

Grammar Explains Weird Stuff Pets Do



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

DOGS

Has your pooch ever **passed/past** right by his water dish and started slurping out of the toilet instead? Blech! The thing is, your dog may prefer toilet water because it tastes better. Really! As far as he can tell, the water in the big white bowl is fresh and clean. The water in his dish, on the other hand, has probably been sitting there all day and has bits of dirt and fur floating in it. So if you leave the lid up, Fido's water dish may become a thing of the **passed/past**.

CATS

Many a cat has **passed/past** an afternoon crammed inside a tiny box. Why do cats find small, cramped spaces so irresistible? One theory is that in the **passed/past**, when cats had to hunt their food, they needed good hiding spots from which to pounce on their prey. Another theory is that tight spaces make cats feel snug. Or maybe cats know how adorable they look in our sock drawers.

HAMSTERS

While walking **passed/past** your pet hamster, you notice that her cheeks are puffed out to twice the size of her head. Unless she just came back from the dentist, she is probably storing food to bring back to her nest. Or she might be protecting her babies: When a mama hamster senses danger, she stuffs her young inside her cheek pouches to keep them safe until the threat has **passed/past**.

ANSWERS TO ACTIVITY SHEETS

PASSED VS. PAST

1. past
2. past
3. past
4. passed
5. past
6. passed
7. passed
8. past
9. past
10. Answers will vary.
11. Answers will vary.

“The Blood-Red Night”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 8

Answers will vary. Here is a sample response:

Author Lauren Tarshis helps the reader understand what it was like to live through the Peshtigo Fire in several ways. She uses strong descriptive language and sensory details, she uses suspense, and she puts the readers in the shoes of a real frontier family who lived through the fire.

In the first sentence of “The Blood-Red Night,” Tarshis creates immediate suspense by stating that the entire town of Peshtigo, Wisconsin, will be “burned to ashes.” She then jumps back in time to describe the vast and beautiful woods around Peshtigo, making the reader wait to find out what happens to the town. Tarshis brings to life the “forest of fairy tales,” where the “only sounds were those of nature—the chirps of birds, the growls of wild animals, and the soft whisper of leaves rustling in the wind.” Because of these vivid descriptions, the reader feels a terrible loss when this magical landscape is destroyed.

Tarshis also helps the reader understand what the fire was like by telling the story of the Kramers, a frontier family who survived it. When the fire hits Peshtigo, the reader sees it through the eyes of the Kramer family. Tarshis writes that John and his brother “huddled” together in an empty field and wondered, “[W]ould they ever see their parents again?” John’s parents hid in a well and “did not expect to survive the night.” These details demonstrate their fear and helplessness. Tarshis uses vivid imagery to describe the fire itself, writing of “violent, swirling gusts of wind,” “flaming hunks of wood,” and flames shooting “hundreds of feet into the sky.” The reader can imagine how terrified the Kramers and others must have been.

The Great Peshtigo Fire claimed as many as 2,500 lives. Because Tarshis makes the events seem so real, the reader is amazed and happy to learn that all four of the Kramers survived the “deadliest fire in American history.”

ANSWERS TO ACTIVITY SHEETS

HOW DOES SHE DO THAT?

Answers will vary but may be similar to the following:

Vivid Verbs

“incinerated homes and shops” (p. 6), “sky glowed orange” (p. 7), “flames lapping at the edge of the woods” (p. 7), “whipped up the small fires in the forest” (p. 7), “Flames towered hundreds of feet into the sky” (p. 7), “Flaming hunks of wood flew across the forest” (p. 7), “sound of the fire . . . erupting out of the forest” (p. 7), “clinging to each other in terror” (p. 8), “It leveled Peshtigo and 16 other towns” (p. 8), “John and Mike staggered out of the field” (p. 8)

Graphic Adjectives

“mosquito-ridden marsh” (p. 6), “a choking fog of smoke” (p. 6), “precious bowls and goblets” (p. 6), “the sky turned blood-red” (p. 7), “violent, swirling gusts of wind” (p. 7), “monstrous inferno” (p. 7), “Flaming hunks of wood flew across the forest” (p. 7), “swirling winds and explosive gases” (p. 7), “a sea of charred trees and ash” (p. 8)

Foreshadowing

“But in fact, there was no way to prepare for the horror to come.” (p. 7)

Metaphor

“They sent out armies of lumberjacks” (p. 6), “a sea of charred trees and ash” (p. 8)



“The Blood-Red Night” cont’d

Sensory Details: Sight

“At times, there were so many fires burning that a choking fog of smoke hung over Peshtigo.” (p. 6), “The sky glowed orange” (p. 7), “Flames towered hundreds of feet into the sky.” (p. 7), “Flames were everywhere, closing in on the Kramers from all directions.” (p. 8)

Sensory Details: Sound

“echoed with the curses and shouts of lumberjacks, the *chop, chop, chop* of axes, and the thunder of 150-foot-tall trees crashing to the ground” (p. 6), “Trees exploded in the extreme heat.” (p. 7), “the people of Peshtigo heard an earsplitting roar” (p. 7)

Figurative Language: Personification

“That fire cast a spell of fear over Peshtigo.” (p. 6)

Figurative Language: Onomatopoeia

“the *chop, chop, chop* of axes” (p. 6)

“THE BLOOD-RED NIGHT”

CLOSE-READING QUESTIONS

1. At the beginning of the article, the author describes the forest as being incredibly vast and almost magical, writing that it was the “forest of fairy tales,” and “truly exceptional.” She describes what the forest was like before lumberjacks and farmers arrived, writing, “The only sounds were those of nature—the chirps of birds, the growls of wild animals, and the soft whisper of leaves rustling in the wind.” These descriptions make the reader appreciate the value and beauty of the unspoiled forest. To then read that this forest was destroyed by the fire is heartbreaking.
2. Peshtigo residents both depended on fire and feared it. Lumberjacks used fire to dispose of small branches. Farmers needed fire to clear their land. Yet residents feared the destructive power of fire, especially after a blaze got out of control and burned down homes and shops in nearby towns and damaged Peshtigo’s largest factory. The town’s mood was anxious; the September 24 fire had “cast a spell of fear over Peshtigo.”
3. Rapid construction in Chicago required a great supply of wood, most of which came from the forests of northern Wisconsin. Fires were set by lumberjacks to clear the land. These fires burned out of control because of the dry conditions and high winds.
4. The article states that in the 1800s, Chicago was the

fastest growing city in the world. Its emergence as a major American city full of “mansions and shops, warehouses and department stores” made the Great Fire that destroyed its downtown especially newsworthy. Peshtigo, on the other hand, was a small farming and logging community that was cut off from the outside world when its telegraph lines were destroyed. By the time news of the Peshtigo Fire reached the American public, the Chicago Fire was already the focus of public attention.

“THE BLOOD-RED NIGHT”

CRITICAL-THINKING QUESTIONS

1. Reading how the fire affected real people, as opposed to reading general information about the fire, makes the story more powerful and memorable. Describing the Kramers’ experience allows the author to put the reader right in the path of the fire, giving the reader a vivid idea of what it was like to encounter the blaze.
2. Students may say that studying historical disasters helps us understand how and why they occurred and may help us prevent something similar from happening again. Remembering historical disasters also honors the memory of those who died or endured great losses.

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image shows a massive fire consuming a forest with flames eerily reflected in the water. The entire page seems ablaze in red, orange, and yellow. The word “blood-red” is in red type that shows the trees and flames through the letters.
2. Page 6 shows a lush forest in Minnesota which is what the northern Wisconsin woods once looked like. Page 7 shows a massive logjam and also a map showing the area of the Peshtigo fire and surrounding regions. Page 8 shows the facades of buildings left after the Great Chicago Fire.
3. This article will be about an enormous fire in the forests of Wisconsin.
4. The mood is terrifying. Words and phrases that contribute to this mood include: “burned to ashes,” “2,500 people would be dead,” “face-to-face with the



“The Blood-Red Night” cont’d

deadliest fire in American history.”

5. The mood becomes more uplifting in the next paragraph when the author writes, “It had been a difficult but exciting year for the Kramer family.” The section describes the Kramers moving to Wisconsin to start a new life.
6. The tone is awed and impressed. Phrases include “billions and billions of trees covering thousands of square miles” and “forests of fairy tales, full of towering trees, howling wolves, and dagger-clawed bears.”
7. **A.** flattened to the ground
B. The word *leveled* indicates that Peshtigo and the other towns were burnt flat to the ground with nothing still standing. It describes a more complete form of destruction than the word *ruin*.
8. The author describes why the Wisconsin forests were stripped and the effect this had on the area.
9. The reader can infer that because Chicago was the fastest-growing city in the world, the Great Fire that destroyed its downtown was especially newsworthy. Peshtigo, on the other hand, was a small farming and logging community. Peshtigo’s telegraph and railroads were destroyed in the fire, cutting the city off from the outside world. By the time news of the Peshtigo Fire reached the American public, the Chicago Fire was already the focus of public attention.
10. Human activity along with dry weather conditions caused the Great Peshtigo Fire of 1871.
11. Seven-year old John Kramer lived with his family in Peshtigo, Wisconsin in the 1870s. Peshtigo was a vast forested area spotted with rolling farmlands. Because of major construction in Chicago, lumber companies came to Wisconsin to chop down trees for wood that would be used in building. Farmers and lumber companies often set fires in the forest to clear away branches and tree stumps. In October 1871, hot, dry, and windy conditions caused these fires to become a firestorm. The great fire spread through Peshtigo, threatening everything in its path. The Kramers miraculously survived the fire but as many as 2,500 people did not. It was the deadliest fire in U.S. history.

1. The image shows a massive fire consuming a forest with flames eerily reflected in the water. The entire page seems ablaze in red, orange, and yellow. The word “blood-red” is in red type that shows the trees and flames through the letters.
2. Page 6 shows a lush forest in Minnesota which is what the northern Wisconsin woods once looked like. Page 7 shows a massive logjam and also a map showing the area of the Peshtigo fire and surrounding regions. Page 8 shows the facades of buildings left after the Great Chicago Fire.
3. This article will be about an enormous fire in the forests of Wisconsin.
4. Words and phrases that contribute to this mood include: “burned to ashes,” “2,500 people would be dead,” “face-to-face with the deadliest fire in American history.”
5. The mood becomes more uplifting in the next paragraph when the author writes, “It had been a difficult but exciting year for the Kramer family.” The section goes on to describe the Kramers moving to Wisconsin to start a new life.
6. Phrases include “billions and billions of trees covering thousands of square miles,” “forests of fairy tales, full of towering trees, howling wolves, and dagger-clawed bears.”
7. **A.** flattened
B. The word *leveled* indicates that Peshtigo and the other towns were burnt to the ground with nothing still standing. It describes a more complete form of destruction than the word *ruin*.
8. Cause: Rapid growth in Chicago required large amounts of lumber for construction of new homes and buildings.
9. The reader can infer that because Chicago was the fastest-growing city in the world, the Great Fire that destroyed its downtown was especially newsworthy. Peshtigo, on the other hand, was a small farming and logging community. Peshtigo’s telegraph and railroads were destroyed in the fire, cutting the city off from the outside world. By the time news of the Peshtigo Fire reached the American public, the Chicago Fire was already the focus of public attention.
10. Students should cross out Evidence #3: “The Kramers cleared their land of every speck of dried brush and wood.” (p. 7)

READ, THINK, EXPLAIN: NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:



“The Blood-Red Night” cont’d

11. Students should draw lines through the following:
 3. Chicago is really far away from Peshtigo, Wisconsin.
 6. It made me sad that so many people lost their lives in the fire.

VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

1. The mood at the beginning of the video is serene. The narrator describes the peaceful woods by her house; slow guitar music plays while trees sway gently and a dog darts happily across the screen. The mood becomes grim when the narrator begins describing the Great Peshtigo Fire of 1871, explaining that it killed thousands of people and destroyed more than one billion trees. Low, suspenseful music plays over footage of a fiery orange sky, photos of rubble from the Great Chicago Fire, and an illustration of Peshtigo townspeople running from flames.
2. Lauren may find narrative nonfiction more challenging to write than other types of nonfiction because it requires a writer to do more than recount a series of events or facts. The writer must present real-life events in an exciting narrative, describing in vivid detail what someone living through those events would have seen, heard, smelled, and felt. This requires intensive research using many different types of sources, because the writer has to find and present compelling characters and learn enough about the setting to bring it to life.
3. You can infer that it was difficult for Lauren to imagine Wisconsin’s forests in 1871 because there are no photographs of them—photography was still very new in the 1870s—and because there are few forests like them around today. The woods currently surrounding Peshtigo, because they were badly damaged in the fire, certainly look different than they did in 1871. Lauren overcame this challenge by turning to an expert on Wisconsin forestry history. This expert, Dr. David Mladenoff, told Lauren about modern forests in Minnesota and Canada that resemble the one surrounding Peshtigo in the 19th century; looking at these photos, Lauren got the clear picture she needed to write her story.
4. Story mapping can make the writing process easier by helping a writer plan out the themes, key events, and connections that she wants to highlight in an article. A

story map is a blueprint for how to structure the article; once the writer has decided on the structure, all she has to do is flesh it out.

“THE BLOOD-RED NIGHT” QUIZ

*Higher Level (HL)

1. B (central ideas; R.2)
2. C (text evidence; R.1)
3. C (text structure; R.5)
4. D (figurative language; R.4)
5. B (figurative language; R.4)
6. D (author’s purpose; R.6)
7. The section “Chop, Chop, Chop” helps the reader understand the historical conditions that led to the Peshtigo Fire. In this section, the author explains that by 1871, Chicago, which is located 250 miles to the south of Peshtigo, had become “the fastest growing city in the world.” To meet Chicago’s construction demands, “lumber companies began buying up huge chunks of the northern woods.” The author explains that lumber companies sent “armies” of lumberjacks to chop down trees in the woods around Peshtigo, and that once a piece of land was cleared, it was sold to farmers. (In later sections of the article, the author explains how the lumberjacks and farmers helped create the perfect environment for a massive fire.) The author also uses “Chop, Chop, Chop” to establish that the Kramers and other settlers felt optimistic during the year leading up to the fire. She writes, “Everything seemed hopeful.” (text structure, supporting evidence; R. 5, R. 1)
8. Lauren Tarshis unravels a long chain of causes and effects that led to the Peshtigo Fire. She traces the fire back to the changes that came to the Wisconsin woods starting in the late 1800s. She tells us that because the city of Chicago was growing fast, builders needed “a constant supply of wood.” They sent lumberjacks to cut down trees in Wisconsin forests. At the same time, immigrants were coming to Wisconsin to start lives, build homes, and farm on the cleared land. Both the lumberjacks and the immigrant farmers set fires to clear the land of unwanted remains of trees—branches, brush, and stumps. In the fall of 1871, the lack of rain caused some of these fires “to burn out of control.” “Violent, swirling gusts of wind” added fuel to the fire. Tarshis

section continues >>



“The Blood-Red Night” cont’d

explains, “These fires grew bigger and bigger until finally they joined together into one monstrous inferno.” (cause and effect, key ideas and supporting details; R. 5, R.2)

“THE BLOOD-RED NIGHT” QUIZ

*Lower Level (LL)

1. B (central ideas; R.2)
2. C (text evidence; R.1)
3. B (vocabulary in context; R.4)
4. C (text features; R.7)
5. B (figurative language; R.4)
6. D (author’s purpose; R.6)
7. One cause of the Peshtigo Fire was that lumberjacks and farmers were setting large numbers of fires. Author Lauren Tarshis explains that the lumberjacks “lit fires to consume the branches they hacked off trees,” and that the farmers “set fires to clear their land of tree stumps and brush that lumberjacks had left behind.” Another cause of the Peshtigo fire was the lack of rain during the summer of 1871. Tarshis writes that “the entire Midwest was parched. Creeks had dried up. Trees had withered.” Another cause was the “violent, swirling gusts of wind” that turned smaller fires into a giant firestorm. (cause and effect, key ideas and supporting details; R.5, R.2)
8. The Peshtigo Fire and the Great Chicago Fire were similar in that they occurred on the same night (October 8, 1871) and as a result of the same conditions (strong winds and dry weather). However, many more people died in the Peshtigo Fire than in the Chicago Fire. It’s estimated that between 1,000 and 2,500 people died in the Peshtigo Fire and 300 people were killed in the Chicago Fire. Also, while Chicago received help immediately after the fire, Peshtigo went without aid for days. In addition, while Chicago’s fire is considered “a major event in U.S. history,” the Peshtigo Fire has been mostly lost to history. (key ideas and details, compare and contrast; R.2, R.3)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. 7-year-old John Kramer and his family
2. They lived in Peshtigo, Wisconsin, in the 1870s.
Peshtigo was a vast forested area with rolling farmlands.

3. In October 1871, a great fire spread through their town threatening everything in its path.
4. Because of major construction in Chicago, lumber companies came to Wisconsin to chop down trees for wood. Farmers and lumber companies often set fires in the woods to clear away chopped branches and tree stumps. Hot, dry, and windy conditions caused these fires to become a firestorm.
5. The Kramers miraculously survived the fire by hiding in a well and in an open field clear of brush.
6. Between 1,000 and 2,500 people lost their lives in that fire. Afterward, the Kramers decided to stay and help rebuild their destroyed town.
7. The Peshtigo Fire was the deadliest in U.S. history.

Sample summary:

Seven-year old John Kramer lived with his family in Peshtigo, Wisconsin, in the 1870s. Peshtigo was a vast forested area with rolling farmlands. Lumber companies came to Wisconsin to chop down trees for wood that would be used for new construction in Chicago, which was rapidly growing. Farmers and lumber companies often set fires in the woods to clear away branches and tree stumps. In October 1871, hot, dry, and windy conditions caused these fires to become a firestorm. The great fire spread through Peshtigo threatening everyone and everything in its path. The Kramers miraculously survived the fire but as many as 2,500 people lost their lives. It was the deadliest fire in U.S. history. Afterwards, the Kramers decided to stay and help rebuild their destroyed town.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Answers will vary but should be similar to the following:

Seven-year-old John Kramer and his family lived in Peshtigo, Wisconsin, in the 1870s. Peshtigo was a vast forested area, but things began to change when lumber companies came to Wisconsin to chop down trees. Farmers and lumber companies often set fires in the woods to clear away branches and tree stumps. In the fall of 1871, hot, dry, and windy conditions caused these fires to become a firestorm. The firestorm raged through Peshtigo destroying everything and everyone in its path. Miraculously, the Kramers survived, although as many



“The Blood-Red Night” cont’d

as 2,500 people lost their lives. Afterward, the Kramers decided to stay and help rebuild their destroyed town.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. D
2. D; I chose D because it does not describe factors that contributed to fire conditions.
3. The firestorm was extremely destructive and many people did not survive.
4. Answers will vary.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

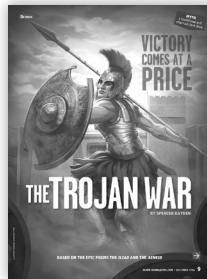
Answers will vary but should be similar to the following:

1. She compares and contrasts the vast Wisconsin wilderness, full of thick forests and wild animals, with the forests near Peshtigo after lumber companies started chopping down large numbers of trees.
2. “By the time John and his family arrived, big changes were happening in Wisconsin’s woods” (p. 6).
3. The author organizes the information in this section about the stripping of Wisconsin’s forests in several ways. She organizes the beginning by explaining causes and effects: the rapid growth of nearby Chicago required wood for construction, which led to the logging of the Wisconsin woods. Tarshis also uses vivid descriptions, writing that the woods “echoed with the curses and shouts of lumberjacks, the *chop, chop, chop* of axes, and the thunder of 150-foot-tall trees crashing to the ground” (p. 6). She ends the section by stating a problem: “Then came the fire.”
4. The author uses mainly a Cause and Effect structure. She explains that after trees were chopped down in the forests of Wisconsin, lumberjacks and farmers lit fires to clear the area of remaining branches, brush, and tree stumps. She then explains that the dry conditions in late September 1871 led to one of these fires burning out of control. Hundreds of acres of farmland, as well as many homes and shops in Peshtigo, were destroyed.
5. This section explains the conditions that led to the Great Peshtigo fire. This section also builds tension, as the author describes how fearful Peshtigo residents were in the weeks before the historical fire.
6. **A.** Problem and Solution
B. When the fire grew close to the Kramers’ home

(problem), Mr. and Mrs. Kramer sent their sons to a neighbor’s cleared field (solution). The fire became so intense that Mr. and Mrs. Kramer had to flee their home. They were about to be caught in the fire (problem) when they climbed into a well and pulled a wet mattress over their heads (solution).

C. The Problem and Solution text structure emphasizes the great challenges the Kramers faced and the steps they had to take in order to save themselves. Through this structure, the author is able to communicate the difficulty of the Kramers’ experience—the way they faced one problem after another.

The Trojan War



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 14

Answers will vary. Here is a sample response:

The play *The Trojan War* suggests that courage and honor were highly admired in ancient Greece. Hector tells his wife that he could never face the people of Troy if he did not fight. He asks Zeus to help his son grow up to be brave and true. Hector also states that he is willing to die defending the city he loves. Achilles, meanwhile, upon receiving the prophecy that he is certain to die if he returns to battle, replies, "So be it." He acts on his honor, avenging the death of his friend Patroclus. After Achilles kills Hector, King Priam shows great courage by sneaking into the enemy camp to beg Achilles for Hector's body.

The essay tells us that young boys had to memorize the *Iliad*. In doing so, they would have recited again and again the stories of brave warriors who risked their lives for a cause. These boys were surrounded by war and encouraged to watch battles from a distance, "to get used to the sight of bloodshed." Part of their education was to understand that war was a way of life, and that they must be ready to enter the fighting.

ANSWERS TO ACTIVITY SHEETS

THE TROJAN WAR

CLOSE-READING QUESTIONS

1. Paris and Hector debate whether Paris is to blame for the war, which began after Helen left her husband for Paris and Helen's husband took his revenge on all of Troy. At the end of the scene, King Priam states that the Greeks had been looking for an excuse to declare war on Troy.
2. The line suggests that Patroclus will break his promise if the chance to be seen as a hero arises. In Scene 3, he does exactly that: He fights Prince Hector and is killed.
3. In both scenes, a mighty warrior—Hector or Achilles—is preparing for battle while his wife or mother pleads with him not to fight. Both men respond that they are willing to die to show their bravery. Hector wishes to defend his city, and Achilles wants to avenge the death of Patroclus.
4. Achilles is using a metaphor, describing the satisfaction of revenge as "a crumb" to show how small it is and that it's insufficient to make up for the loss of Patroclus.
5. Earlier in the play, Achilles refuses to allow Hector's body to be buried with honor. Now, Achilles is relenting. The line shows that Achilles is a complex character who can change his views. It also shows that he can be merciful.
6. In the play, only men fight. The men also seem to have all the power and make all the decisions. They generally ignore the women: Hector ignores Andromache's plea to stay home; Achilles ignores Thetis's plea not to fight; Priam ignores Cassandra's warning about the horse. The essay says that boys went to school and girls did not, and the best chair in the house was for the father.



The Trojan War cont'd

MAKING INFERENCES

CLUES	INFERENCE
<ul style="list-style-type: none"> Paris explains his reluctance to fight by saying, "If I were to die, this whole war would have been for nothing." (Scene 1) Paris says that the gods made Helen fall for him, but the Chorus points out that this is only a partial truth. (Scene 1) 	<p><i>What can you infer about Paris's personality?</i></p> <p>Paris is mainly concerned with his own safety and his own desires, and he isn't entirely honest. He's not a responsible or dependable person; he doesn't feel obliged to defend his city, and he doesn't want to accept responsibility for Troy's predicament.</p>
<ul style="list-style-type: none"> King Priam says, "Ten years we have fought this war. Oh, how I wish it would end." (Scene 1) King Priam wonders, "Is this wretched war finally over?" (Scene 9) 	<p><i>How does King Priam feel about the war?</i></p> <p>King Priam is tired of being at war. Ten years of war have dampered any enthusiasm for battle that he might have had.</p>
<p><i>What are two lines from The Trojan War that support the inference on the right?</i></p> <p>HECTOR: Didn't you think Menelaus would come after you? (Scene 1) ACHILLES: Patroclus was like a brother to me. Why do you discourage me from avenging his death? (Scene 5)</p>	<ul style="list-style-type: none"> Among the ancient Greeks and the Trojans, acts of revenge were common and generally perceived as reasonable.
<ul style="list-style-type: none"> Hector says to Andromache, "My place is on the front lines, with the men. Imagine their scorn if I hid behind our walls. I could never face the people of Troy if I did not fight." (Scene 4) Kristin Lewis writes, "As you drift off to sleep to the soft sounds of waves breaking on the shore, you imagine you are the mighty Hector, riding out in all your honor and glory to defend your home." (page 14) 	<p><i>Why was Prince Hector so respected and admired by his own people and by the boys who read about him in ancient Greece?</i></p> <p>Hector was admired for his bravery and for his sense of honor. The quote from Scene 4 shows that he knew that the people of Troy valued bravery and would consider him cowardly and dishonorable if he refused to fight. The quote from the narrative essay shows that honor and glory were important to the people of the time.</p>
<p><i>Identify a line from each text that supports your inference on the right.</i></p> <p>Answers will vary.</p>	<p><i>Make an inference that draws on The Trojan War and "If You Lived in Ancient Greece."</i></p> <p>Answers will vary.</p>



The Trojan War cont'd

THE TROJAN WAR CRITICAL-THINKING QUESTIONS

1. The play shows the ongoing and devastating nature of war as each side seeks vengeance and glory. The play shows the toll of death, both in numbers and in the pain suffered by those who lose friends and family. For example, Achilles loses his friend Patroclus, and Priam watches his son Hector die.
2. Answers will vary but should be similar to: The Greeks tricked the Trojans with a giant horse that appeared to be harmless and even valuable, but that actually concealed Greek soldiers who came out of the horse and destroyed Troy. This is similar to a computer program with a hidden hazard.
3. Fathers in ancient Greece wanted their sons to be brave warriors. You can tell from Hector's prayer to Zeus in Scene 4 ("Oh Zeus, help this boy grow up to be brave and true") and from the line in the essay "You aren't old enough to fight, but your father expects you to watch the battles from a distance so you'll get used to the sight of bloodshed."

THE TROJAN WAR LITERARY ELEMENTS

Character

1. **A.** major; Achilles is a mighty Greek warrior. He is a dynamic character because his attitude toward war and revenge changes. When Patroclus is killed, Achilles is filled with anger and avenges his friend's death. Later, he reflects on the costs of war and revenge, and shows mercy to King Priam.
B. major; Hector is King Priam's oldest son and a brave Trojan warrior. He risks his life defending Troy and puts honor and glory before all else. He is a static character because he does not undergo any significant internal change.
C. Andromache, minor; She is Hector's wife. She tries to convince him to stay with her and her son and to not fight Achilles, but he does not listen. 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 will vary. Here is a sample response:
A. In Scene 7, before killing Hector, Achilles says, "The pleasure I take in ending your life is a crumb compared with my grief at the loss of my friend." This line reveals

that Achilles believes in revenge—that he believes the way to honor his friend and to alleviate his own grief is to kill Hector. This line also shows that Achilles valued his friendship with Patroclus.

- B.** In Scene 4, Hector leaves his wife and child to go off to war. Hector knows that there is a chance he won't return to his family, but goes anyway, telling his wife, "My place is on the front lines, with the men. Imagine their scorn if I hid behind our walls. I could never face the people of Troy if I did not fight." This demonstrates Hector's sense of honor and shows that he puts his pride and reputation before all else—even before his own life.
3. Andromache reveals herself as a voice of reason for Hector when she tries to convince him not to fight Achilles. She implores Hector to make the sensible choice, saying, "You could stay here, safe with your family." She reminds him that he will likely die if he goes to battle, attempting to show him how much his desire for honor will cost him. Cassandra reveals herself as a voice of reason when she warns her father, King Priam, that the horse the Greeks left behind could be dangerous. Sensibly, she realizes that it would be foolish to trust the people they have been fighting for years. Had King Priam not ignored Cassandra's warning, Troy might have survived.

Setting

4. The play takes place in the ancient city of Troy during the final days of the Trojan War.
5. The Trojans and the Greeks have been at war with each other for many years. There is a bitter rivalry between the two groups and neither side wants to give in, despite the immense losses each side has suffered.
6. You can infer that honor, glory, and revenge were highly valued in ancient Greek society; you can infer this from the male characters' emphasis on revenge and honor. You can also infer that women's power was limited, and that their opinions did not factor into decisions made by society or even by their own families. You can infer this from the way male characters ignore Andromache and Cassandra. Finally, you can infer that the ancient Greeks believed in gods who played a hands-on role in daily life. You can infer this from Paris' reference to the gods in Scene 1, when he says that the gods made Helen fall in love with him, and from Hector's plea to Zeus in Scene 4.



The Trojan War cont'd

Plot and Structure

7. **A.** The Chorus comments on the action and reveals the inner emotions and feelings of the characters. The purpose of the Chorus is to provide insight into the the characters and prompt the audience to think more deeply about what is occurring in each scene. The Chorus also foreshadows certain events in the play and explains what happens after the story ends.
- B.** The Chorus differs from the Narrators in that the Chorus reveals the inner thoughts of the characters and offers opinions, while the Narrators only describe action—what the characters are doing or what is going on around them.
8. The epilogue explains what happens after Achilles is killed and how the Trojan War ends. It also explains what happened to the Greeks after they left Troy.

Theme

9. The play demonstrates the theme that pride can cloud one's judgement in many ways. Multiple characters allow their pride to direct them into decisions that lead to death and suffering. In Scene 3, Patroclus decides to fight Hector despite having promised Achilles that he would not do this. The Chorus tells us that Patroclus made this decision based on a desire for glory. As a result of this decision, Patroclus dies. Later, both Hector and Achilles allow pride to cloud their judgment when they ignore the women in their lives who implore them to stay out of the war. Hector insists on going to battle to defend his honor even when his wife pleads with him to stay with his family. Achilles chooses to kill Hector even after his mother, Thetis, tells him that he will die if he does. Both Hector and Achilles are also killed. At the end of the play, King Priam insists on bringing the horse left by the Greeks into the city. Cassandra tries to make him realize that the horse could be a trick and that they should not trust the Greeks, but King Priam is too proud of Troy's apparent victory to listen to her. Instead he says, "Let us bring it into our city as a symbol of our victory." As a result, Troy is utterly destroyed.

3. B (literary devices; R.4)
4. C (author's craft; R.4)
5. A (text evidence, key ideas and details; R.1, R.2)
6. D (text evidence, synthesizing; R.1, R.9)
7. In the play, the price of victory is great loss—whether it's loss of life, loss of home, loss of country, loss of family, or loss of happiness. As the play begins, both the Greeks and the Trojans have been fighting for 10 years and, as Priam says, "So many good men have died." During the course of the play, Hector kills Patroclus, Achilles kills Hector, and Paris kills Achilles. Is either side better off after these terrible deaths? Achilles is deep in mourning for his friend Patroclus. Andromache feels Hector is doomed to die at the hands of Achilles. And Achilles, the greatest warrior, falls to his death unceremoniously at the war's end. In the Epilogue, the Chorus states that though the Greeks were ultimately victorious in the war, "a shadow had fallen across their hearts. And few were to survive the perilous journey home." This tells us that they also lost their happiness, their homeland, and the families they had left behind. (inference, theme; R.1, R.2)
8. Many characters in the play allow their pride to drive their actions—almost always with unfortunate results. In Scene 3, Patroclus fights with Hector, despite having promised Achilles that he would not do so. It is pride—or, as the Chorus puts it at the end of Scene 2 "the desire for glory"—that moves Patroclus to break his promise. As a result of doing so, Patroclus dies; Hector easily defeats him. In Scene 4, it is Hector who allows his pride to guide him; he disregards Andromache's plea to stay home from the war so that their baby will not be left fatherless, telling Andromache that he would rather die defending his city than be thought of as a coward. And indeed, Hector does die defending his city; he is killed by Achilles. Achilles too fights out of pride, and then loses his life. He goes to battle seeking revenge for Patroclus's death, and is killed by Paris. (key ideas and details, theme; R.1, R.2)

THE TROJAN WAR QUIZ

***Higher Level (HL)**

1. D (inference; R.1)
2. B (text evidence; R.1)

THE TROJAN WAR QUIZ

***Lower Level (LL)**

1. B (theme, text structure; R.2, R.5)
2. C (vocabulary in context; R.4)



The Trojan War cont'd

3. C (inference; R.1)
4. D (text evidence; R.1)
5. A (text evidence, key ideas and details; R.1, R.2)
6. D (text evidence, synthesizing; R.1, R.9)
7. In the play, the price of victory is great loss—whether it's loss of life, loss of home, loss of country, loss of family, or loss of happiness. As the play begins, both the Greeks and the Trojans have been fighting for 10 years and, as Priam says, "So many good men have died." During the course of the play, Hector kills Patroclus, Achilles kills Hector, and Paris kills Achilles. Is either side better off after these terrible deaths? Achilles is deep in mourning for his friend Patroclus. Andromache feels Hector is doomed to die at the hands of Achilles. And Achilles, the greatest warrior, falls to his death unceremoniously at the war's end. In the Epilogue, the Chorus states that though the Greeks were ultimately victorious in the war, "a shadow had fallen across their hearts. And few were to survive the perilous journey home." This tells us that they also lost their happiness, their homeland, and the families they had left behind. (inference, theme; R.1, R.2)
8. In the play, only men fight. The men also seem to have all the power and make all the decisions. They generally ignore the women: Hector ignores Andromache's plea to stay home; Achilles ignores Thetis's plea not to fight; Priam ignores Cassandra's warning about the horse. The essay indicates that Ancient Greek society valued education and strength in boys and men—but not in women. Girls did not attend school; rather they learned to run a household. The essay also mentions that the best chair in the house—the *thronos*—was reserved for the man of the house. (key ideas and details, summarizing, synthesizing; R.1, R.2, R.9)

THE TROJAN WAR VOCABULARY PRACTICE

1-5: Answers will vary.

6. D
7. A
8. C
9. B
10. G
11. E
12. F

CORE SKILLS WORKOUT: EXPLORING MOOD

1. Answers will vary.
2. Somber; Priam is praying to Zeus that the war will end. He is lamenting that so many good men have died. Phrases like, "this whole war would have been for nothing," and "It's your fault this war ever started" contribute to the seriousness and demonstrate the bitterness that has arisen. Priam's last line of the scene, "Quiet now. Helen was just an excuse to go to war. The Greeks have long wanted to take our city," cuts through the pettiness and reminds the reader of the extreme gravity of the situation.
3. Achilles' actions in this scene demonstrate his disinterest in the war. He is reclining on a pile of blankets while playing the lyre. He shrugs and continues to play his instrument when Odysseus tries to get him to rejoin the battle.
4. The line creates a sense of foreboding. It suggests that Patroclus will not keep his word and something terrible will happen to him.
5. charges, brandishes, slices, clatters, terrorize, thrusts, crumples. These words emphasize the brutality of battle and create a violent, merciless mood.
6. In Scene 4, Hector is resigned to fight Achilles though he knows he will likely not return alive. He says, "I cannot escape my fate. If I am doomed to die, then I will die defending the city I love." This is followed by Achilles in Scene 5 being told that if he returns to battle, he is certain to die. Achilles' response is "So be it," showing his resignation.
7. Andromache's lines create a mood of sadness and resentment. She has no sympathy for Helen's tears. She can only lament that her husband has chosen to battle Achilles.
8. The mood in Scene 7 is merciless. The author uses metaphors such as "There are no vows between wolves and lambs" to show that Achilles' rage has turned him into a wild animal who is thirsty for Hector's blood. Achilles also says, "The pleasure I take in ending your life is a crumb compared with my grief at the loss of my friend." This metaphor emphasizes the magnitude of Achilles' grief.
9. Answers will vary. In Scene 2, the Chorus creates a counterpoint to Achilles' disinterest. He is lying on a

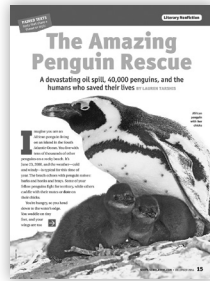
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The Trojan War cont'd

pile of blankets while the Chorus calls him mighty and praises his pride, honor, and strength. In Scene 3, the Chorus contributes to the building tension by reminding the reader of Patroclus' promise to Achilles and then explaining that his pride has overtaken him. Elsewhere in the play, the Chorus heightens the emotional mood by making exclamations: "Sad day! Red day!", "See how her eyes fill with tears!", "Courage and pride!", "Fury and woe!" In the epilogue, the Chorus creates a mood of mournfulness as they describe how even though the Greeks won the war, few made it home.

“The Amazing Penguin Rescue”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary. Here is a sample response:

Sometimes the odds seem stacked against us. That is exactly when—according to authors Lauren Tarshis and Kristin Lewis—we need to try harder, pull together, and think boldly. Both writers describe how in the face of an oil spill, “the most devastating of environmental disasters,” rescuers worked endlessly and tirelessly to accomplish the impossible.

In her essay “The Amazing Penguin Rescue,” Tarshis tells the story of thousands of volunteers who worked around the clock to save 40,000 African penguins after an oil spill. Many of the volunteers had never even owned a pet before, but they showed up anyway. They suffered painful bites by scared penguins, struggled to find enough fish to feed the penguins, spent as long as an hour force-feeding a single frightened bird, and worked in foul-smelling conditions. Some were brought to tears by “the sight of all of these scared and injured penguins.” Instead of giving up, they put aside their own needs and patiently kept at it for months.

Kristin Lewis writes in “Saving Penguins, One Sweater at a Time” that even overwhelming problems can be solved with creative thinking. Rescuers needed to keep oily birds warm and prevent them from swallowing the oil on their feathers. Their solution? Tiny sweaters. Volunteers knitted hundreds of them, and workers scrambled to dress the birds. To everyone’s delight, the sweaters worked, and more than 1,000 penguins were saved. If the rescuers had dismissed their idea as too silly or weird, the birds would have died. Even people who did nothing more than knit contributed in big ways. These stories prove that perseverance, dedication, and even the smallest acts of generosity can give hope in the darkest situations.

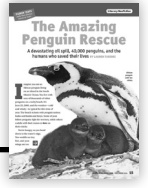
ANSWERS TO ACTIVITY SHEETS

“THE AMAZING PENGUIN RESCUE” CLOSE-READING QUESTIONS

1. Answers will vary. Students might say that through this approach, Tarshis closes the distance between the reader and the penguins in the article, allowing the reader to understand the oil spill from a penguin’s point of view. In other words, this approach encourages the reader to feel empathy for the penguins.
2. The mood of the first two paragraphs is calm, content, and carefree. Tarshis may have started her article this way to set up a contrast to the horror of the oil spill.
3. Tarshis supports this statement by explaining how oil affects penguins. She writes that the impact of oil on a penguin is “immediate and devastating” and explains that oil causes penguins’ feathers to separate, which allows frigid water to touch their skin; that oil burns the birds’ eyes; that oil makes the birds’ wings heavy, which makes it hard for them to swim; and that oil is poisonous. Tarshis also conveys the difficulty of the rescue mission. She describes penguins trying to fight off the rescue workers, the challenge the workers face in feeding the penguins, and the time and effort required to hand wash each penguin.

“THE AMAZING PENGUIN RESCUE” AND “SAVING PENGUINS, ONE SWEATER AT A TIME” CRITICAL-THINKING QUESTIONS

1. Tarshis goes inside the heads of both the penguins and the rescue workers, while Kristin Lewis, in her article, provides facts about what happened but does not describe the thoughts or emotions of the birds or the



“The Amazing Penguin Rescue” cont’d

humans. Tarshis follows the experience of one particular penguin; Lewis describes what happened generally. Both authors emphasize the devastation of an oil spill and include similar details about how oil affects penguins. Lewis includes more general information about the effects of an oil spill than Tarshis does.

2. Answers may include that the workers were caring, determined, selfless, focused, creative, and patient.
3. Both suggest that anyone can help. Tarshis describes those who help with the South African penguin rescue as “a diverse group,” and notes that while some have experience with wildlife, others have never owned a pet. Lewis notes that during the Phillip Island rescue, people from all over the world—with no special skills other than being able to knit—were able to help by making sweaters.
4. Both articles describe challenging but successful attempts to solve huge problems. Reading them teaches us that it is in fact possible to make a difference—to solve (or at least alleviate) serious problems.
5. Answers may include that many people need to work together; that determination, perseverance, and patience are necessary; and that people must act quickly, use creativity, and take risks.

PAIRED TEXTS QUIZ

*Higher Level (HL)

1. A (central ideas; R.2)
2. C (text evidence; R.1)
3. B (key ideas and details; R.2)
4. C (text structure; R.5)
5. A (author’s craft; R.4)
6. C (compare and contrast; R.9)
7. Authors Lauren Tarshis and Kristin Lewis both develop the idea that an oil spill can be devastating for marine life, though in different ways. In “The Amazing Penguin Rescue,” Tarshis focuses on how oil spills affect African penguins. She tells the story of an oil spill from a penguin’s point of view, asking the reader to imagine that he or she is a penguin. Tarshis writes, for example, “You are shivering because the oil has caused your feathers to clump and separate, allowing the freezing water to lash at your sensitive skin.” Details like this, which put the reader in the place of an affected

penguin, create a vivid picture of how penguins are devastated by oil spills. In “Saving Penguins, One Sweater at a Time,” Lewis focuses on an oil spill that threatened little penguins. Lewis does not write from the point of view of a penguin, but does explain why penguins are especially vulnerable in oil spills. Unlike Tarshis, Lewis also includes information about how oil spills affect other types of marine life, such as dolphins, whales, otters, and seals. (compare and contrast, point of view; R.9, R.6)

8. Margaret Mead’s quote means that even a small group of people can make great changes and solve big problems if they are committed and thoughtful. Both “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time” demonstrate that this is true by describing how deeply concerned, committed people are able to save thousands of penguins threatened by oil spills. “The Amazing Penguin Rescue” describes an oil spill off the coast of South Africa that could have devastated the African penguin population. Thousands of penguins were affected. The volunteers were able to save the penguins because they cared enough to persevere through many challenges. For example, the workers tolerated the bites and slaps of the frightened penguins, put up with the revolting stench that filled the building in which the penguins were housed, and spent up to an hour per penguin feeding the birds. “Saving Penguins, One Sweater at a Time” tells how volunteers at Phillip Island came up with a creative and innovative solution to the problem of saving little penguins from an oil spill: dressing the penguins in sweaters. The volunteers were running out of time before the oil killed the penguins, but rather than give up, they came up with a solution. (theme, synthesis; R.2, R.9)

PAIRED TEXTS QUIZ

*Lower Level (LL)

1. A (central ideas; R.2)
2. C (text evidence; R.1)
3. B (key ideas and details; R.2)
4. C (text features; R.7)
5. A (inference; R.1)
6. C (compare and contrast; R.9)
7. Both “The Amazing Penguin Rescue” and “Saving



“The Amazing Penguin Rescue” cont’d

Penguins, One Sweater at a Time” describe successful efforts to rescue penguins after an oil spill. “The Amazing Penguin Rescue” is a work of literary nonfiction that describes the rescue of 40,000 African penguins after an oil spill hit their largest breeding ground, in South Africa. Author Lauren Tarshis tells the story from the point of the view of a penguin affected by the spill, detailing what happened to the penguin right after the spill occurred, during the rescue effort, and when the penguin was released. Tarshis explains what an enormous effort it was for the volunteers to save the penguins and describes some of the many challenges the workers had to overcome. “Saving Penguins, One Sweater at a Time,” by Kristin Lewis, is a newspaper article about how rescue workers used sweaters to help save little penguins after an oil spill in a nature park in Australia. Lewis’s article is similar to “The Amazing Penguin Rescue” in that it describes how an oil spill affects penguins, but unlike Tarshis, Lewis also mentions how oil spills affect other forms of marine life. Also, Lewis writes in third person—she does not tell the story from the point of view of the penguin as Tarshis does. Lewis’s article is less dramatic and emotional than Tarshis’s article. (compare and contrast; R.9)

8. Margaret Mead’s quote means that even a small group of people can make great changes and solve big problems if they are committed and thoughtful. “The Amazing Penguin Rescue” demonstrates that this is true by describing how deeply concerned and committed people are able to save thousands of penguins threatened by an oil spill. The article describes an oil spill off the coast of South Africa that could have devastated the African penguin population. The volunteers were able to save the penguins because they cared enough to persevere through many challenges. For example, the workers tolerated the bites and slaps of the frightened penguins, put up with the revolting stench that filled the building in which the penguins were housed, and spent up to an hour per penguin feeding the birds. (theme, synthesis; R.2, R.9)

PENGUINS VOCABULARY PRACTICE

- | | |
|---------------|-----------------|
| 1. stroke | 9. contaminated |
| 2. preen | 10. elated |
| 3. lack | 11. monumental |
| 4. dote | 12. surplus |
| 5. create | 13. enduring |
| 6. fleeting | 14. decimated |
| 7. lashed | 15. permeates |
| 8. vulnerable | 16. dotes |

CORE SKILLS WORKOUT: FIND THE TEXT EVIDENCE

1. B, D, F
2. B; I chose B because it gives examples of the elaborate and time-consuming steps humans took to help each penguin.
3. “Today, the nature park has more sweaters than it needs.”
4. Oil spills pose a major and ongoing threat to penguins and other marine life.
5. Answers will vary.

CORE SKILLS WORKOUT: WHAT’S THE TONE?

Answers will vary but should be similar to the following:

1. second person; She addresses the reader as “you.”
2. By writing in the second person point of view, the author draws the reader into the story, making the reader feel like he or she is being addressed directly by the author. While writing in second person, the author asks the reader to imagine being in a penguin’s shoes (flippers). This point of view makes the story feel very real to the reader and emphasizes the fear and pain that the injured or distressed penguins felt. This point of view also lets the author convey a lot of specific information about the ways penguins were affected by the oil.
3. Physical effects: “your wings have become too heavy to lift,” “you feel bitterly cold,” “soaked with poisonous oil”
Nonphysical effects: “agonizing,” “desperate,” “catastrophe,” “imperiled,” “overcome with panic,” “terrified,” “dazed,” “silent”
4. The author feels great concern and sympathy for the penguins. She uses language that communicates how calamitous and traumatizing this situation was for them.
5. This section describes the penguins’ frightened, violent

section continues >>



“The Amazing Penguin Rescue” cont’d

reaction to the humans and the way the humans endured these attacks in order to save the birds. The author presents this information with compassion for both the birds and the humans. She stresses that the penguins have never seen humans before. She states, “All they care about is saving your life. But how could you know this?” She further indicates her admiration for the workers when she writes, “It is painful, exhausting work, and the sight of all of these scared and injured penguins is heartbreaking to the humans. Some—grown men and women—fight back tears.”

6. Answers may include: put them into enclosures, restrained them and pried their beaks open to force-feed them, put ointment on their eyes, pumped charcoal into their stomachs, washed them with soap and water, cleaned their eyes and ears with toothbrush.
7. decimate, injure, kill, clogs, interfering, coats, contaminates, strips
8. These verbs emphasize how calamitous oil spills are for penguins and other marine life. The words convey the author’s compassion for the animals and her displeasure with the oil spills that threaten their lives.
9. “The Amazing Penguin Rescue” has a compassionate tone. Author Lauren Tarshis elicits much sympathy for the penguins by using the second-person point of view and descriptive language. She admires the rescue workers and their extreme commitment. Her article ends on a relieved note, “All you know is that your world is finally as it should be.” In “Saving Penguins, One Sweater at a Time,” author Kristin Lewis also conveys compassion for the animals injured in oil spills. She, too, has admiration for the volunteers who rallied to save the penguins in danger. The overall tone of “Saving Penguins . . .,” however, is more objective than “The Amazing Penguin Rescue.” Because it is written as a newspaper article, the writing is straight-forward and focuses on fact more than emotion.

concern for penguins.

2. The map shows the location of the penguin breeding ground, reveals the names of the islands, and shows where the islands are located in relation to two well-known South African cities, Cape Town and Port Elizabeth. The inset shows where South Africa is in relation to the rest of the world.
3. The photos give the reader a sense of the environment in which the workers cared for the birds. It appears that the place where the birds were treated was dark, and the workers’ waterproof coats and pants and rubber gloves help the reader understand that it was wet and cold. The combination of the photo showing many oil-covered birds and the photo of one bird being cleaned with a toothbrush helps the reader understand what a large task it was to individually clean each of the birds.
4. The photo and captions provide additional details about African penguins’ physical characteristics. One caption reveals that the population of African penguins declined severely—67%—between 2001 and 2012, which helps the reader understand that the oil spill was threatening a population that was already in trouble. This caption also makes the reader understand that although the rescue described in the article was successful, African penguins still need our help.
5. Answers will vary but may be similar to “Human Help” or “Winning Trust.”
6. The photos on pages 15-18 create a more serious mood than the photo on page 19. The first set of photos mostly show the rescue operation in progress: a grave situation. There is a lot of black and white in the photos, and not a lot of bright color. The image on page 19, on the other hand, is bright, colorful, and cute. It shows two small penguins dressed in sweaters, and does not show them in the context of the rescue operation. The photo creates a sweet, happy, celebratory mood.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

1. The headline and subhead summarize what the article is about: the rescue of 40,000 penguins threatened by an oil spill. The photo of a mother penguin huddling with her chicks has a feeling of caring and protectiveness; it hints to the reader that the author has affection or



“The Amazing Penguin Rescue” cont’d

PREPARE TO WRITE

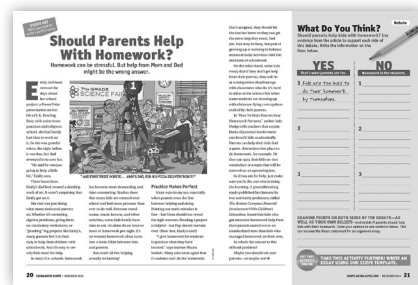
	“THE AMAZING PENGUIN RESCUE”	“SAVING PENGUINS, ONE SWEATER AT A TIME”
What problem does the article describe?	In June 2000, an oil spill off the coast of South Africa threatened tens of thousands of African penguins.	In September 1998, an oil spill near Phillip Island Nature Park in Australia threatened little penguins.
In what ways was the oil spill harmful to the penguins?	<ul style="list-style-type: none"> • The oil burned their eyes. • The oil got in their feathers and made their wings heavy, making it very hard for them to swim. • The penguins ingested the oil, which was poisonous. • The oil caused their feathers to clump and separate, which destroyed the birds’ insulation and allowed them to become very cold. • At first, the penguins were terrified of the humans rescuers. 	<ul style="list-style-type: none"> • Oil strips feathers of the oils that keeps birds warm. The penguins were in danger of hypothermia. • While preening, the penguins were ingesting the oil, and even a small amount of oil can be deadly to sea birds.
What actions did people take to help the penguins?	<ul style="list-style-type: none"> • They caught the penguins and put them in a warehouse. • They force-fed the penguins by hand. • They put ointment on the birds’ eyes. • They pumped liquid charcoal into the penguins’ bellies. • They hand-washed each oil-covered penguin with soap and water, carefully cleaning the birds’ ears and eyes with a toothbrush. • They cleaned the oil off the beach. • They transported the cleaned penguins back to the wild and released them. 	<ul style="list-style-type: none"> • Volunteers knitted sweaters for the penguins to keep them warm and stop them from preening. (The sweater pattern was posted on the Internet and people from all over helped knit the sweaters.) • They put the sweaters on the penguins. • They cleaned the oil from the birds’ bodies. • They released the cleaned penguins back into the wild.
What challenges did the rescue workers face?	<ul style="list-style-type: none"> • “Actually, everything is a challenge.” • The scared birds attacked the rescue workers, used their sharp beaks to bite and stab and their wings to slap. • It was upsetting for the workers to see the scared and injured birds. • The warehouse where the penguins were held smelled so bad that it made many rescuers vomit. • It was difficult and time-consuming to get the penguins to eat. Feeding all of the penguins took “an army of workers 15 hours.” 	<ul style="list-style-type: none"> • “If the workers didn’t act quickly, the little penguins were not going to survive.” • The workers needed lots of sweaters for the penguins. • It was difficult to put the sweaters on the penguins.
How many penguins were saved?	nearly 40,000	more than 1,000 (over the past 15 years)



“The Amazing Penguin Rescue” cont’d

The articles make you think that if people approach other serious problems the way that the people in the articles approached rescuing the penguins from the oil spills—with determination, dedication, perseverance, creativity, and a willingness to take risks and make sacrifices—many of those other problems could be solved too.

"Should Parents Help With Homework?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

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

Points for YES

1. Kids are too busy to do their homework by themselves.
2. Students are stressed over school and feel extreme pressure to do well.
3. There is a difference between helping and doing; parents can *help* their kids without doing the kids' homework for them. For example, parents can quiz their kids to help them prepare for a test.

Points for NO

1. Parents helping with homework can hurt students academically. Homework is assigned by the teacher to help assess whether students understand the material. If parents are doing the homework, students may not receive the help in school that they need.
2. Part of growing up is learning to balance your extracurricular activities with your schoolwork.
3. A study found that students who received extensive help on homework from their parents scored worse on standardized tests than those who managed their homework on their own.
4. Students whose parents help with homework have an unfair advantage over students whose parents do not help with homework.

“Minecraft Mania”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

Some answers will vary.

1. **“My record is playing five hours in one day,” says Ross, a student from Virginia.** He speaks in a low voice, so his mom won’t overhear—she doesn’t like him playing for more than 90 minutes a day.
2. When Ross isn’t playing *Minecraft*, he is reading about *Minecraft*, or watching *Minecraft* videos, or talking about *Minecraft* with his friends. Once he dreamed he was inside the *Minecraft* world. **“That,” he says, closing his eyes and smiling, “was a good dream.”**
3. **It might seem that Ross is unusually obsessed, but many kids are equally fanatical. Parents, many of whom play the game themselves, have also been heard raving about it. Teachers love *Minecraft* too. More than 2,500 U.S. schools use the game to teach math, history, architecture, and more. More than 100 million people around the globe have logged in to play since 2009. *Minecraft* mania has swept the world.**
4. **Video games are a huge business in the U.S., with Americans spending more than \$15 billion on them in 2013. The most successful titles, which tend to be produced by large entertainment companies, can cost tens of millions of dollars to create and involve hundreds of people. Take *FIFA 14*. That game is produced by Electronic Arts, a company that employs 9,000 people and has offices worldwide. Hundreds of programmers, designers, and animators collaborated to create the game’s dazzling effects, which include ultra-realistic players, precision shots, and the perfectly pitched cheers and boos of the crowds.**

5. *Minecraft*, on the other hand, was created by just one man, Markus Persson. Raised in a small town in Sweden, Persson, now 35, had learned basic computer programming by age 8. At 13, he and his friends were developing their own games. He never finished high school, opting instead to work as a programmer in **Sweden’s** capital city, Stockholm. In 2009, Persson began creating *Minecraft*, working alone out of his small apartment.
6. ***Minecraft’s* look is old-fashioned, the colors almost drab. The blocky players look like cousins to LEGO people. The game is so simple that even young kids can easily get started. Players are plopped into a digital wilderness, where they can “mine” and then “craft” trees, rocks, and dirt into tools and shelters. In the game’s creative mode, players can just explore and build. Those hungry for more danger and excitement can play in survival mode, where they must fend off (not-so-scary) monsters and packs of wolves. The game has no flashy special effects, no instructions, and no levels to beat. “It’s just about exploring and building,” Persson says.**
7. Perhaps that’s the secret to *Minecraft’s* success. Jon-Paul Dyson, director of the International Center for the History of Electronic Games, believes that *Minecraft* has as much in common with classic playthings like blocks and dollhouses as it does with modern video games. Guided by **players’** imaginations, the possibilities are endless. Ross agrees. “Every time I play, I can do something different,” he says. “That’s why I keep playing.”

LEVEL 2

Some answers will vary.

1. **“My record is playing five hours in one day,” says Ross, a student from Virginia.** He speaks in a low

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“Minecraft Mania” cont’d

voice, so his mom won’t overhear—she doesn’t like him playing for more than 90 minutes a day.

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6. *Minecraft*’s look is old-fashioned, the colors almost drab. The blocky players look like cousins to LEGO people. The game is so simple that even young kids can easily get started. **After being plopped into a digital wilderness, players will see trees, rocks, and dirt to “mine” and then “craft” into tools and shelters.** In the game’s creative mode, players can just explore and build. Those hungry for more danger and excitement can play in

survival mode, where they must fend off (not-so-scary) monsters and packs of wolves. The game has no flashy special effects, no instructions, and no levels to beat. “It’s just about exploring and building,” Persson says.

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LEVEL 3

Some answers will vary.

1. **“My record is playing five hours in one day,” says Ross, a student from Virginia.** He speaks in a low voice, so his mom won’t overhear—she doesn’t like him playing for more than 90 minutes a day.
2. When Ross isn’t playing *Minecraft*, he is reading about *Minecraft*, or watching *Minecraft* videos, or talking about *Minecraft* with his friends. Once he dreamed he was inside the *Minecraft* world. **“That,” he says, closing his eyes and smiling, “was a good dream.”**
3. It might seem that Ross is unusually obsessed, yet many kids are equally fanatical. Parents, who often play the game themselves, have been heard raving about it. Many teachers, hoping to find new ways to connect with **students, love *Minecraft*** too. More than 2,500 U.S. schools use it to build math skills, teach history, teach architecture, and more. More than 100 million people around the globe have logged in to play since 2009. *Minecraft* mania has swept the world.
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“Minecraft Mania” cont’d

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ANSWERS TO ACTIVITY SHEETS

QUOTATION PUNCTUATION

1. “I’m sorry, but I can’t make it to your party. I’m going to watch my dad’s band that night,” said Jason.
2. “You’re telling me that your dog licked this plate?” Ana said, horrified. “I ate off this plate! Ew!”
3. “Don’t look now,” whispered Logan, “but Paige

Pendelton is staring at us, and she looks really mad.”

4. “I remember it very clearly,” said Bailey. “He said, ‘I will meet you at 2 p.m. in front of the movie theater.’”
5. “Here comes Mom! Turn off the television!” said Marshall. “We’re supposed to be doing our homework.” (A comma instead of an exclamation point would also be fine after “television.”)
6. “Everyone, listen up!” shouted Clara.
7. “Theo James,” said Madison, “is soooooo dreamy. It’s, like, out of control!”
8. “Can I borrow \$15?” Monica asked her mom. “I accidentally used up my allowance.”

VARY YOUR SENTENCES

Answers will vary. Here is a sample response:

When we went to the mountains last weekend, we brought a lot of stuff: skis, hot cocoa, snow boots, firewood, and board games. My mom said that it’s important to protect your skin because you can get sunburn in winter, and she put sunscreen all over us. It was the kind that doesn’t blend into your skin, so it stayed white. We all felt silly, but we had a lot of fun.

MANAGING YOUR MODIFIERS

Answers will vary but should be similar to the following:

1. **Dangling modifier:** Not having studied
Corrected sentence: Cameron, not having studied, found the exam to be extremely difficult.
2. **Dangling modifier:** Distracted while on the phone last night
Corrected sentence: Distracted while on the phone last night, Kristin burnt the cookies in the oven.
3. **Dangling modifier:** Having stayed up late playing video games
Corrected sentence: Margaret, having stayed up late playing video games, found chore day completely unbearable.
4. **Dangling modifier:** Packing for my vacation
Corrected sentence: My dog Bruno watched sadly as I packed for vacation.
5. **Dangling modifier:** After reading *The Maze Runner*
Corrected sentence: After reading *The Maze Runner*, I know the movie version is going to be awesome!
6. **Dangling modifier:** Totally exhausted



“Minecraft Mania” cont’d

Corrected sentence: Because I was totally exhausted, hiking the trail down the mountain was grueling.

POLISH YOUR POSSESSIVES

1. C
2. A
3. C
4. B
5. D
6. B
7. Curt’s jeans are too short.
8. I have memorized my friends’ birthdays.
9. My family’s favorite restaurant is The Golden Unicorn.

COMMA CLARITY

1. Escargot, which I’m eager to taste, is a French delicacy of cooked snails.
2. I had to clean the litter box, which is one of my least favorite chores.
3. LeBron James, who plays for the Cleveland Cavaliers, is 6’8” tall!
4. Juliet couldn’t wait to get to the theme park, which is about an hour away, and ride the new roller coaster!
5. I think this novel would be a good gift for Ron, who loves science fiction.
6. Owen’s soccer team, which is hoping to win the tournament this year, practices four days a week.
7. This pizza, which we ordered from Scali’s, is delicious.
8. A
9. A
10. B