complete understanding of one another.

The quote also relates to the article on how to be more empathetic, because the quote is essentially stating that to understand someone else, you must have empathy. Kristin Lewis writes that empathy is the ability to put yourself in another person’s shoes—and that one way to build your empathy muscles is to ask, “How would I feel in that situation?” This is another way of “climbing into someone else’s skin.”

ANSWERS TO ACTIVITY SHEETS

THE PRINCE AND THE PAUPER CLOSE-READING QUESTIONS

1. Henry was a harsh and unjust ruler. In Scene 8, under Henry’s laws, a man is about to be boiled alive despite weak evidence against him. Also in Scene 8, Hertford says, “The boy gives life as easily as his father [King Henry] took it.” In Scene 9, Edward meets people being harshly punished for acts that are barely crimes. One of these people wrote a pamphlet about Henry’s “unjust laws.” Also, the jailer refers to Henry’s “cruellest punishments.” It suggests that Edward has a romantic view of the life of the poor; he imagines Tom’s life as fun and free. Edward does not seem aware of the hardships suffered by the poor.
2. It suggests that Edward has a romantic view of the life of the poor; he imagines Tom’s life as fun and free. Edward does not seem aware of the hardships suffered by the poor.
3. Tom likely imagines that Edward’s life is wonderful. Edward lives in a castle, wears fine clothing, and probably seems—unlike Tom—to have everything he needs and wants.



The Prince and the Pauper cont'd

4. Tom is comparing the luxuries that surround him to a gilded (gold-covered) cage: It looks nice, but it is a trap. Tom means that he feels constricted—he has no freedom to play and just be a boy as he did before trading places with Edward.
5. He learns how difficult life is for the poor, and how unjust his father's laws are. Edward is treated roughly by his guards, the public, and Tom's father; he becomes hungry and tired as he walks through a muddy street in the rain; and he is thrown in jail without any proof of guilt. Edward explains his experience as a pauper at the end of the play, saying, "These past weeks, I have seen poverty and oppression, inhumanity and intolerance."

"THE SECRET TO A HAPPIER LIFE" **CLOSE-READING QUESTIONS**

1. The article suggests that empathetic people "tend to be more successful" and have fewer conflicts and are less lonely.
2. The author begins by asking a series of questions, each about a different scenario that readers have likely experienced or can easily imagine. The questions introduce the concept of empathy to the reader in a way that is concrete and relatable.

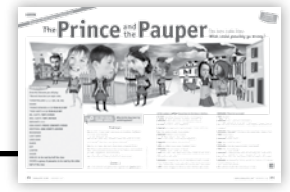
THE PRINCE AND THE PAUPER AND "THE SECRET TO A HAPPIER LIFE" CRITICAL-THINKING QUESTIONS

1. Empathy education would help students become more sensitive to what others are feeling. Students might become more inclusive and less likely to bully or tolerate the bullying of others because it would be harder to ignore the suffering of bullying victims.
2. Lewis defines empathy as the ability to understand life from someone else's perspective. In the play, Edward and Tom switch places, and by doing so, each learns to see life from the other's perspective. Once Edward understands what it's like to be poor—that is, once he becomes more empathetic—he promises to protect Tom's family and vows that he will strive "above all" to improve the lives of his people. His self-centered view of the world has been "smothered," and his compassion has grown.
3. Edward follows Lewis's first piece of advice when he asks the other prisoners about why they are in jail and how they feel. Edward follows Lewis's second piece of advice

when he listens to the prisoners' answers.

THE PRINCE AND THE PAUPER LITERARY ELEMENTS **Character**

1. **A.** major; Tom is an extremely poor 12-year-old boy living in London. He happens to look exactly like the prince of England and accidentally switches places with him. He is a dynamic character because over the course of the play his point of view about his own life and the life of the prince changes. He thought being royal would be wonderful, but when he becomes prince, he soon misses the freedom of his former life.
B. major; Edward is the prince of England. He thinks it would be fun to live as a commoner. He inadvertently trades lives with Tom. He is a dynamic character because his experiences on the streets of London and in jail show him how unjust his kingdom is. He becomes more empathetic and determined to help the people he rules.
C. King Henry, minor; He is the king of England. He is dying and concerned that his son is going mad. He is a static character because he does not undergo any significant internal change. (Students may choose to describe a different character here.)
2. Answers may be similar to the following:
A. In Scene 5 when Mr. Canty is dragging him through the streets, Edward says, "You shall hang for this." This shows that he is not used to being mistreated and thinks nothing of threatening the life of someone who disobeys him. In Scene 9, Edward says, "I must change these laws." This line reveals that he is beginning to understand how the monarchy affects the people of his kingdom. He has developed empathy and wants to be a just ruler.
B. In Scene 8, Tom says, "In fact, from now on, if evidence against someone is weak, his life shall be spared." This demonstrates Tom's compassion and humanity. It also shows Tom's courage and determination, since he is daring to change laws even though he is a false king. In Scene 11, Tom says, "Your Majesty, I do not envy you the life you lead." This shows that whatever fantasies Tom may have had about what it's like to be king have been replaced by his new understanding of the heavy responsibilities and burdens



The Prince and the Pauper cont'd

that come with the job. Tom has matured and come to appreciate the freedoms he has.

3. Mrs. Canty's primary purpose in the play is to remind Tom of who he is—just as he is beginning to enjoy being king. Mrs. Canty runs up to Tom and, in a moment of weakness, Tom says, "No, I . . . I do not know you, woman!" He quickly fills with shame for this. From that moment on, Tom has major anxiety about the coronation, because he knows the crown does not belong to him.
4. In Scene 8, Hertford says to himself, "The boy gives life as easily as his father took it." This tells the audience that King Henry's reign was harsh and cruel, and that the way Tom is ruling is drastically different. In Scene 1, Edward says to himself, "Father would be furious if I left his royal seal lying about." This tells the audience that the royal seal is important to King Henry and that it is a valuable possession.

Setting

5. The play takes place in London in the mid-16th century.
6. The form of government was a monarchy. Every citizen was a subject of the king and had to follow all of the king's laws under penalty of harsh punishment or death. Under the monarchy, England was a land of injustice and economic disparity. It is because of the government that when Edward takes Tom's place, Edward is thrown in jail without a trial. It is through witnessing how the king's subjects are treated that Edward gains empathy.
7. Details about the setting that reveal what Edward's life is like: fancy clothes, silks, sapphires, gilded gates, surrounded by servants, robes of satin and diamonds. Details of the setting that reveal what Tom's life is like: filthy room on a foul street, dressed in rags, grimy face, miserable alleys, muddy streets.

Tone

8. Answers may include amusing and sympathetic. The author establishes an amusing tone partly through figurative language. "Surrounded by silks, sapphires, and servants," "filthy room on a foul street," and "grimy face against the gilded gates" are examples of playful alliteration. The amusing tone is also created by the different names the characters call each other: brute, tramp, dimwit, unmannerly cur. The author creates a sympathetic tone by including adjectives and adverbs that let the reader know how Tom and Edward are feeling

and help the reader imagine what it was like to be in their situation. In Scene 2, Edward is relieved and speaks indignantly. In Scene 3, Tom waits nervously. In Scene 7, Edward is despondent and gazes longingly at a pork pie, because he is hungry.

9. The illustrations are light-hearted and amusing. The expressions on the boys' faces on pages 24-27 are quite comical, as are the situations they are pictured in. On page 26, Tom is dressed in fine clothes but slumped in the throne while hands are coming in and tending to him from every angle. Page 27 shows Edward pinching his nose while rats crawl around him in a jail cell. The illustrations on page 28 reveal a more sympathetic tone as Hertford holds the crown and each boy is looking at it with a serious expression.

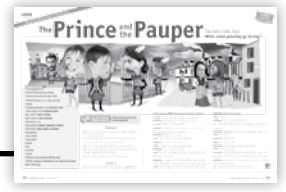
Plot

10. The conflict of person versus society is demonstrated by the Guard treating Tom cruelly at the beginning of the play and the mistreatment of Edward from the moment he steps outside in Tom's rags. Assumptions are made that Edward is a beggar and a thief because of the way he is dressed. He is thrown in jail without evidence against him. He has no recourse.
11. The climax of the play is when Edward rushes in, stops the coronation, and proves that he is the true king. I know this is the climax because everything has been building to this moment. All of the characters have been wrong about the identities of both Tom and Edward up until this point, and this is the moment where the fact that they have switched places is revealed. It is the emotional high point of the play.

THE PRINCE AND THE PAUPER QUIZ

***Higher Level (HL)**

1. B (text structure, point of view; R.5, R.6)
2. D (inference; R.1)
3. A (literary devices; R.4)
4. C (theme; R.3)
5. D (text evidence; R.1)
6. C (critical thinking; R.1, R.9)
7. The title of the article is referring to the idea that practicing empathy can lead to a happier life. Practicing empathy can lead to a happier life because it can make you more open, understanding, and compassionate toward others. Empathy helps you "get along with



The Prince and the Pauper cont'd

others,” as the author writes. Schools that introduce empathy education, for example, have been successful in reducing bullying. According to the article, empathetic people also tend to be more successful and less lonely—both of which can contribute to happiness. (key ideas and details; R1)

8. The proverb means that people are judged by their outward appearance. In the play, after Tom and Edward switch clothes, no one—not even the boys’ families—recognizes the boys as who they really are. And everyone treats each boy according to how he is dressed—Tom, dressed in Edward’s finery, is treated with respect by his servants and the nobles (despite his odd behavior); Edward, dressed in Tom’s rags, is treated roughly by almost everyone he encounters, from his own guard to the jailer. (theme; R.2)

THE PRINCE AND THE PAUPER QUIZ

***Lower Level (LL)**

1. C (text structure, point of view; R.5, R.6)
2. D (inference; R.1)
3. A (literary devices; R.4)
4. C (theme; R.3)
5. D (text evidence; R.1)
6. C (critical thinking; R.1, R.9)
7. Practicing empathy can lead to a happier life because it can make you more open, understanding, and compassionate toward others. Empathy helps you “get along with others,” as the author writes. According to the article, empathetic people also tend to be more successful and less lonely, both of which can contribute to happiness. (key ideas and details; R1)
8. In the play, after Tom and Edward switch clothes, no one—not even the boys’ families—recognizes the boys for who they really are. And everyone treats each boy according to how he is dressed—Tom, dressed in Edward’s finery, is treated with respect by his servants and the nobles (despite his odd behavior); Edward, dressed in Tom’s rags, is treated roughly by almost everyone he encounters, from his own guards to the jailer. (theme; R.2)

THE PRINCE AND THE PAUPER VOCABULARY PRACTICE

1. imperative
2. putrid

3. burly
4. ogled
5. despondent
6. uncanny
7. vagabond
8. gilded
9. tolerance
10. burly
11. elated
12. fragrant
13. Answers will vary.

CORE SKILLS WORKOUT: MAKING INFERENCES

1. This line implies that Edward never gets to run around with other boys and get dirty. I can infer that Edward longs for this kind of freedom. It suggests that he is always dressed formally and his activities are highly regulated. He is only permitted to do things deemed proper for nobility.
2. Lord John’s observation tells me that even though Tom is being treated like a prince, he cannot shed his pauper’s mentality. He hides food in his pockets because he is used to starving and so never turns down an opportunity to stockpile food.
3. This detail tells me that Tom is shocked that such a terrible law actually exists. It also shows that Tom is humane; he cannot imagine giving this sentence to a criminal.
4. I can tell that Edward is developing empathy. He is not only concerned with himself, but he is also becoming interested in the treatment of the people around him in jail. He is beginning to realize that the laws of his kingdom are unjust.

“Even Your Phone Will Freeze to Death Here”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

Some answers will vary.

1. You should consider a few things before you visit Oymyakon (oy-myuh-KOHN), the coldest town on Earth. First, if it's winter, be prepared for the interior of your nose to freeze and your eyelashes to turn to icicles the moment you step outside. Next, you may want to leave your sunglasses at **home, because** the cold air will crack them—and freeze them to your face. Be sure to tell your mom not to park her car outside, because the fuel in the tank will freeze solid. Also—this is kind of grim—if you plan to bury any dead **people, be** prepared for a days-long ordeal. The ground is covered with permafrost, or soil that is always frozen, which has to be thawed with hot coals and scraped away an inch at a time. On a lighter note, if you toss a pot of boiling water into the air, that water will turn to snow—instantly.
2. **Oymyakon is located several hundred miles south of the Arctic Circle in the Russian territory of Siberia.** It sits between two mountain ranges, which trap freezing air from the sky in the valley below. Historically, this region was no more than a pit stop for nomadic reindeer herders. Then, in the 1930s, the government of Russia (then known as the Soviet Union) turned the area into a prison settlement. Around that time, gold was discovered and fortune-seekers came to work in the mines. But no fortunes were found, and the mines soon closed (so did the prison). **Yet many people stayed, supporting themselves as hunters, reindeer breeders, and ice fishermen.**
3. Today, Oymyakon has just one food store, which sells bread, milk, horse and reindeer meat, and little else.

The nearest city is more than 400 miles away (roughly the distance from Washington, D.C., to Boston, Massachusetts). There is no mall or movie theater. There is no cell phone service—and even if there was, it wouldn't do much good: **They Cell phones** are useless outside, where they quickly freeze and stop working.

4. **It The cold** presents unique challenges to plumbing too. The town's only school did not get its first indoor toilet until 2008. Most buildings still don't have flush toilets; the frozen ground makes them extremely difficult to install. **They Residents** are accustomed to using ice-encrusted outhouses. (An outhouse is an outdoor structure with a toilet seat positioned over a pit.)
5. You might expect Oymyakon's chilly, no-frills bathrooms to intimidate visitors, but the tourism industry in Oymyakon is actually growing. There is no hotel, so adventurers who journey to this remote outpost **had-stayed stay** with families who offer to put them up.
6. Tourists quickly learn that though the town is cold, the people **were are** not. The community is close-knit. Neighbors watch out for each other. And they **will-be are** adapting surprisingly well. Some residents even **lived live** well into their hundreds. School never closes, unless the temperature **dropped drops** below -61° . And on the coldest days of winter, Oymyakoners can always dream of spring, when the temperature skyrockets . . . to zero.

LEVEL 2

Some answers will vary.

1. You should consider a few things before you visit Oymyakon (oy-myuh-KOHN), the coldest town on Earth. First, if it's winter, be prepared for the interior of your nose to freeze and your eyelashes to turn to icicles the moment you step outside. Next, you may want to leave your sunglasses at **home, because** the cold air will crack

section continues >>



“Even Your Phone Will Freeze to Death Here”

them—and freeze them to your face. Be sure to tell your mom not to park her car outside, because the fuel in the tank will freeze solid. Also—this is kind of grim—if you plan to bury any dead **people**, be prepared for a days-long ordeal. The ground is covered with permafrost, or soil that is always frozen, which has to be thawed with hot coals and scraped away an inch at a time. On a lighter note, if you toss a pot of boiling water into the air, that water will turn to snow—instantly.

2. **Oymyakon is located several hundred miles south of the Arctic Circle in the Russian territory of Siberia.** It sits between two mountain ranges, which trap freezing air from the sky in the valley below. Historically, this region was no more than a pit stop for nomadic reindeer herders. Then, in the 1930s, the government of Russia (then known as the Soviet Union) turned the area into a prison settlement. Around that time, gold was discovered and fortune-seekers came to work in the mines. But no fortunes were found, and the mines soon closed (so did the prison). **Yet many people stayed, supporting themselves as hunters, reindeer breeders, and ice fishermen.**

3. Today, Oymyakon has just one food store, which sells bread, milk, horse and reindeer meat, and little else. The nearest city is more than 400 miles away (roughly the distance from Washington, D.C., to Boston, Massachusetts). There is no mall or movie theater. There is no cell phone service—and even if there was, it wouldn’t do much good: **They Cell phones** are useless outside, where they quickly freeze and stop working.
4. **It The cold** presents unique challenges to plumbing too. The town’s only school did not get its first indoor toilet until 2008. Most buildings still don’t have flush toilets; the frozen ground makes them extremely difficult to install. **They Residents** are accustomed to using ice-encrusted outhouses. (An outhouse is an outdoor structure with a toilet seat positioned over a pit.)
5. ~~It’s possible that~~ you might expect Oymyakon’s no-frills bathrooms to intimidate and scare off visitors ~~who come to visit~~, but the tourism industry in Oymyakon is actually growing and increasing. With no hotel, adventurers who journey to this remote outpost stay with families who offer to put them up.
6. Tourists quickly learn that though the town is cold, the people are not. The community is close-knit. Neighbors

watch out for each other. And they have adapted ~~and adjusted~~ surprisingly well. It’s an ~~an~~ actual fact that some residents live well into their hundreds. School never closes, unless the temperature drops below -61° . And on the coldest days of winter, Oymyakoners can always dream of spring, when the temperature skyrockets . . . to zero.

LEVEL 3

Some answers will vary.

1. You should consider a few things before you visit Oymyakon (oy-myuh-KOHN), the coldest town on Earth. First, if it’s winter, be prepared for the interior of your nose to freeze and your eyelashes to turn to icicles the moment you step outside. Next, **people you** may want to leave their your sunglasses at home, because the cold air will crack them—and freeze them to your face. Be sure to tell your mom not to park her car outside, because the fuel in the tank will freeze solid. Also (this is kind of grim), if you plan to bury any dead people, be prepared for a days-long ordeal. The ground is covered with permafrost, which has to be thawed with hot coals and painstakingly scraped away an inch at a time. On a lighter note, if ~~one~~ **you** tosses a pot of boiling water into the air, that water will turn to snow—instantly.
2. Oymyakon is located several hundred miles south of the Arctic Circle in the Russian territory of Siberia. The town sits between two mountain ranges, which trap freezing air from the sky in the valley below. Historically, this region was no more than a pit stop for nomadic reindeer herders. Then, in the 1930s, the government of Russia (then known as the Soviet Union) turned the area into a prison settlement. Around that time, gold was discovered and fortune-seekers came to work in the mines. But no fortunes were found, and ~~they the~~ **mines** soon closed—as did the prison. Yet many people stayed, supporting themselves as hunters, reindeer breeders, and ice fishermen.
3. Today, Oymyakon has just one food store, which sells bread, milk, horse and reindeer meat, and little else. The nearest city is more than 400 miles away (roughly the distance from Washington, D.C. to Boston, Massachusetts). There is no mall or movie theater. There is no cell phone service—and even if there was, it wouldn’t do much good: **They Cell phones** are useless outside, where they quickly freeze and stop working.

section continues >>



"Even Your Phone Will Freeze to Death Here"

4. ~~It~~ **The cold** presents unique challenges to plumbing too. The town's only school did not get its first indoor toilet until 2008. Most buildings still don't have flush toilets; the frozen ground makes them extremely difficult to install. ~~They~~ **Residents** are accustomed to using ice-encrusted outhouses. (An outhouse is an outdoor structure with a toilet seat positioned over a pit.)
5. ~~It's possible that~~ you might expect Oymyakon's no-frills bathrooms to intimidate ~~and scare off~~ visitors ~~who come to visit~~, but the tourism industry in Oymyakon is actually growing ~~and increasing~~. With no hotel, adventurers who journey to this remote outpost stay with families who offer to put them up.
6. Tourists quickly learn that though the town is cold, the people are not. The community is close-knit. Neighbors watch out for each other. And they have adapted ~~and adjusted~~ surprisingly well. It's ~~an actual~~ fact that some residents live well into their hundreds. School never closes, unless the temperature drops below -61° . And on the coldest days of winter, Oymyakoners can always dream of spring, when the temperature skyrockets . . . to zero.

ANSWERS TO ACTIVITY SHEETS

FRAGMENT FIX

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

Answers will vary but should be similar to:

I want to make plans for Friday night. Can we meet at my house at 7 p.m.? The movie starts at 7:40. My mom said she would drive us. Don't forget to bring a sweater because it's always cold in there. And bring licorice!

THE WORKSHEET ON REDUNDANCY WORKSHEET

1. Shane's alarm was set for 7 a.m.
2. The burglar returned to the scene of the crime.
3. At the end of the concert, the crowd gave the musicians

a standing ovation.

4. We all need to cooperate, or we will never make any progress.
5. For most people, riding in a hot-air balloon is a once-in-a-lifetime opportunity.
6. The troops advanced toward the village.
7. Have you ever spilled cranberry juice on a white carpet?
8. Many celebrities attended the Grammy Awards.
9. Mrs. O'Connor asked Tanya to circulate the sign-up sheet to all the students in the classroom.

PUZZLING PRONOUNS

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

Answers will vary but may be similar to:

6. Noel and Aurelia are twins, but Noel has always been taller.
7. Jennifer couldn't put down the new book that Marissa gave her.
8. Lucas still has the pictures on his camera that he took of Victor.
9. My aunts blamed their loss at the family volleyball tournament on my uncles.
10. The running clothes that I left at Grandma and Grandpa's house were gone when I went back.

CONQUER VERB-TENSE CONSISTENCY

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

Answers will vary but should be similar to the following:

Last weekend, my dad and I went to Go-Kart World. We had an awesome time! Go-Kart World has all kinds of different tracks you can zoom around. I felt like a real race-car driver. My dad's favorite was the Super Track, which has two levels. My Favorite was the Turbo Track, because it has a lot of twists and turns. The bumper cars were fun too. I hope I will be able to go back there someday.



"Even Your Phone Will Freeze to Death Here"

SHIFTY PERSON?

Answers will vary.

1. If you want ice cream, you have to eat all your vegetables first.
2. Ann was happy for Josh, but she also felt a little jealous, because she couldn't help wishing she'd won herself.
3. A cellist who wants to be in the pre-professional orchestra knows that it's necessary to practice every day.
4. correct
5. Empathy is the ability to put yourself in someone else's shoes.
6. correct
7. It may be hard for you to sleep the night before your big test, but you really need to get some rest.