

## Grammar Rolls Out the Red Carpet



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### A LONG HISTORY

Red carpets probably make you think of glamorous Hollywood stars. But the first known mention of “walking the red carpet” was nearly 2,500 years ago, in a Greek play called *Agamemnon*. In the story, King Agamemnon, **who/whom** has just come home from the Trojan War, walks down “a crimson path” laid out by his wife.

#### THEN AND NOW

“The red carpet” was not a spectator event until 1964. That year, the producers of the Academy Awards decided to include more footage of celebrities, most of **who/whom** were actors and actresses, as they arrived. Back then, the red carpet was a place where fans could catch a glimpse of their favorite stars. Reporters and photographers kept a respectful distance. Today, celebrities, for **who/whom** the red-carpet experience can be pretty intense, have to deal with hundreds of reporters and photographers all shouting for their attention. Sorry, J.Law!

#### THE RED-CARPET TREATMENT

Today, we say that a person **who/whom** is being treated really well is getting “the red-carpet treatment.” This expression most likely dates back to 1902, when the New York Central Railroad wanted to make the passengers **who/whom** traveled on its most expensive train line feel special. These passengers, for **who/whom** train travel was a luxurious experience, were welcomed aboard with plush crimson carpets (as well as with oysters and fine wines, of course).

### ANSWERS TO ACTIVITY SHEET

#### WHO OR WHOM?

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

## "Mountain of Fire"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 9

Answers will vary. Here is a sample response:

The story of Mount St. Helens might draw people in for several reasons. As Kristin Lewis writes in "The Power of Natural Disasters," natural disaster stories make us imagine how we would feel if we found ourselves in a dire situation. Author Lauren Tarshis helps the reader imagine what it would have been like to experience Mount St. Helens' eruption by including rich details about the Smith family's experience. She vividly describes their physical surroundings, such as when she writes that "hot and light" volcanic rocks rained down on them "like Ping-Pong balls" (p. 6). She gives us a sense of the terror the Smiths felt by describing the hot ash whirling and the unbearable, suffocating heat (p. 8).

Other reasons Lewis gives for why people are drawn to disaster stories are that people are moved by the resiliency of disaster victims and are inspired by the heroism of rescuers. In "Mountain of Fire," the Smiths overcome many obstacles to survive, including walking over treacherous terrain that burned their feet and drinking water that was warm and gritty, before finally being found by rescue workers in a helicopter (p. 8). The Smiths demonstrate their resiliency by rebuilding their home near the volcano (p. 8).

Lewis points out that people are also drawn to disaster stories because they demonstrate the power of nature and remind us that there are still aspects of nature that are beyond our control. The story of Mount St. Helens certainly demonstrates the power of nature. As the worst volcanic eruption in U.S. history, it incinerated 250 square miles of wilderness, demolished homes and trees, and tore 1,300 feet off of the summit of the mountain.

It is important to remember the story of Mount St. Helens because we can learn from it. Natural disaster stories, as Lewis points out, can encourage people to prepare so that there will be fewer deaths the next time such a disaster occurs. Tarshis writes that people were evacuated from Mount St. Helens in March when a series of earthquakes occurred, but many people returned after the volcano appeared to go quiet (p. 7). Many lives might have been saved if people had stayed away from the mountain after the earthquakes—a lesson to bear in mind for the future.

### ANSWERS TO ACTIVITY SHEETS

#### "MOUNTAIN OF FIRE"

##### CLOSE-READING QUESTIONS

1. Details include that a gray cloud blocked out the sun; hot, light rocks fell on the Smiths; a loud roar was followed by a blast of air; 500-year-old trees fell; hot ash fell from the sky; the ground shook; the air was hot.
2. To keep a low profile is to try to stay unnoticed. Tarshis describes volcanoes as if they choose to do human activities: She writes that they "sit silently," "release lazy puffs," and "go back to sleep" (as well as "keep a low profile").
3. According to Lewis, people are drawn to natural disaster stories because we emotionally connect to the victims, and because we are fascinated by the power of nature.
4. According to Tarshis, the eruption of Mount St. Helens turned 250 square miles of wilderness into a "smoldering wasteland." The eruption caused a devastating landslide that swept away everything in its path, including homes and 500-year-old trees. The eruption also tore 1,300 feet

section continues >>



## “Mountain of Fire” cont’d

off the summit of the mountain and killed nearly every living thing around it.

5. The author includes the information about wildfires in California to support her point that humans are drawn to stories about natural disasters. She explains that when the fires began, she “was glued to the news” and “clicked on endless images of destruction.” Also, Lewis is from California; she likely chose to highlight the wildfires because they were of particular interest to her.

### “MOUNTAIN OF FIRE”

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that yes, Eric’s dad was reasonable: Mount St. Helens had not erupted since the late 1850s, and people had come to think of it as safe. Also, although the volcano had shown signs of activity in March, that activity had stopped and logging companies had sent workers back to work. This would have sent a message that the area was safe. Additionally, Eric’s dad took his sons 11 miles from the volcano—perhaps he did not understand how large an area could be affected by an eruption. On the other hand, it had been only about a month since the earthquakes and smoke had stopped; some students may say that Eric’s dad should have been more cautious.
2. People can triumph over tragedy by being resilient—as the Smiths were when they rebuilt their home—and by helping those who have been affected, through donations or search-and-rescue efforts like those made by the people who found the Smiths. People can also triumph over tragedy by studying natural disasters and learning how to predict them or at least be more prepared for them.
3. Students may say yes because, according to the essay, we can now predict eruptions more accurately than we could in 1980. Students may say no because they just wouldn’t want to take the risk.

#### THE STORY OF MOUNT ST. HELENS

**Steps 1-4:** Answers will vary. Check that students have highlighted appropriate text in both articles.

**Step 5:** Answers will vary.

- People are drawn to natural disaster stories because we can relate to the victims.

- People admire the resilience of disaster victims.
- The bravery and courage of people who help during natural disasters, like search-and-rescue teams, inspires us.
- Natural disaster stories reveal the power of nature and remind us that there are still parts of nature that are beyond our control.
- Humans are drawn to natural disaster stories because we can learn from them.
- The eruption of Mount St. Helens was the worst volcanic eruption in U.S. history
- The severe destruction that Mount St. Helens caused—including the 250 square miles of wilderness it incinerated, the landslide it caused that knocked down homes and trees, and the 1,300 feet that it tore off the summit of the mountain—displayed the extreme power of nature.
- Although many people died and homes were destroyed when Mount St. Helens erupted, people like Eric and his father and brother did survive.
- Families like the Smiths demonstrated their resilience by rebuilding their homes near the volcano.

**Step 6:** Answers will vary.

- By studying natural disasters, we can learn how to better prevent them.
- Remembering what happened during a natural disaster can help you prepare—and encourage you to prepare—for the next one.
- People were evacuated from Mount St. Helens in March when a series of earthquakes occurred, but many returned after the volcano appeared to go quiet. Many lives might have been saved if people had stayed away from the mountain after the earthquakes.

#### READ, THINK, EXPLAIN:

#### IDENTIFYING NONFICTION ELEMENTS

##### \*Higher Level (HL)

Answers will vary but should be similar to the following:

1. Pages 4-5 show an image of an ash cloud erupting from a volcano. The image is red, with the word “fire” in different shades of orange, as if it is actually on fire.
2. The photo on pages 6-7 shows a beautiful mountain with snow on top, and trees on the slopes that run down to a lake. It looks calm and peaceful.



## “Mountain of Fire” cont’d

3. The images on page 8 show how the volcano changed the area. The snowy part of the mountain has been completely blown off. All the greenery is gone. The area looks destroyed. The smaller photo is of a snow-capped mountain surrounded by greenery. There is a beautiful blue-green lake.
4. I think this article will be about a volcano that erupted and how it affected the area around it.
5. The tone shifts from calm and quiet to terrifying. At the beginning of the section, the writer describes the boys camping with their dad, and the quiet of the woods. Then there’s the “Crack!” of the volcano erupting. The author shifts from the peace of camping to the sudden and terrifying experience of the eruption.
6. The author’s description of the mountain waking up creates a mood of foreboding.
7. The author describes the devastation that the eruption caused and the effects it had on Eric and his family as they escaped.
8. I can infer that Eric’s father was a man who thinks clearly in a crisis. He did what he needed to do in order to get his children to safety.
9. **A.** stirred up, churning  
**B.** If the author had used another word or phrase such as *stirred up*, the sentence would not have the same impact. The word *roiling* suggests how turbulent the sky was and how frightening it must have been to see clouds like this.
10. Central idea: A volcanic eruption is a devastating natural disaster. (Answers may vary.)
11. Eric Smith, his brother, and his father lived through one of the worst natural disasters in American history. In May of 1980, they were camping near a volcano called Mount St. Helens in Washington State. Suddenly, Mount St. Helens erupted and the Smiths were covered in rocks and hot ash raining from the sky. They took cover under a fallen tree, but Eric’s father knew they had to get out of there if they were going to survive. For 12 hours, they trudged across scorching ground and miles of debris. Finally, they were spotted by a search-and-rescue team and airlifted to safety in a helicopter. The eruption of Mount St. Helens destroyed hundreds of square miles of land and nearly every living thing in its path. The Smiths felt grateful to be alive.

### READ, THINK, EXPLAIN:

#### IDENTIFYING NONFICTION ELEMENTS

##### \*Lower Level (LL)

Answers will vary but should be similar to the following:

1. Pages 4-5 show an image of an ash cloud erupting from a volcano. The image is red, with the word “fire” in different shades of orange, as if it is actually on fire.
2. The photo on pages 6-7 shows a beautiful mountain with snow on top, and trees on the slopes that run down to a lake. It looks calm and peaceful.
3. The images on page 8 show how the volcano changed the area. The snowy part of the mountain has been completely blown off. All the greenery is gone. The area looks destroyed. The smaller photo is of a snow-capped mountain surrounded by greenery. There is a beautiful blue-green lake.
4. I think this article will be about a volcano that erupted and how it affected the area around it.
5. frightening
6. C
7. The author describes the devastation that the eruption caused and the effects it had on Eric and his family as they escaped.
8. I can infer that Eric’s father was a man who thinks clearly in a crisis. He did what he needed to do in order to get his children to safety.
9. **A.** intensely painful  
**B.** If the author had used the word *difficult*, the sentence would not have the same impact. The word *agonizing* is more extreme, and therefore more powerful. It conveys more clearly what the Smiths were going through as they tried to escape.
10. Detail #3: “St. Helens is youngest volcano in the Cascades and also the most active.” (p. 7)
11. Students should draw lines through #3, #4, and #6.

### “MOUNTAIN OF FIRE” QUIZ

##### \*Higher Level (HL)

1. C (central ideas; R.2)
2. D (figurative language; R.4)
3. D (text features; R.7)
4. B (text structure; R.5)
5. A (interpreting text; R.4)
6. B (summarizing; R.2)



## “Mountain of Fire” cont’d

7. Answers will vary, but should be similar to: From “Mountain of Fire,” you can infer that Eric Smith’s father is courageous, determined, and level-headed. In the chaos following the eruption of Mount St. Helens, he kept his panicked sons moving forward through the woods toward safety. He made sure they all kept up their energy by eating what little food—packets of maple syrup and fruit rolls—they had with them. He also found water for the three of them to drink. He led his sons on a 12-hour hike that ended when they were spotted by rescuers in a helicopter. Eric’s father and mother, the author notes, built a new house not far from the one that was destroyed by the eruption, which suggests that Eric’s father is resilient and also that he loves the area where he and his family live. (inference, writing informative/explanatory text; R.1, W.2)
8. According to the article, natural disaster stories help us empathize with strangers. We are moved, inspired, and empowered by peoples’ ability to triumph over tragedy. These stories can help us come together and support one another. Natural disaster stories also remind us of the natural forces that are beyond our control. Studying natural disasters reminds us of the importance of gathering information and preparing for future disasters, which can save lives. (key ideas, text evidence, writing informative texts; R.1, W.2)

### “MOUNTAIN OF FIRE” QUIZ

#### \*Lower Level (LL)

1. C (central ideas; R.2)
2. B (text structure; R.5)
3. B (text structure; R.5)
4. C (vocabulary in context; R.4)
5. A (vocabulary; R.4)
6. A (synthesis, central ideas; R.9, R.2)
7. Many people did not stay away after being warned that Mount St. Helens might erupt because the earthquakes and smoke that had been coming from the mountain stopped. Many people believed that the worst was over and that scientists were exaggerating the risks. They knew that volcanoes were unpredictable, and that some volcanoes rumble for months and then go quiet for centuries (p. 7). (text evidence, writing informative texts; R.1, W.2)

8. According to the article, natural disaster stories help us empathize with strangers. We are moved, inspired, and empowered by peoples’ ability to triumph over tragedy. These stories can help us come together and support one another. Natural disaster stories also remind us of the natural forces that are beyond our control. Studying natural disasters reminds us of the importance of gathering information and preparing for future disasters, which can save lives. (key ideas, text evidence, writing informative texts; R.1, W.2)

### “MOUNTAIN OF FIRE” VOCABULARY

Answers will vary.

1. Answer: the air-conditioned store  
Why: *Glacial* describes something that is either very slow or freezing—like a room with too much air conditioning. A sandwich is neither slow nor cold.
2. Answer: an airplane crash  
Why: When an airplane crashes, it smashes into many pieces and may shatter something it lands on. A book does not shatter when it falls.
3. Answer: a large oil spill in the ocean  
Why: A large oil spill in the ocean can kill many marine animals, whereas your phone battery dying is usually just inconvenient.
4. Answer: logs in a fireplace  
Why: Logs in a fireplace can burn very low without being extinguished completely. Objects in a swimming pool usually do not burn.

Answers will vary for answers 5-8, but should be similar to the following:

5. . . . plenty of warm clothes.
6. . . . got more than twice as many votes as her opponent.
7. . . . left them sitting in the car in the sun.
8. . . . it wasn’t working properly.

### CORE SKILLS WORKOUT: CENTRAL IDEA AND DETAILS

1. C
2. A; I chose A because it doesn’t support the idea that the mountain was quiet for a long time or that people felt safe living and working near it. Instead, it explains that the mountain is an active volcano.
3. Escaping from an erupting volcano is a terrifying and dangerous experience.



## “Mountain of Fire” cont’d

4. Answers may include:

**Supporting detail #2:** “We are inspired by search-and-rescue teams risking their lives to help victims.”

**Supporting detail #3:** “Studying natural disasters, whether they happened yesterday or 100 years ago, makes us more prepared for the future.”

### CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

Answers will vary but should be similar to the following:

1. The mood created by the red image of the erupting volcano, and the dramatic headline with the word “fire” written as if it is actually on fire, is terrifying. It suggests that the story is going to be about a frightening volcanic eruption.
2. The editors may have chosen to design these pages vertically to emphasize the height of a volcanic eruption. If they had used this image horizontally on two pages, it would not have the same dramatic impact.
3. The photo and caption on pages 6-7 show how beautiful the mountain was before the eruption. The large photo and caption on page 8 show the damage that was caused by the eruption, both to the mountain (most of the top was blown off) and to the surrounding environment. The smaller photo and caption show how the landscape has regrown in the past 35 years. The editors may have included these images and captions to show a volcano’s impact on the area around it, and also how an area can recover after an eruption.
4. The image on page 9 is scary. There is a raging fire, and a person standing dangerously close to it, watching. This image relates closely to the essay, which is about the power of natural disasters and why we are drawn to them.

### CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

1. Answers may include:

Sequence of events is used in the first section. The words and phrases that helped me identify this structure are “had just finished breakfast when,” “at first . . . but then,” “Moments later,” and “followed by.”

2. **A.** compare and contrast

**B.** I know because the section compares and contrasts different volcanoes, explaining how some “ooze lava” and “belch out fire,” while others keep a low profile, sitting silently as people ski or climb them.

3. **A.** EFFECT: Tribes created myths to explain why mountains exploded.

**B.** CAUSE: In the late 1850s, Mount St. Helens went quiet.

4. The author describes an earthquake that “trembled beneath the mountain,” with thousands more occurring over the following weeks. She also describes how “pilots flying over the mountain spotted smoke rising from its peak.” The descriptions create a foreboding mood, giving readers the sense that something bad is about to happen.
5. Answers may include: Problem and solution—Eric’s father had to get his sons away from the volcano, so they went back to the road. They ran out of water and all the streams had become toxic soups of ash and mud. Eric’s father spotted water bubbling up from underground and used a Thermos to capture it for them to drink. They were also tired and didn’t want to keep moving, but Eric’s father gave the boys fruit rolls and packets of pancake syrup to give them energy.

### CORE SKILLS WORKOUT: SUMMARIZING

\*Higher Level (HL)

1. Eric Smith; his brother, Adam; and his father, Buzz
2. In May 1980, they were camping near a volcano called Mount St. Helens, in Washington State. While they were camping, St. Helens erupted.
3. Ash, molten rock, and glacial ice were blasted into the sky. Rocks fell on them, followed by a blizzard of hot ash. It was nearly impossible to breathe.
4. They ran for safety under the trunk of a fallen tree. Eric’s dad knew they had to get out of there. They walked through scorching ground and miles of debris for 12 hours.
5. They were spotted by a search-and-rescue team and airlifted to safety in a helicopter. They felt grateful to be alive.
6. The eruption of Mount St. Helens was one of the worst natural disasters in American history.

Sample summary:

Eric Smith, his brother, and his father lived through one of the worst natural disasters in American history. In May of 1980, they were camping near a volcano called Mount St. Helens in Washington State. Suddenly, Mount St. Helens erupted and the Smiths were covered in rocks

section continues >>





## **“Mountain of Fire” cont’d**

and hot ash raining from the sky. They took cover under a fallen tree, but Eric’s father knew they had to get out of there if they were going to survive. For 12 hours, they trudged across scorching ground and miles of debris. Finally, they were spotted by a search-and-rescue team and airlifted to safety in a helicopter. The eruption of Mount St. Helens destroyed hundreds of square miles of land and nearly every living thing in its path. The Smiths felt grateful to be alive.

### **CORE SKILLS WORKOUT: SUMMARIZING**

#### **\*Lower Level (LL)**

Eric Smith, his brother, and his father lived through one of the worst natural disasters in American history. In May of 1980, they were camping near a volcano called Mount St. Helens in Washington State. Suddenly, Mount St. Helens erupted and the Smiths were covered in rocks and hot ash raining from the sky. They took cover under a fallen tree, but Eric’s father knew they had to get out of there if they were going to survive. For 12 hours, they trudged across scorching ground and miles of debris. Finally, they were spotted by a search-and-rescue team and airlifted to safety in a helicopter. The eruption of Mount St. Helens destroyed hundreds of square miles of land and nearly every living thing in its path. The Smiths felt grateful to be alive.

eruption, Tarshis helps readers connect to the story on a personal and emotional level.

3. The inclusion of sensory details such as sights, smells, and sounds helps readers imagine themselves at the scene of the eruption.
4. If Tarshis had tried to include all of the information she learned during her research, her article would probably be very long and unfocused. The information about the Ring of Fire, while interesting, doesn’t closely relate to the story of the eruption of Mount St. Helens.

### **BEHIND THE SCENES**

#### **VIDEO DISCUSSION QUESTIONS**

1. Lauren Tarshis familiarized herself with the topic of Mount St. Helens by watching a National Geographic video about the eruption, studying photos of the event, and reading articles that were written right after it happened. By doing all of these things, Tarshis was able to form a base of knowledge about the topic of her article. Having this base of knowledge helped her dive into, and comprehend, the more in-depth research that she would have to do to write her story.
2. Tarshis probably wanted to write her article this way to make the story of the eruption more relatable and exciting for her readers. Weaving the dramatic story of the Smith family into information about Mount St. Helens and volcanoes in general helps Tarshis hold readers’ attention. Also, by telling the story of a real family that survived the

## "Would You Eat This?"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 24 should include some of the following points:

#### PROS

1. Bugs can be delicious.
2. Bugs are nutritious.
3. Bugs may put less strain on the environment than traditional meat sources.
4. Insect dishes are popular in many other parts of the world.
5. Your restaurant would not have a lot of competition from other restaurants and would probably get a lot of attention in the media.
6. Your restaurant could be on the leading edge of the next big food trend in the U.S. Bugs may catch on the same way sushi did.

#### CONS

1. Many Americans are grossed out by the idea of eating bugs. No one would order an insect dish if it were on the menu. People might avoid our restaurant entirely.
2. Edible insects are expensive and hard to find.
3. We don't know enough about the health risks of eating insects.

### ANSWERS TO ACTIVITY SHEET

#### "WOULD YOU EAT THIS?" QUIZ

##### \*Higher Level (HL)

1. D (central idea; author's purpose; R.2, R.6)
2. B (interpreting text; R.4)
3. D (cause and effect; R.5)
4. B (text structure; R.5)
5. A (reading for information; R.1)
6. C (central ideas and details; R.2)
7. Lewis writes that when sushi first came to the U.S., many Americans were disgusted by it, but that now, sushi is a \$2 billion industry here. Lewis is using this information about sushi to illustrate that Americans' opinions can change—they can go from thinking something is gross to thinking it is great. She is implying that though many Americans may be grossed out by the idea of eating bugs now, in the future, Americans may think that bugs are delicious. (text structure, inference; R.5, R.1)
8. Lewis mentions that insects can be found on dog poop, in sewers, and in rotting food. What she is saying is that insects are often found on germ-filled substances that could make us sick—or worse—if we were to eat them. Being disgusted by bugs causes us to stay away from bugs, which in turn keeps us away from those unhealthy things. In that way, our disgust with bugs is a survival tool: It is something that helps us stay safe. (inference, interpreting text, writing explanatory text; R.1, R.4, W.2)

#### "WOULD YOU EAT THIS?" QUIZ

##### \*Lower Level (LL)

1. D (central idea; author's purpose; R.2, R.6)





## “Would You Eat This?” cont’d

2. B (vocabulary in context; R.4)
3. A (reading for information; R.1)
4. B (text structure; R.5)
5. B (text structure, inference; R.5, R.1)
6. C (central ideas and details; R.2)
7. Americans should eat more insects. For one thing, it’s totally normal for people to eat insects. As Kristin Lewis writes in “Would You Eat This?” insect dishes are popular in many parts of the world, from fried ant eggs in Mexico to steamed termites in Uganda (23). Another reason Americans should eat more insects is that they are healthy. Lewis states that many species are “rich in iron, protein, fiber, and other nutrients” (24). A third reason Americans should eat more insects is that they are tasty! Mealworms, for example, have a “pleasant buttery scent” and a “distinctly nutty taste” according to Lewis (22), while fried grasshoppers, according to the sidebar on page 23, taste like shrimp. (text evidence, argument writing; R.1, W.1)
8. Lewis mentions that insects can be found on dog poop, in sewers, and in rotting food. What she is saying is that insects are often found on germ-filled substances that could make us sick—or worse—if we were to eat them. Being disgusted by bugs causes us to stay away from bugs, which in turns keeps us away from those unhealthy things. In that way, our disgust with bugs is a survival tool: It is something that helps us stay safe. (inference, interpreting text, writing explanatory text; R.1, R.4, W.2)

### “WOULD YOU EAT THIS?” VOCABULARY PRACTICE

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

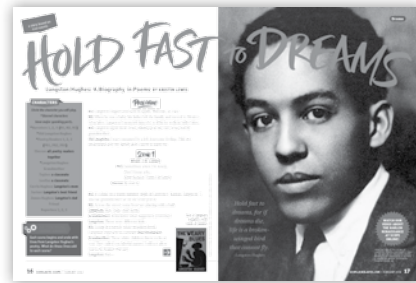
### CORE SKILLS WORKOUT: TONE

1. Answers may include “pleasant buttery scent,” “delicious, creamy,” “highly nutritious,” and “easy on

the environment.”

2. Answer provided with activity.
3. Possible answers: The Greeks loved grasshoppers; although out of favor in the West, insects remain popular in other parts of the world; dozens of edible-insect companies have been started in the U.S.
4. The author is letting readers know that insects have been a part of people’s diets for a long time, and that they are still a part of people’s diets today. She is trying to help readers accept the idea that eating insects is normal.
5. Answers may include: Dish #1: ant eggs fried in butter and spices and served with tortillas, served in Mexico, called *escamoles*; Dish #2: termites steamed in banana leaves and served de-winged, served in Uganda; Dish #3: black ant guacamole, grasshopper soup, and sautéed grasshopper tortillas, served in New York City.
6. The author is proving to the reader that eating insects is acceptable in countries all over the world by including information about specific dishes. She even includes information about an American restaurant where insect dishes are popular.
7. The author is offering multiple positive facts as the article comes to a close. It feels like she’s encouraging the reader to see the ways that eating insects could be beneficial as she wraps up the article. The positive tone relates to the tone of the beginning of the article, where the author describes eating bugs in a positive way.
8. The author invites readers to picture themselves sitting down to a dinner of beetle pasta. She encourages readers to envision a future in which eating insects might be normal for American families.

## ***Hold Fast to Dreams***



### **ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE**

#### **WRITING PROMPT, PAGE 21**

Answers will vary. Here are two sample responses:

To “hold fast” to something means to keep a firm grip on it, even when circumstances make that difficult. So to hold fast to dreams means to not give up on your dreams even when you feel discouraged or like there are many obstacles to achieving them.

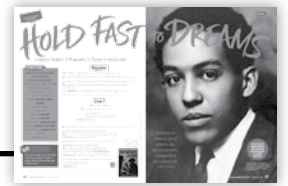
Langston had two dreams: to find a place where he belonged and felt accepted, and to become a successful writer. (Students could also answer that Langston dreamed of moving to Harlem and becoming a poet.) Throughout the play, there are examples of how Langston holds fast to these dreams. In Scene 1, Langston asks his grandmother if he can play with some local boys even though some other kids treated him cruelly only the day before—he is holding onto the desire for friendship and a sense of belonging. In Scene 3, his dream of acceptance is what leads Langston to decide to stay in Cleveland and support himself rather than leave a school and a city where he feels comfortable and move with his mother to Chicago. Langston holds onto his dream of becoming a poet even after, in Scene 3, his mother discourages him from doing so. In Scene 5, Langston refuses his father’s offer of a free education in Germany because he wants to go to Harlem, where many like-minded artists are living. And in Scene 6, Langston risks his job as a busboy for a chance at having his writing recognized when he slips one of his poems under the plate of the poet Vachel Lindsay.

### **ANSWERS TO ACTIVITY SHEETS**

#### ***HOLD FAST TO DREAMS***

#### **CLOSE-READING QUESTIONS**

1. Lewis may have chosen to use these lines of poetry to introduce the idea of loneliness, which Langston experiences in the scene when he recalls white kids calling him names and when kids at school make fun of him for wearing cast-off shoes.
2. The speaker—who we can infer is black from his mention of having a “black face”—means that as a black person in America, his opportunities are limited. This idea is reflected in Scene 2 when Langston is banned from his favorite movie house, the Children’s Day party, and from competing in school track meets. The photo and caption on page 18, which show an example of a “White Only” sign in the segregated South, also reflect the idea in the poem.
3. In this scene, Langston is “overcome with uncertainty,” and his dream of moving to Harlem and becoming a poet seems “impossibly far away.” The poetry asks if a dream put off until later will fade away; in the scene, Langston seems to be struggling to keep hold of his dream.
4. Langston means he’ll sell his poems. He uses “bread” to mean “money.”
5. Throughout his early life, Langston felt like an outsider and struggled to find a place where he belonged. You can infer that he now feels like he has something substantial to contribute to the Harlem Renaissance—and that he will finally be where he belongs.
6. Students might say that Langston succeeded because of his courage, resilience, and sense of adventure.



## ***Hold Fast to Dreams cont'd***

### **HOLD FAST TO DREAMS**

#### **CRITICAL-THINKING QUESTIONS**

1. Perhaps being an outsider made Langston a more prolific writer; being barred from activities like the Children's Day party may have driven him to express his feelings in writing. His feelings of being an outsider certainly affected the content of his work: The poetry included in this play describes loneliness, frustration, and dreams about a better future.
2. Poems about dreams may have offered African-Americans hope and a reason to persevere in a time when they really needed it: During the 1920s and '30s, African-Americans faced incredible social, political, and economic challenges.
3. The poetry offers a look into Langston's mind and heart; it offers a description of Langston's feelings in his own words. The poetry adds authenticity to the play and leaves the impression that Langston has co-authored this biography.

### **HOLDING FAST TO DREAMS**

Answers will vary but should be similar to the following.

1. To "hold fast" to something means to keep a firm grip on it, even when circumstances make that difficult to do. So to hold fast to dreams is to not give up on your dreams even when you feel discouraged or like there are many obstacles to achieving them.
2. The play focuses on two dreams that Langston had: to find a place where he belonged and felt accepted, and to become a successful writer. (Students could also answer that Langston dreamed of moving to Harlem and becoming a poet.)
3. Examples include: In Scene 1, Langston asks his grandmother if he can play with some local boys even though some other kids treated him cruelly only the day before—he is holding onto the desire for friendship and a sense of belonging; In Scene 3, while still in high school, Langston chooses to live alone and support himself rather than leave a school and a city where he feels comfortable; Hughes holds on to his dream of becoming a poet even after, in Scene 3, his mother discourages him from doing so; In Scene 5, Langston refuses his father's offer of a free education in Germany because he wants to go to Harlem; In Scene 6, Langston risks his job as a busboy

for a chance at having his writing recognized when he slips one of his poems under the plate of the poet Vachel Lindsay.

### **HOLD FAST TO DREAMS**

#### **LITERARY ELEMENTS**

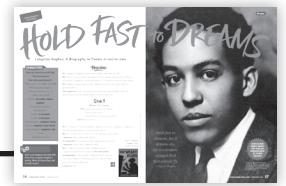
##### **Characters**

1. **A.** major; Langston is an African-American boy who dreams of moving to Harlem and becoming a poet. He is determined and creative. He is a dynamic character because over the course of the story, he overcomes many challenges to realize his dream.  
**B.** major; Old Langston is Langston Hughes as an older man looking back on his younger self. He provides insight into young Langston's thoughts, actions, and emotions. He is a static character because he does not undergo any significant internal change.  
**C.** Answers will vary.  
Langston's grandmother; minor; She raises Langston for several years and teaches him to be proud of his family and of who he is. She is a static character because she does not undergo any significant internal change.
2. Answers will vary.  
Brave: Langston demonstrates that he is brave by slipping a few of his poems under the dinner plate of the famous poet Vachel Lindsay, knowing that he, Langston, could be fired for doing so.

##### **Setting**

3. **A.** The play takes place in many different settings including Lawrence, Kansas, where Langston lived as a boy; Cleveland, Ohio, where Langston lived with his mother; Mexico, where Langston spent a summer with his father; and Harlem, where Langston spent time as a college student. The story starts in 1909 and ends in the early 1920s.  
**B.** Information in the play reveals that Harlem in early 1900s was a vibrant place—home to many African-American artists. The photograph on page 19 shows a bustling street with dance halls and theaters. The caption on page 20 tells us that some of the women in Harlem dressed fashionably in the "flapper" style of the time, and we learn through Langston's experiences that there were many jazz clubs in Harlem.  
**C.** The setting is a major factor in the play because the

**section continues >>**



## ***Hold Fast to Dreams cont'd***

multiple settings convey the long journey that Langston took to get to his ultimate destination: Harlem. In each setting, we see Langston feeling frustrated and out of place—feelings that only make him more determined to find a place where he feels he belongs.

### **Text Structure**

4. The prologue tells the reader that Langston felt abandoned by his parents. This early history provides the foundation for understanding and appreciating Langston's feelings of loneliness in Scenes 1 through 6. The "left-lonesome" feeling that Langston describes in the prologue makes the ending of the play—when he finally finds happiness and a sense of belonging in Harlem—all the sweeter.
5. The poems provide a theme and establish a mood for each scene. The poems also give the reader a taste of Langston's talent, so that as we read the play, we get several examples of the poetry that Langston is constantly working on.

### **Figurative Language**

6. Answers will vary. Scene 4 begins with a poem that contains the line, "Does it dry up like a raisin in the sun?" This line contains a simile which compares a dream that is put off, or deferred, to a raisin that is left out in the sun. If you were to leave a raisin in the sun, it would dry up and no longer be what it used to be. The raisins would become inedible. Langston is using the simile to question what happens to our dreams and desires when we defer them. He's asking: Do they lose their appeal? Do we give up on them?

### **Conflict**

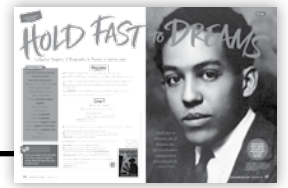
7. **A.** The main conflict Langston faces is that he wants to be a poet, but prejudice and pressure from his family stand in his way.  
**B.** external  
**C.** society and person
8. The main conflict is resolved when Langston is discovered as a poet and finally finds a place where he feels he belongs by moving to Harlem.

3. C (character, ; R.3)
4. B (vocabulary; R.4)
5. C (character, key ideas; R.3, R.2)
6. C (text structure, key ideas; R.5, R.2)
7. Langston wanted to move to Harlem because he believed he would fit in there. This was important to him because he spent his early life feeling like an outsider. As revealed in Scene 1, he grew up in Lawrence, Kansas, as one of the only black kids in a mostly white neighborhood. Not only that—some of the kids in his neighborhood called him names and threw rocks at him. Meanwhile, his parents didn't seem to understand him; they did not support his dream of becoming a poet. When Langston went off to college at Columbia University, he felt like an outsider there as well. Langston then traveled to many places, asking himself in every port, says Old Langston in Scene 6, "Will I belong here?" Langston believed that in Harlem, a neighborhood full of other African-American artists, he would finally feel like he belonged. And he was right: When Langston first arrived in Harlem, Old Langston tells us in Scene 6, he had never seen so many people who looked like him and he wanted to stop and talk to everyone. Although Langston left Harlem for a short time, he moved back as soon as Vachel Lindsay praised his work. You can conclude from the photo on page 21, which shows Langston in front of his home in Harlem in 1958, that he decided to stay. This suggests that Langston did find what he was looking for in Harlem. So does the fact that, as Narrator 1 says in the epilogue, "Langston went on to become one of the most celebrated and prolific voices of the Harlem Renaissance." (development of individuals, theme, writing informative/explanatory texts; R.3, R.2, W.2)
8. Langston faced many obstacles as he pursued his dream of becoming a poet. As an African-American growing up in a time of terrible racism and discrimination, Langston faced constant insults and had limited opportunities. In Scene 1, for example, it is revealed that white kids in Langston's neighborhood threw rocks at him and called him names. In Scene 6, Langston gets a job as a busboy, "the only job he can get," according to Narrator 1. Another obstacle Langston faced was having parents who didn't support his dream. In Scene 3, his mom tells him that she expects to move to Chicago and get a job

### **HOLD FAST TO DREAMS QUIZ**

#### **\*Higher Level (HL)**

1. A (figurative language; R.4)
2. A (interpreting text; R.4)



## ***Hold Fast to Dreams cont'd***

when he turns 16 because “dreams don’t put food on the table.” And in Scene 5, Langston’s dad tells him that being a writer “seems silly.” But Langston overcame these obstacles. He refused to let go of his dream; he refused to listen to the voices telling him he didn’t matter or that he couldn’t do what he wanted to do. He continued to write and to believe in himself—and went on to become one of the most famous poets of the Harlem Renaissance. (theme, writing informative/explanatory texts; R.2, W.2)

### **HOLD FAST TO DREAMS QUIZ**

#### **\*Lower Level (LL)**

1. A (text structure; key ideas; R.5, R.2)
2. C (text structure; R.5)
3. D (inference, character; R.1, R.3)
4. B (figurative language; R.4)
5. B (vocabulary in context; R.4)
6. C (text structure, key ideas; R.5, R.2)
7. Langston spent his early life feeling like an outsider. As revealed in Scene 1, he grew up in Lawrence, Kansas, as one of the only black kids in a mostly white neighborhood. Not only that—some of the kids in his neighborhood called him names and threw rocks at him. Meanwhile, his parents didn’t seem to understand him; they did not support his dream of becoming a poet. When Langston went off to college at Columbia University, he felt like an outsider there as well. Langston then traveled to many places, asking himself in every port, says Old Langston in Scene 6, “Will I belong here?” (development of individuals, text evidence, writing informative/explanatory texts; R.3, R.1, W.2)
8. Langston faced many obstacles as he pursues his dream of becoming a poet. As an African-American growing up in a time of terrible racism and discrimination, Langston faced constant insults and had limited opportunities. In Scene 1, for example, it is revealed that white kids in Langston’s neighborhood threw rocks at him and called him names. In Scene 2, a sign goes up telling Langston that because of his race, he can no longer go to his favorite movie theater. Another obstacle Langston faced was having parents who didn’t support his dream. In Scene 3, his mom tells him that she expects to move to Chicago and get a job when he turns 16 because “dreams don’t put food on the table.” And in Scene 5, Langston’s dad tells

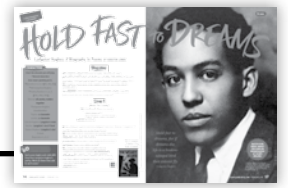
him that being a writer “seems silly.” (theme, writing informative/explanatory texts; R.2, W.2)

### **HOLD FAST TO DREAMS VOCABULARY PRACTICE**

1. feverishly
2. Prejudice; discrimination
3. prolific
4. resentment
5. discrimination
6. B
7. A
8. A
9. B

### **VIDEO DISCUSSION QUESTIONS**

1. The mood of the opening section is joyful and optimistic. The music is upbeat and the narration explains that “World War I has just ended,” “America’s economy is booming,” and “the streets buzz with energy and life.” Images show people celebrating and dancing, crowded streets, and lively neighborhood scenes.
2. The mood switches to one of sorrow at 1:07. The music is slow and melancholy; the narration explains that “Segregation was a racist practice designed to keep black Americans from participating equally in society.”
3. The tone of the video during this section is serious, compassionate, and quietly outraged. Sad piano music plays as the narrator describes the injustice of segregation laws in the South. The narrator describes segregation as “one of the most shameful practices in American history” and lists the many ways in which black Americans were treated unfairly. The images in this section show hateful “whites only” signs and poor African-American children. You can tell that the video-maker’s attitude toward segregation is one of deep disapproval.
4. According to the video, the African-American community in Harlem formed in the 1920s due in part to the Great Migration, and in part to the prejudice that still existed in the North at the time. A great number of black Americans left the South during this time period and settled in major cities in the North and the West, like New York and Chicago. However, because prejudice and discrimination still existed in these places, many black Americans “formed their own communities within larger



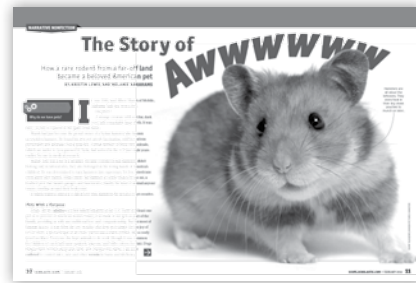
## ***Hold Fast to Dreams cont'd***

cities,” according to the narrator. Harlem was one of these communities.

5. These images indicate the large volume of work that was created by black artists in Harlem during the Harlem Renaissance. The images help you understand the contribution of the artists of the Harlem Renaissance to American art and culture.



## "The Story of Awwwwwww"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 15

Answers will vary. Here is a sample response:

Pet ownership has changed in many ways over time. Today, people from all walks of life own pets and treat them as part of the family. But for most of human history, it was often only the wealthy who owned pets purely for enjoyment. Exotic pets, such as baboons, crocodiles, and leopards were kept as status symbols during ancient times (p. 12). Those who were not wealthy treated their pets more as employees than as members of the family—most people owned pets primarily to do work (p. 10). In Colonial America, many wild animals were kept as pets, such as small birds and squirrels (p. 13).

In the 1800s, parents began giving their children pets as a way to teach their children to be kind of living things. Pets were also used as replacements for the farm animals that children who moved from farms to cities no longer had opportunities to interact with. Pets at this time included many animals that are popular pets today, such as fish, guinea pigs, and domesticated birds (p. 12). By the 1900s, keeping pets for companionship became a common part of childhood (p. 12). But one of today's most beloved pets, the hamster, only became popular in the 1950s (p. 13).

Students may say that no, a robotic pet could never be a substitute for a living creature, that we could never love a machine the way we love a real animal. Others may say that yes, robots could fill the role of pets in our lives, as suggested by the people who mourned the "deaths" of their Aibo robotic dogs (p. 15). Students may say that the role of pets in our lives is likely to continue to change just as it has changed over time—and that the growing popularity of robotic pets may cause that change.

### ANSWERS TO ACTIVITY SHEETS

#### SYNTHESIZING

1. People have been keeping pets since ancient times. But for most of human history, it was often the wealthy that kept pets purely for the enjoyment of it; others kept pets mostly to do work. Keeping pets didn't become a common part of childhood until the early 1900s.  
Source: "The History of Awwwwwww"
2. It used to be that only the very wealthy kept pets for the joy of it. (The wealthy also kept pets as status symbols.) Others may have enjoyed the companionship of their pets, but the main reason they kept animals was to do work. People started keeping pets for new reasons in the 1800s: Parents started keeping pets as a way to teach their children to be kind to living things, and also, pets were used as replacements for the farm animals that children who moved from farms to cities no longer had opportunities to interact with. Today, most people keep pets for companionship. Some people may also keep pets because they know that living with a pet makes people happier and healthier.  
Source: both articles
3. Dogs and cats have been popular pets since ancient times—though back then, people also kept exotic animals such as baboons, crocodiles, and leopards that are not kept as pets today. During Colonial times, people made pets of wild animals such as small birds and squirrels, which is something few people do today. However, people today do keep a large variety of other animals, such as fish, guinea pigs, and domesticated birds, a practice that has been common since at least the late 1800s. One pet that is popular today, the

section continues >>



## “The Story of Awwwwwww” cont’d

hamster, has only been kept as a pet since around 1950. Something that is even newer are robotic pets—though for now, robotic pets are seen more as toys than as replacements for live animals.

Source: both articles

4. Today, many people consider their pets to be part of the family. In fact, recent scientific studies have shown that people react to their pets almost the same way they react to their children. And people have loved and doted on their pets since the beginning of human history. Ancient Egyptians were often buried with their pets so that they could be together in the afterlife; during the Middle Ages, the pets of the wealthy had their own servants. Perhaps back when only rich people kept pets for the sheer joy of it, the non-rich saw their pets a little differently—more like employees than family members—but chances are, a lot of pets who were kept to do work were also loved.

Source: both articles

5. Answers will vary. Students may say no, a robotic pet could never be a substitute for a living creature, that we could never love a machine the way we love a real animal. Others may say that yes, robots could fill the role of pets in our lives, as suggested by the people who mourned the “deaths” of their Aibo robotic dogs. Students may say that the role of pets in our lives is likely to continue to change just as it has changed over time—and that the growing popularity of robotic pets may cause that change. Maybe someday, in addition to showing us love and affection, our pets will be expected to remind us of appointments and take photos!

Source: both articles

### “THE STORY OF AWWWWWWW”

#### CLOSE-READING QUESTIONS

1. This article is about how Albert Marsh made hamsters popular pets in the U.S. and also about the history of pet ownership in general.
2. The biggest difference, according to the article, is that today, people keep pets for companionship and think of their pets as members of the family, whereas in the past, most people kept pets primarily to do work.
3. The authors seem to like hamsters a lot. They describe them as having curious personalities and adorable cheek

pouches. Later they write that hamsters make great pets, and that “they are clean, gentle, and easy to handle” as well as “undeniably cute.”

4. The timeline most closely relates to the section “Pets With a Purpose.” Both contain information about the history of pet ownership.
5. Before making a commitment to selling hamsters, Marsh tried it out: He convinced a store to display 12 in the window. When the hamsters sold immediately, Marsh took the risk of committing to selling hamsters as his full-time job. He advertised in various types of publications and also wrote a book about hamster care, which likely encouraged even more people to buy hamsters.

### “WOULD YOU REPLACE YOUR DOG WITH THAT?”

#### CLOSE-READING QUESTIONS

1. The authors cite two studies that explored what happens in the human brain when a person interacts with a dog. In one study, the brain produced a chemical associated with trust and happiness. In the other study, the brains of mothers were shown to react the same way when they saw photos of their children and photos of their dogs.
2. Robotic animals are easy to care for and have been shown to provide emotional support to nursing-home residents. They are easier on the environment than real pets, and they enable people to have a pet who wouldn’t otherwise be able to, such as those with allergies.
3. The authors likely chose to pose a series of questions to make the reader think. The questions are big—and don’t have easy answers. Together, they make the reader think about the impact of choosing robopets over living animals.
4. They both describe a particular moment—one real, one fictional—and end by introducing the topic of the article.

### “THE STORY OF AWWWWWWW” AND

### “WOULD YOU REPLACE YOUR DOG WITH THAT?”

#### CRITICAL-THINKING QUESTIONS

1. Sample answer: As robotic pets become more like real animals, people may start choosing robots over animals. The image would be a robotic dog like the one on page 14.



## “The Story of Awwwwwww” cont’d

2. Answers will vary. Students who don’t like animals, have allergies, or like robots might say yes, they would take a robotic pet over a real one. Others may say no, robotic pets are nothing like real ones—that everything robots do is programmed, which is very different from the behavior of a living creature.

### “THE STORY OF AWWWWWWW” QUIZ

#### \*Higher Level (HL)

1. D (interpreting text, inference; R.4, R.1)
2. B (key ideas and details, text evidence; R.2, R.1)
3. B (vocabulary in context; R.4)
4. B (supporting details; R.2)
5. A (text structure; R.5)
6. C (synthesizing; R.9)
7. Americans’ changing attitudes toward animals in the 1800s contributed to the success of Albert Marsh’s hamster business. Before the 1800s, the majority of Americans kept animals primarily as workers (p. 10). Only the very wealthy kept animals as pets for companionship or as status symbols (p. 10). After the 1800s, many people began to see keeping a pet as a way for their children to learn kindness and to stay connected to nature (p. 12). Lewis and Abraham write, “By the time Marsh had won his hamster in 1946, pets had become an expected part of childhood.” Marsh capitalized on the fact that pets were now a standard part of growing up by selling an animal that appealed to children—the hamster. If pets had never earned this important place in American homes, people may not have taken to hamsters as well as they did and Albert Marsh might not have been as successful. (inference, key ideas, writing explanatory text; R.1, R.2, W.2)
8. There are both pros and cons to replacing real pets with robotic pets. On one hand, robotic pets have less of an impact on the environment and are easier to take care of than real animals (p. 15). Robotic pets don’t shed, eat, or get sick, which makes them great options for people who would have trouble taking care of a real pet. And although it is debated whether the affection of a robotic pet can compare to that of a real animal, some robopets can already do a lot of the things that real pets can do, like respond to human voices or roll over when pet (p. 15). On the other hand, robotic pets cannot provide

the chance for children to learn about caring for a living being that real pets can (p. 15). Additionally, according to Jennifer Dignan and Sarah McCarry, “There are already millions of cats and dogs in need of homes” (p. 15). If we all were to start purchasing robotic pets, these animals would have no place to go. (key ideas and details, compare and contrast, text evidence; R.2, R.3, R.1)

### “THE STORY OF AWWWWWWW” QUIZ

#### \*Lower Level (LL)

1. C (interpreting text, inference; R.4, R.1)
2. D (inference, key ideas; R.1, R.2)
3. B (text structure; R.5)
4. D (supporting details; R.2)
5. A (text structure; R.5)
6. A (synthesizing; R.9)
7. The fact that pets were an expected part of childhood contributed to the success of Albert Marsh’s hamster business. Marsh was able to take advantage of the fact that pets were now a standard part of growing up by selling a pet that appealed to children—the hamster. If pets had never earned this important place in American homes, people may not have taken to hamsters as well as they did and Marsh might not have been as successful. (inference, key ideas; R.1, R.2)
8. There are both pros and cons to replacing real pets with robotic pets. On one hand, robotic pets have less of an impact on the environment and are easier to take care of than real animals (p. 15). Robotic pets don’t shed, eat, or get sick, which makes them great options for people who would have trouble taking care of a real pet. And although it is debated whether the affection of a robotic pet can compare to that of a real animal, some robopets can already do a lot of the things that real pets can do, like respond to human voices or roll over when pet (p. 15). On the other hand, robotic pets cannot provide the chance for children to learn about caring for a living being that real pets can (p. 15). Additionally, according to Jennifer Dignan and Sarah McCarry, “There are already millions of cats and dogs in need of homes” (p. 15). If we all were to start purchasing robotic pets, these animals would have no place to go. (key ideas and details, compare and contrast, text evidence; R.2, R.3, R.1)



## “The Story of Awwwwwww” cont’d

### PAIRED TEXTS VOCABULARY PRACTICE

1. venture
2. industry
3. enlisted
4. vermin
5. novelty
6. sophisticated
7. savvy
8. profitable

*Answers for 9-12 may vary. What matters is that students can explain their answers in a way that demonstrates understanding of the vocabulary words.*

9. true; You would want your business to make money.
10. false; It would be horrifying to find a box full of rodents, insects, or other pests in your attic.
11. true; It’s nice to be called knowledgeable and clever.
12. true; An iPhone is a complex computer that can do many things.

### CORE SKILLS WORKOUT: TEXT EVIDENCE –HL

1. A. B  
B. C  
C. C
2. B; I chose B because it explains that the majority of people used to use animals for work, and only the very wealthy saw them as pets, which is a change from the roles that animals play in our lives today.
3. A, B, and E; Evidence D does not support the statement because it does not explain a benefit of having a robotic pet.
4. B is correct. A does not cite the page number or explain why the quote is relevant. C uses a paraphrase, not a direct quotation.
5. A is correct. B does not cite page numbers or explain why the paraphrase is relevant, and C does not explain why the paraphrase is relevant.
6. Answers may vary. Here is a sample response:  
Some robopets are similar to real pets. For example, they can relate to their owners as real pets do. In the article “Would You Replace Your Dog With That?”, the authors state that Genibo, a robot dog, “can recognize its owner’s face, respond to voice commands, and use sounds and movement to express emotions” (p. 15). Hasbro’s Joy for All cat purrs when petted and rolls onto

its back for a belly rub. These are things real pets do that show a connection to their owners.

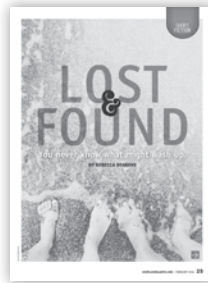
### CORE SKILLS WORKOUT: TEXT EVIDENCE –LL

1. B, D
2. B; I chose B because it explains that the majority of people once kept animals for work, and only the very wealthy saw them as pets, which is a change from the roles that animals play in our lives today.
3. Answers may include: “[Robotic animals] are a great option for anyone who can’t have a real pet, such as those with allergies.” (p. 15)
4. The bond between humans and their pets is powerful.
5. Sample statement: Some robopets can relate to their owners as real pets do. A. “Genibo, a robot dog designed in South Korea, can recognize its owner’s face, respond to voice commands, and use sounds and movement to express emotions” (p. 15); B. “Hasbro’s Joy for All robotic cat will purr if you pet it, and roll onto its back for a belly rub.” (p. 15)

### CORE SKILLS WORKOUT: MAKING INFERENCES

1. You can infer that for most of human history, most people didn’t keep animals as pets because pets were seen as an unnecessary expense. You can infer that people didn’t think of keeping pets as a normal and valuable part of life the way many people do today.
2. You can infer that Marsh and his wife had very different views of his hamster business. You can infer that Marsh’s thought the hamster business would probably fail—that would explain why she was horrified to hear that Marsh had quit his job as an engineer. Marsh, on the other hand, must have been confident that the hamster business would succeed; otherwise he wouldn’t have quit his other job.
3. From the fact that hamsters made it all the way to the White House, you can infer that Marsh’s campaign to make hamsters superstars was successful.
4. Because hamsters were bred from a larger number of parents than the hamsters in Marsh’s day—when all hamsters were descendants of the same two parents—hamsters bred in the 1970s must have been healthier than the hamsters of the 1940s.

## "Lost and Found"



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 29

Answers will vary. Here is a sample response:

Objects can have value in ways other than their dollar worth. In "Lost and Found," the coins that Trevor finds on the beach are valuable to him not just because of their monetary value, but because they are interesting to him and he feels excited to have found them. The coins are also valuable to Trevor because if he were to sell them, he would probably be able to use the money to repair his family's cottage, which is of sentimental value to him and Laurel (p. 27). Also of sentimental value to Trevor and Laurel are the objects from their family's cottage that were ruined in the storm. Laurel associates these objects with happy memories of her family—especially of her grandparents, who have passed away. Laurel describes curling up under her grandmother's quilt in her grandfather's chair as feeling "like they [her grandparents] were giving me a goodnight hug" (p. 27).

The coins and jewelry that were recovered from the 1715 fleet in "Who Gets the Treasure?" are worth millions of dollars, but they also have historical value to society. Historians can study these objects to learn about the past. And, if some of these artifacts end up in a museum, many people will be able to view them and enjoy learning about them as well (p. 29).

### ANSWERS TO ACTIVITY SHEETS

#### WHAT'S THE VALUE?

Answers will vary but should be similar to the following.

##### The coins Trevor finds at the beach

###### Value to Trevor:

- They are cool and exciting to have found. Trevor has an interest in pirates and treasure, which makes the coins especially interesting to him.
- If Trevor were to sell them, he could probably get enough money to repair his family's cottage.

###### Value to society:

- (provided)

##### The objects from Laurel's family's cottage that were ruined

###### Value to Laurel:

- They have sentimental value. Laurel associates them with the family's many happy summers at the cottage and in particular with her grandparents, who have passed away.

###### Value to society:

- (provided)

##### The coins and jewelry recovered from the 1715 fleet

###### Value to people who find it:

- They are worth a lot of money. Millions of dollars worth have already been found; there may be another \$400 million worth still to be found.
- The treasure is cool and interesting because of its history. It could help people learn about the past.

###### Value to society:

- Some of the treasure goes to museums in Florida, where many people can enjoy learning about it and seeing it.
- The treasure has historical value: It can teach us about the past.



## “Lost and Found” cont’d

### “LOST AND FOUND”

#### CLOSE-READING QUESTIONS

- 1. Interpreting Text (p. 26)** Sameness can be welcome because it can feel comfortable—even comforting—to be surrounded by familiar people, objects, experiences, etc. Coming back to something that is always the same can feel reassuring. It can feel like visiting an old friend.
- 2. Inference (p. 26)** The narrator’s emotions are affecting the way the juice tastes to her. She is unhappy to be drinking out of something other than her beloved mug.
- 3. Character (p. 26)** You can infer that Trevor is extremely excited and amazed.
- 4. Inference (p. 27)** This information helps you understand that Trevor has a particular interest in shipwrecks and lost treasure. Finding a shipwreck is probably something he’s dreamed about—which explains why he is so excited about his discovery.
- 5. Interpreting Text (p. 27)** Each of the objects Laurel named was connected to a memory, and those objects were stored in the cottage. In this way, the cottage was a home for her family’s memories.
- 6. Inference (p. 28)** Perhaps she is worried that Trevor will want to take and sell this coin too—making the illegal thing he is talking about doing even worse.
- 7. Text Structure (p. 28)** The story suggests that Trevor is a good person who believes in being honest. Laurel may tell the reader about this part of Trevor’s character in order to help the reader understand how difficult and strange it is for her to see him considering being dishonest.
- 8. Setting (p. 28)** The wind seems to actively push Laurel back toward Trevor. The clouds are moving and breaking up—a change is happening in the weather in the same way that Laurel is changing her mind about what she’s going to do. The waves are crashing around in a way that mirrors the tumult and uncertainty Laurel feels about confronting Trevor.
- 9. Character (p. 28)** Laurel realizes that she doesn’t need the cottage or the objects in it to hold on to her memories, because her memories are in her heart.

### “LOST AND FOUND”

#### CRITICAL-THINKING QUESTIONS

1. The objects from Laurel’s family cottage—the photo

albums, the chipped mug, Trevor’s painting, her grandma’s shell art, and her grandparent’s quilt—have sentimental value.

2. Answers will vary, but many students will likely say yes, Trevor and Laurel made the right decision in leaving the coins on the beach. That is what the law said to do, and by following the law, Laurel and Trevor gave others the chance to enjoy and learn from the artifacts they discovered. Plus, as Laurel realizes, repairing the family’s cottage isn’t as important as Trevor and Laurel initially believed.
3. Trevor finds coins that he identifies as Spanish escudos; the 1715 fleet was from Spain—so it seems that the wreckage and treasures Trevor finds are likely from a ship from the 1715 fleet. The rest of Behrens’s story does not seem related to the real shipwreck.
4. An object with historical importance may offer information about the past or be connected to an important person or a significant event from the past.

### “LOST AND FOUND” LITERARY ELEMENTS

#### Characters

1. **A.** major; Laurel is a thoughtful and honest young girl whose family’s summer vacation home in North Carolina was badly damaged by a storm. Laurel is a dynamic character because she undergoes an internal change. At first, she feels gloomy and hopeless about the summer, and says the beach she loves seems unfamiliar. By the end, she has come to realize that despite all the loss she has experienced, she still has her memories—and that now, she can make more. She finds that the beach no longer seems like a stranger to her.  
**B.** major; Trevor is Laurel’s older brother. Trevor finds treasure on a protected portion of beach in North Carolina and wants to use it to repair his family’s damaged cottage. Trevor is a dynamic character because, with the help of his sister, he realizes that it would wrong to keep treasure that legally does not belong to him.
2. **A.** After Trevor shows Laurel the treasure, Laurel says, “Plus, we’re probably on the National Seashore part of the beach right now, which means the coin isn’t ours.” This reveals that Laurel is an honest person, and doesn’t feel right about taking something that doesn’t belong to her.





## “Lost and Found” cont’d

**B.** After Trevor finds the treasure and Laurel says that they are probably on protected beach, Trevor says, “If this coin is really an escudo, something old and rare, it would be worth money . . . Maybe—maybe even enough to fix the cottage.” The fact that Trevor is willing to do something dishonest reveals how upset he is about the destruction of the family cottage. It also reveals that his family is important to him.

### Point of View

3. First person; I know because the narrator says “I” and “me,” as in, “This morning, I’d gulped juice out of a plain, clear glass” (p. 26).
4. If the story were told from the third-person omniscient point of view, information about the other characters’ thoughts and feelings might have been included. For example, we might have had more insight into Trevor’s thoughts and feelings about finding the treasure and potentially using it to help his parents rebuild their summer cottage. Instead, we only know Trevor through Laurel’s eyes. However, the third-person omniscient point of view would likely exclude a lot of the personal feelings and details that Laurel reveals, such as, “It hadn’t tasted as good” and “I didn’t know why, but my heart sank a little.”

### Text Structure

5. **A.** The flashback begins with the line, “Grandma’s porcelain whale figurine used to sit in the kitchen window of the cottage,” and ends with the line, “She got the glue gun and together we fixed the whale. . .”  
**B.** The flashback shows the reader a time when Trevor encouraged Laurel to be honest, which suggests that Trevor himself values honesty. The flashback helps the reader understand how difficult it must be for Laurel to see her older brother thinking about doing something dishonest. The flashback also reveals that objects, like the whale figurine, are not as important to people as we sometimes think they are—when Laurel comes clean about having broken it, her grandmother doesn’t get upset and they fix it together.

### Descriptive Writing

6. **A.** personification  
**B.** The words “sad” and “neglected” are not usually used to describe homes or buildings. By writing that the buildings are sad and neglected, the author is describing

the cottage as though it were human.

**C.** The words “sad” and “neglected” give you a better picture of what the cottage looked like than if the author had just written “damaged.” You understand that the cottage was in very bad shape. But “sad and neglected” gives you more than just a visual: It also gives you a feeling of sorrow. Another reason the author may have chosen these words is that they reflect the way Laurel must have been feeling when she saw her childhood vacation home: sad.

7. Example 1: “I plucked it out of his hand. The worn and scuzzy coin felt heavy in my palm.” (touch);  
Example 2: “Our annual beach vacations had always been defined by a welcome sameness: the scent of salt and seaweed in the air, the steady soundtrack of waves rolling onto the shore, the unchanging faded gray of the shutters on our family’s cottage.” (smell, sound, sight)
8. The author uses the adjectives “rusty” and “sea-worn” to help the reader picture the metal more vividly. The author also describes the metal as, “sticking up in the wet sand, ready to slice open Trevor’s bare feet.” This line tells the reader a lot—that Trevor is barefoot and the sand is damp. By personifying the metal, as if it’s just waiting for the chance to harm Trevor, the author creates a sense of danger. And because the story is told from Laurel’s point of view, the reader is alerted to her emotional state in this moment: She is feeling gloomy and anxious about what is going to happen to her beloved cottage.

### “LOST AND FOUND” QUIZ

#### \*Higher Level (HL)

1. B (theme; R.2)
2. A (setting, mood; R.3. R.4)
3. A (figurative language; R.4)
4. D (inference, text structure; R.1, R.5)
5. D (text structure; R.5)
6. B (interpreting text; R.4)
7. Laurel and Trevor have a warm and close relationship. It’s clear that they enjoy spending time together: On the day the story takes place, they are spending the day together, and Laurel says that they have been beachcombing together for years (p. 26). Laurel’s concern for Trevor is apparent when she worries that



## **“Lost and Found” cont’d**

he will cut his foot on debris in the sand (p. 26). The two also gently reminded one another about what is important and encourage one another to do the right thing. As Laurel tells us, Trevor pushed her to be honest about breaking their grandma’s porcelain whale when they were younger, and Laurel pushes Trevor to be honest about having found the gold coins on a protected beach. (text evidence, inference, writing informative/explanatory text; R.1, R.1, W.2)

8. In “Who Gets the Treasure?” Jennifer Dignan writes that each case is different, but when treasure washes up on land, it generally belongs to whoever owns the land. This is the case in “Lost and Found”: The treasure that Trevor and Laurel find is on land belonging to the federal government, and a sign states that anything found on that land is the property of the National Seashore. As for treasure that is salvaged by divers, you can infer that it’s possible for the state to claim the rights to some of it, and for someone to own the rights to a shipwreck: Dignan writes that in the case of the 1715 fleet, 20 percent of what is salvaged goes to the state of Florida, and the rest is divided between Queens Jewels, the salvage company that owns the rights to the sunken fleet, and whoever finds the treasure. Dignan also notes that the country that owned a wrecked ship often claims rights to some or all of the treasure. (key ideas and details, analyzing two or more texts, writing informative/explanatory text; R.2, R.9, W.2)

### **“LOST AND FOUND” QUIZ**

#### **\*Lower Level (LL)**

1. B (theme; R.2)
2. C (figurative language; R.4)
3. D (inference, text structure; R.1, R.5)
4. D (inference; R.1)
5. A (key ideas, author’s purpose; R.2, R.6)
6. B (interpreting text; R.4)
7. Laurel and Trevor have a warm and close relationship. It’s clear that they enjoy spending time together: On the day the story takes place, they are spending the day together, and Laurel says that they have been beachcombing together for years (p. 26). Laurel’s concern for Trevor is apparent when she worries that he will cut his foot on debris in the sand (p. 26). The

two also gently reminded one another about what is important and encourage one another to do the right thing. Trevor, Laurel tells us, pushed Laurel to be honest about breaking their grandma’s porcelain whale when they were younger, and Laurel pushes Trevor to be honest about having found the gold coins on a protected beach. (text evidence, inference, writing informative/explanatory text; R.1, R.3, W.2)

8. Rules that prohibit people from taking objects found in national parks and similar areas allow many people to enjoy seeing those objects, rather than just the first person who finds them. Such rules also prevent people from taking objects of historical or natural importance—objects that could provide researchers with important information. (critical thinking, writing informative/explanatory text; R.1, W.2)

### **CORE SKILLS WORKOUT: MOOD**

1. C
2. The author creates a mood of excitement through use of punctuation and descriptive, energetic words. She uses exclamation points when Laurel’s brother yells for her to come over. She “races” toward him and “whispered excitedly”. Trevor gasps, “trembling” a little when he finds a piece of treasure. Laurel acknowledges that they had “never found anything like this.” These details create a mood of excitement about the treasure.
3. The mood shifts on page 27 when Trevor tells Laurel he doesn’t want to tell anyone what they found or where they found it—and Laurel frowns, because she knows that the coins don’t really belong to them.
4. The mood at the end is hopeful. Laurel and Trevor both agree that they can’t keep the coins. Though they are sad that things have changed, the shoreline starts to look familiar in a way that is comforting, and Laurel realizes that not everything is lost after all.

# How to Scratch Your Nose in Space



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

### LEVEL 1

1. There he was, 200 miles above Earth, with nothing but a safety tether keeping him from floating off into space. It was 2009, and astronaut Ricky Arnold was on his first-ever spacewalk, or extravehicular activity (EVA). He had been outside the International Space Station (ISS) for only a few minutes, but already his hands ached inside his thick gloves. He took a sip of water ~~threw~~ **through** the plastic straw in his helmet.
2. Then it happened: The sun began to rise. The stars faded and a brilliant blue filled Arnold's visor: Earth, spinning slowly on ~~it's~~ **its** invisible axis. All was dead quiet, ~~accept~~ **except** for the gentle whir of the fan blowing air through his spacesuit. It was one of the most spectacular sights he had ever seen.
3. The work astronauts do on spacewalks is extremely important. They make improvements to the ISS, conduct experiments, and make repairs. On Arnold's first spacewalk, he and his crew had to install a 16-ton ~~peace~~ **piece** of equipment.
4. Each spacewalk comes with certain dangers, though. Space is the most hostile environment known to humans. If you were to take a space stroll wearing nothing but the ~~close~~ **clothes** on your back, you would suffocate, your blood would boil, and death would come within minutes.
5. The only thing that stands between an astronaut and the killer vacuum of space is the spacesuit—also known as the "Extravehicular Mobility Unit." The spacesuit is a magnificent piece of equipment, developed over decades by scientists and engineers at the National Aeronautics

and Space Administration (NASA). It has 14 layers and more than 18,000 pieces, ~~ways~~ **weighs** more than 200 pounds, and costs some \$12 million. Most important of all, it has everything an astronaut needs to stay alive. It pumps oxygen in and lets carbon dioxide out. (Carbon dioxide is what you exhale; it can be poisonous to ~~breath~~ **breathe** in large quantities of it.) A tough shell around the torso protects against flying debris.

6. The suit also protects astronauts from the extreme temperatures that they encounter in space, which range from 250 degrees Fahrenheit in direct sunlight to 250 degrees ~~below~~ zero in the shadows. But while ~~there~~ **their** spacesuits may stop astronauts from roasting or freezing to death, the astronauts can still get rather sweaty. And because spacesuits are used over and over and are difficult to clean, they can get a bit, er, stinky.
7. As for other issues—say, an itchy nose? Astronauts just have to deal. It takes several hours to suit up and get out the door for a spacewalk, so there's no going back unless it's a life-or-death emergency. "~~Were~~ **We're** outside for six to seven hours," says Arnold. "If you have to sneeze, you sneeze. If ~~you're~~ **your** nose itches, you find a place in your helmet to scratch it." The microphone in the helmet, which astronauts use to talk to each other and to the ground crew in Houston, Texas, makes a good scratcher. As for bathroom breaks, well, that's what the "maximum absorbency garment" is for!

### LEVEL 2

1. There he was, 200 miles above Earth, with nothing but a safety tether keeping him from floating off into space. It was 2009, and astronaut Ricky Arnold was on his first-ever spacewalk, or extravehicular activity (EVA). He had been outside the International Space Station (ISS)

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## "How to Scratch Your Nose in Space" cont'd

for only a few minutes, but ~~all-ready~~ **already** his hands ached inside his thick gloves. He took a sip of water ~~threw through~~ the plastic straw in his helmet.

2. Then it happened: The sun began to rise. The stars faded and a brilliant blue filled Arnold's visor: Earth, spinning slowly on ~~it's~~ **its** invisible axis. All was dead quiet, ~~accept~~ **except** for the gentle whirl of the fan blowing air ~~threw through~~ his spacesuit. It was one of the most spectacular sights he had ever seen.
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unless it's a life-or-death emergency. "We're outside for six to seven hours," says Arnold. "If you have to sneeze, you sneeze. If your nose itches, you find a place in your helmet to scratch it." The microphone in the helmet, ~~that~~ **which** astronauts use to talk to each other and to the ground crew in Houston, Texas, makes a good scratcher. As for bathroom breaks, well, that's what the "maximum absorbency garment" is for!

### LEVEL 3

Some answers will vary.

1. There he was, 200 miles above Earth, with nothing but a safety tether keeping him from floating off into space. It was 2009, and astronaut Ricky Arnold was on his first-ever spacewalk, or extravehicular activity (EVA). He had been outside the International Space Station (ISS) for only a few minutes, but ~~all-ready~~ **already** his hands ached inside his thick gloves. He took a sip of water ~~threw through~~ the plastic straw in his helmet.
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## "How to Scratch Your Nose in Space" cont'd

oxygen in and lets carbon dioxide out. (Carbon dioxide is what you exhale; it can be poisonous to breathe in large quantities of it.) A tough shell around the torso protects against flying debris.

6. The suit also protects astronauts from the extreme temperatures ~~which~~ **that** they encounter in space, which range from 250 degrees Fahrenheit in direct sunlight to 250 degrees *below* zero in the shadows. But while their spacesuits may stop astronauts from roasting or freezing to death, the astronauts can still get rather sweaty. And because spacesuits are used over and over and are difficult to clean, they can get a bit, er, stinky.
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### ANSWERS TO ACTIVITY SHEETS

#### SPELL-CHECK ERRORS

1. ~~too~~ to; ~~write~~ right
2. ~~atoud~~ allowed
3. ~~peace~~ piece; ~~its~~ it's
4. ~~all-ready~~ already
5. C
6. ~~there~~ their
7. ~~brake~~ break; ~~off~~ of
8. ~~then~~ than
9. C
10. ~~by~~ buy

#### A PERFECT SERIES

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

#### WHICH VS. THAT

1. I; There should not be a comma before *that* because "that are small and go fast" is a restrictive clause.
2. I; There should be a comma before *which* because "which made my mother upset" is a nonrestrictive clause.
3. C
4. I; There should not be a comma before *that* because "that are quiet and clean" is a restrictive clause.
5. I; *Which* should be used instead of *that* because "are



## “How to Scratch Your Nose in Space” cont’d

required for the recipe” is a nonrestrictive clause.

6. C

7. I; *That* should be used instead of *which* because “matched her dress” is a restrictive clause.

8. C

### VARY YOUR SENTENCES

Answers will vary. Here is a sample revision of the paragraph:

My brother Don and I made a pizza. To make the dough, we measured out flour, salt, yeast, water, and olive oil. We combined the ingredients and made a ball of dough, which Don kneaded and I rolled out. We put sauce on the pizza, and then we were ready for the toppings: pepperoni on the whole thing and mushrooms on half. (I don’t like mushrooms.) Once the toppings were in place, we covered the pizza with cheese and baked it in the oven. We ate the whole thing in 15 minutes.