

Grammar Plays Pranks



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

THE FLYING PENGUIN PRANK

On April 1, 2008, the British Broadcasting Corporation (BBC) played a joke on its viewers. It released a video promoting a fake nature show. The video begins in Antarctica with the host walking amid dozens of penguins.

"These little fellows," he says, "do something no other penguins can." Viewers **then/than** watch as the penguins flap their wings, hop a bit, and . . . take flight! Hundreds of penguins soar across the screen. Each winter, the host explains, the penguins fly to the rainforests of South America, where it is much warmer **then/than** Antarctica. How many people were tricked by this hoax is unknown, but the video became an instant classic.

SPAGHETTI GROWS ON TREES?!

In 1957, the BBC aired one of the best fake news stories of all time. According to the report, spaghetti trees in Switzerland were producing more spaghetti **then/than** usual, thanks to a mild winter. After the broadcast, hundreds of viewers called in asking how to grow their own spaghetti trees.

Who can blame them for falling for the joke? It would be amazing if noodles grew on trees. We'd definitely plant a pasta tree in the backyard. **Then/Than** we'd get to eat mac-and-cheese whenever we wanted!

A FOOL'S HISTORY

No one is certain just when and why April Fools' Day got started. Some trace the tradition to the Renaissance era; back **then/than**, much of Europe celebrated New Year's at the end of March rather **then/than** at the beginning of January.

The theory goes that in 1582, when France changed

calendars and declared that the year would now begin on January 1, those who continued celebrating New Year's in the spring were considered fools. There is no historical evidence to support this theory, though, so we'd all be April Fools to believe it.

ANSWERS TO ACTIVITY SHEET

THEN VS. THAN

1. then
2. than
3. then
4. than
5. than
6. then
7. than
8. Sam ran faster than Ashley.
9. Put a half cup of flour in a bowl, then add two eggs and stir until smooth.
10. I would rather play soccer than baseball.

"Teens Against Hitler"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Answers will vary. Here is a sample speech:

Thank you for joining me here today. It is my honor to present to you this statue of Ben Kamm—a memorial that I hope can inspire all of us to respond to whatever challenges, whatever oppression, whatever darkness we encounter in life with courage, with hope—and with action.

Ben Kamm, after all, was not so different from any of us. He grew up in the city of Warsaw, Poland. He liked to laugh with his friends and wrestle with his younger brothers. He was in no way expecting or prepared for what was about to happen to him: Nazis descending on Warsaw and turning the life of every Jewish man, woman, and child into a living nightmare.

This was in 1938, when Ben was 18. His family, like all of the Jews in Warsaw, was forced into a small, fenced-off part of the city—the so-called “Warsaw ghetto.” Conditions were squalid. There was nowhere near enough to eat, so Ben started sneaking in and out to get more food for his family. This was extremely dangerous—Ben would surely have been killed on the spot had he been caught—but he was not the type to sit back and hope someone else would do something when he was capable of doing it himself. He must have been scared—but courage is not a lack of fear; it is, rather, the strength to act in spite of fear.

Then Ben learned there was something else he could do—another action he could take. He learned that there were people hiding in the forests and carrying out secret missions against the Nazis—sabotaging railroads, blowing up factories, stealing weapons shipments—things like that. Ben soon joined these people: the partisans.

Some might have felt there was no point—that Hitler’s power was so great that there was nothing to be done, especially by a group of regular people, many of whom, like Ben, were young and had no special training or military experience. And yet, what Ben must have understood was that even if the partisans couldn’t stop Hitler, their acts were a way of showing the world that Hitler’s power was not absolute—that the Jews would never surrender to his evil plans; that if they went down, they would go down fighting.

It certainly took courage to become a partisan—can you imagine standing up to a group as powerful and terrifying as the Nazis? And I would say that it also required hope. Why bother, otherwise? To fight the Nazis required hope and it spread hope: Each story of the partisans that made it back to the ghettos—to the people who were not able to escape, as most, certainly, were not—was a message that yes, there *was* something to be done. There was a reason for hope.

Perhaps the world was not quite as dark as it seemed. Perhaps there were at least pinpricks of light.

Of course, the partisans did not stop Hitler. They did not free the thousands held captive in death camps and ghettos. Indeed, Ben was not able to save his own family, who perished in the Warsaw ghetto. But the partisans did save many lives—they protected many Jewish families who had managed to escape to the forests.

And they stood up to Hitler.

Ben Kamm can inspire us all to stand up to evil and wrongdoing. He can inspire us, no matter how hopeless the situation might seem, to reach deep into our hearts and grasp what hope remains. He can inspire us, no matter how great our fear, to summon our courage. Because as Ben’s story reminds us, even in the very worst and most hopeless of circumstances, there *is* something we can do.

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“Teens Against Hitler” cont’d

ANSWERS TO ACTIVITY SHEETS

REMEMBERING BEN KAMM

Answers will vary.

Who was Ben Kamm?

Possible answers include: oldest of three brothers; Jewish; teenage partisan who fought against the Nazis during WW2; led many dangerous missions against the Nazis; his town was invaded by Nazis in 1939 when he was 18; he and his family were sent to the Warsaw ghetto; moved to America after the war and became a husband, father, and grandfather; protector and hero

What kind of person was Ben Kamm?

Possible answers include: angry, heroic, determined, regular kid, good leader, skillful, resilient

Why should we remember Ben Kamm?

Possible answers for how he could inspire us or be a role model: He can inspire us to stand up to evil or wrongdoing; he shows us the resilience of the human spirit, because despite everything he went through, he went on to build a happy family and successful life.

Possible answers for what he can remind us or teach us: He reminds us to be grateful for all of the good things in our lives; learning about Ben reminds us that the people who make up any group—no matter their religion, race, age, class, etc.—are people just like us; by studying stories like Ben’s from history, we can learn from our mistakes.

Possible answers for why it’s important to learn individuals’ stories: Learning about individuals makes history more meaningful to us; learning about Holocaust victims who were dehumanized can help return their humanity to them.

Choose your central idea.

Possible answers include:

- Ben Kamm reminds us that even in the very worst—the most hopeless—of circumstances, there is something we can do, if we have the courage.
- Ben Kamm is an example of the resilience of the human spirit.
- Ben Kamm would deserve to be remembered even if he’d never escaped the Warsaw ghetto and become a partisan. But Kamm did become a partisan, and we should look to

him as inspiration to stand up and fight even when all hope seems lost.

- Ben Kamm did not let the Nazis win.
- Ben Kamm reminds us that the Holocaust was not something that happened to “millions of Jewish people.” It was something that happened to millions of individuals—mothers and fathers, sons and daughters, brothers and sisters.

Consider your tone.

Possible answers: emotional, admiring, inspiring, respectful, serious

“TEENS AGAINST HITLER”

CLOSE-READING QUESTIONS

1. According to the article, Hitler took advantage of the humiliation, fatigue, and bitterness that Germans felt after being defeated in World War I. He told Germans that they were superior to everyone else—a message they were no doubt eager to hear. Hitler also took advantage of the anti-Semitism that had long existed in Europe and offered the Jews as a scapegoat for all of Germany’s problems.
2. Tarshis begins the article, “You probably know a kid like Ben Kamm . . .” She then describes his personality and appearance, noting that his clothes are “rumpled from wrestling with his little brothers.” This approach helps the reader identify with Ben and feel as if he is a friend. Later, Tarshis creates empathy by describing Ben’s emotions: She relates his “fear and resentment” as he is marched through the streets of Warsaw and explains that “for the rest of his life, Ben would break down in tears when he recalled the moment he left to rejoin the partisans.”
3. Hearing about the partisans would have made those in the ghetto realize that the Nazis’ power was not as absolute as it seemed. The partisans had the ability to interfere with Nazi operations, and they also showed that it was possible to survive or, if not, to go down fighting.
4. The journal entry helps you understand how exhausting, dangerous, and frightening it was to be a partisan. The writer describes having to be on the move to avoid a German assault; he describes partisans trekking through the forest with all of their belongings in the middle of a rainy, windy night, wondering if they would die as so

section continues >>



“Teens Against Hitler” cont’d

many others had.

“TEENS AGAINST HITLER”

CRITICAL-THINKING QUESTIONS

1. Though staying in the ghetto was by no means safe, Ben put himself in immediate danger by joining the partisans. He risked being caught and killed by Nazis or Polish police officers, or turned in by a Polish citizen. He also risked his safety by participating in dangerous missions, such as blowing up German supply trains. And, Ben risked being separated from his family. Maybe Ben decided to take these risks because in the ghetto, there was, as Tarshis writes, nothing for him to do but wait for death. Although being a partisan was dangerous, it gave him an opportunity to do something, to fight back and act on some of the rage he felt.
2. Answers will vary. A possible response is that overcoming bitterness requires a determined effort to focus on the positive and cultivate gratitude for what you have. This effort is worth it because if you are overcome by bitterness, you rob yourself of the opportunity for joy, and you stay stuck in the past.
3. Answers will vary. When we read about people’s lives and personalities, and when we learn about their suffering, we develop empathy for them, and it becomes impossible to think of them as just numbers or part of a group; they come alive to us, and we see them for what they are: fellow human beings who have friends and families and hopes and dreams just like we do.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The images on page 4 to 5 are a collage of photographs of people set against a series of images from World War II. The designer likely chose these colors to create a contrast between the photos of the Jewish partisan fighters and the other photos, which mostly picture Nazis. The Nazi photos are covered in a dark stain, while the partisan photos are clear and bright. Some of the partisan fighters are smiling. The layout reflects the two sides in this conflict—the forces of darkness (bigotry, hatred, evil) and light (courage, love, camaraderie,

justice).

2. The image at the bottom of page 6 shows Adolf Hitler and another Nazi officer walking down a ruler-straight line of Nazi soldiers at attention, holding guns.
3. In the photo, a group of Jewish people, including a young boy, are walking with their hands up as they exit a building. Armed soldiers are standing nearby watching the group of people. From the way the people are standing, and the look on the child’s face, I can infer that the people in the photo are feeling terrified and extremely nervous.
4. I predict that the article will be about a Nazi invasion and the Jewish fighters who fought against them.
5. The author creates drama by shifting the mood from idyllic to disturbing and frightening. The beginning of the section describes the wonderful life of a normal young boy and his family using words and phrases like “happily,” “delicious dinner,” and “cozy dining room.” Ben’s father is smiling. The mood shifts suddenly with the line, “As Ben’s family is enjoying their dinner, Germany’s leader, Adolf Hitler, is plotting the annihilation of Europe’s 9.5 million Jews.” The mood becomes disturbing and frightening as Tarshis explains who Hitler is. By the end of the section, readers learn that 6 million Jews were murdered.
6. The author’s tone is admiring. It is encouraging to learn that after a period of feeling angry and powerless, Ben became successful at fighting back against the Nazis. Phrases like “fighting back,” “glimpse of hope,” “bravery and skill,” and “earned him the respect” contribute to this tone.
7. The author describes a sequence of events—from Ben’s involvement with the partisans to his life after the war.
8. I can infer that Ben doesn’t let hateful people affect how he feels about himself.
9. **A.** wretched or horrible
B. “Deplorable” is descriptive and has dramatic impact. A word such as “bad” would be generic and less specific. Many things can be bad—a messy room, a child having a tantrum, soggy French fries. Something truly horrible is deplorable. It communicates just how awful conditions in the ghetto truly were.
10. The Jewish partisans who risked their lives to fight the Nazis showed great courage.

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“Teens Against Hitler” cont’d

11. In the 1930s, a Jewish boy named Ben Kamm lived in Warsaw, Poland, with his family. After Adolf Hitler rose to power in Germany, the Nazis invaded Poland. Ben and his family—along with the other Jewish people in Warsaw—were forced to move into a ghetto. Life in the ghetto was difficult because food and supplies were scarce, disease ran rampant, and the Nazis forced some into slave labor. Ben escaped and joined the partisans to fight against the Nazis. By the end of the war, about 6 million Jews in Europe had been murdered by the Nazis. Ben’s family did not survive. Ben moved to the United States and told the story of the Holocaust until he died in 2010.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The images on page 4 to 5 are a collage of photographs of people set against a series of images from World War II. The designer likely chose these colors to create a contrast between the photos of the Jewish partisan fighters and the other photos, which mostly picture Nazis. The Nazi photos are covered in a dark stain while the partisan photos are clear and bright. Some of the partisan fighters are smiling. The layout reflects the two sides in this conflict—the forces of darkness (bigotry, hatred, evil) and light (courage, love, camaraderie, justice).
2. The image at the bottom of page 6 shows Adolf Hitler and another Nazi officer walking down a ruler-straight line of Nazi soldiers at attention, holding guns.
3. In the photo on page 7, a group of Jewish people, including a young boy, are walking with their hands up as they exit a building. Armed soldiers are standing nearby watching the group of people. From the way the people are standing, and the look on the child’s face, I can infer that the people in the photo are feeling terrified and extremely nervous.
4. I predict that the article will be about the Jewish fighters who fought the Nazis during World War II.
5. C
6. A. horrified
B. The tone is horrified because you learn that 6 million

Jews were killed by the Nazis and their collaborators.

7. Cause: Germans figured out where the partisans were hiding and would attack them.
8. I can infer that Ben doesn’t let hateful people affect how he feels about himself. He shows resilience.
9. A. horrible
B. “Deplorable” is more descriptive and has more dramatic impact than “bad.” Many things can be bad—a messy room, a child having a tantrum, soggy French fries. Something truly horrible is deplorable.
10. A. Students should cross out detail #3.
B. Detail #1, #2, and #4 are examples of courageous acts and the dangers faced by partisans as they fought the Nazis. Detail #3 is about Ben’s ability to hide in plain sight, which doesn’t directly support the central idea.
11. Students should draw lines through #2, #3, and #6.

“TEENS AGAINST HITLER” QUIZ

*Higher Level (HL)

1. C (key ideas; R.1)
2. D (text evidence; R.1)
3. B (key ideas; R.1)
4. B (figurative language; R.4)
5. C (tone; R.6)
6. D (synthesis, central ideas; R.9, R.2)
7. Ben Kamm’s experiences during the Holocaust changed him from an easygoing and happy boy into a grief-filled and angry young man. As Lauren Tarshis puts it on page 10, when World War II ended in 1945, “. . . Ben was 24 years old, and little was left of the laughing boy who once sprinted through the peaceful streets of Warsaw.” Ben was already full of rage when he joined the partisans (p. 8), and that rage could have only grown stronger as the war went on. During the Holocaust, Ben witnessed the horror of people starving to death and dying of disease in the Warsaw ghetto, and he suffered the loss of his entire family. Even many years later, in 2010, rage and sadness continued to smolder inside Ben, according to Tarshis (p. 10). And yet, at the same time, Ben was able to move forward, to build “a happy family and a successful life” (p. 10). He was able to avoid the bitterness that could have overwhelmed him and be grateful for his good fortune. (analyzing how individuals develop, supporting a claim; R.3, W.1)



“Teens Against Hitler” cont’d

8. During World War II, partisans carried out secret missions against the Nazis and helped protect Jewish people. According to Lauren Tarshis in “Teens Against Hitler,” some of the partisans were experienced fighters, while others, like Ben Kamm, were teenagers with no experience at all (p. 8). The partisans hid in forests and carried out acts such as blowing up factories, sabotaging railroads, and stealing weapons shipments (p. 8)—actions to interrupt the Nazis’ operations. Some partisan groups also helped hide and protect Jewish people, old and young, who had escaped from the Nazis. Ben Kamm says that the Jews his partisan group protected survived the war (p. 10). (key ideas, summarizing, writing informative/explanatory texts; R.1, R.2, W.2)

“TEENS AGAINST HITLER” QUIZ

*Lower Level (LL)

1. C (key ideas; R.1)
2. D (text evidence; R.1)
3. B (key ideas; R.1)
4. B (figurative language; R.4)
5. C (tone; R.6)
6. D (key ideas; R.1)
7. According to the first section of the article, as a kid, Ben Kamm was happy, adventurous, and responsible. On page 6, Lauren Tarshis writes that Ben had “big ideas and a quick smile,” and that he was the type of kid “to lead you off on an adventure and make sure you get home safely.” She describes him running around in the streets of Warsaw and laughing with his friends before heading home where his younger brothers “happily pounce” on him; this last detail shows that Ben had a close relationship with his brothers. Tarshis describes Ben as resilient, as well; when a man on the street calls Ben a “dirty Jew,” Ben brushes it off and continues on with his evening. (characterization, supporting a claim; R.3, W.2)
8. During World War II, partisans carried out secret missions against the Nazis and helped protect Jewish people. According to Lauren Tarshis in “Teens Against Hitler,” some of the partisans were experienced fighters, while others, like Ben Kamm, were teenagers with no experience at all (p. 8). The partisans hid in forests and carried out acts such as blowing up factories, sabotaging railroads, and stealing weapons shipments (p. 8)—

actions to interrupt the Nazis’ operations. Some partisan groups also helped hide and protect Jewish people, old and young, who had escaped from the Nazis. Ben Kamm says that the Jews his partisan group protected survived the war (p. 10). (key ideas, summarizing, writing informative/explanatory texts; R.1, R.2, W.2)

“TEENS AGAINST HITLER” VOCABULARY

1. scapegoat
2. bigotry
3. Holocaust
4. annihilated
5. A
6. B
7. B
8. A

GUIDED RESEARCH TASK

Answers will vary.

1. A partisan is a member of a group of people who work together to try to defeat or sabotage an enemy. During World War II, partisans fought against the Nazis, rescued Jewish people who had been sent to work camps, and helped hide and protect Jewish people who had escaped from the ghettos. According to “Teens Against Hitler,” partisans blew up factories, stole weapons shipments, and upset the flow of supplies to German troops (p. 8). Partisans like the Bielksi brothers protected thousands of escaped Jews from the Nazis. In the United States Holocaust Memorial Museum’s video, former partisan Alisa (Lisa) Nussbaum Derman describes how the partisans “made it impossible for the German army to move,” by cutting down trees to block roads, cutting down telephone wires, and planting mines in the entrances of buildings. Alisa also describes helping Jews who had escaped Jewish ghettos.
2. According to the Jewish Partisan Educational Foundation, Jewish partisans preserved Jewish culture by defying Nazi laws that prevented them from practicing their religion and outwardly expressing their culture. Jewish partisans still held prayer services, taught their children to read Hebrew, and painted pictures and wrote poetry about their culture and experience in defiance of Nazi law.

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“Teens Against Hitler” cont’d

3. It may have been important to the partisans to preserve Jewish culture because preserving Jewish identity and traditions meant that, although the Nazis were killing many Jewish people, there were some things that the Nazis could never take away from them. Preserving Jewish culture was a way of sending a message that the Nazis would never truly win. According to the Jewish Partisan Educational Foundation, preserving Jewish culture was part of a “spiritual resistance” of the Nazis. This sort of resistance may not have hurt the German army in any way, but it was important for the Jews because it preserved the Jewish people’s dignity and self-respect.
4. According to the Jewish Partisan Educational Foundation, a *zemlyanka* is an underground bunker that partisans lived in when they were in hiding in the forests of Eastern Europe. The partisans built *zemlyankas* out of materials from the forest or whatever they could find. The *zemlyankas* served as shelters and hiding places. They kept the partisans warm during cold winter nights and could hide dozens of people at one time.
5. The partisans ate whatever they could find, and it usually was not enough. For example, in the Jewish Partisan Educational Foundation’s video, former partisan Norman Salsitz said that his group once had a bag of beans and everyone was given a tiny portion—five or six beans each—and the partisans were supposed to survive on those beans for a week. Partisans were sometimes given food by friendly locals, but often they would have to steal from farmers or villagers.
6. Because the partisans set up camps outdoors in the forests and were often traveling from place to place, weather affected their lives greatly. The partisans had very little clothing to wear, and none of it was particularly warm, so it was very hard for them to keep warm in the winter. Ben Kamm says that it would get so cold that their hands would stick to their guns. Frank Blaichman says that they would sometimes wake up and be covered in a blanket of snow. The former partisans in the film explain that footprints they left in the snow could lead the Germans right to their group, and that to avoid this, the partisans would have to walk in all different directions—even backwards. The rain also created obstacles for the partisans. They were often moving from place to place, if it started to rain while

they were traveling, there was nothing they could do about it. In the diary entry of a partisan, the partisan talks about how “the damp penetrated to our bones,” and that everything was “wet and damp.”

7. Ben Kamm and other Jewish youths joined the partisans because it was a way to fight back against the Nazis. In his video biography, Ben Kamm says he joined the partisans because he “wanted to fight the Germans for what they did to the Jews.” The partisans gave young people hope that there was a way to end the suffering of their families and friends. The manifesto by Abba Kovner points to another reason that a Jewish person might join the partisans: to preserve the pride and dignity of the Jewish people. Kovner says, “Before our eyes they tore from us our parents, our brothers and sisters . . . Let us not go like sheep to the slaughter! It is true that we are weak and defenseless, but resistance is the only response to the enemy!” In other words, Kovner is urging the Jewish people to put up a fight, even though it seems like it is one that they cannot win. Many of the partisans on the Jewish Partisan Educational Foundation’s website express this same idea. Sonia Orbuch says, “If I was going to die, I was going to die as a fighter, not as a Jew.”
8. A person risked his or her life and freedom to join the partisans. According to “Teens Against Hitler,” “Danger lurked everywhere in the hostile countryside, where Poles could earn rewards for turning in Jews to the Nazis” (p. 9). Partisans like Ben Kamm, who had to leave friends and family behind in the ghettos, also risked never seeing their loved ones again. However, in the countryside, the partisans gained a great sense of freedom. They were not confined to the horrific ghettos or work camps, like so many others. Partisans also gained the opportunity to take a stand against the Nazis, and to be able to avenge the deaths of so many of their people.

CORE SKILLS WORKOUT: SUMMARIZING—LL

In the 1930s, a Jewish boy named Ben Kamm lived in Warsaw, Poland, with his family. After Adolf Hitler rose to power in Germany, the Nazis invaded Poland. Ben and his family—along with the other Jewish people in Warsaw—were forced to move into a ghetto. Life in the ghetto was difficult because food and supplies were scarce, disease ran rampant, and the Nazis forced some



“Teens Against Hitler” cont’d

into slave labor. Ben escaped and joined the partisans to fight against the Nazis. By the end of the war, about 6 million Jews in Europe had been murdered by the Nazis. Ben’s family did not survive. Ben moved to the United States, built a successful life, and told the story of the Holocaust until he died in 2010.

CORE SKILLS WORKOUT: SUMMARIZING—HL

1. This article is mainly about Ben Kamm.
2. Ben Kamm was a Jewish boy who lived in Warsaw, Poland with his family in the 1930s.
3. Adolf Hitler and his Nazi Party were rising to power. Hitler planned to murder all of the Jewish people in Europe.
4. After the Nazis invaded Poland in 1939, they forced all the Jews in Warsaw to live inside a ghetto, where life for Ben became extremely difficult. Food was scarce and diseases ran rampant. Many in the ghetto were forced to work as slave laborers for the Nazis.
5. Ben decided to break out of the ghetto and join the partisans, a group of people who lived in forest camps and fought against the Nazis.
6. Ben survived the war but his family did not. He moved to the United States, where he told the story of the Holocaust until he died in 2010.
7. The Holocaust was one of the most evil chapters in human history. Six million Jewish men, women, and children, including Ben’s family, were murdered by the Nazis.

Sample summary: In the 1930s, a Jewish boy named Ben Kamm, lived in Warsaw, Poland, with his family. In Germany, Adolf Hitler and the Nazi Party rose to power and planned to murder Jewish people in Europe. After the Nazis invaded Poland in 1939, they forced Warsaw’s Jewish people into a ghetto. Life in the ghetto was difficult because food and supplies were scarce, disease ran rampant, and the Nazis forced some into slave labor. Ben escaped and joined the partisans, a group of people who lived in forest camps and fought against the Nazis. By the end of the war, about 6 million Jews in Europe had been murdered by the Nazis. Ben’s family did not survive. Ben moved to the United States and told the story of the Holocaust until he died in 2010.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

Answers will vary but should be similar to the following:

1. The layout is a collage of photographs of people set against a series of images from World War II. The designer created a stark contrast between the photos of the Jewish partisan fighters and the other photos, which mostly picture Nazis. The Nazi photos are covered in a dark stain while the partisan photos are clear and bright. Some of the partisan fighters are smiling. The layout reflects the two sides in this conflict—the forces of darkness (bigotry, hatred, evil) and light (courage, love or camaraderie, justice).
2. Answers will vary. You can infer that most, if not all, of the people in the photograph were killed by the Nazis. You can also infer from their expressions that they were frightened and confused. The photo conveys the evil of the Nazis and the humanity of their victims, and evokes a feeling of heartache and outrage in the reader.
3. The map on page 7 contributes to the dramatic impact of the article by illustrating that most of Europe was controlled or occupied by the Nazis in 1942. This fact helps the reader understand the widespread power of Adolf Hitler.
4. The diary excerpt adds details about the hardships the partisans faced—finding food and shelter, staying one step ahead of German soldiers, and struggling to keep warm.

The Fire-Breather



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Answers will vary.

Students might say that, yes, Jason deserves the title of hero because a hero is brave, selfless, and skillful, and Jason exhibits all of these traits. Jason proves that he is brave when he pursues the Golden Fleece even though he knows it is “the most difficult and perilous quest in the world,” as Nestor says in Scene 1. Jason also displays his bravery in Scene 5, when, just before he faces the bulls, he tells himself, “I must cast aside my fear.” Jason shows that he is selfless when, in Scene 3, as he is about to face danger, he says, “I must do this for my people.” And Jason proves to be skillful as well, when, in Scene 5, he brings the bulls to their knees and yokes them.

Other students might say that while Jason is a hero, Medea is also a hero of this tale. Medea’s bravery is shown when she defies her powerful father and when she approaches a dangerous dragon. And, like Jason, Medea is selfless. In Scene 6, she decides to leave her family and her home to help Jason with his quest. Medea is also skillful: She proves to be a capable sorceress when she uses magic to protect Jason from the bulls and to put to sleep the dragon that guards the Fleece.

ANSWERS TO ACTIVITY SHEETS

THE FIRE-BREATHING

CLOSE-READING QUESTIONS

1. Heracles says that the Argonauts have traveled “past the edge of the known world.” Atalanta and Nestor say that they’ve battled evil giants and murderous monsters. These achievements require strength and courage, two common characteristics of a hero.
2. Jason means that getting the Golden Fleece is so important to him that he’s willing to die trying to get it.
3. Medea blushes when she speaks to Jason; you can infer that she likes him in a romantic way. It is also likely that she objects to her father’s tactics; giving Jason a task that he can’t survive is cruel; King Aeetes could simply refuse to part with the Fleece.
4. It doesn’t occur to Aeetes that Medea is helping Jason; either Aeetes doesn’t realize his daughter is a sorceress, or he underestimates her power and courage. Also, he calls her a “foolish girl.” You can infer that Aeetes doesn’t take Medea seriously.
5. Jason compares it to “a cloud filled with light” and he is “entranced” by it. Atalanta’s line “The Fleece gleams like Zeus’s lightning” and the Argonauts’ desire to touch the Fleece convey how special it is.

THE-FIRE BREATHING

CRITICAL-THINKING QUESTIONS

1. Jason is confident that he will achieve his goal; his companions are less certain. For example, Jason dismisses Aeetes as “just a grizzled old man,” while Heracles takes Aeetes seriously, pointing out that Aeetes’s eyes are “fierce like a leopard’s.” When Nestor and Heracles say

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The Fire-Breather cont'd

Jason's quest is impossible, Jason coolly replies, "Do we not have the gods on our side?" Jason might seem reckless, but his certainty keeps the Argonauts moving forward. Unlike his companions, Jason wants to avoid bloodshed.

2. Both kings are conniving; each one gives Jason a deadly task. They are also both willing to kill; Pelias killed Jason's father, and Aeetes tries to kill Jason. Since both kings are dishonest and bloodthirsty, you might conclude that power corrupts.
3. It's unlikely. It was Medea's magic that kept Jason safe from the bulls, the soldiers, and the dragon. Medea was also the first to notice Aeetes's army coming to kill the Argonauts.
4. Students will likely say that yes, Jason fits the classical definition of a hero. He is brave, and he is on a dangerous

quest. In the prologue, Atalanta and Nestor state that Jason has led the Argonauts in fights against evil giants and murderous monsters, which suggests that Jason is a skilled warrior. Students may say that today, a hero is defined not as a warrior, but as a person—a man OR a woman—who acts bravely and selflessly for the good of others.

THE FIRE-BREATHER LITERARY ELEMENTS

Characters

1. **A.** major; Jason is the son of a murdered Greek king. His uncle promised to make him king if he survives a dangerous quest to bring back the golden fleece of a magical flying ram. Jason is a static character because he does not undergo any significant internal change.
- B.** minor; Heracles is one of the brave Argonauts who

IS JASON A HERO?

Answers will vary.

Trait	Does Jason display this trait?	Explain how Jason does or does not display this trait	Does another character display this trait?	Explain
brave	yes	Jason pursues the Golden Fleece even though he knows it is "the most difficult and perilous quest in the world," as Nestor says in Scene 1. In Scene 5, Jason tells himself, "I must cast aside my fear" and faces the bulls.	Medea; all of the Argonauts	To help Jason, Medea approaches a dangerous dragon. She also defies her father. As stated in the prologue, all of the Argonauts have sailed through "treacherous waters" and battled "evil giants" and "murderous monsters." In Scene 1, Jason refers to them as the "bravest and strongest" young people he could find.
selfless	yes	In Scene 3, as Jason is about to face danger, he says, "I must do this for my people."	Medea	In Scene 6, she decides to leave her family and her home to help Jason with his quest.
skillful	yes	In Scene 5, Jason survives the bulls with Medea's help, but uses his own skill to bring them to their knees and yoke them.	Medea	Medea is a skilled sorceress: She uses magic to protect Jason from the bulls and to put to sleep the dragon that guards the Fleece.



The Fire-Breather cont'd

accompany Jason on his quest. He is careful and wise and often cautions Jason about underestimating the dangers they face. Heracles is a static character because he does not undergo any significant internal change.

C. Answers will vary. Sample answer:

Medea; major; Medea is a sorceress and King Aeetes's daughter. Using magic, she helps Jason get the Golden Fleece. Medea is a dynamic character because her loyalty switches from her father to Jason.

2. In Scene 1, several of the Argonauts warn Jason that his uncle, King Pelias, sent him on the impossible quest to get the Golden Fleece because Pelias wants Jason to fail. Jason responds, "Pelias did murder my father and steal the throne. But he also swore he would make me king if I proved myself worthy." These lines suggest that Jason is too trusting. It is foolish for him to believe that the man who killed his father in order to seize power would ever let Jason be king.

3. **A.** Answers will vary.

B. Answers will vary. Possible answers include:

Fair: She tells her father that it is right of him to keep his word to Jason and hand over the Golden Fleece (p. 20).

Kind: Medea helps Jason several times. She gives him magic oil that protects him from the fire-breathing bulls, tells him how to survive the soldiers that spring from the ground, leads him to the Golden Fleece, and uses magic to put the dragon that guards it to sleep.

Helpful: (same answer for "kind").

Courageous: She helps Jason acquire the Golden Fleece, knowing that in doing so, she will have to cut all ties with her family (p. 20).

Conflict

4. **A.** The conflict between Jason and King Aeetes is over who will possess the Golden Fleece. It is one of the king's most prized possessions and he believes he will lose his kingdom if he loses the Fleece. Jason wants the Golden Fleece because his uncle promised to make him king if he brought it back to Greece.

B. The conflict is resolved when Jason, with help from Medea, completes a series of seemingly impossible tasks as a condition of Aeetes giving him the Fleece. Jason then—again with Medea's help—seizes the Fleece and sails away.

Theme

5. There are several possible themes in this play. One is that people can accomplish seemingly impossible things by working together. For example, Jason was successful because he had help from the Argonauts and Medea. Another possible lesson is that honesty, kindness, and mercy are rewarded and cruelty and dishonesty are punished. Jason was honest with Aeetes about his plan to take the Fleece (p. 17). When Nestor suggests they kill King Aeetes and take the Fleece, Jason showed kindness and compassion by refusing to kill the Aeetes (p. 18). The cruel and dishonest king was the loser in the story—he lost the Fleece and his daughter (p. 20).

Descriptive Writing

6. Students should choose one of the following:
- (a) "They are brought to King Aeetes, whose long white beard falls like snow onto the blood red of his silk robe" (p. 17); the simile draws attention to the whiteness of the King's beard by comparing it to snow.
 - (b) "His eyes are fierce like a leopard's" (p. 17); the simile draws attention to the King's eyes which show him to be animal-like and dangerous.
 - (c) "It [the Golden Fleece] is like a cloud filled with light" (p. 21); the simile highlights the beautiful, magical, and other-worldly quality of the Fleece.
7. The real version contains the imagery of the kingdom being littered with broken bones. The reader gets a picture in his or her mind of dozens of white bones strewn all over the ground. This is a powerful, evocative image that drives home the danger that Jason faces in a way that the alternative version does not. Also, the phrase "rob me of my most prized possession" contains information about how much the Golden Fleece means to Aeetes that "trying to steal the Golden Fleece" does not. By saying "rob me," Aeetes makes it clear that taking the fleece would be a personal offense.

THE FIRE-BREATHING QUIZ

*Higher Level (HL)

1. B (character; R.3)
2. D (interpreting text; R.4)
3. C (inference; R.1)
4. D (text evidence, text structure; R.1, R.5)
5. A (figurative language; R.4)



The Fire-Breather cont'd

6. C (summarizing; R.2)
7. Answers will vary. Students may say that no, Jason is not arrogant, because his confidence is warranted. As stated in the prologue, Jason and the Argonauts have traveled through “treacherous waters past the edge of the known world” and battled evil giants and murderous monsters (p. 16). These feats show that Jason has already accomplished several seemingly impossible tasks. Additionally, instead of trying to steal the Fleece, Jason asks for it and is even willing to do something in exchange for it (p. 17). An arrogant person might assume that they had the right and the ability to take the Fleece without asking. Jason’s confidence also seems to come from his faith in the gods rather than from an exaggerated sense of his own abilities. For example, when the Argonauts express their concerns about Jason completing Aeetes’s tasks, Jason says, “My dear Argonauts. Do we not have the gods on our side? I will accept this challenge and face my fate” (p. 18). This line reveals that Jason attempts the tasks not because he thinks he has extraordinary abilities, but because he believes the gods will protect him if need be and he accepts whatever happens as his fate. Lastly, an arrogant person would likely believe that they could complete the tasks on their own, and would hesitate to accept help. Jason, on the other hand, gladly accepts Medea’s help on several occasions. (character, inference; R.3, R.1)
8. Answers will vary. Students may say that Jason is justified in taking the Golden Fleece because Aeetes did not keep his word. Aeetes clearly states in Scene 2 that he will give Jason the Fleece if he succeeds in the tasks that Aeetes lays out. However, in Scene 5, Aeetes reveals that he never had any intention of giving the Fleece to Jason, and instead plans on killing Jason and the Argonauts. Additionally, the tasks that Aeetes assigns to Jason are impossible. Medea reveals this in Scene 4 when she says, “That is why he has given you a task you cannot survive.” The deal between Aeetes and Jason is therefore unfair to begin with, which gives Jason license to take the Fleece. Students may also argue that the Fleece is rightfully Jason’s as it once belonged to one of his ancestors (Scene 2).

Students may also argue that Jason is not justified in stealing the Fleece because Jason was able to complete

the tasks that Aeetes laid out for him only with Medea’s help. Students may also say that the fact that the Fleece once belonged to Jason’s ancestor does not make the Fleece his to steal. (supporting a claim, key ideas and details, text evidence; W.1, R.2, R.1)

THE FIRE-BREATHING QUIZ

***Lower Level (LL)**

1. B (character; R.3)
2. D (interpreting text; R.4)
3. C (inference; R.1)
4. D (vocabulary in context; R.4)
5. A (figurative language; R.4)
6. C (summarizing; R.2)
7. Answers will vary. Students may say that no, Jason is not arrogant, because his confidence is warranted. As stated in the prologue, Jason and the Argonauts have traveled through “treacherous waters past the edge of the known world” and battled evil giants and murderous monsters (p. 16). These feats show that Jason has already accomplished several seemingly impossible tasks. Additionally, instead of trying to steal the Fleece, Jason asks for it and is even willing to do something in exchange for it (p. 17). An arrogant person might assume that they had the right and the ability to take the Fleece without asking. Jason’s confidence also seems to come from his faith in the gods, rather than from an exaggerated sense of his own abilities. For example, when the Argonauts express their concerns about Jason completing Aeetes’s tasks, Jason says, “My dear Argonauts. Do we not have the gods on our side? I will accept this challenge and face my fate” (p. 18). This line reveals that Jason attempts the tasks not because he thinks he has extraordinary abilities, but because he believes the gods will protect him if need be and because he accepts whatever happens as his fate. Lastly, an arrogant person would likely believe that they could complete the tasks on their own, and would hesitate to accept help. Jason, on the other hand, gladly accepts Medea’s help on several occasions. (character, inference; R.3, R.1)
8. Answers will vary. Students may say that Medea does fit this definition of a hero. You can infer that Medea does not agree with her father’s dishonest ways and cruel



The Fire-Breather cont'd

treatment of Jason. She acts selflessly by putting the needs of Jason and the Argonauts before her own and does what she believes is right. In Scenes 4, Medea risks her life when she defies her powerful father to warn Jason and offer him protection. In Scene 6, when she confirms that she was right about her father's dishonesty, she once again helps Jason, even though it means that she will never see her family again. Students may also say that Medea's acts are not completely selfless because you can infer from the way she blushes in Scene 2 that she likes Jason in a romantic way. (character, inference; R.3, R.1)

THE FIRE-BREATHING VOCABULARY PRACTICE

1. C
2. C
3. B
4. C
5. A
6. D
7. A
8. B

CORE SKILLS WORKOUT: EXPLORING MOOD

1. Possible answers include: (1) Heracles whispers that Aeetes's eyes are "fierce like a leopard's." This makes Aeetes seem dangerous and threatening—like he might do something violent at any moment. (2) Aeetes threatens Jason by telling Jason that Colchis is "littered with the bones" of others who tried to do attain the Golden Fleece. Aeetes is suggesting that Jason, too, will die if he tries to get the Fleece.
2. uneasy, dangerous (students could also choose other words): As the characters summarize the situation for the audience, they explain that they are on a "dangerous" quest and refer to "evil giants" and "murderous monsters." Then, speaking in unison (which makes what they are saying sound very serious), the Argonauts explain how much is at stake: If they succeed in their quest, Jason will become a king, but if they fail, Jason will die.
3. **A.** Students may say that the nighttime setting makes the mood more secretive, more mysterious, quieter, more romantic, more intense, or more nervous.
B. Possible answers include: That Medea is going behind

her father's back to warn Jason that there is no way Jason can survive the task Aeetes gave him contributes to a mood of secrecy and danger. That Medea blushes and tells Jason that his eyes tell her he is noble and kind contributes to a romantic mood. That Medea gives Jason magical oil to protect him contributes to the mood of mystery. That Medea looks over her shoulder at the end of the scene—suggesting that she is nervous about being discovered—also contributes to the intense, dangerous, nervous mood.

4. Students may say that the mood at the end of Scene 6 is sad, moving, melancholy, or quiet. That Medea is giving up her life as she knows it to help Jason is moving, as is the way that Jason, Atalanta, and Nestor assure her that they will take her in and become her new family. The sadness is created by Medea's tear-filled eyes and the way she "smiles sadly" as she makes the decision to leave her home and her family in Colchis.

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Answer provided.
2. Jason's actions reveal a casualness that Heracles finds inappropriate. By plucking and eating the grape, Jason shows that he is not as focused as he should be on the dangers ahead. Also, as a guest in King Aeetes' kingdom, Jason shows bad manners by taking the grape. This indicates that Jason may not respect the King's authority or that he does not have sufficient fear of the king. This is why Heracles admonishes him for being "arrogant."
3. "You are far from home, boy"; "AND I AM THE SON OF A GOD."
4. The king implies that Jason will not succeed in getting the Golden Fleece—many others have tried and they all died.
5. In Scene 1, Jason says, "Pelias did murder my father and steal the throne. But he also swore he would make me king if I proved myself worthy." Jason seems foolish to trust that Pelias would give him the throne since his uncle committed murder get it. In Scene 4, Medea warns Jason that her father would never give away the Golden Fleece, but Jason continues to complete the impossible tasks the king set for him. Jason trusts the king when he says he will honor his promise to give him the Fleece. In Scene 6, Jason seems surprised to learn from Medea that



The Fire-Breather cont'd

the king plans to murder him and his men instead.

6. In Scene 7, as the dragon gets ready to pounce on Jason, Medea shows great courage by jumping in to help him. In Scene 6, after Medea learns her father plans to kill Jason and his men, she warns Jason at great personal risk—she will never be able to go home. This takes enormous strength and courage.

Killer Smog



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 29

Answers will vary. Here is a sample response:

Smog has had a serious negative impact on people's health throughout history. As Lauren Tarshis explains in "Killer Smog," the chemicals in smog can cause permanent lung damage and can lead to serious, even fatal, respiratory illnesses such as asthma and pneumonia (p. 26). Smog, Tarshis explains, started to become a problem in London in the 1800s and was common across both Europe and the U.S. in the early 1900s, due to the rapid growth of cities (pp. 25-26). People didn't fully understand how smog affects the body until after London's Killer Smog of 1952, however. That event made thousands of people sick and led to the deaths of 12,000 people (p. 27). Laws to protect air quality were passed in England and in the U.S. following the Killer Smog and today, smog is not as serious a problem as it once was in those places—but is still "a problem in many parts of both countries" (p. 27). And, writes Tarshis, smog "remains a truly deadly problem around the world" (p. 26). One place where smog is having a particularly strong impact today is Beijing, China. As Edward Wong reports in the article "Smog So Thick, Beijing Comes to a Standstill," according to some estimates, as many as 1 million people in China die from polluted air each year (p. 28).

Not enough has been done to solve the smog problem because smog still causes illness and death around the world. In China, as Wong explains, the government created an emergency response plan to alert people to dangerous smog conditions, but has done little to actually solve the smog problem—perhaps because it fears the economic loss that might result from shutting down polluting factories (p. 29).

ANSWERS TO ACTIVITY SHEETS

SYNTHESIS

1. Pollution from factory smokestacks, home chimneys, and cars contributes to smog. Certain kinds of weather, such as days without wind and little sun, can make smog worse. The burning of coal produces a particularly "oily and sooty" smoke, which sticks to water droplets in fog and creates smog.
Source: both texts
2. The chemicals in smog can cause permanent lung damage and can lead to serious, sometimes fatal, respiratory illnesses such as asthma and pneumonia.
Source: both texts
3. The Killer Smog of 1952—and the many people that died or became ill because of it—made it clear that air pollution could have a profoundly negative effect on our health.
Source: "Killer Smog"
4. There are several obstacles that might prevent a city from reducing air pollution. The first obstacle could be lack of awareness of the health consequences and causes of air pollution, which is what happened in the 1950s in the U.S. and England. Another obstacle is the cost. For example, "In Smog So Thick, Beijing Comes to a Standstill," shutting down factories to reduce air pollution could have slowed economic growth. Another obstacle is that people may be unable—or unwilling—to make the personal changes that are necessary to reduce air pollution. For example, most Londoners in the early 1950s couldn't afford cleaner heating systems, and many people in Beijing can't afford to reduce the amount of time they spend on the road because they have to drive

section continues >>



“Killer Smog” cont’d

to get to work each day.

Source: both texts

- After the Killer Smog of 1952, pollution-producing factories were moved outside of London, and both British and American governments passed laws to make air cleaner. In 2015, the Chinese government issued its first “red alert” over air pollution. The city was shut down for several days—schools and factories were closed and drivers were ordered off the road. The government also broadcast alerts in subways to warn of health dangers.

Source: both texts

“KILLER SMOG”

CLOSE-READING QUESTIONS

- Tarhis likely waits to reveal the “killer was air” to create suspense and hook the reader’s attention. She also sets the reader up for a surprise: Most people do not think of air as dangerous. This surprise draws the reader more deeply into the narrative—he or she will want to know how air can kill.
- There are several reasons the government likely did little about the smog problem: Most people didn’t fully understand the serious health consequences of air pollution. There were also economic reasons. According to the article, most Londoners could only afford to heat their homes with coal and factory owners worried that reducing pollution would be too costly.
- A central idea of the section is that after the Killer Smog of 1952, measures were put in place to reduce air pollution. Details that support this idea: The British and American governments passed laws to make air cleaner, pollution-producing factories were moved outside London, and the British government began helping residents pay for cleaner heating systems.

“SMOG SO THICK, BEIJING COMES TO A STANDSTILL”

CLOSE-READING QUESTIONS

- According to the article, the government closed schools, told people not to drive, and shut down factories. The government also declared a red alert and sounded alarms in the subways to warn people about the health dangers of the smog.
- Schools may have been closed so that kids didn’t have

to go outside and breathe the toxic air. Bans on driving may have been put in place because gas is a major contributor to smog. Factories may have been shut down because they burn fuel. The warnings were likely issued to make people take the problem seriously.

- A devil’s handshake is a deal in which someone gets something they want by giving up something very—or perhaps more—valuable.
- Wong suggests that the Chinese government resisted issuing a red alert in the past because it believed that doing so might hurt the economy. This is a similar situation to the British government’s doing little to combat smog prior to 1952.

“KILLER SMOG” AND

“WHEN A PARENT GOES TO PRISON”

CRITICAL-THINKING QUESTION

- Obstacles include: the expense; a lack of awareness about the causes and the dangers; government resistance to regulating pollution; individuals feeling unable to change their lifestyles. Ways to overcome the obstacles include: governments creating laws to limit pollution; increasing awareness about the causes and dangers; taking small steps like turning off lights, reducing driving, and planting trees; re-evaluating our priorities. (Answers will vary.)

“KILLER SMOG” QUIZ

*Higher Level (HL)

- C (central ideas; R.2)
- D (key ideas and details; R.2)
- D (text structure; R.5)
- B (figurative language; R.4)
- D (text structure, author’s craft; R.5, R.4)
- A (central ideas, synthesis; R.2, R.9)
- At the end of “Killer Smog,” Lauren Tarhis writes that Brian understands that breathing fresh air is “a gift.” By this she means that after surviving London’s Killer Smog of 1952, Brian does not take fresh air for granted. After the Killer Smog, people realized that smog was not merely ugly, but dangerous and even deadly. This realization led to laws in England and in America that helped to clean the air and keep people healthy. Yet smog is still a problem in parts of Europe and America



“Killer Smog” cont’d

and around the world. Tarshis may have chosen to end the article in this way to underline the fact that, like Brian, readers should not take clean air for granted. Many people in past suffered from polluted air and many people continue to suffer from polluted air today. (summarize key supporting ideas, interpreting text, author’s purpose; R.2, R.4)

8. London did make the same trade-off as China—of a healthy living environment for fast economic growth—but with a key difference: London did not make the trade-off knowingly, and China did. In the 1900s, when London was growing rapidly, opening factories and heating the homes of the growing population with smog-producing coal, people were largely ignorant of the negative health effects of air pollution. According to “Killer Smog,” one of the reasons that nothing was done about air pollution in the early 1900s was that the owners of factories and plants thought that it would be too expensive and cost people their jobs (p. 26). However, the article explains, people in London did not realize that anything could be done to make the air cleaner (p. 26), and even scientists did not realize that the many respiratory illnesses that people were experiencing in the city were being caused by the smog (p. 26). The Chinese government, on the other hand, has been aware of the health effects of air pollution and has chosen to allow the air to become polluted as the country focuses on growing the economy. (key ideas and details, analyzing the development of an idea; R.2, R.3)

“KILLER SMOG” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. D (key ideas and details; R.2)
3. D (text structure; R.5)
4. B (figurative language; R.4)
5. D (key ideas and details, figurative language; R.2, R.4)
6. A (central ideas, synthesis; R.2, R.9)
7. At the end of “Killer Smog,” Lauren Tarshis writes that Brian understands that breathing fresh air is “a gift.” By this she means that after surviving London’s Killer Smog of 1952, Brian does not take fresh air for granted. After the Killer Smog, people realized that smog was not merely ugly, but dangerous and even deadly. This

realization led to laws in England and in America that helped to clean the air and keep people healthy. Yet smog is still a problem in parts of Europe and America and around the world. Tarshis may have chosen to end the article in this way to underline the fact that, like Brian, readers should not take clean air for granted. Many people in past suffered from polluted air and many people continue to suffer from polluted air today. (summarize key supporting ideas, interpreting text, author’s purpose; R.2, R.4)

8. London’s Killer Smog of 1952 and Beijing’s smog today are similar in several ways. Both instances of smog were caused by industrialization, that is, the growth of cities and an increase in the number of factories that cause pollution. The burning of coal for power or heat was a factor in both London’s and Beijing’s smog as well. London’s and Beijing’s smog are also different in some ways. London is a naturally foggy city while Beijing is not; London’s natural fog was one of the causes of the city’s smog. The Killer Smog of 1952 occurred in part because of the weather; temperatures were unusually cold, which caused people to burn more coal than usual in order to stay warm. On top of that, there was no wind to clear the smog away. In Beijing, the red alert was issued because the city’s air quality was particularly bad, but the news article does not specify that the weather was a contributing factor. Additionally, people in 1952 did not fully understand how smog affects people’s health. Today, the negative health effects of smog are well known. The response of the English and Chinese governments was also different. In England, the government passed laws to make the air cleaner just three years after the Killer Smog, while the Chinese government has known that air pollution is a big problem for some time, but issued a red alert for the first time only recently. (key ideas and details, analyzing the development of an idea; R.2, R.3)

PAIRED TEXTS VOCABULARY PRACTICE

1. B, false; A respiratory condition affects a person’s ability to breathe, not their skin.
2. B, false; Industrialization involves factories, which did not exist in the ancient world.
3. A, true; Everything is awful in a dystopian society. It



“Killer Smog” cont’d

would be horrible to live in one.

4. B
5. C
6. D
7. B

Answers to questions 8-10 will vary. What follows are sample answers.

8. . . . they were in the middle of math class.
9. . . . in a store, waiting for the rain to let up.
10. . . . says he can never get enough chocolate frosting.

“BEHIND THE SCENES: KILLER SMOG”

VIDEO DISCUSSION QUESTIONS

PART 1: Before reading “Killer Smog”

1. The lines create a mood of quiet terror by rousing feelings of fear and unease. Tarshis describes a “dark cloud” that is “black and poisonous,” and explains that it would “kill 12,000 people.” She does not explicitly say what this dark cloud is, though. These descriptions create suspense and fear, and hook the reader’s attention.
2. Answers will vary, but may include: “warm,” “breezy,” “salty air,” “lapping waves,” “seagulls squawking,” “hot sand,” “cloudless sky,” and “laughter.”
3. Tarshis means that instead of directly explaining what happened, you should provide descriptive details that allow readers to arrive at what happened on their own. “Showing” means using descriptive details in your story to help readers picture what is happening in their minds. “Telling” means explicitly stating what happened or is happening.

PART 2: After reading “Killer Smog”

Answers will vary. Here are sample answers:

Creating Mood

Example from the article: “Being indoors provided no escape. Black air crept under doors and through keyholes, filling up homes and offices and hospitals. What was happening?” (p. 24)

What is the effect? The image of black air creeping indoors creates a mood of fear. The question “What was happening?” creates a mood of uncertainty and panic. This gives readers a glimpse into how people in London must have felt when the smog first hit.

Writing with Sensory Details

Example from the article: “Kids playing outdoors would return home with blackened clothes, their lashes and brows coated with dark slime that could be removed only with strong detergent.” (p. 25)

What is the effect? Readers can easily imagine how gross “dark slime” would feel on their eyebrows and eyelashes, which helps them understand why living in a smoggy city was so unpleasant.

Building Pictures in the Reader’s Mind (Imagery)

Example from the article: “On pea-soup smog days in London, schoolkids would be hunched over their desks, wheezing and hacking as they tried to do their work. Elderly people would collapse in the streets.” (p. 26)

What is the effect? If author Lauren Tarshis had just written that the smog made people sick, readers might not have understood just how harmful it was and wouldn’t have clear, specific images in their minds. By painting a detailed picture of kids affected by smog and elderly people falling down in the streets, Tarshis helps readers understand how terrible it was to be living in London and affected by the smog.

CORE SKILLS WORKOUT: TEXT EVIDENCE –LL

1. C, D
2. B; I chose B because it’s the only choice that states how people understood the smog’s effects on human health. According to B, even as smog turned London’s air black and sickened thousands, scientists did not immediately sound an alarm. That’s because they didn’t fully understand the connection between health and air pollution. Choices A and C are about the smog, but not about how people viewed the smog.
3. Answers may include:
“But dirty air continues to be a major problem in many parts of both countries, thanks largely to cars and growing populations” (p. 27); “Beijing, China, and New Delhi, India, are just two of dozens of cities frequently shrouded in pea-soup smogs caused by factories, burning coal, and car exhaust” (p. 27); “In 2012, about 7 million people died from exposure to dirty air. Millions more suffer from pollution-related health problems like asthma” (p. 27).
4. The Chinese government has acknowledged the



“Killer Smog” cont’d

poisonous air quality in Beijing and is making an effort to protect people’s health. (Answers will vary.)

CORE SKILLS WORKOUT: TEXT EVIDENCE—HL

1. **A.** A
B. C
C. C
2. **B;** I chose B because it’s the only choice that states how people understood the smog’s effects on people’s health. According to B, even as smog turned London’s air black and sickened thousands, scientists did not immediately sound an alarm. That’s because they didn’t fully understand the connection between health and air pollution. Choices A and C are about the smog, but not about how people viewed the smog.
3. **A.** A, C, and D
B. Evidence B does not support the statement because it describes the characteristics of the smog and not how it makes people sick; Evidence E does not support the statement because it says that children playing outside returned home covered in slime. Being covered in slime may be gross or inconvenient, but isn’t necessarily harmful.
4. **A** is correct; **B** uses paraphrase, not a direct quotation; **C** does not cite the page number or the source of the statement and does not explain why the quote is relevant.
5. **B** is correct; **A** uses a direct quotation, not a paraphrase; **C** does not cite the page number or the source of the information.
6. Answers may vary. Here is a sample response:
Smog is a serious environmental problem today. For example, people living in developing countries with rapidly growing economies are suffering major health problems from air pollution. In the article “Killer Smog,” the author writes that about 7 million people died from exposure to smog in 2012. Furthermore, she writes, “Millions more suffer from pollution-related health problems like asthma.” In other words, air pollution is taking a toll on the health and lives of people all over the world.

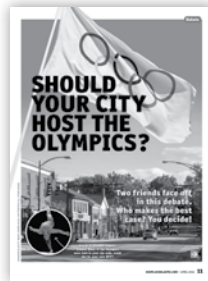
CORE SKILLS WORKOUT: TEXT STRUCTURES

1. “When,” “It was only later,” “for hours”
2. Burning coal in factories and homes spewed sooty, oily smoke into the air.
3. Problem 1: Smog was causing respiratory problems, especially in children and the elderly.
Problem 2: During the smog of 1952, there was no wind to clear away the pollution.
Problem 3: The sky was so dark, schools were closed and people could not get to work.
4. Answers may include:
Compare and contrast—The section compares and contrasts the smog problem in English and American cities and the more dangerous smog problem in cities where people still use coal to heat their homes.
Problem and solution—The section continues to discuss the deadly problem of smog that was developed in previous sections. “Problem” is a signal word in this section. The section then describes the solutions implemented by the governments of England and America to clean up the air and prevent another killer smog. Specific solutions include the passage of clean-air laws, relocating factories outside of cities, and providing money used for air-pollution research and to help people switch to cleaner heating systems.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. **B**
2. **D;** I chose D because it doesn’t support the idea that people didn’t realize at first how unhealthy smog is to breathe. Instead, the statement supports the idea that the Killer Smog was different from the smog that had hung over London in the past.
3. Smog disasters led the British and American governments to address the problem of air pollution.
4. Supporting detail #2: “In recent years, China has made a devil’s handshake: the trading of a healthy living environment for extremely fast economic growth.”
Supporting detail #3: “Air pollution is a huge problem that we ignored early on, while we concentrated on economic development,” she said. “Now we are paying the price.”

“Should Your City Host the Olympics?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	MICHELLE	TIM
line(s) that express the central idea, or central claim	“I have the most fantastic idea: Let’s start a campaign to host the Olympics right here in Parkfield. Just imagine it.” (p. 12)	“I hate to crush your dreams, but hosting the Olympics would be a nightmare.” (p. 13)
two pieces of evidence that support the central idea, or central claim	<p>“The Games are broadcast all over the world, with millions tuning in every day. Once people saw on TV how great Parkfield is, they would want to visit. More visitors means more money for our local businesses.” (p. 12)</p> <p>“We’d have to make improvements to meet the Olympic Committee’s strict requirements. We’d have to repave roads, fix our shabby airport, and do something about our sewer system, which, as you know, overflows every time it rains.” (p. 12)</p>	<p>“The hefty price tag isn’t surprising when you consider everything a host city has to do to prepare: build new stadiums, hire security, improve airports, add trains and buses . . .” (p. 13)</p> <p>“The \$51 billion Olympic park built in Sochi, Russia, hasn’t been used since the Games were held there in 2014. The grand stadiums built in Athens for the 2004 Games now look like the movie set of <i>The Maze Runner</i>—and I don’t mean that in a good way.” (p. 13)</p>
line(s) that express the counterargument	“I know what you’re probably thinking: Hosting the Olympics would cost Parkfield A LOT.” (p. 12)	“I agree that seeing Olympians compete here in Parkfield would be incredible.” (p. 13)
line(s) that contain the rebuttal	“While that may be true, with careful planning, it is possible to make a profit from hosting, like Los Angeles did in 1984.” (p. 12)	“But you know what wouldn’t be? The crowds. Hundreds of thousands of people would travel here. Where would they go?” (p. 13)



"Should Your City Host the Olympics?" cont'd

ANSWERS TO ACTIVITY SHEETS

"SHOULD YOUR CITY HOST THE OLYMPICS?"

VOCABULARY PRACTICE

Answers to questions 1-5 will vary; what matters is that students demonstrate an understanding of the vocabulary word in the sentence. What follows are sample answers only.

1. I think it's easy for her to make friends because she is likable. People probably want to spend time around her.
2. David has more prestige. He is well-known and accomplished as an actor. Paul has accomplished little in the world of acting and it's unlikely that anyone has ever heard of him.
3. He could make a video and put it on YouTube or participate in a school talent show.
4. I would rather have a profit of \$500. It's much better to make \$500 than to owe \$500.
5. She was expecting the boots to cost less than they did.
6. C
7. B
8. A
9. D
10. D

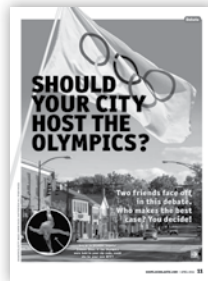
CORE SKILLS WORKOUT: TONE

1. C; Michelle sounds enthusiastic and sure about her idea to campaign for the Olympics to be held in Parkfield when she writes that she has "the most fantastic idea." When she writes, "Just imagine it" and describes the Games happening "mere steps from where we live," you can sense that she is brimming with excitement and wonder at the idea of the Olympics being held in her hometown.
2. A; Michelle uses the first- and second-person point of view, which gives her letter a personal and familiar tone, because she is including herself as well as her reader, Tim, in what she is writing about. For example, she writes, "I want us to be a part of that!" She refers to things both she and Tim know about, such as their town's airport and sewer system, which contributes to the familiar tone as well. When she writes, "I know what you're probably thinking," she sounds like she knows Tim well enough to guess what he is thinking.

And informal, conversational comments like "I heart Simone Biles!" and "*Ka-ching!*" pepper her letter.

3. B; Michelle begins the last paragraph by saying, "But the Games aren't about money anyway." She is signaling that she is now going to appeal to Tim's morals or to something bigger and meaningful than money (which is what she was just talking about). She does this in the final sentence, too, when she asks, "You can't really put a price on that, can you?" She also speaks of the idealistic goal of "uniting people" and uses the phrase "every man, woman, and child in Parkfield" to indicate how important and meaningful it would be to host the Games.
4. To persuade Tim that hosting the games in Parkfield is a great idea, Michelle writes with enthusiasm about how fabulous it would be. "Just imagine it," she writes. She also points out the practical ways that hosting the Games would benefit Parkfield: It would give the town prestige, lead to improvements, and draw tourists who would spend their money in Parkfield. Michelle also tries to head off the argument she thinks Tim will make about hosting the Olympics being expensive; she tells him that with careful planning, it is possible to make a profit. Finally, Michelle appeals to Tim's higher sensibilities when she talks about how the Olympics bring people together and asks, "You can't put a price on that, can you?" How could Tim say no?
5. B; Tim states his strong opposition to the idea of Parkfield in the first sentence of his letter, where he writes "hosting the Olympics would be a nightmare." He then spends the rest of his letter explaining why: It would be incredibly expensive and could put Parkfield into debt, there are better uses for the money that would be spent on hosting, and hosting the Olympics would create crowds and heavy traffic that would interfere with daily life. In the last sentence, he calls the Olympics a "burden."
6. Answers will vary. Sample answer: sarcastic, teasing, in disbelief; Tim's first sentence—"I hate to crush your dreams, but hosting the Olympics would be a nightmare"—sounds sarcastic, and it makes Tim's complete rejection of Michelle's idea that Parkfield should host the Olympics clear. When Tim writes "'a lot' doesn't *begin* to cover it," he sounds like he's teasing

“Should Your City Host the Olympics?” cont’d



Michelle—like he’s calling her out on understating the expense. Tim then compares the cost of hosting the Games to taking a rocket ship to space six times; he sounds shocked and unable to believe that Michelle would suggest Parkfield spend that kind of money.

7. A; Like Michelle, Tim uses the first- and second-person point of view, which helps establish a tone of familiarity. Tim also uses Michelle’s name, when he writes, “But Michelle, ‘a lot’ doesn’t *begin* to cover it.” This, too, helps create a familiar and conversational tone: It sounds like Tim not only knows Michelle but is also speaking directly to her. The same is true when Tim refers to “our city.” Lines in which Tim sounds particularly conversational and informal include “The grand stadiums built in Athens for the 2004 Games now look like the movie set of *The Maze Runner*—and I don’t mean that in a good way” and “Sorry to be a bummer . . .”
8. In the last paragraph, Tim sounds kind, friendly, and even apologetic. By offering to watch the Games on TV with Michelle, he’s letting her know that he values her friendship and cares about her. While Tim’s tone is never mean or hurtful, he sounds kinder and softer in the last paragraph than in the rest of the letter. When he writes “Sorry to be a bummer, but I think Parkfield would be better off without the burden of the Games,” he sounds more sincerely sorry and less adamant than he does in the similar sentence with which he begins his letter: “I hate to crush your dreams, but hosting the Olympics would be a nightmare.”

“What Is That Guy Doing?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

1. One November day in 1951, Sir Hugh Beaver and his friends **was were** hunting golden plovers in the Irish countryside. But Beaver could not seem to hit a single one of the speckled birds. Embarrassed, he declared that the plover must be the fastest bird in Europe.
2. Was Beaver right—or was he just a lousy shot? Today, a few minutes on Google would reveal the answer. But this was 1951, and the Internet wouldn't exist for many years. So Beaver and his friends did the only thing they could: They searched for a reference book that would reveal which bird **were was** the fastest. They soon discovered, however, that no such reference existed.
3. Beaver realized then that the world needed a book of facts and figures—something that could be used to settle friendly debates and bets. So he set out to create that book. He hired Norris and Ross McWhirter, brothers who ran a fact-finding agency, to gather the data. And in August 1955, the first *Guinness Book of Records* made its debut.
4. Beaver's plan was to give the book to pubs for free as a promotion for Guinness beer. (He was the managing director of the Guinness beer company.) Interest in the books **were was** much higher than Beaver expected. The first 50,000 copies flew out the door so fast that three more editions **was were** released within a year.
5. Today, the book *Guinness World Records*, as it's now called, **remain remains** a sensation. Having sold more than 132 million copies in 37 languages, it is the best-selling copyrighted title of all time. (Want proof? Look it up in *Guinness World Records*!) Now more than a

collection of facts and figures, the book has become a phenomenon. Each year, Guinness World Records **receive receives** about 50,000 applications from 174 countries. (Only about 4,000 records are published in the book.)

6. Why do so many people **wants want** to get into the *Guinness* book? “Everyone wants to be famous,” says Larry Olmsted, who wrote a book about two records that he set. “And, in a sense, while I don't think you really become famous, from the record-setter's perception it's a way to be immortalized.”
7. Record holders range from businesses and athletes to kids just like you. **There's There are** records for highest-earning power couple (Jay-Z and Beyoncé won in 2010), tallest teenager (Kevin Bradford of Virginia Gardens, Florida, brushes the ceiling at 7 feet, 1 inch), and heaviest onion (18 pounds). **There's There are** plenty of record-holding animals too. Charlie, a golden retriever, **have has** bragging rights to the world's loudest bark (113.1 decibels, which is louder than a lawn mower). Ranmaru, an Australian Labradoodle, sports the longest eyelashes on a dog (6.69 inches).
8. Looking to **gets get** your name in *Guinness*? Perhaps you can defeat the current record holder in the category of garden-gnome collecting or bubble gum-bubble blowing. Or, if you're really ambitious, you can compete with Ashrita Furman, who holds the record for holding the most Guinness World Records. He **have has** set more than 550. (His first record, in 1979, was for doing more than 27,000 jumping jacks.)
9. Silly or serious, an incredible achievement or just incredibly weird, Guinness **don't doesn't** judge the quality of a record, only that the record is set. So what do you think—is there a record waiting for you?



“What Is That Guy Doing?” cont’d

LEVEL 2

1. One November day in 1951, Sir Hugh Beaver and his friends were hunting golden plovers in the Irish countryside. But Beaver could not seem to hit a single one of the speckled birds. Embarrassed, he declared that the plover must be the fastest bird in Europe. ~~I guess his pride was hurt or whatever.~~
2. Was Beaver right—or was he just a lousy shot? Today, a few minutes on Google would reveal the answer. But this was 1951, and the Internet wouldn’t exist for ~~like~~ many years. So Beaver and his friends did the only thing they could: They searched for a reference book that would reveal which bird was the fastest. They soon discovered, however, that no such reference existed. ~~Like, anywhere.~~
3. Beaver realized then that the world needed a book of facts and figures—something that could be used to settle friendly debates and bets. So he set out to create one ~~IRE~~. He hired Norris and Ross McWhirter, brothers who ran a fact-finding agency, to gather the data. ~~I think that seems like a cool job.~~ And in August 1955, the first *Guinness Book of Records* made its debut.
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kids just like you. ~~There’s~~ **There are** records for highest-earning power couple (Jay-Z and Beyoncé won in 2010), tallest teenager (Kevin Bradford of Virginia Gardens, Florida, brushes the ceiling at 7 feet, 1 inch), and heaviest onion (18 pounds). ~~There’s~~ **There are** plenty of record-holding animals too. Charlie, a golden retriever, ~~have has~~ bragging rights to the world’s loudest bark (113.1 decibels, which is louder than a lawn mower). Ranmaru, an Australian Labradoodle, sports the longest eyelashes on a dog (6.69 inches).

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9. ~~Silly or serious, an incredible achievement or just incredibly weird, Guinness doesn’t judge the quality of a record, only that the record is set. So what do you think—is there a record waiting for you?~~

LEVEL 3

Some answers will vary.

1. One November day in 1951, Sir Hugh Beaver and some of his friends were hunting golden plovers in the Irish countryside. But Beaver could not seem to hit a single one of the speckled birds. Embarrassed, he told ~~them~~ **his friends** that ~~they~~ **plovers** must be the fastest birds in Europe.
2. Was Beaver right—or was he just a lousy shot? Today, a few minutes on Google would reveal the answer. But this was 1951, and the Internet wouldn’t exist for many years. So Beaver and his friends did the only thing they could: They searched for a reference book that would reveal which ~~one~~ **bird** was the fastest. They soon discovered, however, that no such book existed.
3. Beaver realized then that the world needed a book of facts and figures—something that could be used to settle friendly debates and bets. So he set out to create that book. He hired Norris and Ross McWhirter, twin brothers who ran a fact-finding agency, to gather the data. The brothers got to work, and in August 1955,

section continues >>



“What Is That Guy Doing?” cont’d

50,000 copies of them **the books** were printed.

4. Beaver’s plan was to give the book, titled *Guinness Book of Records*, to pubs for free as a promotion for Guinness beer. (He was the managing director of the Guinness beer company.) Interest in the books **were was** much higher than Beaver expected. The first 50,000 copies flew out the door so fast that three more editions **was were** released within a year.
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of a record, only that the record is set. So what do you think—is there a record waiting for you?

ANSWERS TO ACTIVITY SHEETS

CAN WE AGREE?

1. are
2. need
3. are
4. is
5. say
6. plan
7. is
8. cost
9. flowers
10. sink
11. sign
12. kittens
13. Incorrect. The subject is composed of two nouns (*teacher* and *family*) connected by *and*.
14. Correct. The subject, *each*, is singular.
15. Incorrect. *Team* is a collective noun and should be used with a singular verb.

REPAIRING RAMBLERS AND RUN-ONS

Answers will vary, but should be similar to:

Last week was my mom’s birthday, and the whole family came over to celebrate. My sister Leah made a chocolate-chip cheesecake, which is my mom’s favorite dessert. It looked absolutely wonderful; however, as soon as we tasted it, it was clear that something had gone wrong. It tasted awful. Leah realized that she had forgotten to add the sugar!

Answers will vary but should be similar to the following:

1. Four species of monkeys are native to Costa Rica. We saw two on our trip there.
2. I went to school yesterday, but I didn’t feel well. I had a really bad headache, and I couldn’t focus.
3. Randy meant to stay awake until the end of the movie, but he fell asleep during the first 10 minutes.

KEEP IT CONSISTENT

Answers will vary but should be similar to the following:

section continues >>



“What Is That Guy Doing?” cont’d

Carrier pigeons are homing pigeons, or pigeons with the ability to find their way home over thousands of miles, that have been trained to carry messages and lightweight packages. Historically, carrier pigeons have completed many important jobs, from spreading news about Olympic champions in ancient Greece to delivering lifesaving messages during both World War I and World War II. Hospitals, too, have used carrier pigeons to deliver vials of blood and other samples to laboratories, or to deliver medication to sick patients.

One of the most famous carrier pigeons in history was named Cher Ami (“Dear Friend” in French). During World War I, a group of American soldiers accidentally entered enemy territory and were surrounded. They attached a message to Cher Ami, who managed to deliver it despite being shot in the head and leg. The message led to the rescue of the “Lost Battalion.” Cher Ami, who later died from his wounds, received an award from the French government for his heroic service. Today, his body is on display at the National Museum of American History in Washington, D.C.

Carrier pigeons have been used for less-admirable purposes as well. Prison inmates have been known to use the birds to receive illegal drugs. But for the most part, carrier pigeons have helped humanity in positive ways. Advances in technology have mostly eliminated the need for carrier pigeons, but there are still many people who raise these amazing birds as a hobby.

house were gone when I went back.

PUZZLING PRONOUNS?

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

Answers will vary but may be similar to:

6. Noelle and Kayla are twins, but Noelle has always been taller.
7. Shauna couldn’t put down the new book that Marissa gave her.
8. The pictures Lucas took of Victor are still on Lucas’s camera.
9. My aunts blamed their loss at the family volleyball tournament on my uncles.
10. The running clothes that I left at Grandma and Grandpa’s