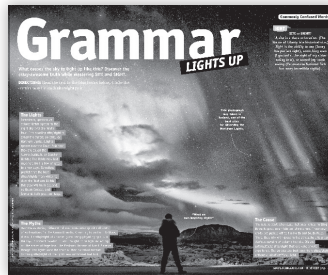


Grammar Lights Up



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

THE LIGHTS

Sometimes, spectacular colored lights appear in the night sky over the North Pole. This dazzling **site/sight** is called the Aurora Borealis, or Northern Lights. (Lights appear over the South Pole too; they are called the Aurora Australis, or Southern Lights.) The lights may last anywhere from a few minutes to a few days. Scientists predict that the best **sites/sights** from which to view the Northern Lights this year will be in Iceland, northern Canada, and Scotland. Let's pack our bags!

THE MYTHS

Over the centuries, different cultures have come up with all sorts of explanations for the Aurora Borealis. According to an Inuit folktale, the Aurora Borealis was the **site/sight** of a soccer game being played by spirits in the sky. In ancient Sweden, it was thought to be light reflecting off the scales of large fish. The Meskwaki Indians of North America thought the lights were the souls of their defeated enemies. Catching **site/sight** of the lights was considered bad luck.

THE CAUSE

The auroras start when super-hot solar winds hurtling through space crash into our atmosphere. These solar winds get pushed off to the North and South Poles. There, they mix with gases in the atmosphere to produce glorious curtains of color in the sky. It's an unforgettable **site/sight** that everyone should experience. The auroras are best seen from **sites/sights** without a lot of artificial light.

ANSWERS TO ACTIVITY SHEET

SIGHT VS. SITE

1. sight
2. site
3. site
4. sight
5. site
6. sight
7. site
8. site
9. sight
10. sight
11. site
12. Answers will vary.

“The Man Who Saved a Thousand Babies”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 8

Answers will vary. Here is a sample response:

Vivien Thomas should be on the new postage stamp because he is a historical figure who overcame many obstacles and made important contributions to society.

As Lauren Tarshis explains in “The Man Who Saved a Thousand Babies,” Thomas wanted to attend medical school, but he lost his savings in the Great Depression and was not able to afford college. Plus, as an African American living in a time of widespread segregation and racism, few medical schools would have accepted him. So Thomas studied medicine on his own. After spending long days working in the lab of surgeon Alfred Blalock, writes Tarshis, Thomas would often go home with a stack of medical textbooks and study them late into the night (p. 7).

With Blalock, Thomas discovered one of the causes of shock and a way of treating it. Thomas and Blalock then went on, in partnership with pediatric cardiologist Helen Taussig, to develop a surgery to help “blue babies”—babies born with a heart condition that led to a lack of oxygen in their blood. The surgery, which they first performed in 1944 while working at Johns Hopkins University, saved thousands of lives. However, despite his crucial role in the development of this groundbreaking procedure (for which he also designed several medical instruments), Thomas never became famous, as Blalock did. Rather, writes Tarshis, Thomas continued to work in the background (p. 8). He did not let this lack of recognition discourage him, though, and he became a highly respected professor at Johns Hopkins, training two generations of heart surgeons (p. 8). Just as importantly, Thomas, writes Tarshis, “blazed a trail for other African Americans in medicine.”

ANSWERS TO ACTIVITY SHEETS

“THE MAN WHO SAVED A THOUSAND BABIES” CLOSE-READING QUESTIONS

1. Tarshis probably started her story this way to draw the reader in. The heartrending description of the baby shows the seriousness of blue baby syndrome and makes the reader want to keep reading to find out what happens.
2. Thomas took a job in Alfred Blalock’s lab and worked hard to learn everything he could. Tarshis writes that Thomas often went home with stacks of textbooks that he pored over late into the night (p. 7). He also proved himself to Blalock, who soon came to rely on him so much that he pressed Thomas to move to Maryland so they could continue working together.
3. Mount Everest is an incredibly difficult and dangerous mountain to climb—anyone who successfully scales Everest joins a small and elite group of the world’s best climbers. The comparison Tarshis makes between heart surgery and Everest helps the reader understand that Thomas, Blalock, and Taussig were undertaking something incredibly difficult and full of risk, and that they were among the best and perhaps bravest in their field.
4. Out in the world, Thomas was treated unfairly and with great prejudice because he was African-American. In the segregated South, African Americans couldn’t swim in public pools, sit in the front of buses, or even go into most libraries (p. 6). Inside the lab, Thomas was Blalock’s partner and a respected member of the team. Yet because he was black, Thomas was not able to earn a medical degree from the very university where he helped

section continues >>



“The Man Who Saved a Thousand Babies” cont’d

develop the procedure to help blue babies. He did not receive the same level of recognition from the world that Blalock did (p. 8), and he earned, for years, only a menial wage (p. 7).

5. This detail shows that after years of being overlooked, Thomas has finally been recognized for his contributions. Placing his portrait across from Blalock’s shows them as equals.

“THE MAN WHO SAVED A THOUSAND BABIES” CRITICAL-THINKING QUESTIONS

1. Thomas was a hero because he helped pioneer a lifesaving heart surgery and went on to train many heart surgeons who saved many more lives. He also opened the door for other African Americans to enter medicine, including his own nephew. Thomas was “unsung” because he was not recognized for his accomplishments for many decades. Unlike Blalock, Thomas never became rich or famous (p. 8).
2. Answers will vary. Students may say that segregation prevented many African Americans from getting an education. Thomas, for example, was barred from attending most medical schools, including Johns Hopkins. Such discrimination is not only immoral, but also discourages people from realizing their potential.

KEY IDEAS AND DETAILS

Answers will vary. Below are sample answers.

1. **Obstacle:** Thomas couldn’t become a doctor because, as an African American, few medical schools would accept him, including Johns Hopkins, where he worked.
How he overcame the obstacle: Thomas took a low paying job as Alfred Blalock’s lab assistant and studied medical textbooks at home. Thomas, in partnership with Blalock and Helen Taussig, developed a groundbreaking surgery to help children suffering from blue baby syndrome.
Obstacle: No tools existed that were delicate enough for the blue baby surgery.
How he overcame the obstacle: Thomas created new surgical tools.
2. Thomas contributed to society by helping to develop a groundbreaking surgery that saved thousands of babies’ lives. As a professor of medicine, Thomas also trained

two generations of doctors as heart surgeons. And, as an African American, Thomas contributed to society by paving the way for future African-American doctors.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. Pages 4-5 show photographs of many healthy babies. There is a small inset picture of a man.
2. There is a close-up photograph of a heart, a black-and-white photograph of many people in surgical clothing gathered around a table, and three inset photographs of people.
3. The larger picture is of a man in a laboratory. He is surrounded by a lot of scientific equipment. The smaller photograph shows a building with a sign for “Colored Entrance.”
4. I think this article will be about a man who helped develop a surgery that saved babies’ lives.
5. The tone shifts from factual and grim to admiring. Before the last paragraph, the writer lists some of the many ways that African Americans were discriminated against. In the last paragraph, the author explains that it was an African-American man who was essential to the success of Eileen Saxon’s surgery. The author shifts from describing the terrible way that African Americans were treated to describing an African-American man’s impressive achievement in the face of that treatment.
6. The author’s description of the Great Depression costing people their life savings and their jobs creates a mood of desperation.
7. The author compares and contrasts how Thomas was treated inside and outside the lab.
8. I can infer that Blalock had a lot of respect for Thomas and felt that Thomas was essential to the work they were doing.
9. **A.** something handed down from the past
B. Legacy tells you that Thomas will be remembered for his accomplishments for a very long time. It helps you understand just how great of an impact he had on the world.
10. Central idea: Vivien Thomas became a hero of 20th-century medicine despite the prejudice and racism he



“The Man Who Saved a Thousand Babies” cont’d

faced. (Answers may vary.)

11. Vivien Thomas was an African-American man who wanted to be a doctor. He lived during a time of segregation, when black Americans were kept separate from white Americans. Thomas found a job working with a doctor named Alfred Blalock, who saw that Thomas was gifted. Blalock began teaching Thomas about medical research and together they developed a life-saving treatment for babies whose hearts had defects. Though Thomas faced prejudice and racism during his career, he blazed a trail for African Americans in medicine.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. Pages 4-5 show photographs of many healthy babies. There is a small inset picture of a man.
2. There is a close-up photograph of a heart, a black-and-white photograph of many people in surgical clothes gathered around a table, and three inset photographs of people.
3. The larger picture is of a man in a laboratory. He is surrounded by a lot of scientific equipment. The smaller photograph shows a building with a sign for “Colored Entrance.”
4. I think this article will be about a man who helped develop a surgery that saved babies’ lives.
5. admiring
6. C
7. The author compares and contrasts the respect and admiration that Vivien Thomas experienced in Blalock’s laboratory with the prejudice Thomas faced in the outside world.
8. I can infer that Blalock had a lot of respect for Thomas and that Blalock felt that Thomas was essential to the work they were doing.
9. **A.** a person known for doing something extremely well
B. If the author had said *well known*, it would not describe the impact that Thomas had at Johns Hopkins. The word legend helps the reader understand how much respect and admiration people had for Thomas.
10. Detail #3: “Thomas was married by then, with two young children.”

11. Students should draw lines through the following:

4. I was worried that he wouldn’t be able to save the blue babies.
6. Thomas stayed at Johns Hopkins until 1979.

“THE MAN WHO SAVE A THOUSAND BABIES” QUIZ

*Higher Level (HL)

1. B (central ideas; R.2)
2. D (interpreting text, text structure; R.4, R.5)
3. C (text features; R.5, R.7)
4. D (figurative language; R.4)
5. A (key ideas and supporting details; R.2)
6. C (inference; R.1)
7. Segregation is the separation of groups of people, in this case, the separation of black and white Americans. Students may name any of the following examples of segregation and their impact: African Americans could not attend most white schools and colleges, which would have limited their educational opportunities and also their job opportunities. Regardless of their education, African Americans had very limited job opportunities and received low pay. For example, African-American doctors were not allowed to work in most hospitals and African Americans were only considered for menial jobs, such as janitor. African Americans were banned from many hospitals, which would have impacted their health. African Americans were not allowed to live in white neighborhoods; Thomas, for example, had a hard time finding a place to live in Maryland. This would have kept African Americans from living where they wanted to live and forced many to live in areas where they did not want to live. (key ideas and details, analyzing the development of an idea; R.2, R.3)
8. Thomas “blazed a trail for other African Americans in medicine” by helping to create a groundbreaking heart surgery during a time of tremendous racism and discrimination against African Americans. When Thomas first began working at Johns Hopkins in the 1930s, he was not allowed to attend the medical school because of his race. However, Thomas’s accomplishments in the lab and later, as a professor, helped lead the way for other African Americans in medicine, including Thomas’ own nephew who attended Johns Hopkins in 1983 (p. 8).
- 8). Thomas no doubt inspired other African Americans to



“The Man Who Saved a Thousand Babies” cont’d

face prejudice and become doctors, and also helped to shift some people’s racist ideas about what black people could do and should be able to do. (interpreting text, supporting evidence; R.4, R.1)

“THE MAN WHO SAVE A THOUSAND BABIES” QUIZ

*Lower Level (LL)

1. B (central ideas; R.2)
2. B (text structure; R.5)
3. C (text features; R.5, R.7)
4. A (interpreting text; R.4)
5. D (figurative language; R.4)
6. D (key ideas and details; R.2)
7. Segregation is the separation of groups of people, in this case, the separation of black and white Americans. Students may name any of the following examples of segregation and their impact: African Americans could not attend most white schools and colleges, which would have limited their educational opportunities and also their job opportunities. Regardless of their education, African Americans had very limited job opportunities and received low pay. For example, African-American doctors were not allowed to work in most hospitals and African Americans were only considered for menial jobs, such as janitor. African Americans were banned from many hospitals, which would have impacted their health. African Americans were not allowed to live in white neighborhoods; Thomas, for example, had a hard time finding a place to live in Maryland. This would have kept African Americans from living where they wanted to live and forced many to live in areas where they did not want to live. (key ideas and details, analyzing the development of an idea; R.2, R.3)
8. Answers will vary. Students may describe Thomas as determined or hardworking because he worked very hard to learn and practice medicine despite the many challenges that he faced: not being able to afford college, being banned from most medical schools because of his race, and being constantly confronted by prejudice in all areas of his life. When Thomas got a position working in Blalock’s lab, Thomas worked 16-hour days, studied into the night, and eventually helped to develop a groundbreaking surgery (p. 7). Students may also describe Thomas as innovative. When Taussig

challenged him and Blalock to develop a procedure to treat blue baby syndrome, Thomas created the syndrome in animals so that he could figure out how to treat it. Also, when he found that no medical instruments delicate enough to perform the procedure existed, Thomas invented his own instruments (p. 8). (character, key ideas and details; R.3, R.2)

“THE MAN WHO SAVED A THOUSAND BABIES” VOCABULARY

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

Answers for 7-12 will vary. The following are sample answers.

7. Marissa graduated nursing school this year. She wants to work in the pediatric wing of a hospital because she loves children.
8. “Practice tomorrow will be especially rigorous,” said Coach Sims. “Be sure to get plenty of rest tonight and eat a good breakfast in the morning so that you are ready.”
9. The brash politician stood in the middle of the mall and shouted insults at anyone who challenged his opinions.
10. I took the delicate vase off the table before my rowdy younger cousins came over yesterday. I was worried that they would bump into the table and the vase would fall over and break.
11. My grandfather recently went to see a cardiologist because he had some chest pains and was worried about his heart.
12. Lisa, who does not like crowds, expressed reluctance to attend the Thanksgiving parade.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

“The Man Who Saved a Thousand Babies” is about Vivien Thomas. He was an African-American man who lived in the south during segregation. He wanted to be a doctor. He worked and saved money for his education but he lost it in the Great Depression. Then Thomas found a job with a doctor named Alfred Blalock who quickly realized Thomas was extraordinarily gifted. Together they



“The Man Who Saved a Thousand Babies” cont’d

developed a life-saving treatment for babies whose hearts had defects. Though Thomas faced prejudice, he a blazed a trail for African Americans in medicine.

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. Vivien Thomas
2. He was an African-American man. He lived in the segregated South. He wanted to be a doctor.
3. He saved money for medical school but lost it in the Great Depression. It was hard to find a job because jobs were scarce then.
4. Thomas found a job working for Dr. Alfred Blalock, who saw that Thomas was gifted and taught him about medical research.
5. Thomas and Dr. Blalock developed a life-saving treatment for babies whose hearts had defects.
6. He blazed a trail for African Americans in medicine.
7. Thomas faced prejudice and racism throughout his career. He lived at a time when most medical schools would not accept African Americans.

Sample summary:

“The Man Who Saved a Thousand Babies” is about Vivien Thomas, an African-American man who wanted to be a doctor. He lived in the segregated South, when black Americans were kept separate from white Americans. He worked and saved money for his education but lost his money in the Great Depression. Jobs were scarce, but Thomas found a job working with a doctor named Alfred Blalock. Blalock saw that Thomas was gifted and began to teach him about medical research. Together they developed a life-saving treatment for babies whose hearts had defects. Though Thomas faced prejudice and racism during his career, he blazed a trail for African Americans in medicine.

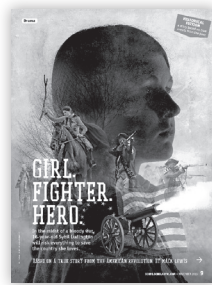
CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

1. The author is helping the reader understand what life was like for Vivien Thomas and other African Americans in the 1940s.
2. **A.** sequence of events
B. The section explains that Thomas grew up in Nashville, attended Pearl High School, and graduated with top grades in 1930, but then lost his life savings. He then

found a job with surgeon Alfred Blalock.

3. **A.** Blalock began teaching Thomas about his work.
B. Blalock and Thomas designed a treatment for shock that was celebrated around the world.
4. Answers may include:
sequence of events—The section describes the chronology of the development of blue baby surgery from its inception to putting it into practice.
cause and effect—Because the surgery on Eileen Saxon was successful, blue babies from across the country started coming to Johns Hopkins for the procedure.
5. The problem was that babies with certain heart defects were dying. The solution was that Blalock and Thomas designed a surgical procedure to save the babies.

Girl. Fighter. Hero.



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Answers will vary. Here is a sample response:

Sybil Ludington proves her capability by riding 40 miles through the windy, rainy night and mustering the militia to defend Danbury from an attack by the British. Even when she is tired and wet—even when she slips and hurts her ankle—she keeps going. Though the militia does not manage to save Danbury, Sybil’s mustering of the men does help the Patriots in their battle against the British, as General George Washington tells her when he comes to thank her. He describes Sybil’s ride as “a feat worthy of my best men” (p. 13).

Earlier in the play, Sybil shows her capability when she protects her family from an imminent attack by her Loyalist neighbor Mr. Prosser and his henchmen. When she realizes that Prosser is planning an attack on her home, she directs her siblings to march in front of the windows so that it appears a regiment of men is stationed in her home. Her strategy works. Sybil again shows her ability to defend herself when she encounters Prosser and his men on the road. They intend to rob her but she jabs at them with her stick and escapes.

Shaye Haver and Kristen Griest proved their capabilities when they graduated from the Army’s Ranger School, one of the military’s most rigorous training programs. As the first women to complete the program, Griest and Haver proved that they are incredibly strong, disciplined, and as capable to be Rangers as any male graduate of the program.

ANSWERS TO ACTIVITY SHEETS

GIRL. FIGHTER. HERO.

CLOSE-READING QUESTIONS

1. This statement is supported by the mood of Scene 1, which is tense and fearful. A mysterious figure appears on a “damp, moonless night,” creating an ominous feeling. When Sybil hears a knock, her need for caution is apparent from the way she “cracks” the door open. Her family is “tense with fear.” Crosby is slow to reveal his identity, and when he does, he reminds the family that the dangers of the war are real. The characters’ behavior shows that they are living in “a dangerous and violent” time.
2. Mr. Crosby implied that Sybil was brave because she wasn’t afraid of anything. Sybil is making the point that bravery means overcoming fear, not being fearless. She’s letting Crosby know that she is afraid, but that it won’t stop her from protecting her family.
3. He seems to agree for two reasons. First, the militia must be raised, and there isn’t anyone else who can do it. Second, he has faith in Sybil. When the messenger says, “You have sent her to her doom,” the Colonel responds, “You do not know my Sybil,” implying that he is confident in her abilities.
4. Sybil shows her mental toughness in Scene 2, when Prosser shows up; she’s in danger but quickly thinks of a plan to keep her family safe. In Scene 4, she shows physical toughness when she keeps going even after hurting her ankle. And in Scene 5, her courage helps her escape from the bandits.



Girl. Fighter. Hero. cont'd

GIRL. FIGHTER. HERO.

CRITICAL-THINKING QUESTION

1. Students will likely say yes, because she succeeds in her mission. Plus, Washington says that her ride was “a feat worthy of my best men.”

“SHOULD WOMEN DO THIS?”

CLOSE-READING QUESTIONS

1. The first paragraph describes soldiers trudging through a swamp in the dark. It’s hot, grueling, and “treacherous.” The paragraph shows how challenging Ranger training is.
2. The author quotes a male Ranger, Second Lieutenant Michael Janowski, saying that Griest and Haver were not a distraction during training and that, in fact, he wouldn’t have made it through without Haver’s help on a difficult mountain climb (p. 15).

“SHOULD WOMEN DO THIS?”

CRITICAL-THINKING QUESTION

1. Answers will vary. Encourage students to support their arguments with details from the text as well as their own ideas.

ORGANIZE YOUR THOUGHTS

How did Sybil Ludington prove her capability?

1. Sybil Ludington proved that she was capable of defending herself by successfully fighting off Prosser and his men when she encountered them on the road.
2. Sybil proved that she was capable of protecting her family when she instructed her siblings to pretend to be soldiers and scared off Prosser and his men.
3. Sybil proved that she was capable of mustering the militia by riding her horse 40 miles through the rainy night to all the militiamen’s homes.

How did Shaye Haver and Kristen Griest prove their capabilities?

1. Shaye Haver and Kristen Griest proved that they are capable of being Rangers by successfully completing one of the most rigorous military training programs, the Army’s Ranger School.
2. Haver proved that she is capable of great strength and generosity by helping a fellow trainee carry his heavy pack when he was too exhausted during an especially grueling part of the training.

GIRL. FIGHTER. HERO. LITERARY ELEMENTS

Characters

1. **A.** major; Sybil Ludington is a 16-year-old girl who lived in New York during the Revolutionary War. She rode 40 miles in the middle of the night to muster her father’s militia. She is strong, courageous, clever, and determined. Sybil is a dynamic character because she proves to herself and others that a female can be as successful and courageous as a male.
B. minor; Colonel Ludington is Sybil’s father and the leader of a local Patriot militia. He supports Sybil and is respected by other Patriots. Colonel Ludington is a static character because he does not undergo any significant internal change.
C. minor; Mr. Prosser is a Loyalist who lives near the Ludingtons. He is cowardly and dishonest. Mr. Prosser is a static character because he does not undergo any significant internal change. (Students could describe a different character here.)
2. **A.** During her ride, Sybil falls off her horse and injures her ankle. Mrs. Shaw tries to convince her to stop, but Sybil gets back on her horse and continues her ride. This moment reveals that Sybil feels a deep responsibility to her father and the other Patriots. She is more concerned with the cause than with her own safety or comfort.
B. After Colonel Ludington gives Sybil permission to muster his troops, the messenger tells him that he has sent Sybil to her doom. The Colonel replies, “You do not know my Sybil.” This remark reveals his faith in Sybil and that he is open-minded enough to let his daughter do what most would consider a man’s job.

Setting

3. 1777 in the Hudson Highlands area of New York
4. The Revolutionary War
5. Readers learn that this was a violent and dangerous time in history. Men were often away at war, leaving their wives and children at home to defend the house. Sometimes, neighbors fought neighbors, because not all of the colonists wanted to separate from England. Girls and women were forbidden from fighting. If you needed to spread information quickly, the best way to do it was on horseback.

Conflict

6. Sybil wants to join the militia and support the Patriots



Girl. Fighter. Hero cont'd

in the Revolutionary War, but she can't because in her society, women and girls are not allowed to participate in the fighting. The conflict is at least partially resolved when—because there is no one else to ride through the night and muster her father's troops, and because her father believes in her abilities—Sybil makes the ride and is able to contribute to the war effort in a meaningful way.

7. The climax of the play is Scene 4, Sybil's ride through the countryside to muster the militia. The scene is filled with excitement and drama as Sybil rides through howling wind and rain, and as she bangs on doors and yells out her news, and when she explains to Mrs. Shaw why she must keep riding. It is this scene that resolves the conflict of Sybil wanting to participate more directly in the fighting.

Author's Craft

8. An example of suspense is at the end of Scene 3, as Sybil takes off on Star and the messenger says to Colonel Ludington, "You have sent her to her doom." This moment is suspenseful because the reader is wondering if Sybil will be successful, but more than that, if Sybil will survive. The messenger's warnings about Cowboys lurking in the forest and his cryptic comment about her going off to her doom plant in the reader's head the idea that something terrible may happen to Sybil.
9. Sybil introduces the theme of girls being as capable as boys in the first scene of the play, when she asks Mr. Crosby if he thinks it's fair that women cannot join the militia and then says, "Oh, Mother! You know I am as capable as any boy." The theme is developed as Sybil rides through the night and musters the militia; this is a job that most would have thought only a man could do. When Sybil offers to do it, the messenger says, "You? You're just a girl." The idea of girls being as capable as boys comes up again at the end of the play, when George Washington says to Sybil, "Forty miles in the dead of night! It was a feat worthy of my best men," and Sybil replies that she hopes she has shown him that it is not only the best "men" who can fight for freedom.

3. B (vocabulary in context; R.4)
4. C (character motivation; R.1, R.3)
5. A (interpreting text; R.4)
6. C (summarizing; central idea; R.2)
7. At the end of the play, Sybil tells Washington that she hopes that her actions—her successful 40-mile ride through the middle of the night to muster her father's militia—have shown Washington that it's not only men who are capable of fighting for freedom. In "Should Women Do This?" Griest says, "I do hope that with our performance in Ranger School, we've been able to inform that decision [of whether to allow women to hold historically male combat roles] as to what they can expect from women in the military. . ." Griest is referring to the fact that she and another woman, Shaye Haver, recently graduated from the Army's intensely challenging Ranger School. Both Sybil and Griest are expressing the hope that their success will affect how others perceive women's capability to fight in the military. (synthesis, R.9)
8. Sybil Ludington, Kristen Griest, and Shaye Haver all accomplished something incredibly difficult. Sybil rode 40 miles on horseback through wind and rain to muster the militia; Griest and Haver graduated from the Army's Ranger School, which writer Melanie Abrahams calls "one of the military's most difficult and elite training programs." These accomplishments alone should be enough to inspire others; however, Sybil, Griest, and Haver could be even more of an inspiration because they all rejected society's ideas about what they could and couldn't do. When Sybil proposes that she could ride her horse and muster the militia, the messenger says, "You? You're just a girl." Later, Mrs. Shaw urges Sybil to quit halfway through her ride and rest, and to "let the menfolk worry about the fighting." But Sybil doesn't listen; she knows what she can do and what she wants to do, and she does it. Griest and Haver also face opposition; they are hoping to become Army Rangers in a society where, Abrahams writes, "there are those who would rather see women kept out of combat roles." All three women could inspire others to follow their dreams and not listen to those who say, "You can't." (critical thinking, supporting a claim; R.1, W.1)

GIRL. FIGHTER. HERO. QUIZ

***Higher Level (HL)**

1. B (interpreting text; R.4)
2. D (vocabulary in context; R.4)



Girl. Fighter. Hero. cont'd

GIRL. FIGHTER. HERO. QUIZ

***Lower Level (LL)**

1. D (vocabulary in context; R.4)
2. B (vocabulary in context; R.4)
3. C (character motivation; R.1, R.3)
4. C (close reading, character; R.1, R.3)
5. D (text structure; R.5)
6. C (summarizing, central idea; R.2)
7. In the last scene, Sybil tells Washington that she hopes that her actions—her successful 40-mile ride through the middle of the night to muster her father's militia—have shown Washington that it's not only men who are capable of fighting for freedom. In "Should Women Do This?" Griest says, "I do hope that with our performance in Ranger School, we've been able to inform that decision [of whether to allow women to hold historically male combat roles] as to what they can expect from women in the military. . ." Griest is referring to the fact that she and another woman, Shaye Haver, recently graduated from the Army's intensely challenging Ranger School. Both Sybil and Griest are expressing the hope that their success will affect how others perceive women's capability to fight in the military. (synthesis, R.9)
8. Sybil Ludington, Kristen Griest, and Shaye Haver all accomplished something incredibly difficult. Sybil rode 40 miles on horseback through wind and rain to muster the militia; Griest and Haver graduated from the Army's Ranger School, which writer Melanie Abrahams calls "one of the military's most difficult and elite training programs." These accomplishments alone should be enough to inspire others; however, Sybil, Griest, and Haver could be even more of an inspiration because they all rejected society's ideas about what they could and couldn't do. When Sybil proposes that she could ride her horse and muster the militia, the messenger says, "You? You're just a girl." Later, Mrs. Shaw urges Sybil to quit halfway through her ride and rest, and to "let the menfolk worry about the fighting." But Sybil doesn't listen; she knows what she can do and what she wants to do, and she does it. Griest and Haver also face opposition; they are hoping to become Army Rangers in a society where, Abrahams writes, "there are those who would rather see women kept out of combat roles." All

three women could inspire others to follow their dreams and not listen to those who say, "You can't." (critical thinking, supporting a claim; R.1, W.1)

GIRL. FIGHER. HERO. VOCABULARY PRACTICE

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

"SHOULD WOMEN DO THIS?" VOCABULARY PRACTICE

1. S
2. A
3. A
4. S
5. A
6. A

Answers for 7-12 will vary. The following are sample answers.

7. covered in ice and snow that caused car accidents.
8. tastes salty!"
9. congratulated him.
10. the help of friends and family members.
11. does not go to our school.
12. Answers will vary.

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Sybil is worried about her father. She thinks that the man who has come to the door might intend to do him harm.
2. The Colonel has confidence in his daughter. He knows that she is brave, smart, and experienced in riding. He believes that she can handle herself in dangerous situations.
3. Mrs. Shaw assumes Sybil is weak and vulnerable. This suggests that she believes women should be protected, not risk their lives on dangerous missions.
4. Washington is complimenting Sybil by saying she is as skilled as the top soldiers in his army. Sybil might be telling him that men aren't the only ones who can fight

section continues >>



Girl. Fighter. Hero. cont'd

for freedom in the hopes that Washington will see young women differently.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. D
2. C; I chose C because the detail does not relate to the limited role of women in the military. Rather it has to do with the debate over the role of women in the military.
3. The men who trained with Haver and Griest do not agree with the argument against them become Rangers.
4. Supporting detail from "Equal Opportunities": "I do hope that with our performance in Ranger School," Griest says, "we've been able to inform that decision as to what they can expect from women in the military—that we can handle things physically and mentally on the same level as men, and that we can deal with the same stresses in training that the men can."
Supporting detail from "The Debate": "Halfway up a rocky climb, [Janowski] struggled with his heavy gear and asked the other trainees to help him carry it. "Shaye [Haver] was the only one who volunteered," he said later. "I probably wouldn't be sitting here right now if it wasn't for Shaye."

CORE SKILLS WORKOUT: TONE

Word Choice

1. Answers may include: treacherous, difficult, elite, intense
2. These words portray the training as very difficult. By describing the training with these words, the author shows how impressive it is that Griest and Haver made it through.

Details

3. Answers may include:
Fact 2: Trainees must pass a fitness test that includes sit-ups, chin-ups, and running 5 miles in less than 40 minutes.
Fact 3: Only about 40 percent of trainees graduate. These facts show how hard Ranger training is and how few people make it through.
4. By including these facts, the author is showing the reader that she sees the women's graduation as a great achievement, which tells you that she admires them.

Organization and Structure

5. That she starts the sentences this way suggests that

these are other people's opinions—not hers. It seems like she does not agree with these ideas

6. By suggesting that she does not agree with the objections to women in combat roles, the author implies that she is supportive of women like Griest and Haver being in combat roles.
7. Quote 2: The author quotes Griest saying that she hopes her and Haver's achievement of graduating Ranger School shows that women can handle things physically and mentally on the same level as men. Griest implies that she hopes Ashton Carter will decide to allow women in historically male combat roles.
Quote 3: The author quotes one of Haver and Griest's fellow trainees stating that when he was struggling during training, Haver helped him carry his gear. He says he probably would not have graduated without her help.
8. All three quotes express the idea that if a woman can complete the same training as a man, that woman is capable of doing the same job as a man. The quotes support Griest and Haver becoming Rangers.

VIDEO DISCUSSION QUESTIONS

1. The narration in this section supports the idea that life was hard by explaining that most colonists at this time were farmers and that farm work was "tough." The narration and images illustrate difficult tasks such as getting up early to milk cows and getting blisters harvesting wheat. The section goes on to demonstrate that life was also good by showing images like the full table of delicious food. This image points to the fact that while life was hard, it was also rewarding. In addition, the narrator explains that some children got to go school for part of the year.
2. The mood at the beginning is joyful and happy. Upbeat music plays over footage of colonists as the narrator describes what life was like for them. The mood shifts to one of tension and suspense when the narrator says, "But war is coming." Dramatic music plays as the narrator lists the ways that the British government is mistreating the colonists. Images of riots and marching soldiers illustrate the anger and discontent spreading through the colonies.
3. The map offers a visual representation of just how far away the King was. This emphasizes the colonists' annoyance at having to take orders from him.



Girl. Fighter. Hero. cont'd

4. Life in America is portrayed as difficult and dangerous. The sounds of war drums and intense music play over footage of battle scenes. Images of British soldiers marching through burning towns shows the destruction caused by the war. Images of women and children working on the farm show that life off the battlefield was difficult as well. Lines, such as “nowhere is safe,” demonstrate the fear Americans must have felt during that time.

“Attack of the Man-Eaters”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 22

Answers will vary. Here is a sample response:

At the end of her article, “Attack of the Man-Eaters,” Lauren Tarshis writes that “the events of 1898 were tragic not only for the lions’ victims, but also for the lions.” She means that the loss of human life was devastating. The fact that the lions had to be killed was also tragic—after all, scientists today know that the lions were suffering from starvation and illness and they were behaving naturally.

Today, the plight of lions is even more tragic. The wild places where they once roamed have been developed for human use—for neighborhoods, businesses, roads, and farms. What wilderness does remain, as Susan Orlean writes in “Meet the Lion Whisperer,” is fenced in and can only support a small number of wild lions. Even more tragic, perhaps, is the plight of lions in captivity—particularly those in petting farms. Once they age out of cub petting, some are sold for canned hunts or for breeding. Others end up in circuses and zoos. They cannot be released into the wild because there isn’t enough space and because most cannot survive on their own (p. 21).

The solution is to ban petting farms (or at least restrict the number of cubs that can be bred) and put laws in place to protect more wild places. This will break the cycle of cruelty and ensure that more lions will have the space they need to roam free.

ANSWERS TO ACTIVITY SHEETS

DRAWING CONCLUSIONS

1. Lauren Tarshis means that the loss of human life was devastating. The fact that the lions had to be killed was also tragic—after all, scientists today know that the lions were suffering from starvation and illness and they were behaving naturally. Tarshis writes, the lions were “suffering from a variety of problems—injuries, drought, and a shortage of prey” (p. 19). In other words, the animals were hungry and sick; they attacked humans in order to survive.
2. Development had destroyed much of the land that lions once called home. Many lions that age out of cub petting end up in “canned hunts,” where they are placed in cages to be hunted by tourists for sport. There is not enough room in African national parks for lions who have grown up in captivity. With nowhere to go, these lions are then killed, sold to lion breeders, or sent to zoos. Many lions raised in captivity must live out their lives in fenced-in enclosures and are never truly free.
3. Answers will vary. Here is a sample response:
Problem: Development in Africa is destroying habitats.
Solution: Put laws in place that will protect more of Africa’s wilderness and keep it from being further developed.
Problem: There is not enough room in national parks for lions raised in captivity so these lions are killed, sold to lion breeders, or sent to zoos.
Solution: Place restrictions on lion breeders to limit the number of lions they breed for places like petting farms. Or ban petting farms completely.



“Attack of the Man-Eaters” cont’d

“ATTACK OF THE MAN-EATERS” CLOSE-READING QUESTIONS

1. Some of Colonel Patterson’s men believed the lions were evil spirits because they could not believe the lions were animals. You can infer from this that the men had never seen lions behaving the way the man-eaters were behaving. Also, Patterson was at first skeptical of the report that lions were attacking his men—this behavior seemed highly unlikely. Finally, the lions were not tempted by the bait that Patterson put out for them; presumably, a lion behaving normally would have gone for the bait.
2. The mood is suspenseful and frightening. Phrases like “snapping of a twig,” “the rustle of a large animal,” and “eyes glistening in the darkness” pull readers into the scene and make them feel as if they too are anxiously waiting on the platform. With phrases like “steadying his shaking arms,” the author shows readers how scared Patterson was and what grave danger he was in.
3. Tarhis writes that the lions were hungry, were “suffering from a variety of problems,” and perhaps “weren’t so savage after all.” She describes the lions in an admiring way, calling their faces “majestic.” She concludes with the statement that “the events of 1898 were tragic not only for the lions’ victims, but also for the lions.” She seems to see what happened to the lions as a tragedy.

“ATTACK OF THE MAN-EATERS” AND “MEET THE LION WHISPERER” CLOSE-READING QUESTIONS

1. She means Gabby and Bobcat looked like they were on their own in the wild—an appealing idea—but that this was an illusion. They weren’t on their own in the wild at all. They were in a fenced-in area. Plus, Richardson had driven them to the spot where they now wandered, which he had chosen to avoid wild lions. Because Gabby and Bobcat grew up in captivity, they will never be able to live in the wild.
2. The photo on page 16 suggests that lions are dangerous and frightening; the lion looks ferocious. The lions on page 20, on the other hand, look calm and sweet; they are clearly not a threat to Richardson, who is petting one of them. This photo suggests that lions are not a threat to us, but rather are deserving of our care and affection.

“ATTACK OF THE MAN-EATERS” AND “MEET THE LION WHISPERER” CRITICAL-THINKING QUESTIONS

1. In “Attack of the Man-Eaters,” Patterson and his men are encroaching on wildlife in Africa by building a railroad through the continent’s deserts and forests. “Meet the Lion Whisperer” explains that human encroachment in Africa has now destroyed a vast amount of the open land that lions need to survive in the wild. The article also shows that humans impact wildlife by taking lions out of their natural habitat and raising them in captivity for petting farms or canned hunts.
2. Answers will vary. Students may say no, people would not react the same way, because people feel more responsibility and sympathy for wild animals than people did in Patterson’s time. Other students may say that people would indeed react the same way, because by killing the lions, Patterson likely saved the lives of many humans.

PAIRED TEXTS QUIZZES

*Higher Level (HL)

1. A (vocabulary in context; R.4)
2. B (vocabulary in context; R.4)
3. A (text structure; R.5)
4. B (central ideas; R.2)
5. A (supporting detail; R.1)
6. D (summarizing; R.2)
7. Answers will vary. Students may say they agree that cub petting should end because when the cubs get older and become too dangerous for people to be around, they are sold to zoos or circuses, or are used for medicine or for canned hunts. Other students may say no, cub petting should not end because it gives people a rare opportunity to experience being close to a lion. This might inspire them to take action to protect lions, as it did for Kevin Richardson. (supporting an argument; R.8)
8. In “Attack of the Man-Eaters,” Patterson and his men are building a railroad through the Tsavo forest. The workmen were in the lions’ territory and became the lions’ prey (p. 19). In Africa today, wild lions have little territory left. Development has destroyed vast amounts of wilderness that lions need to thrive. What little wilderness remains is fenced in, and can only support



“Attack of the Man-Eaters” cont’d

a small number of wild animals (p. 22). (synthesizing, integrating knowledge and ideas; R.9)

PAIRED TEXTS QUIZZES

*Lower Level (LL)

1. A (vocabulary in context; R.4)
2. B (vocabulary in context; R.4)
3. C (author’s purpose; R.6)
4. B (central ideas; R.2)
5. A (supporting detail; R.1)
6. D (summarizing; R.2)
7. In Patterson’s day, the lions were seen as ferocious monsters; some even said they were devils. Experts at that time believed the lions were rogues and that their behavior was not typical. Today, scientists understand that the lions were not rogues but rather naturally aggressive animals suffering from a variety of problems including injuries, drought, and lack of food. These problems led them to attack humans, which are not their usual prey. (key ideas and supporting details; R.2)
8. After he started working at Cub World, Kevin Richardson learned that cub petting was deeply harmful to lions. Cubs age out of petting after six months. Some graduate to “lion walks” but they grow too dangerous by age two. So there are always many lions in need of homes, yet there is no place for them to go. The national parks do not have room, plus lions raised in captivity tend to struggle to survive in the wild anyway. As a result, the lions end up in breeding farms, circuses, or canned hunts. None of these fates are humane. Richardson fell in love with lions at Cub World, but when he saw what was happening to the very lions he loved, he realized he was part of the system of cruelty. (interpreting text; R.4)

PAIRED TEXTS VOCABULARY PRACTICE

1. A
2. B
3. D
4. B
5. confront
6. rise
7. sad
8. bored
9. sedate

10. Luis is normally a sedate person, but when he learned that he’d made the basketball team, he let out a jubilant “Whoo-hoo!” and began to dance and jump around.

CORE SKILLS WORKOUT: TEXT EVIDENCE–HL

- 1A. C
- 1B. A
- 1C. B
2. B; I chose B because of the phrase “it is now believed,” which signals a change in our understanding.
- 3A. A, C, and D
- 3B. Evidence E does not support the statement because it explains that canned hunts make money, not why lions in petting farms suffer sad fates.
4. C is correct. A does not cite the page number or explain why the quote is relevant. B uses a paraphrase not a direct quotation and does not explain why the text evidence is relevant.
5. B is correct. A does not explain why the paraphrase is relevant, and C does not cite page numbers or explain why the details is relevant.
6. Answers may include: Cub petting should be banned because it harms lions. As the lion cubs grow, they become too dangerous for the farms but according to Susan Orlean in “Meet the Lion Whisperer,” the cubs cannot be released into the wild. “Born and raised in captivity, they often cannot survive on their own,” Orlean writes. (p. 21) As a result, the lions have nowhere to go. Some are used in canned hunts. Others are used to breed more lions for petting farms. So while cub petting may be enjoyable for humans, it causes a lot of suffering for the lions.

CORE SKILLS WORKOUT: TEXT EVIDENCE –LL

1. B, D
2. I chose B because it explains how lions are used as prey in canned hunts.
3. Answers may include: “Patterson nearly went mad from fear and sleeplessness, but he did not give up.” (p. 18)
4. Richardson cares deeply about lions and wants to help them.
5. Sample statement: Scientists have helped us understand why the lions of Tsavo attacked humans. A) “By pouring over historical records from 1898, the Field Museum



“Attack of the Man-Eaters” cont’d

scientists learned there was a drought in the area at the time Patterson was there.” B) “More importantly, there was an outbreak of a disease called rinderpest, which killed cattle as well as large wild animals like wildebeests and antelopes.”

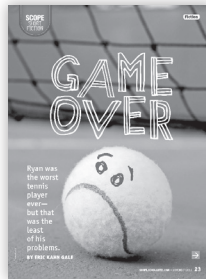
CORE SKILLS WORKOUT: MOOD

1. A
2. The mood shifts after Patterson’s quote, “It was the most gruesome sight I have ever seen.” The next paragraph starts with Patterson vowing to hunt the lions down.
3. The mood shifts from the jubilation of Patterson’s men over the death of the lions into investigative, as the article explains what scientists have learned about the lions of Tsavo.
4. The statement at the end of the article creates a sorrowful mood by referring to the lion attacks as tragic for both the victims of the attack, and the lions who lost their lives because they were starving.

CORE SKILLS WORKOUT: TEXT FEATURES

1. The image, heading, and subheading all work together to create a mood of fear. The lion in the photo looks ferocious as he chomps on the word “Attack,” the headline refers to “man-eaters” which is frightening, and the subheading explains that lions were “terrorizing” an army of men.
2. The dead lion seems to be on display, like a trophy, perhaps to show Patterson as the hero who hunted down the animal that had killed so many people.
3. Richardson and the lions seem to have a very comfortable relationship—there seems to be trust and affection between them.
4. Answers may include: noble, majestic, wild, solitary, confident, natural. The editors likely included this image and caption to further help readers appreciate Richardson’s mission and what is at stake. This picture of such a majestic animal in its natural habitat may inspire readers to take action to protect lions.

"Game Over"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 27

Answers will vary. Here is a sample response:

In the story "Game Over," the main character Ryan confuses his desire to belong with his desire to fit in. According to Brené Brown in her article "Why You Don't Need To Fit In," there is a difference between fitting in and belonging. Fitting in is when you twist yourself into a "human pretzel" to make others like you. Ryan does this when he pretends to speak Russian so his fellow tennis players won't know he is an "outsider." His scheme makes him miserable—he doesn't learn how to play, he has to pretend to understand what everyone is saying, and he lives in fear of discovery. Belonging, on the other hand, means being yourself and letting others see you for who you are.

Brown would likely advise Ryan that the path to true friendship begins with being yourself. She might remind him that when he finally admitted the truth, his classmates accepted him. In fact, it's clear that his classmates would have accepted him from the start despite his last name and whether they thought he spoke Russian or not (p. 27).

"GAME OVER"

CLOSE-READING QUESTIONS

- 1. Character (p. 24)** The line reveals that Ryan is easily discouraged; he sees no way to improve his situation.
- 2. Inference (p. 24)** Ryan has mentioned that he was being teased and that "trusted friends were scarce." You can infer that he wants to change his social life.
- 3. Descriptive Writing (p. 24)** The word *sprouted* implies growth. It conveys a feeling of newness and highlights Ryan's hope for a fresh start.

ANSWERS TO ACTIVITY SHEETS

- 4. Context Clues (p. 25)** From the teacher's "thoughtful expression," the word *rusски*, and the fact that she's asking a question, you can infer that the instructor is asking the students if they speak Russian.
- 5. Author's Craft (p. 25)** The author uses a sentence fragment here to convey how suddenly Ryan realizes that his classmates all have Russian last names.
- 6. Character (p. 25)** Ryan feels excluded at school. He wants to fit in with the other students in tennis class. He's afraid that if he admits he doesn't know Russian, he'll be treated as an outsider.
- 7. Character (p. 25)** Ryan's fears aren't reasonable; the other kids in his tennis class were friendly from the start. Still, his fears are understandable, considering what he's going through at school.
- 8. Character (p. 26)** The kids might want to be Ryan's practice partner because they like him.
- 9. Context Clues (p. 26)** Because Nadia pretends to swing a tennis racket, you can infer that pantomime means to express an idea through gestures—movements of the face and body.
- 10. Inference (p. 26)** Ryan is flushed with embarrassment and anxiety.
- 11. Character (p. 27)** Vera earned Ryan's trust by accepting him; she didn't tease him about his name or make a big deal about how he deceived her. Ryan likely learned that opening up and being himself can be a great relief and can result in meaningful friendships.



“Game Over” cont’d

“GAME OVER”

CRITICAL-THINKING QUESTIONS

1. Answers may vary. Students will likely say yes, because if Ryan had been honest and not tried to fit in by pretending that he could speak Russian, he would have learned sooner that he could trust the kids in his tennis class.
2. The scientist remembers being “awkward and geeky” but also being part of a group of kids and going to a Star Trek convention. These details show that if you’re open about your interests, you can find others who share them.
3. Being authentic (being exactly what you seem to be; not fake), vulnerable (willing to risk being hurt), and imperfect (not covering up your imperfections) can be scary because you risk being ridiculed by others. So it takes courage to be yourself. Ryan would likely agree with the statement. Once he finally has the courage to admit his lie—and to be himself—he gains enduring friendships and a sense of happiness and fulfillment.

SYNTHESIZING

“GAME OVER”

1. According to Dr. Brené Brown, fitting in means changing yourself in order to be accepted by others, while belonging means accepting yourself and being open with others.
2. Ryan twists himself into a human pretzel by pretending that he can understand Russian. In order to keep up the lie, he must nod, shake his head, read body language, and escape to the bathroom when all else fails. He isn’t being himself, and it creates a lot of stress for him.
3. Yes, Ryan would agree; by the end of the story, it’s clear that his tennis classmates would have gladly accepted him from the first whether they thought he spoke Russian or not. By pretending to understand Russian in order to fit in, Ryan robbed himself of countless chances to have meaningful, satisfying exchanges with his classmates.
4. Authentic: genuine, not fake; Vulnerable: willing to risk being hurt; Imperfect: having flaws
5. Ryan doesn’t just admit that he doesn’t speak Russian; he also tells his tennis classmates *why* he pretend that he did. He goes so far as to tell them his dreaded last name. When he shows his tennis classmates who he really is, he finds that they not only accept him, but also that he can

finally have genuine friendships with them. He states that he stayed friends with them even after the tennis class ended.

“GAME OVER” LITERARY ELEMENTS

Characters

1. **A.** major; Ryan feels like an outsider at his school because he is teased. He enrolls in a tennis class in the hopes of making new friends. He pretends to speak Russian to fit in with the rest of the Russian-speaking class. Ryan is a dynamic character because he learns that his true friends accept him for who he is.
B. major; Vera is Ryan’s friend in the tennis class. She is a static character because she does not undergo any significant internal change—she continues to be friends with Ryan even after he reveals that he deceived her by pretending to speak Russian.
C. Nadia, minor; Nadia is the tennis instructor. She teaches the class in Russian because she thinks all of her students are Russian speakers. When she finds out that Ryan doesn’t actually speak Russian, she quickly switches back to English so that Ryan can participate. She is a static character because she does not undergo any significant internal change. (Students may choose to describe another character here.)
2. **A.** This example of indirect characterization reveals that Vera is an accepting and kind person. She is friendly to Ryan right away and tries to put him at ease by smiling and telling him a joke.
B. After Ryan tells the class that he doesn’t actually speak Russian, Vera continues to tell him jokes, only now in English. This reveals that Vera accepts Ryan for who he is and wants to include him in their conversation.

The Conflict

3. **A.** The main conflict that Ryan faces is that he feels like an outsider.
B. internal
C. self
4. The main conflict is resolved when Ryan realizes that the way to not feel like an outsider is to find friends who accept him for who he is—rather than trying to change himself to fit in.

Note: Students may also answer that the main conflict is that Ryan is lonely or has no friends.



“Game Over” cont’d

Descriptive Writing

5. A. hyperbole

B. This is an example of hyperbole because Ryan is not ACTUALLY the worst player out of all the people on the entire planet.

Theme

6. Answers will vary. Here is a sample response: The theme that people are more accepting than you might think is expressed in the story when Ryan finally realizes that he didn’t have to pretend to speak Russian or keep his last name a secret. When Ryan joins the tennis class, he is suspicious of his classmates at first. He doesn’t give his last name because he fears they will tease him about it just as the kids at school did (p. 24). And, he goes as far as to pretend to know Russian just so that can fit in. But at the end of the story Ryan realizes that his new friends would have accepted him all along. As Vera says after Ryan admits he doesn’t know Russian, “Why didn’t you just say so?” (p. 27) At that moment Ryan realizes that not everyone is a bully.

“GAME OVER” QUIZ

*Higher Level (HL)

1. D (central idea; R.2)
2. C (literary device; R.4)
3. D (character; R.3)
4. D (text evidence; R.1)
5. C (tone; R.4)
6. A (author’s purpose; R.6)
7. While Ryan does take tennis lessons in the story, the title refers mainly to the “game” of trying to fit in; by the end of the story, Ryan has stopped pretending to be something he isn’t, so that game is over. (figurative language; R.4)
8. Ryan is a passive character because he doesn’t speak up when the teacher is speaking in a language he doesn’t understand. By just going along, Ryan causes himself a good deal of difficulty and wastes the chance to learn how to play tennis. (character; R.3)

3. B (text structure, inference; R.5, R.1)

4. B (text structure; R.5)

5. C (tone; R.4)

6. A (author’s purpose; R.6)

7. Ryan is a passive character because he doesn’t speak up when his teacher and classmates are speaking a language he doesn’t understand. Rather than pointing the problem out and solving it, he simply lives with it and all of the difficulties that it causes. (character; R.3)
8. The “game” that Ryan is playing is his pretending to speak Russian. At the end of the story, Ryan has stopped pretending to be someone he isn’t, so that game is over. (figurative language; R.4)

“GAME OVER” QUIZ

*Lower Level (LL)

1. D (central idea; R.2)
2. C (literary device; R.4)

“Is Boredom Really *That* Bad?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary.

Points for YES

1. Boredom is good for our brains because it activates the attention network that we need to be introspective and creative.
2. If we are never bored, the part of our brains that allows us to think introspectively will weaken. Being bored every so often helps us keep our creative brains healthy and running well.
3. In a time where we are always active and doing something, boredom gives our brains a rest from all of the stimulation (texting, Twitter, *Minecraft*).

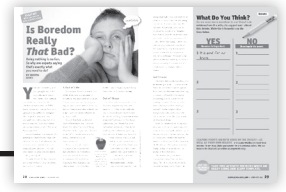
Points for NO

1. Being bored is not particularly enjoyable. People usually prefer to be doing something with their time.
2. Boredom can lead to anxiety.
3. Boredom can lead to poor decision making and destructive behavior like abusing drugs and alcohol.

ANSWERS TO ACTIVITY SHEETS

“IS BOREDOM REALLY *THAT* BAD?” QUIZ

1. B (analyzing the development of an idea; R.2)
2. C (literary devices; R.4)
3. D (author’s purpose; R.4)
4. A (vocabulary in context; R.4)
5. D (text structure, analyzing an argument; R.5, R.8)
6. B (text evidence; R.1)
7. Lewis draws her readers in at the start of the article by addressing the reader directly using the second person. She uses examples of daily activities that the reader will be familiar with, such as “checking scores on ESPN” while eating breakfast, and “uploading some selfies to Instagram” while waiting for the bus. The first paragraph helps readers understand that most kids today lead busy lives, and are occupied with some activity or distraction for most of, if not all, of their day. (author’s craft, key ideas and details; R.4, R.2)
8. “Doing nothing” can be good for the brain because it allows the part of the brain that is used for introspection to be active (p. 29). When a person is busy doing a task—playing sports, completing homework, using a smartphone—the introspective part of the brain is turned off. If we don’t make time to “do nothing,” this part of the brain can get out of shape and it can become increasingly difficult for us to think introspectively. As a result, we will become less imaginative, self-aware, creative, and reflective. (interpreting text, summarizing, key ideas and details; R.4, R.2)



“Is Boredom Really *That* Bad?” cont’d

“IS BOREDOM REALLY *THAT* BAD?”

VOCABULARY PRACTICE

1. D
2. A
3. D
4. B

Answers will vary for questions 5-8.

5. Katie tried to keep the neighbor’s cat at bay by keeping her dog, Freckles, out in the yard.
6. Dr. Strasser became a neurologist because she was fascinated by the brain.
7. The computer virus was incredibly destructive. It erased all of Rachel’s data.
8. The park is a perfect place for introspection because it’s quiet, so you can be alone with your thoughts.

“Whoops! People in Rome Think You’re Rude”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

Some answers will vary.

1. Imagine you go on a field trip to a dinner party in 1670 (in **you're your** school's time machine, of course). You plop down on a chair, eyeing the fresh-baked corn bread, sizzling roasted turkey, and tantalizing berry pies on the table before you. "Yum! Looks delicious!" you say. When you look up, everyone is staring at you in horror. Turns out, you've just made a huge blunder. Back in the 1600s, kids didn't get to sit at the table. Instead, they had to stand—silently—behind the adults and eat whatever was handed to them.
2. That custom might seem crazy to us today, but throughout history, there have been many different rules about how to behave during meals. During the Middle Ages in Europe, for example, table manners were pretty simple: Just keep your food in **you're your** mouth while you eat. By the 16th century, the rules were a good deal more elaborate. Before sitting down, you were expected to let your dining companions see you wash **you're your** hands. That way, they would know your hands were clean. You were to wipe **you're your** spoon each time you dipped it into a dish of food. If you dropped **you're your** bread on the ground, you were to kiss it before eating it, and it was terribly improper to be the first guest at the table to start eating. Farting, however, was totally fine, as long as you coughed to cover the sound.
3. What's considered polite at the table varies not just through time, but also among cultures. Today, with travel being so easy and so much business being done between countries, people from different cultures interact with

each other constantly. Travelers who know and follow local mealtime customs can avoid a lot of awkwardness. Whether noisily slurping your noodles to show **you're your** appreciation in Japan, using a fork for everything you eat in Chile (that's right, even french fries), or keeping your elbows off the table in the United States, table manners are a way to show respect and help everyone feel more comfortable in social situations.

4. Here are a few tips: If you can't finish **you're your** dinner in Rome, don't ask to take your leftovers with you; it's considered very greedy. Having coffee with Bedouins in the Middle East? Shake your cup when **your you're** done, or **you're your** host will keep pouring you more and more coffee. In South Korea, show respect by lifting **you're your** glass with both hands when an older person offers you a drink. In Japan, do not put **you're your** chopsticks upright in a bowl of rice. That signifies the death of a loved one. (During funerals, the rice bowl of the person who has died is placed in front of the coffin, with the chopsticks upright.) And in the Middle East, India, and parts of Africa, never, ever eat with **you're your** left hand. It used to be that the left hand was used for wiping one's bum, and the left hand is still considered dirty. (If **your you're** left-handed, it's OK to use your left hand to eat, as long as you don't use **you're your** right hand.)
5. Customs around the world are as different as people are, but one thing is true no matter where you go: A little politeness goes a long way. So the next time **your you're** taking a trip, be sure to look up the local customs first. And count **you're your** lucky stars that you don't live in 1670.



“Whoops! People in Rome Think You’re Rude” cont’d

LEVEL 2

Some answers will vary.

1. Imagine you go on a field trip to a dinner party in 1670 (in your school’s time machine, of course). You plop down on a chair, eyeing the fresh-baked corn bread, sizzling roasted turkey, and tantalizing berry pies on the table before you. “Yum! Looks delicious!” you ~~said~~ **say**. When you look up, everyone is staring at you in horror. Turns out, you’ve just made a huge blunder. Back in the 1600s, kids didn’t get to sit at the table. Instead, they had to stand—silently—behind the adults and eat whatever was handed to them.
2. That custom might seem crazy to us today, but throughout history, there have been many different rules about how to behave during meals. During the Middle Ages in Europe, for example, table manners were pretty simple: Just keep your food in your mouth while you eat. By the 16th century, the rules were a good deal more elaborate. Before sitting down, you were expected to let your dining companions see you wash your hands. That way, they would know your hands were clean. You were to wipe your spoon each time you dipped it into a dish of food. If you dropped your bread on the ground, you were to kiss it before eating it, and it was ~~terriblely~~ **terribly** improper to be the first guest at the table to start eating. Farting, however, was ~~totally~~ **totally** fine, as long as you coughed to cover the sound.
3. What’s considered polite at the table varies not just through time, but also among cultures. Today, with travel being so easy and so much business being done between countries, people from different cultures interact with each other ~~constantley~~ **constantly**. Travelers who know and follow local mealtime customs can avoid a lot of awkwardness. Whether ~~noisily~~ **noisily** slurping your noodles to show your appreciation in Japan, using a fork for everything you eat in Chile (that’s right, even french fries), or keeping your elbows off the table in the United States, table manners are a way to show respect and help everyone feel more comfortable in social situations.
4. Here are a few tips: If you can’t finish ~~you’re~~ **your** dinner in Rome, don’t ask to take your leftovers with you; it’s considered very greedy. Having coffee with Bedouins in the Middle East? Shake your cup when ~~your~~ **you’re** done,

or ~~you’re~~ **your** host will keep pouring you more and more coffee. In South Korea, show respect by lifting ~~you’re~~ **your** glass with both hands when an older person offers you a drink. In Japan, do not put ~~you’re~~ **your** chopsticks upright in a bowl of rice. That signifies the death of a loved one. (During funerals, the rice bowl of the person who has died is placed in front of the coffin, with the chopsticks upright.) And in the Middle East, India, and parts of Africa, never, ever eat with ~~you’re~~ **your** left hand. It used to be that the left hand was used for wiping one’s bum, and the left hand is still considered dirty. (If ~~your~~ **you’re** left-handed, it’s OK to use your left hand to eat, as long as you don’t use ~~you’re~~ **your** right hand.)

5. Customs around the world are as different as people are, but one thing is true no matter where you go: A little politeness goes a long way. So the next time ~~your~~ **you’re** taking a trip, be sure to look up the local customs first. And count ~~you’re~~ **your** lucky stars that you don’t live in 1670.

LEVEL 3

Some answers will vary.

1. Imagine you go on a field trip to a dinner party in 1670 (in your school’s time machine, of course). You plop down on a chair, eyeing the fresh-baked corn bread, sizzling roasted turkey, and tantalizing berry pies on the table before you. “Yum! Looks delicious!” you ~~said~~ **say**. When you look up, everyone is staring at you in horror. Turns out, you’ve just made a huge blunder. Back in the 1600s, kids didn’t get to sit at the table. Instead, they had to stand—silently—behind the adults and eat whatever was handed to them.
2. That custom might seem crazy to us today, but throughout history, there have been many different rules about how to behave during meals. During the Middle Ages in Europe, for example, table manners were pretty simple: Just keep your food in your mouth while you eat. By the 16th century, the rules were a good deal more elaborate. Before sitting down, you were expected to let your dining companions see you wash your hands. That way, they would know your hands were clean. You were to wipe your spoon each time you dipped it into a dish of food. If you dropped your bread on the ground,

section continues >>



“Whoops! People in Rome Think You’re Rude” cont’d

you were to kiss it before eating it, and it was ~~terrible~~ **terribly** improper to be the first guest at the table to start eating. Farting, however, was ~~totally~~ **totally** fine, as long as you coughed to cover the sound.

3. What’s considered polite at the table varies not just through time, but also among cultures. Today, with travel being so easy and so much business being done between countries, people from different cultures interact with each other ~~constantly~~ **constantly**. Travelers who know and follow local mealtime customs can avoid a lot of awkwardness. Whether ~~noisily~~ **noisily** slurping your noodles to show your appreciation in Japan, using a fork for everything you eat in Chile (that’s right, even french fries), or keeping your elbows off the table in the United States, table manners are a way to show respect and help everyone feel more comfortable in social situations.
4. Here are a few tips: If you ~~really~~ can’t finish your dinner in Rome, don’t ask to take your leftovers with you; it’s considered ~~utterly~~ **utterly** greedy. Having coffee with Bedouins in the Middle East? Shake your cup when you’re done, or your host will ~~basically~~ keep pouring you more and more coffee. In South Korea, show respect by lifting your glass with both hands when an older person offers you a drink. In Japan, do not put your chopsticks upright in a bowl of rice. That ~~literally~~ signifies the death of a loved one. (~~In fact,~~ During funerals, the rice bowl of the person who has died is placed in front of the coffin, with the chopsticks upright.) And in the Middle East, India, and parts of Africa, never, ~~ever~~ eat with your left hand. It used to be that the left hand was ~~actually~~ used for wiping one’s bottom, and the left hand is still considered dirty. (If you’re left-handed, it’s ~~obviously~~ OK to use your left hand to eat, as long as you don’t use your right hand.)
5. ~~In general,~~ Customs around the world are ~~certainly~~ as different as people are, but one thing is true no matter where you go: A little politeness ~~truly~~ goes a long way. So the next time you’re taking a trip, ~~be sure to~~ look up the local customs first. And count your lucky stars that you don’t live in 1670.

ANSWERS TO ACTIVITY SHEETS

YOUR, YOU’RE

1. C
2. C
3. A
4. D
5. You’re
6. your, your
7. You’re, your
8. Answers will vary.

ADVERB ENDINGS

1. likely
2. probably
3. grumpily
4. simply
5. accidentally
6. If we pack ~~quickly~~ **quickly**, we will probably get to the airport on time.
7. C
8. Emma was ~~terrible~~ **terribly** sorry for making her little brother cry so badly.
9. Kyle knew he would understand algebra ~~eventually~~ **eventually**; he would just have to keep on trying.
10. The movie ended dramatically, with the main character ~~narrowly~~ **narrowly** saving the world from an alien invasion.
11. easily
12. completely
13. automatically
14. sleepily
15. truly

ACTUALLY, IS IT REALLY NECESSARY?

Dear Neighbors,

Do you ~~totally~~ worry about your Welsh terrier while you’re away at work? Do you ~~fully~~ fret about your pet ferret while you’re on vacation? ~~Like,~~ Who will feed your fish while you’re gone? Never fear, Paulie Peterson is here!



“Whoops! People in Rome Think You’re Rude” cont’d

I am so ~~completely~~ excited to announce my new pet-care business, Peterson’s Pet Patrol. As many of you know, I am a ~~really really~~ devoted animal lover. I have the ~~way good~~ fortune to live with three cats, two dogs, a turtle, a bearded dragon lizard, and a dwarf bunny. I love to take care of them all, and now I’d be ~~very very~~ happy to do the same for your pets!

~~Basically~~, I will walk your dog and feed and play with your pets. I’ll even clean the tanks, cages, and litter boxes. Contact me ~~for sure~~ to set up a complimentary home visit. I ~~actually~~ look forward to hearing from you!

Sincerely,
Paulie Peterson

MASTER VERB-TENSE CONSISTENCY

1. Ariana Grande is my favorite singer now, but when I was in fifth grade, I **liked** Justin Bieber.
2. I need to go to the dentist tomorrow, because I **missed** my appointment today.
3. When my dad was in middle school, he **surfed** with his friends every day after school.
4. The school dance was a total catastrophe. First, we **danced** to bad music. Then the photographer did not show up. After that, I **spilled** chocolate cake all over my pink dress. Then my best friend **slipped** on the cake and twisted his ankle. What a nightmare!
5. When I missed the layup, I **lost** the basketball game for my team. My teammates were so cool about it, though. They **told** me to stop beating myself up and that I would get a chance to redeem myself at the next game.
6. Storm clouds darkened the blue sky as I **rode** my bike home from the park. I had never seen clouds like that before, and the wind **was shaking** the trees violently. I couldn’t seem to pedal fast enough. Up ahead, I saw my house and **breathed** a sigh of relief. As soon as I walked in the door, I knew something was up. My mother **explained** that news reports **were** saying that a big storm **was** coming. Suddenly, I **heard** a loud pop! Then there was another pop! And another! I **raced** to look out the window and saw hail the size of golf balls falling all over my street. I am so thankful I made it home before it **started** falling!