

Grammar Goes Prehistoric



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

FEAST OF FLESH

After we die, our bones can last for hundreds or even thousands of years. The rest of our bodies? Not so much. The body starts to decompose minutes after death. As cells die, they release substances that eat away at the flesh. Maggots and other critters soon join the feast, until only bones remain. A number of factors **affect/effect** how quickly this happens. Bodies in cold places can take decades to decompose. Hot weather, on the other hand, has a fast-forward **affect/effect**. A body left out in the summer heat might be nothing but a skeleton in two weeks!

WHY YOUR SKULL IS SPECIAL

Not only does your skull protect your brain, it also **affects/effects** the way you look and sound. Of the 28 bones in your skull, 14 are in your face. Their shapes and sizes are what make you look like you. Meanwhile, your sinuses (four sets of air-filled cavities at the front of your face) help make you sound like you. The voice echoes inside the sinuses, which vary in size from person to person. The **affect/effect** of having bigger sinuses is more room for the voice to echo. The **affect/effect** of more room to echo is a deeper voice.

DIGGING FOR BONES

Interested in bones? You might want to become a paleoanthropologist: a scientist who studies ancient human remains. These scientists have had a profound **affect/effect** on our understanding of what life was like for our ancestors. Paleoanthropologists can often figure out all sorts of things just by examining a skeleton—age, appearance, cause of

death, even diet. Fun fact: Some early humans ate tree bark! Nom nom.

ANSWERS TO ACTIVITY SHEET

AFFECT vs. EFFECT

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

“The Evil Swirling Darkness”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Author Lauren Tarshis and poet Laura Dimmit include details about the Joplin tornado and its aftermath that give the reader a sense of how the tornado affected the people of Joplin. In “The Evil Swirling Darkness,” Tarshis helps the reader understand the experience of the Joplin tornado by describing the storm from two different points of view: the Satterlees’ and Piotrowskis’. In the poem, Dimmit talks about a photograph that she found after the tornado, using it as a symbol for all of the chaos and loss caused by the storm.

Tarshis introduces the Saterlees’ story by describing their lives on the morning of the storm. Descriptions of the family getting ready for a birthday party, including Bennet and Ethan eating vanilla frosting in their backyard (6), help the reader understand that the storm affected regular people—people similar to the readers. Tarshis describes the Saterlees’ experience throughout the storm as they anxiously waited in their basement. On page 9, she describes what the tornado sounded like (“deafening crashes and thuds”), what the tornado looked like (“The monstrous twister was now a staggering three quarters of a mile wide”), and what other people did during the storm (“At fast-food restaurants, managers herded customers into walk-in refrigerators with strong metal walls”). She also provides vivid descriptions of what Joplin looked like after the storm, such as when she refers to “a trail of rubble 13 miles long” (9). These details help the reader understand how terrifying and devastating the tornado was for the people of Joplin.

The information about the Piotrowskis’ experience helps readers understand the science of tornadoes and why the Joplin tornado in particular was so destructive. Because the

tornado was rain-wrapped it was especially hard to see, and thus even more dangerous.

In the poem, the speaker describes a photograph of a boy that she found after the tornado. She mentions posting the photo in a database of lost items; the existence of this database helps the reader understand how much was lost during the tornado. The photo, says the speaker, is “a small reminder of the whirling aftermath / when Joplin was clutching at scraps: everything displaced . . .” These lines help the reader understand that the atmosphere in Joplin remained chaotic and disorienting long after the tornado was over.

ANSWERS TO ACTIVITY SHEETS

“THE EVIL SWIRLING DARKNESS” CLOSE-READING QUESTIONS

1. The first three sentences describe death and ruin. They create a terrifying and foreboding mood. With the fourth sentence, the mood abruptly changes. That sentence introduces two brothers who are excited about a party. Tarshis may have started her story this way because the juxtaposition of the first three sentences and the fourth sentence reflects the suddenness with which disaster can strike on an otherwise normal day. Also, by letting the reader know that things will go terribly wrong later in the story, Tarshis creates a feeling of anticipation and suspense.
2. Although meteorologists can predict most types of weather with remarkable accuracy, tornadoes remain extremely hard to predict. It’s impossible to tell which supercells will produce them. Even the most powerful radar cannot detect tornadoes.
3. The headline describes the Joplin tornado as “evil.”

section continues >>



“The Evil Swirling Darkness” cont’d

The section “Tornado Mysteries” compares tornadoes to “secretive monsters” and says that they “devour everything in their paths.” And the subheading “Vicious Attack” suggests that the tornado struck Joplin intentionally. All of this language highlights how monstrous and terrifying tornadoes must feel for those who experience them.

4. You can infer that Piotrowski is a tornado expert. The article states that he had studied supercell thunderstorms for more than 35 years, that he had been tracking this particular storm system for days, and that he has witnessed more than 850 tornado strikes.
5. The author creates a grim, tense atmosphere by leaving a vital question unanswered: Readers are left to wonder about the fate of family members in a dangerous situation. Tarshis may have chosen to leave the reader in suspense to convey the feelings that the Satterlees experienced as they waited to hear from their relatives.
6. Both the Piotrowskis and the Satterlees helped others in need.

“THE EVIL SWIRLING DARKNESS” CRITICAL-THINKING QUESTIONS

1. It’s probably exciting. Piotrowski probably finds chasing storms fascinating and rewarding. The more we understand about tornadoes, the better we may be able to keep people safe.
2. By including both, the author gives readers a broader understanding of people’s experiences during the tornado than she would have had she written about only one family. By including the information about the Piotrowskis, she is able to include scientific details about tornadoes and weather prediction.

“JOEY, 4TH GRADE, 1992” CLOSE-READING QUESTIONS

1. The poem is about a photograph that the speaker found in the wreckage of the tornado. A number of clues in the text make this clear. The speaker says that “he” (the boy in the photo) is on the fridge under a magnet; that’s a place where photos are commonly displayed. The speaker also says, “Somewhere a childhood photo album is not quite complete, or a grandmother’s mantelpiece; an uncle’s wallet.”

2. The phrasing of the title sounds like the way someone might label a school photograph. You can infer that the words “Joey, 4th grade, 1992” are written on the photograph.
3. This line implies that things seemed to be whirling even after the tornado had passed—that the atmosphere in Joplin remained chaotic and disorienting.

“THE EVIL SWIRLING DARKNESS” AND “JOEY, 4TH GRADE, 1992” CRITICAL-THINKING QUESTION

1. Students may say that similarities include: Both texts are about the same event and explore how the tornado affected the people of Joplin. Differences include: the article focuses mainly on events during the tornado itself, while the poem focuses on the aftermath.

AUTHOR’S CRAFT

Answers will vary. Below are sample answers.

“The Evil Swirling Darkness”

What the tornado looked like: “The monstrous twister was now a staggering three quarters of a mile wide.” (p. 9)

What it sounded like: “From their basement shelter, the Satterlees and their guests could hear deafening crashes and thuds above them, the heartbreaking sounds of their home being ripped apart.” (p. 9)

What people did during the tornado: “At fast-food restaurants, managers herded customers into walk-in refrigerators with strong metal walls.” (p. 9)

What Joplin looked like after the tornado: “By then, the tornado had finally finished with Joplin, leaving behind a trail of rubble 13 miles long.” (p. 9)

How the community of Joplin responded in the aftermath of the tornado: “Neighbors helped neighbors, tearing through piles of wreckage with their bare hands to reach those who were trapped.” (p. 9)

“Joey, 4th grade, 1992”

What photograph is the speaker describing? a school photo that he or she found in the wreckage of the tornado

How does the speaker feel when he or she thinks about the photograph? The photo raises questions in his or her mind about who Joey is and where his



“The Evil Swirling Darkness” cont’d

photograph came from. The speaker feels the need to return the photograph to its owner. The photograph also reminds her that everything was “displaced” by the storm.

What is the database described in the poem? The database is a place for Joplin residents to post notices about items they found in the wreckage of the tornado so the items’ owners can find them.

To the speaker, what does the photograph represent? The photograph represents everything that was lost in the tornado.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image is scary. It shows a huge, dark cloud with what looks like lightning in the center. Based on the image, the headline, and the subheading, I predict the mood of the article will be foreboding and terrifying.
2. The caption says that Tornado Alley is where the biggest tornadoes in the U.S. tend to occur. The map shows that Joplin, Missouri, is very close to Tornado Alley. This might mean that the tornado that hit Joplin is one of the biggest that has occurred in the U.S.
3. Jeff Piotrowski is probably feeling fear and concern as he talks to the 911 operator. According to the caption, he has been chasing storms for more than 35 years, so he probably knows a serious storm when he sees one. In the photo, his expression is one of concern, and he’s gesturing with his hand as if to make his point as strongly as possible.
4. The images on page 8 show the destruction of the Joplin tornado in different ways. The radar image of Joplin during the tornado shows the chunks of houses and cars and trees that have been thrown thousands of feet into the sky. The photograph shows the destruction of the houses after the tornado has passed. Page 9 shows the Satterlees’ damaged house being torn down. This photo is placed next to the Satterlee family outside their rebuilt home. These images are related in that page 8 depicts Joplin during and immediately after, while page 9 shows the demolition and rebuilding that occurred later.

5. The author describes details of Bennett’s and Ethan’s day before the tornado hit.
6. Jeff Piotrowski and his wife chase the storm because they are trying to unravel the secrets of tornadoes to provide life-saving early warnings. The reader can infer that the Piotrowski and his wife are brave and that they are dedicated to helping people.
7. The overall mood is foreboding. The author creates tension by explaining that after years of false alarms, people often ignored sirens. The author also tells us that the Satterlees were waiting for Ethan to arrive as the sirens went off, and that even though it seemed like a false alarm, Mrs. Satterlee sent the kids to the basement and turned on the weather report.
8. **A.** to come out from a hidden place
B. The word *emerge* emphasizes how frightened and emotional the Satterlees must have felt when the tornado had finally passed and they were able to come out of their basement. The word connotes a sense of coming into a new environment. If the authors had simply said, “The Satterlees came out. . .” it would not have had the same dramatic impact.
9. Overall the tone is relieved. The author writes that, for the Satterlees, “the day did not end in tragedy,” that “Uncle Frank’s truck finally appeared,” and that the family members in the truck “were all safe.”
10. Tornadoes are mysterious. (Answers may vary.)
11. On Sunday, May 22, 2011, in Joplin, Missouri, the Satterlee family was getting ready for a birthday party. When tornado sirens rang out, the Satterlees did not worry because tornado alerts are common and there had been many false alarms. Meanwhile, storm chaser Jeff Piotrowski could see that conditions were right for a powerful tornado to form in the area. Piotrowski raced toward Joplin to warn people. When the Satterlees realized a tornado was coming, they ran into their basement storage room, and hid as the storm tore through their home. The tornado that hit Joplin was one of the worst in the history of the United States. Luckily, the Satterlees survived the tornado, and were able to rebuild their house. Since then, the entire family has gone to other areas to help disaster survivors as others helped them.



"The Evil Swirling Darkness" cont'd

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The image is scary. It shows a huge, dark cloud with what looks like lightning in the center. Based on the image, the headline, and the subheading, I predict the mood of the article will be about a devastating tornado.
2. The caption says that Tornado Alley is where the biggest tornadoes in the U.S. tend to occur. The map shows that Joplin, Missouri, is very close to Tornado Alley.
3. Jeff Piotrowski is probably feeling fear and concern as he talks to the 911 operator. According to the caption, he has been chasing storms for more than 35 years, so he probably knows a serious storm when he sees one. In the photo, his expression is one of concern, and he's gesturing with his hand as if to make his point as strongly as possible.
4. The images on page 8 show the destruction of the Joplin tornado in different ways. The radar image of Joplin during the tornado shows the chunks of houses and cars and trees that have been thrown thousands of feet into the sky. The photograph shows the destruction of the houses after the tornado has passed. Page 9 shows the Satterlees' damaged house being torn down. This photo is placed next to the Satterlee family outside their rebuilt home.
5. The author describes details of Bennett and Ethan's day before the tornado hit Joplin.
6. Jeff Piotrowski and his wife chase the storm because they are trying to unravel the secrets of tornadoes to provide life-saving early warnings. The reader can infer that the Piotrowski and his wife are brave and that they are dedicated to helping people.
7. The author creates a foreboding mood by explaining that after years of false alarms, people often ignored sirens. The author also tells us that the Satterlees were waiting for Ethan to arrive as the sirens went off, and that even though it seemed like a false alarm, Mrs. Satterlee sent the kids to the basement and turned on the weather report.
8. **A.** very serious
B. The word *grave* emphasizes how bad the situation was in Joplin, and evokes more emotion than a general word

like *serious*.

9. The author writes that, for the Satterlees, "the day did not end in tragedy," that "Uncle Frank's truck finally appeared," and that the family members in the truck "were all safe."
10. Students should cross out detail #1: "Meteorologists can predict many kinds of weather with incredible accuracy." (p. 6)
11. Students should draw lines through the following:
 2. Bennett's favorite cake is vanilla.
 5. I was so worried about the Satterlee family's safety.

"THE EVIL SWIRLING DARKNESS" QUIZ

*Higher Level (HL)

1. A (central ideas; R.2)
2. B (figurative language; R.4)
3. D (text structure, inference; R.5, R.1)
4. C (text structure; R.5)
5. A (author's craft; R.5)
6. C (synthesis, central ideas; R.9, R.2)
7. Tarshis means that tornadoes are more difficult to study and are not as well understood as other types of weather events, so their "secrets"—that is, what we don't know about them—must be uncovered. Storm chasers like Piotrowski are working to "unravel the secrets" of tornadoes by tracking storms that are likely to produce tornadoes and getting as close to tornadoes as possible to observe them. (interpreting text, analyzing the development of an idea; R.4, R.2)
8. By including the two storylines, the author is able to help readers better understand what it was like to experience the tornado from different places in the city and from different points of view. The Satterlees' story provides an example of what the storm was like for a typical Joplin family. Piotrowski's story, by comparison, reveals what the storm was like from the point of view of a tornado expert. Certain details in Piotrowski's story also reveal information about the Joplin tornado specifically, like that it was rain-wrapped and particularly threatening. The two storylines also create suspense. Piotrowski's storyline tells the reader that a devastating tornado is heading straight for the city. But the Satterlees do not know what is happening, so as their story unfolds, the reader grows more worried for them. (author's purpose; R.4)

section continues >>



“The Evil Swirling Darkness” cont’d

“THE EVIL SWIRLING DARKNESS” QUIZ

*Lower Level (LL)

1. D (central ideas; R.2)
2. A (text evidence; R.1)
3. B (text features; R.7)
4. D (interpreting text; R.4)
5. A (figurative language; R.4)
6. C (synthesis, central ideas; R.9, R.2)
7. Tarshis means that tornadoes are more difficult to study and are not as well understood as other types of weather events, so their “secrets”—that is, what we don’t know about them—must be uncovered. Storm chasers like Piotrowski are working to “unravel the secrets” of tornadoes by tracking storms that are likely to produce tornadoes and getting as close to tornadoes as possible to observe them. (interpreting text, analyzing the development of an idea; R.4, R.2)
8. By beginning the article with a statement about the devastation that will be described later in the article, the author captures the reader’s attention and creates a feeling of suspense. In this way, the author makes the reader want to continue reading to find out more about what happened. (author’s purpose; R.4)

“THE EVIL SWIRLING DARKNESS” VOCABULARY

Answers will vary but should be similar to the following

1. Stepping on it; This would crush it into tiny bits, which is what *pulverize* means. Leaving it in the oven too long would just burn it.
2. Dark clouds; Dark rain clouds appear in the sky just before a storm; a rainbow appears right after a storm.
3. The water of a lake; Lake water is likely to be disturbed by a strong wind or a boat; a watermelon is solid and cannot be stirred up.
4. A hungry rabbit; A hungry rabbit could eat all or most of the vegetables in a garden; a gardener would take care of the vegetables.
5. A
6. A
7. C
8. B

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

On Sunday, May 22, 2011, in Joplin, Missouri, the Satterlee family was getting ready for a birthday party. When tornado sirens rang out, the Satterlees did not worry because tornado alerts are common and there had been many false alarms. Meanwhile, storm chaser Jeff Piotrowski was tracking a storm that was likely to turn into a tornado near Joplin. Piotrowski raced toward Joplin to alert people that they were in serious danger. When the Satterlees realized a tornado was coming, they moved into their basement storage room, and hid as the storm tore through their house. The tornado that hit Joplin was one of the worst in the history of the United States. Piotrowski and the Satterlees survived the tornado, and the Satterlees were able to rebuild their home.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The Satterlee family and storm chaser Jeff Piotrowski
2. The Satterlees thought there was just a big storm so they ignored the tornado sirens. There had been many false alarms before. Meanwhile Jeff Piotrowski could see that conditions were right for a powerful tornado to form in the area.
3. Yes, because the tornado was nearly a mile wide, with 200-mile-per-hour winds that pulverized brick buildings, reduced houses to piles of splintered wood and shattered glass, and hurled cars and trucks thousands of feet.
4. The Satterlees ran into their basement storage room, a concrete-walled space that doubled as their tornado shelter. Piotrowski called 911 and warned authorities of the dangerous tornado about to hit Joplin.
5. The Satterlees rebuilt their home, which was severely damaged by the tornado. They have since gone to other disaster areas to help people as others helped them.
6. The tornado that hit Joplin was one of the worst in the history of the United States. (Answers will vary.)

Sample summary:

On Sunday, May 22, 2011, in Joplin, Missouri, the Satterlee family was getting ready for a birthday party. When tornado sirens rang out, the Satterlees did not worry because tornado alerts are common and there had been many false alarms. Meanwhile,



“The Evil Swirling Darkness” cont’d

storm chaser Jeff Piotrowski was tracking a storm that was likely to turn into a tornado near Joplin. Piotrowski raced toward Joplin to alert people that they were in serious danger. When the Satterlees realized a tornado was coming, they moved into their basement storage room, and hid as the storm tore through their house. The tornado that hit Joplin was one of the worst in the history of the United States. Piotrowski and the Satterlees survived the tornado, and the Satterlees were able to rebuild their home.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. A
2. D; This detail does not relate to the people of Joplin being unconcerned about the storm warnings.
3. The tornado was big and dangerous, and posed a serious threat to the people of Joplin.
4. Answers will vary but may include:

Supporting Detail from “Tornado Mysteries”: “While chasing storms over the years, Piotrowski has witnessed more than 850 tornado strikes. But he could not have imagined the horror that was about to strike in Joplin.”

Supporting Detail from “Vicious Attack”: “The monster twister was now a staggering three quarters of a mile wide. Its 200-mile-per hour winds pulverized brick buildings, reduced houses to piles of splintered wood and shattered glass, and hurled cars and trucks thousands of feet.”

Supporting Detail from “Healing a City”: “What was once a street of tidy houses was now an endless sea of mangled ruins.”

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

Answers will vary but should be similar to the following:

1. The description of tornadoes as monsters give readers a sense of the menace and danger of tornadoes.
2. One of the text structures used in “False Alarms” is sequence of events. The author lists several events in chronological order, noting the times (4:30 p.m., 5:11 p.m.).
3. The problem and solution described in “Impossible to See” is that Jeff Piotrowski, a storm chaser, realized that he was seeing an especially dangerous tornado

that was hidden behind a wall of clouds—a tornado that other people might not know about until it was too late. His solution was to call 911 and warn authorities that a tornado was on the way, and to alert a nearby policeman, asking him to “Get the sirens going!”

4. The beginning of the section “Vicious Attack” uses a list structure. It lists many different ways in which people were trying to keep themselves safe as the tornado approached.
5. By following two different experiences of the same event, the author is able to provide more detail about what was happening and give the reader a more complete understanding of the event. It also creates suspense; while reading about Piotrowski, the reader is left wondering what is happening with the Satterlees, and vice versa.

VIDEO DISCUSSION QUESTIONS

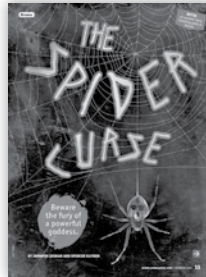
1. This section was likely included to emphasize that Lauren’s motivation for writing her article was personal: She corresponded and spoke with many residents of Joplin, and was moved to tell their story. You can tell that her primary interest was not the tornado itself, but the people who survived it.
2. Telling the story from a particular person’s point of view allows readers to put themselves in that person’s shoes, making them feel as if the exciting events of the story are happening to them. This gives the story more emotional impact than it would have if it were a simple recitation of facts.
3. The mood at the beginning of the video is dark and mournful. Slow, sad piano music plays over footage of the tornado as narrator Lauren Tarshis describes how large and powerful it was; harrowing images of the wreckage appear as she describes its devastating aftermath. While upsetting images of wreckage are also shown at the end of the video, the mood is much more hopeful. Although the music is still slow and slightly sad, it also has an uplifting note as the narrator explains how Joplin residents helped each other rebuild their lives after the disaster. We see heartening images of people cleaning up debris and handing out food.
4. Answers will vary. Students might say a central idea



“The Evil Swirling Darkness” cont’d

of the video is that Joplin residents were resilient and optimistic in the face of a devastating event. One example supporting this idea is the photo shown at 1:45, which shows a group of people huddling together to support each other outside the ruins of a home. Another is at 3:42, when Tarshis explains that residents “banded together to help their neighbors” as a photo of people helping clear debris appears onscreen.

The Spider Curse



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary. Here is a sample response:

Both Arachne and Lance Armstrong felt invincible, and for both of them, this led to their downfall. Arachne refuses to give Athena any credit for her (Arachne's) weaving talent, despite having received years of lessons from Athena. Arachne declares, "It's my hard work, my skill, my artistry—that's what makes me the best weaver in the world" (15). Arachne knows this lack of gratitude will anger Athena; as Calista warns, "The gods do not like it when their gifts are not appreciated" (14). Arachne ignores her friend's advice, though, and goes on to boast that she is a better weaver than not only all mortals, but also Athena. Hearing this boast, Customer 1 says, "Good lady, the gods do not take kindly to mortals who make such boasts" (15). Arachne again ignores sound advice, feeling, it seems, that nothing bad could ever happen to her, and challenges Athena to a contest. During the contest, Arachne weaves a tapestry that is intentionally insulting to Athena. Again, it's clear that Arachne feels invincible; if she didn't, she would never insult the powerful Athena this way. But Arachne is not invincible; Athena is so angered by Arachne's arrogance and disrespect that she turns Arachne into a spider.

Like Arachne, Lance Armstrong saw himself as the best—in his case, the best in the world of competitive cycling. Also like Arachne, Armstrong seemed to feel that he could get away with anything—and was proven wrong. Armstrong won the Tour de France seven times and became, according to author Adele Braun, not only a champion athlete but also an inspiration to people around the world (18). All the time he was winning, though, Armstrong was cheating by using PEDs.

He must have known that if he were caught, that would be the end of his career—yet he continued to dope. He created a complex system to hide his doping, and used what Braun describes as "bullying" tactics to silence anyone who accused him of doping. Braun writes, "Armstrong's tactics were so successful that he felt invincible" (19). Eventually, though, Armstrong's behavior caught up with him, just as Arachne's behavior caught up with her. An investigation revealed the truth about Armstrong and he lost everything. He was stripped of his racing titles, sued for millions of dollars, and banned from competing forever.

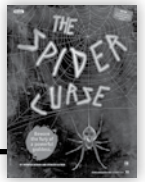
ANSWERS TO ACTIVITY SHEETS

THE SPIDER CURSE

CLOSE-READING QUESTIONS

1. In Scene 1, Arachne is thrilled by Athena's offer to become Arachne's teacher. Arachne says she would like that "more than anything." In Scene 2, Arachne seems grateful to Athena. Arachne tells Calista that Athena has taught her a lot about color, and when a merchant remarks that Arachne has been blessed by Athena, Arachne "beams with pride." In Scene 3, Arachne's attitude has changed. She is annoyed that people credit so much of her skill to Athena. Perhaps Arachne's change in attitude is simply a result of hearing so many people make comments about Athena, or perhaps as Arachne has become more skilled, her success has gone to her head.
2. Arachne becomes upset. She wonders, "Is she better than I am?" and asks her father to go see if Lyra's work is "any good." This moment suggests that Arachne is

section continues >>



The Spider Curse cont'd

competitive—that she’s obsessed with being the best. It also suggests that for all her apparent confidence, Arachne may be insecure.

3. At the end of Scene 3, Calista warns Arachne to be careful. “The gods,” Calista says, “do not like it when their gifts are not appreciated.” In Scene 4, Idmon tells Arachne that it’s important to show respect to the gods, and Customer 1 tells Arachne, “Good lady, the gods do not take kindly to mortals who make such boasts.” The authors probably include these warnings to create tension and drama as Arachne continues to show disrespect to Athena and to let the reader know that Arachne is headed for trouble.

THE SPIDER CURSE

CRITICAL-THINKING QUESTIONS

1. Arachne is punished because she displeases Athena.
2. The myth contains the message to beware of excessive pride or arrogance. The myth also encourages us to show respect and gratitude to our teachers.
3. Answers will vary. Students may say yes, Arachne offended Athena by not showing gratitude and by bragging that she was the better weaver; on top of this, Arachne deliberately wove a tapestry that was insulting to the gods. This behavior was not only obnoxious but foolish, as Arachne was warned several times that she needed to show respect to Athena.

On the other hand, students may have sympathy for Arachne and say that she did not deserve the harsh punishment she received. Students may say that Arachne had a point: It really wasn’t fair for people to give Athena so much credit for Arachne’s work, and the gods did have flaws. Students may understand Arachne’s resentment and see Athena as spiteful.

“IS THIS THE MOST HATED ATHLETE OF ALL TIME?”

CLOSE-READING QUESTIONS

1. *Liar* describes Armstrong because he secretly used performance-enhancing drugs for years but adamantly denied it whenever someone accused him (p. 18). *Bully* describes Armstrong because he threatened or punished anyone who didn’t do what he wanted (p. 19). *Disgrace* applies because everyone lost their respect for him, and all his awards were taken away (p. 17, p. 19).

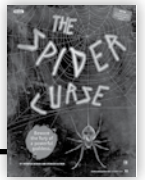
Cold-blooded and *ruthless* apply because he used harsh measures to silence his accusers, and because he was willing to do whatever it took to win (p. 18, p. 19).

2. Braun means that because Armstrong was so widely admired, people believed him when he said he wasn’t doping. Being a talented athlete (or a talented actor or musician, etc.) doesn’t make someone a good person, but fans often make that assumption. Plus, celebrities can often afford to hire lawyers or others to help them out of difficult situations.
3. Armstrong managed to convince (or force) many people to help him. People snuck PEDs into his hotel room. His trainer gave him injections and dumped the needles far away. Armstrong bullied his teammates into not turning him in. He also used bullying tactics to silence or discredit anyone who threatened to expose him. Armstrong’s popularity also helped him—he was a beloved hero, and no one wanted to believe he was cheating.

THE SPIDER CURSE AND “IS THIS THE MOST HATED ATHLETE OF ALL TIME?”

CRITICAL-THINKING QUESTIONS

1. Answers will vary, though students may answer that “everyone else is doing it” is not a valid reason to do something. However, students may well understand Armstrong’s point of view, even if they don’t support his actions. It can be very, very hard to be the only one who refuses to do something—especially when it will almost certainly affect you in a way that you perceive as negative.
2. Answers will vary, although students are likely to say yes. Not only did Armstrong cheat, he also pressured others to do the same. When accused of doping, he used the vile tactics of ruining his accusers’ reputations and filing lawsuits.
3. Both fell from a position of success and admiration to disgrace. Both Arachne and Armstrong were extremely talented but also excessively prideful, arrogant, and competitive. Both, in an obsession with being the best, were willing to wager the thing they loved the most: Arachne entered the contest with Athena believing that if she, Arachne, lost, she would never weave again; Armstrong must have known that if he were caught



The Spider Curse cont'd

doping, he would be banned from competitive cycling.

4. Both teach us to beware of allowing our egos and our sense of competition to get out of control.
5. Answers may vary, but Armstrong's story is a tragedy in the classical sense: a hero comes to ruin because of a character flaw—being overly competitive and overly confident. Some students, though, may argue that the story is less a tragedy than a scandal.

THE SPIDER CURSE LITERARY ELEMENTS

Characters

1. **A.** major; Arachne is a talented young weaver who the goddess Athena decides to mentor. Arachne is a dynamic character because she becomes more arrogant as her fame grows. She takes Athena for granted and resents anyone who gives Athena credit for her talent.
B. major; Athena is the goddess of wisdom, war, and the arts. She takes Arachne on as her student and eventually punishes Arachne for defying her. She is a static character because she does not undergo any significant internal change.
C. major; Idmon is Arachne's father and a fabric dyer. Idmon is very proud of Arachne's talents and the fact that she was chosen to be Athena's pupil. He is a static character because he does not undergo any significant internal change. (Students could describe a different character here.)
2. Answers will vary. In Scene 6, Idmon pleads with Arachne to ask Athena for forgiveness for challenging Athena to a weaving contest. But Arachne refuses and she responds "How would it look if I backed down now?" (p. 15) This line reveals that Arachne's pride is so great that she is more concerned over the way she will be perceived than the repercussions of her actions. Pride has made her act foolishly.
3. Answers will vary. Students might say that Calista demonstrates that she is loyal by trying to warn Arachne not to disrespect Athena (p. 14). At the end of the play after Arachne is turned into a spider, Calista remains Arachne's loyal friend. She weaves by her side and even stretches out her palm so that Arachne can climb on to it (p. 16).

Conflict

4. **A.** The conflict between Arachne and Athena is over who

is responsible for Arachne's success. Arachne believes that her success is the result of her own natural talent and hard work, not because Athena is a goddess who blessed Arachne with gifts and mentorship.

B. The conflict is resolved when a contest is held between Athena and Arachne to see who is the best weaver. Arachne loses, and Athena turns Arachne into a spider. This is Arachne's punishment for defying the gods.

Genre

5. The moral of the play is that pridefulness makes you foolish. Arachne is so obsessed with being the best—and with Athena getting no credit for Arachne's talent as a weaver—that she foolishly challenges Athena, an immortal goddess, to a weaving contest. Arachne then proceeds to weave a tapestry that insults the gods, which enrages Athena. Ultimately, Arachne is punished for her pride by being turned into a spider. (Answers will vary.)

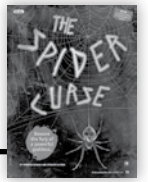
Literary Devices

6. In Scene 3, Calista warns Arachne that "The gods do not like it when their gifts are not appreciated" (p. 14). This foreshadows that Athena will punish Arachne for disrespecting her.

THE SPIDER CURSE QUIZ

***Higher Level (HL)**

1. B (central ideas; R.2)
2. B (text evidence; R.1)
3. A (inference, character; R.1, R.3)
4. D (inference, text evidence, character; R.1, R.3)
5. C (interpreting text; R.4)
6. A (text features; R.5)
7. Answers will vary. Students will likely say that Athena is being merciful; that she is kindly giving Arachne a chance to take back her hot-headed remarks and giving her an out from the contest, which Arachne is sure to lose. On the other hand, students could say that Athena cannot stand Arachne's impudence and is trying to trick her into showing respect, or even that Athena wants to avoid the contest with Arachne because of the possibility that Arachne could win. (character motivation; R.3)
8. You can conclude that the ancient Greeks believed in



The Spider Curse cont'd

multiple gods and goddesses: Zeus, Hera, and Athena are named in the play, and several characters refer to “the gods.” You can also conclude that the ancient Greeks believed the gods could be both kind and cruel. The caption on page 13 about the Acropolis mentions that Athena was one of Athens’ most beloved deities and many characters tell Arachne to thank Athena. However, in Scene 4, Arachne says, “It’s not like the gods are so perfect” and she names some terrible things that some gods have done. The sidebar “A Gallery of Curses” provides additional information about cruel acts of the gods. You can also conclude that the ancient Greeks believed it was important to please the gods; not only do characters say things like what Customer 1 says in Scene 4—“Good lady, the gods do not take kindly to mortals who make such boasts”—the whole myth can be read as a warning about what happens when a mortal fails to show proper respect to a god. (inference, drawing conclusions; R.1, W.1)

THE SPIDER CURSE QUIZ

***Lower Level (LL)**

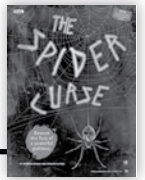
1. B (central ideas; R.2)
2. B (text evidence; R.1)
3. D (inference, key ideas, text structure; R.1, R.2, R.5)
4. B (key ideas and details; R.1)
5. A (inference, character; R.1, R.3)
6. D (inference, text evidence, character; R.1, R.3)
7. Answers will vary. Students will likely say that Athena is being merciful; that she is kindly giving Arachne a chance to take back her hot-headed remarks and giving her an out from the contest, which Arachne is sure to lose. On the other hand, students could say that Athena cannot stand Arachne’s impudence and is trying to trick her into showing respect, or even that Athena wants to avoid the contest with Arachne because of the possibility that Arachne could win. (character motivation; R.3)
8. The idea that it’s important to respect the gods is developed through what some of the characters say and also through what happens to Arachne when she doesn’t respect the gods. At the end of Scene 3, Calista warns Athena that the gods do not like it when their gifts are not appreciated. Appreciating what someone gives you

is a way of showing respect, so Calista’s warning means that it’s important to respect the gods. In Scene 4, Idmon states, “We must show respect to the gods.” A few lines later, a customer tells Arachne, who has just boasted that she is a better weaver than Athena, “Good lady, the gods do not take kindly to mortals who make such boasts.” The customer, too, is telling Arachne it’s important to show respect to Athena. Arachne ignores all of these warnings though. She not only refuses to back down from her boast or show gratitude to Athena, she also weaves a tapestry that is intentionally insulting to the gods. As a result, she is harshly punished: Athena turns her into a spider. (development of key ideas; R.1, R.3)

“IS THIS THE MOST HATED ATHLETE OF ALL TIME?” QUIZ

***Higher Level (HL)**

1. C (key ideas and details; R.2)
2. A (cause and effect, reading for information; R.1, R.3)
3. C (vocabulary in context; R.4)
4. A (interpreting text, R.4)
5. D (supporting details; R.2)
6. B (text structure; R.5)
7. The public likely feels betrayed by Armstrong. As Braun notes, Armstrong was once “one of the most famous and adored athletes in America,” and “an inspiration to people around the world.” There is something deeply hurtful, even embarrassing, in learning that someone you put your faith in was misleading you. Also, that Armstrong waited so long after the report came out about his doping to confess to the public—and that even then, he said he would cheat again—probably has not worked in his favor. He has given the public the impression that he owes them nothing and would have been happy to continue deceiving them. He has done nothing to regain public sympathy or trust. (critical thinking, text evidence; W.1, R.1)
8. You can infer from Braun’s article that she disapproves of Armstrong’s use of PEDs and the methods he used to keep his secret, but her tone remains mostly neutral and informative. She includes little personal commentary on Armstrong; she mostly just reports the negative things that others have said about him. She also acknowledges



The Spider Curse cont'd

Armstrong's argument that doping was so common in cycling that if he wanted to be competitive, he had no choice but to dope—and she lets this remark stand without commenting on it (18). Braun's critical view of and lack of sympathy for Armstrong comes through, though, when she calls him "a cheater" (18) and refers to the system he had for doping as "staggering in both its sophistication and connivance" (18). She also states on page 19 that Armstrong's "victims" have "good reason to question his sincerity," which is a critical remark. Braun's tone is also tragic at some points, such as at the beginning of the article when she portrays Armstrong as someone who was "living a dream life" that "all came crashing down." (tone; R.6)

"IS THIS THE MOST HATED ATHLETE OF ALL TIME?" QUIZ

***Lower Level (LL)**

1. A (central ideas; R.2)
2. C (key ideas and details; R.1)
3. A (cause and effect, reading for information; R.1, R.3)
4. D (reading for information; R.1)
5. D (supporting details; R.2)
6. B (text structure; R.5)
7. The public likely feels betrayed by Armstrong. As Braun notes, Armstrong was once "one of the most famous and adored athletes in America," and "an inspiration to people around the world." There is something deeply hurtful, even embarrassing, in learning that someone you put your faith in was misleading you. Also, that Armstrong waited so long after the report came out about his doping to confess to the public—and that even then, he said he would cheat again—probably has not worked in his favor. He has given the public the impression that he owes them nothing and would have been happy to continue deceiving them. He has done nothing to gain public sympathy or trust. (critical thinking, text evidence; W.1, R.1)
8. According to the article, Armstrong had helpers who smuggled PEDs into his hotel rooms and a trainer who gave him injections and then disposed of the needles 60 miles away. All of the people who knew Armstrong was doping—the "dozens of former teammates, trainers, and others" who came forward during his investigation—also

helped Armstrong keep his doping a secret (19). Some of these people may have helped Armstrong because they were afraid of what he would do if they didn't help him; Braun notes that Armstrong bullied anyone who crossed him, using tactics such as spreading false rumors about the person or filing lawsuits (19). It's also possible that some people may have just wanted to help Armstrong succeed. Maybe they, like Armstrong, believed that for him to win, he needed to use PEDs, because doping was so common in cycling (18). (text evidence, critical thinking; R.1, W.1)

THE SPIDER CURSE VOCABULARY PRACTICE

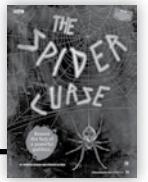
1. B
2. C
3. D
4. D
5. A
6. C
7. B
8. A

"IS THIS THE MOST HATED ATHLETE OF ALL TIME?" VOCABULARY PRACTICE

1. tactic
2. tenacious
3. reviled
4. sincerity
5. discredit
6. You might flounder around; you might not achieve your goal.
7. a rich person who gives away huge amounts of money to the poor
8. He says things he doesn't really mean. You can't really trust him.
9. Hannah gives up easily.

CORE SKILLS WORKOUT: MOOD

1. Positive words could include: supportive, honored, optimistic
Negative words could include: foreboding, jealous, competitive
2. A. A



The Spider Curse cont'd

- B. Athena is still in disguise when this happens and so this does not contribute to a mood of excitement.
- The mood begins to shift when Arachne rolls her eyes, upset that Athena seems to be getting credit for her work. She also makes a cruel comment to Calista, and the mood becomes foreboding as Calista warns her to be careful, saying that the gods do not like it when their gifts are not appreciated.
 - Answers will vary. The mood shifts from Scene 3 to Scene 4. At the end of Scene 3, Calista warns Arachne to be careful, creating a feeling of foreboding. In Scene 4, the mood shifts to anger. When customers compare her work to Athena's, Arachne raises her voice and yells, "Enough about Athena already!" Then she lists the ways in which the gods are not perfect and finally says that she is the best weaver in the world, not Athena. Finally, her voice raised, she challenges Athena to a weaving contest.
 - These details create a mood of fear. Athena has become a furious goddess who is feeling vengeful.
 - The mood of the epilogue is melancholy. Although Calista smiles, she is smiling at her friend who has been turned into a spider and can no longer weave tapestries—only spider webs. Where once Calista and Arachne sat and worked on their looms together and talked and laughed, now Calista can only hold her tiny friend in the palm of her hand.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

***Higher Level (HL)**

- A. B
 - B. A
 - C. C
- A; the text evidence illustrates that Armstrong took the drugs to increase his chances of winning, even though he knew that doping was against the rules of cycling, proving he was willing to do just about anything to win.
- A, C, E; Evidence B does not have to do with Arachne being warned or speaking ill of the gods. Evidence D reveals that Arachne is worried about her image, but does not provide evidence of her speaking ill of the gods.
- Answer A is correct. Answer B is incorrect because it is a paraphrase, not a direct quotation. Answer C is incorrect because the writer does not explain how the quote

supports the statement, and there is no page number given for it.

- Answer C is correct. Answer A is incorrect because it uses direct quotations, not paraphrases. Answer B is incorrect because it does not include any text evidence.
- Arachne and Armstrong were both talented people who felt they deserved to win, and they were both willing to break the rules prove it. Arachne boasted about her skill and artistry, saying "that's what makes me the best weaver in the world" (p. 15), even though she knew that boasting would displease the gods. Armstrong used PEDs so he could race faster for longer periods of time (p. 18), which is called doping and is against the rules of cycling. The downfalls of both Arachne and Armstrong were brought about by their need to prove that they were the best—at any cost.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

***Lower Level (LL)**

- A, C
- B; This is a clear example of Armstrong bullying his teammates by forcing them to use PEDs and threatening to throw them off team.
- "My gifts are my own. If Athena had the courage to answer my challenge, you would see that for yourselves—all of you!" (p. 15)
- Arachne was warned not to speak poorly of the gods, but she didn't listen.
- Sample answer: The author of "Is This the Most Hated Athlete of All Time?" characterizes Lance Armstrong as cruel and selfish. (A) "If a cyclist suggested he was using banned substances, he destroyed that cyclist's reputation by spreading untrue rumors." (p. 19); (B) "In cycling, a team leader—like Armstrong—is supported by a team of other cyclists who ride alongside him, doing everything they can to help the leader win. Armstrong insisted that his teammates used PEDs as well, informing them that anyone who refused to dope would be kicked off the team." (p. 19)

“Why We Love This Stupid Cat”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

Some answers will vary.

1. You're staring at your phone, watching a clip of a fluffy white kitten attack a ball of yarn. ~~They're~~ **It's** so funny! You should be working on your history paper, but—oh! A compilation video of cats sleeping in boxes. Adorable! One more video can't hurt, right? You click. ~~Aw~~ **www**. This Vine of a cat playing the piano is *so* sweet . . .
2. Suddenly you realize two hours have passed and you've done nothing with ~~it~~ **them** but watch 17 pointless cat videos. (OK, fine: 18 videos.) And you don't even have a cat. In fact, you don't even *like* cats. Is there something wrong with you?
3. No. There is nothing wrong with you at all. Most of us have probably spent more time scrolling through silly cat videos than ~~they'd~~ **we'd** like to admit. After all, cat videos are the most-watched type of video on the Internet. More than 4 million are posted on YouTube and Vine every year. On YouTube, cat videos get 25 *billion* views a year. As anyone who has ever seen online sensation Maru walk around with a bag stuck on ~~their~~ **his** head will tell you, there is something about a cat video that we just can't resist. But . . . why?
4. It might seem like the answer is simple: Cats are cute. And it's true—cats *are* cute, with their big eyes, little noses, and soft, cuddly bodies. The reason cats are cute is that our brains associate ~~it~~ **them** with babies. Did you catch that? To our brains, “cute” equals “baby.” As a result, the same instinct that draws us to babies also draws us to cats.
5. That partly explains why a three-and-a-half-minute video

- of kittens doing nothing but meowing has been viewed 10 million times. Cats are far from the only cute creatures on YouTube, though, so there must be other reasons why **it** ~~they~~ **rules** ~~rule~~ the Interwebs. One of these is, no doubt, the deep connection that we share with them. According to the Humane Society of the United States, cats are among the most popular pets in the world; Americans alone own some 95 million of them. Our relationship with cats dates back to ancient times, when people kept ~~him~~ **them** around to kill mice and other critters that plagued crops and homes. But cats were seen as more than just pest-control workers. In some societies, they were worshipped as divine creatures. In ancient Egypt, the cat-headed goddess Bastet was one of the most beloved deities, and the punishment for killing a cat was often death. (You have to wonder what Bastet would think of our giggling over a cat pawing at a roll of toilet paper.)
6. Another reason for the popularity of cat videos may be that cats are kind of elusive. Dogs, by comparison, we see all the time—walking down the street, playing in parks. Many cats, however, live indoors and are rarely seen by anyone but ~~his~~ **their** owners. Sure, some cats go outside, but they tend to keep ~~its~~ **their** distance. Even our own cats are unlikely to entertain us on demand; cats are known, after all, for ~~his~~ **their** independence. So we turn to the Internet, where we can watch them do cute, funny stuff whenever we want.
 7. Certain videos may also give a sense of satisfaction to those who feel snubbed. *Ignore me when I call you? Walk away when I want to pet you? Well, ha! You just fell into a fish tank!* Chances are, though, that most of us would be happy to cuddle the cats we see online, to hold them on our laps and pet ~~her~~ **them** as we stare at our phones . . . watching more cat videos.

section continues >>



“Why We Love This Stupid Cat” cont’d

LEVEL 2

Some answers will vary.

1. You’re staring at your phone, watching a clip of a fluffy white kitten attack a ball of yarn. You should be working on your history paper, but—oh! A compilation video of cats sleeping in boxes. **Their** **They’re** so cute! One more video can’t hurt, right? You click. *Awwwwwww*. This Vine of a cat playing the piano is so sweet . . .
2. Suddenly you realize an hour has passed and you’ve done nothing but watch 17 pointless cat videos. (OK, fine: 18 videos.) And you don’t even have a cat. In fact, you don’t even *like* cats. Is **they’re** **there** something wrong with you?
3. No. There is nothing wrong with you at all. Most of us have probably spent more time scrolling through silly cat videos than we’d like to admit. After all, cat videos are the most-watched type of video on the Internet. More than 4 million are posted on YouTube and Vine every year. On YouTube, cat videos get *25 billion* views a year. As anyone who has ever seen online sensation Maru walk around with a bag stuck on his head will tell you, **their** **there** is something about a cat video that we just can’t resist. But . . . why?
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divine creatures. In ancient Egypt, the cat-headed goddess Bastet was one of the most beloved deities, and the punishment for killing a cat was often death. (You have to wonder what Bastet would think of our giggling over a cat pawing at a roll of toilet paper.)

6. Another reason for the popularity of cat videos may be that cats are kind of elusive. Dogs, by comparison, we see all the time—walking down the street, playing in parks. Many cats, however, live indoors and are rarely seen by anyone but **his** **their** owners. Sure, some cats go outside, but they tend to keep **its** **their** distance. Even our own cats are unlikely to entertain us on demand; cats are known, after all, for **his** **their** independence. So we turn to the Internet, where we can watch them do cute, funny stuff whenever we want.
7. Certain videos may also give a sense of satisfaction to those who feel snubbed. *Ignore me when I call you? Walk away when I want to pet you? Well, ha! You just fell into a fish tank!* Chances are, though, that most of us would be happy to cuddle the cats we see online, to hold them on our laps and pet **her** **them** as we stare at our phones . . . watching more cat videos.

LEVEL 3

Some answers will vary.

1. You’re **rubbernecking** **staring** at your phone, **discerning** **watching** a clip of a fluffy white kitten **bushwhack** **attack** a ball of yarn. You should be working on your history paper, but—oh! A compilation video of cats sleeping in boxes. They’re so cute! One more video can’t hurt, right? You click. *Awwwwwww*. This Vine of a cat playing the piano is so sweet . . .
2. Suddenly you **divine** **realize** an hour has passed and you’ve done nothing but watch 17 pointless cat videos. (OK, fine: 18 videos.) And you don’t even have a cat. In fact, you don’t even *like* cats. Is there something **deplorable** **wrong** with you?
3. Nope. You’re perfectly normal. Most of us have probably spent more time scrolling through silly cat videos than we’d like to admit. After all, cat videos are the most-watched type of video on the Internet. More than 4 million are posted on YouTube and Vine every year. On YouTube, cat videos get *25 billion* views a year. As anyone who has ever seen online sensation Maru

section continues >>



“Why We Love This Stupid Cat” cont’d

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be happy to cuddle the cats we see online, to hold them on our laps and pet **her** **them** as we stare at our phones . . . watching more cat videos.

ANSWERS TO ACTIVITY SHEETS

THEIR, THEY'RE, AND THERE

1. they're
2. there
3. their
4. there

Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because **they're** terrible cheaters. But **their** pleading wore me down, and it was raining, so I agreed. We set up the board on the dining-room table, removing Princess, the cat that likes to sleep **there**. Then we picked our tiles. **There** are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like **their** tiles: They kept trying to sneak **their** hands into the tile bag for new ones. **There** is not much else to say about the game, except that it went on and on and on. When it finally ended, I was more than ready to get out of **there**.

PRONOUN POWER

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

REPAIRING RUN-ONS AND RAMBLERS

1. R0
2. ✓
3. R0
4. R0
5. I would love to have a cat or a dog, but I'm allergic to their fur.
6. I go to sleep very late on Saturday nights; consequently, I am always really tired on Sundays.
7. After school, Bridget rides the bus home. When she gets



“Why We Love This Stupid Cat” cont’d

there, she walks her dog, Fluffy.

8. Yesterday was my school play, Peter Pan. I had a really big part. I was Peter Pan! I did a great job.
9. Louisa loves reptiles, so it’s no surprise that she has a pet snake. Her brother Brian, however, hates snakes. He wishes Louisa would trade in her snake for a fuzzier pet, like a rabbit or a hamster. But that is never going to happen, for Louisa loves Mr. Smith, her snake, a lot.

WHICH WORD WORKS?

1. A, D
2. B
3. B, D
4. A, C
5. cramped
6. enjoyable
7. amazing
8. glittering
9. barreled
10. thrilling
11. share with

“How Candy Conquered America”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 28

Answers will vary. Here is a sample response:

Since the days of Chase’s lozenges, our attitudes about sugar have changed significantly. When Chase’s lozenges were first invented, little was known about the nutritional value and health effects of sugar. People viewed sugary foods as delicious treats. By the 1940s, when sugar was more widely available, it was believed that candy could even be healthy; people ate candy bars, like Chicken Dinner, as meals (“How Candy Conquered America,” p. 25).

Today, we know that eating too much sugar is extremely unhealthy. Diets high in sugar have been linked to a number of diseases, including Type 2 diabetes, obesity, cancer, and heart disease, as well as depression, tiredness, and memory loss (“This Cupcake Is Trying To Hurt You,” p. 27). Americans today also consume a lot more sugar than they did in the days of Oliver Chase. In the article “This Cupcake Is Trying To Hurt You,” pediatrician Robert Lustig is quoted as saying that eating sugar over many years can cause permanent damage to the liver.

ANSWERS TO ACTIVITY SHEETS

SYNTHESIS

1. Americans are eating more sugar than they were in the 1800s. In 1801, the average American ate 8 pounds of sugar a year. Now, Americans eat 130 pounds a year. Candy was expensive in America during the early 1800s and there were only a few kinds available. It wasn’t until the invention of Oliver Chase’s lozenge-making machine in the mid 1800s that candy became widely available and popular in America. Today, Americans eat \$33.6 billion dollars worth of candy a year.

Source: both texts

2. During the time of Chase’s lozenges, little was known about the science of nutrition. Up until the 1940s, people believed that candy was as nutritious as a meal.
Source: “How Candy Conquered America”
3. Americans did not eat a lot of sugar in the 1800s because it was expensive. It wasn’t until the later half of the century that sugar became widely available in America and inventions like Chase’s lozenge-making machine made sugary treats like candy more plentiful and popular. Now, America is in a sugar crisis because of how much of it we consume.

Source: both texts

4. Before Chase’s invention, candy was expensive and only a few kinds were available. Chase’s machine allowed candymakers to produce large quantities of candy and sell it cheaply. As a result, eating candy became more common.

Source: “How Candy Conquered America”

5. High sugar diets can lead to the development of many diseases including cirrhosis, Type 2 diabetes, obesity,

section continues >>



“How Candy Conquered America” cont’d

heart disease. Consuming large quantities of sugar can also contribute to depression and learning and memory issues. We know about these risks from scientific studies about sugar and its affect on the human body.

Source: “This Cupcake Is Trying to Hurt You”

6. In the 1980s, health experts were concerned with the amount of fat in the American diet. As a solution, food companies began producing low-fat and fat-free versions of foods, most of which contained more sugar than their regular versions. By consuming low-fat foods, Americans unintentionally began consuming more sugar.

Source: “This Cupcake Is Trying to Hurt You”

“HOW CANDY CONQUERED AMERICA”

CLOSE-READING QUESTIONS

1. In the first section, the author uses unappetizing words like “clumps,” “sticks,” and “sticky” to describe the candy that was available in the early 1800s. In the second section, the author uses words like “mouthwatering,” “tangy,” and “fluffy” to describe the new kinds of candy being created thanks to the invention of Chase’s machine. These descriptions suggest that the quality of candy improved.
2. Before Chase’s invention, candy was expensive and only a few kinds were available. Chase’s machine allowed candymakers to produce large quantities of candy and sell it cheaply. As a result, eating candy became more common. The increase in popularity led to more competition among manufacturers and more varieties of candy being produced.
3. Candy companies were able to convince consumers that candy was healthy—that it could even replace a meal—and this helped the companies sell more candy.
4. According to the article, “thousands of different kinds” of candies were available in the 1920s. Candy had also become inexpensive. By contrast, in the 1820s, candy was “extremely expensive” and few kinds were available.

“THIS CUPCAKE IS TRYING TO HURT YOU”

CLOSE-READING QUESTIONS

1. The tone is at first playful and amusing. The authors ask you to imagine that you are a cupcake about to be eaten. Phrases like “You are delicious,” “gobbles you up,” and “waaaaay down” show the authors’ playfulness.

Then the tone becomes serious as the authors explain how sugar affects the human body.

2. The authors include a quote from a doctor to explain that eating a lot of sugar may have serious health consequences, including “scarring and cirrhosis.” The authors then list other diseases that sugar has been linked to and call them “terrifying.”
3. It explains the factors that led to modern Americans’ high-sugar diet.

“HOW CANDY CONQUERED AMERICA” AND

“THIS CUPCAKE IS TRYING TO HURT YOU”

CRITICAL-THINKING QUESTIONS

1. Students may say that we eat a lot of candy because humans are born with a sweet tooth. Students may also say that studies suggest that sugar is addictive.
2. Answers will vary. Students may say that by understanding which foods have a lot of sugar, they will be able to make more informed choices about what they eat, and that by knowing what sugar does to the body, they will be motivated to eat less of it.

PAIRED TEXTS QUIZ

*Higher Level (HL)

1. A (central ideas; R.2)
2. C (text evidence; R.1)
3. A (text features; R.7)
4. D (supporting details; R.2)
5. B (word choice; R.4)
6. C (synthesizing; R.9)
7. Many factors contributed to the popularity of candy in America. One of the biggest factors, according to “How Candy Conquered America,” was Oliver Chase and his candy-making machine. Before Chase’s invention, candy was expensive and only a few kinds were available (p. 24). Chase’s machine allowed candymakers to produce large quantities of candy and sell it cheaply. As a result, as Tarshis writes, “Suddenly, you didn’t have to be rich to afford a rope of tangy red licorice or a mouthwatering butter cream” (p. 24). In other words, eating candy became more common because more people could afford it. The increase in the number of people eating candy led to competition among manufacturers, which produced more varieties of candy. These new



“How Candy Conquered America” cont’d

varieties of candy, like Hershey’s Kisses and Milk Way bars, further contributed to the popularity of candy in America. Additionally, according to “This Cupcake Is Trying to Hurt You,” sugar is addictive (p. 28) and humans are born with a sweet tooth that causes us to crave sweet things (p. 27). So it’s not surprising that candy became a big hit in America once it was more affordable and available. (key ideas and details; R.2)

8. Sugar became a large part of our diet for several reasons. The first reason is that sugar became affordable and widely available in America in the late 1800s. Then inventions like Chase’s lozenge-making machine made sugary treats like candy more plentiful and popular (p. 24). Candy maintained its popularity among Americans over time and remains popular today as evidenced by the fact that Americans spend \$36 billion on candy each year (p. 25). Another reason we have high-sugar diets is that many low-fat and fat-free foods that seem healthy tend to have more sugar in them (p. 27). We could reduce the amount of sugar we consume in several ways. According to “This Cupcake Is Trying to Hurt You,” you can start cutting down on the sugar you consume by making small changes, like swapping out soda for water or an orange-flavored drink for an actual orange (p. 28). We could also reduce the amount of sugar we consume by learning how to spot “hidden” sugars in foods. By looking at how many grams of sugar the food contains per serving (p. 28) and keeping an eye out for different words used for sugar, like sucrose or high-fructose corn syrup, listed on the ingredients list of a nutrition label, we can more easily avoid sugary foods. (key ideas and details, synthesizing; R.2, R.9)

PAIRED TEXTS QUIZ

*Lower Level (LL)

1. A (central ideas; R.2)
2. C (text evidence; R.1)
3. A (text features, author’s purpose; R.7, R.4)
4. D (supporting details; R.2)
5. D (text structure; R.5)
6. C (synthesizing; R.9)
7. Oliver Chase and his candy-making machine largely contributed to the popularity of candy in America.

Before Chase’s invention, candy was expensive and only a few kinds were available (p.24). Chase’s machine allowed candymakers to produce large quantities of candy and sell it cheaply. As a result, as Tarshis writes, “Suddenly, you didn’t have to be rich to afford a rope of tangy red licorice or a mouthwatering butter cream” (p. 24). In other words, eating candy became more common because more people could afford it. The increase in the number of people eating candy led to competition among manufacturers, which produced more varieties of candy. These new varieties, like Hershey’s Kisses and Milk Way bars, further contributed to the popularity of candy in America. (key ideas and details; R.2)

8. Americans could reduce the amount of sugar they consume in several ways. According to “This Cupcake Is Trying to Hurt You,” you can start cutting down on the sugar you consume by first making small changes in your diet, like swapping out soda for water or an orange-flavored drink for an actual orange (p. 28). Other small changes you could make include switching from a sugary cereal to oatmeal in the morning, or swapping out your sugary granola bar at lunch for a handful of flavored almonds. Americans could also reduce the amount of sugar we consume by learning how to spot “hidden” sugars in foods. By looking at how many grams of sugar the food contains per serving (p. 28) and keeping an eye out for different words used for sugar, like sucrose or high-fructose corn syrup, listed on the ingredients list of a nutrition label, we can more easily avoid sugary foods. (key ideas and details, synthesizing; R.2, R.9)

PAIRED TEXTS VOCABULARY PRACTICE

1. D
2. A
3. E
4. F
5. C
6. B

Answers to questions 7-12 will vary. Sample answers:

7. a garbage heap.”
8. her gift into the house by hiding it under his coat.
9. the bathroom being available anytime she wants to use it.
10. added a bunch of sugar to it.



“How Candy Conquered America” cont’d

11. good restaurants to choose from.
12. weak fingernails.”

CORE SKILLS WORKOUT: MAKING INFERENCES

1. This excerpt suggests that candy makers wanted people to believe that candy was healthful so that people would buy more of it.
2. You can infer that people thought the new Neccos did not taste as good as the original Neccos, and they were furious at the company for changing their beloved candy. This suggests that people can have a hard time with change, especially when it means that something they love is no longer available to them. It also suggests that people considered the taste of the candy to be more important than the healthiness of the ingredients.
3. You can infer that the reason young people are suffering from many disease that once affected mostly adults is that kids and teens are eating way too much sugar. It’s the sugar that is causing these diseases.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

1. The image is a map of America that is covered in candy, with a giant gummy bear planting a flag to claim the country for his “people,” like an explorer in a new land. The image illustrates the headline—it shows candy conquering America. The subheading supports the title “How Candy Conquered America” by referring to a time when candy did not rule America, implying that readers are going to find out when and how candy took over our hearts and minds (and stomachs).
2. The image on page 24 shows candy corn spilling over onto the page as if it’s going to take over and a statistic about how many pounds of candy are made each year, and the fact that the candy could circle the moon 20 times. This image and caption helps the reader understand the extremely high demand for candy today—and how candy truly has “conquered” America.
3. The “Chicken Dinner, Good Candy” image juxtaposes a candy bar with a chicken dinner, illustrating the point that there was a time when many people believed candy was just as healthful as a meal.
4. The image of the cupcake looks delicious and probably makes readers think of birthday parties and other fun events, but next to it is a warning: “This Cupcake Is

Trying to Hurt You.” It is not necessarily what you would expect to see next to a “fun” image. Along with the subhead, the title makes it very clear that, despite what it looks like, a cupcake isn’t harmless.

5. The infographic drives home the point that things that we eat and enjoy every day contain sugar, and it’s important to stay informed so that we can make good choices.

VIDEO DISCUSSION QUESTIONS

1. The tone during this segment of the video is serious and cautionary. There is no music or narration. Instead, background sounds of a grocery store play as white text appears on a black background. The text explains that there is a “sugar crisis” in America and lists the many diseases that a high-sugar diet has been linked to. You can tell that the video-makers’ attitude towards the sugar crisis is one of deep concern.
2. Answers will vary. Students might say a central idea of the section is that added sugar can be found in many unexpected, healthy-seeming foods. One example supporting this idea is the footage of the food aisles shown from 1:52- 2:00, which show foods that some might consider healthy, and in which they would not expect to find sugar, like bread and tomato sauce. Another is at 3:42, when one of the *Scope* readers, Harry, explains that he was “surprised that other foods like pretzels had added sugar.”
3. This section was likely included to provide the viewer with ideas on how they might reduce the amount of added sugar in their diets. The *Scope* readers’ choices include foods that the viewer themselves might choose to eat, like peanut butter and fruit snacks, to help the viewer relate to the video, and to apply the tips presented in the video to their own lives.
4. A nutrition label contains information about the amount of sugar in a food, so shoppers can compare different products and make more informed choices about what they buy. A nutrition label also includes all the ingredients, so shoppers who are familiar with common sugar words can spot any added sugar in the product.

“Would You Move to Mars?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	ALEX	MARK
line(s) that express the central idea, or central claim	“Can you even imagine what an amazing adventure it would be?” (p. 30)	“I’ve been lying in bed, staring at the ceiling, wondering if my friend Alex has COMPLETELY LOST HER MIND.” (p. 31)
two pieces of evidence that support the central idea, or central claim	<p>“I would get to train here on Earth with an elite group of astronauts.” (p. 30)</p> <p>“I’d be taking my place alongside the great explorers who set out across the Atlantic Ocean in search of new lands, you know?” (p. 30)</p>	<p>“You’re talking about moving to a planet with a completely different environment. On Mars, you die if you go outside without a spacesuit.” (p. 31)</p> <p>“According to an article I read, you’d be exposed to low levels of cosmic radiation, which is as scary as it sounds. It’s a dangerous form of energy found in space that could damage your brain.” (p. 31)</p>
line(s) that express the counterargument	“Now, there is something about the Mars One mission I haven’t mentioned, and I admit it might be kind of hard to accept. The mission is one-way.” (p. 30)	“And while I read all about how careful Mars One is being in putting together groups of colonists who can work together . . .” (p. 31)
line(s) that contain the rebuttal	“But it will be possible to communicate with friends on Earth through video, voice, or text messages, so it’s not like I’d be completely cut off. Plus, we’d still get to watch movies, TV shows, and sports.” (p. 30)	“. . . well, you’ve seen reality TV. My guess is that it won’t take long before the colonists are plotting to kill each other.” (p. 31)



“Would You Move to Mars?” cont’d

ANSWERS TO ACTIVITY SHEETS

“WOULD YOU MOVE TO MARS?” QUIZ

*Higher Level (HL)

1. D (central idea; R.2)
2. B (text evidence; R.1)
3. C (tone; R.4)
4. C (literary devices; R.4)
5. A (vocabulary in context; R.4)
6. A (text structure, analyzing an argument; R.5, R.8)
7. Answers will vary. Alex says that although the mission to Mars is a one-way trip, she would stay connected to life back on Earth. She would be able to stay in touch with friends and family from home and she would even be able to watch TV, movies, and sports. By comparison, Mark says that Alex would miss out on many things if she moved to Mars forever. She would miss the experience of being out in nature and she would miss her friends and family. Mark argues that staying in touch with people back home would not be as simple as Alex claims. The time-delay in sending and receiving messages would mean that she would never have a real-time conversation with people from Earth ever again. (author’s purpose; R.6)
8. Alex could make a more convincing argument for moving to Mars by providing more details about how the colonists will be trained for the mission, to show that she would be very prepared. Mark could make a stronger argument against moving to Mars by including more information about some of the dangers. For example, the colonists will have to bring everything they need with them—ways to produce breathable air, grow food, exercise, generate power, and deal with illness. If these systems break down, the colonists could die. (evaluating author’s argument; R.8)

“WOULD YOU MOVE TO MARS?” QUIZ

*Lower Level (LL)

1. D (central idea; R.2)
2. D (text evidence; R.1)
3. B (tone; R.4)
4. C (literary devices; R.4)
5. A (vocabulary in context; R.4)

6. C (text structure, analyzing an argument; R.5, R.8)
7. Answers will vary. Alex says that although the mission to Mars is a one-way trip, she would stay connected to life back on Earth. She would be able to stay in touch with friends and family from home and she would even be able to watch TV, movies, and sports. By comparison, Mark says that Alex would miss out on many things if she moved to Mars. She would miss the experience of being in nature and she would miss her friends and family. Mark argues that staying in touch with people back home would not be as simple as Alex claims. The time-delay in sending and receiving messages would mean that she would never have a real-time conversation with people from Earth ever again. (author’s purpose; R.6)
8. Answers will vary. Mark could make a stronger argument against moving to Mars by including more information about some of the dangers. For example, the colonists will have to bring everything they need with them—ways to produce breathable air, grow food, exercise, generate power, and deal with illness. If these systems break down, the colonists could die. (evaluating author’s argument; R.8)

“WOULD YOU GO TO MARS?”

VOCABULARY PRACTICE

1. D; The story is about how someone plans to win an election, and “plotting” is another word for planning.
2. E; Cosmic radiation is something that is experienced in space and can affect a person’s health.
3. A; The story is about a club that only the smartest kids could join, and an elite club would include only members having the highest quality of something.
4. B; Innovation is the creation of new ideas or devices, and the story is about inventions in America.
5. B
6. A
7. A

CORE SKILL WORKOUT: WHAT’S THE TONE?

1. C; The author questions whether the mission is a good idea, asking whether the people who get chosen are lucky or unlucky. At the end of the introduction, the author expresses concern, saying, “Unfortunately, there’s



“Would You Move to Mars?” cont’d

a catch” and uses the word “Ever” to drive home the distressing point that the people who go to Mars will never return to Earth.

2. A; The author expresses excitement by starting off with “Can you even imagine...” and refers to the adventure as “amazing” because she would get to do incredible things like “fly through space” and live in a “wondrous” landscape.
3. In the third paragraph, the tone shifts to awe about what it would mean to take part in the mission. The author writes about having a chance to be a part of history, and take her place alongside great explorers. In the fourth paragraph, the tone shifts again, this time to urgency, as the author writes about the fact that we are running out of space and resources on Earth, and that colonizing other planets is essential to our survival.
4. B; The author is distressed, which he expresses by writing that he can’t sleep. He is appalled by his friend’s decision which he expresses by using all caps to wonder if she’s “COMPLETELY LOST HER MIND.” He also quotes the Mars website, writing that it’s a place where a mistake can result in “injury and death.” He finishes the paragraph with “Alex!!!!!!!!!!” to drive home his worry and fear.
5. In the final three paragraphs, the author shifts away from talking about the dangers of Mars to describe all the beautiful things that Alex would be leaving behind if she left Earth for good, from birds singing and fresh air to friends and family. His tone shifts from alarm over the dangers of Mars to pleading, as if he is begging Alex to consider everything she loves about Earth so that she won’t want to leave.