

## Grammar Goes Dog Sledding



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### A LONG HISTORY

The history of dog sledding can be traced back thousands of years. Originally, dog sledding wasn't about racing or having a good/well time. It was about survival. Without a team of dogs, there was no good/well way to travel through cold and snowy Arctic regions. Sled dogs played an important role in the exploration of what is now Canada, helped miners survive the winter during the Klondike Gold Rush of the late 1800s, and delivered mail to Alaskans in the first half of the 1900s. Having our mail delivered by a team of fluffy huskies sounds pretty good/well to us!

#### LIFE ON THE RUN

Imagine you are a musher (a dog-sled captain) competing in one of the toughest dog-sled races in the world: the Iditarod. More than 1,000 miles of Alaskan wilderness stands between you and victory. It's below freezing, but you're not worried—your dogs perform good/well in the low temperatures. In fact, cold weather feels good/well to a sled dog. At the first checkpoint, you feed your dogs and massage their stiff legs. After a nap on cozy straw beds, your dogs are ready to run again. Only 968 miles to go!

#### THE DOGS

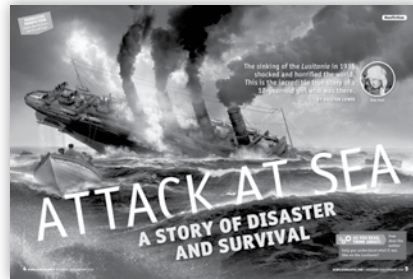
It's important that sled dogs get along good/well with other dogs, because pulling a sled is all about teamwork. Sled dogs must love to run, have tough feet, and be eager to please their musher. They must also have good/well appetites. Sled dogs may need up to 10,000 calories a day. (A 45-pound pet dog needs only a tenth of that!) A sled-dog favorite? Warm liquid chicken fat. Yum!

### ANSWERS TO ACTIVITY SHEET

#### GOOD VS. WELL

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

## “Attack at Sea”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 8

Answers will vary. Here is a sample response:

Author Kristin Lewis helps the reader empathize with the passengers on the *Lusitania* by telling the story of one person, Elsie Hook, and by using descriptive language to make the reader feel as though he or she were on the voyage with Elsie. Lewis conveys Elsie’s feeling of excitement as she boards the *Lusitania* in New York, describing the scene Elsie witnessed, including the sounds of the band playing and sight of the ship with its steel funnels “which gleamed in the rays of sunshine that briefly pierced the gray clouds” (p. 6). Later in the article, when the ship begins to sink, Lewis conveys the sense of confusion and panic that the passengers felt by including such details as the sound of glass shattering and passengers shrieking (p. 9). Lewis gives the reader a sense of the fear that Elsie experienced as she and her family held onto the railing of the ship and waited for the right moment to jump into the frigid water together (p. 9). Lewis also helps the reader empathize with the survivors by describing the danger and pain that they felt as they bobbed in the freezing cold water for hours, waiting to be rescued (p. 10). Lastly, Lewis conveys the anxious search for Elsie’s brother, Frank, and the sense of relief and happiness that Elsie and her father experienced when they were finally reunited with Frank (p. 10).

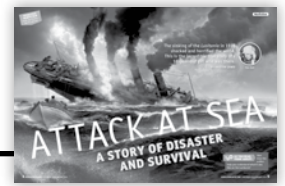
### ANSWERS TO ACTIVITY SHEETS

#### “ATTACK AT SEA”

#### CLOSE-READING QUESTIONS

1. The first three paragraphs describe a lively scene in New York City just before the *Lusitania*’s launch, as well as the ship’s beauty and power. These paragraphs create a joyful and exciting mood—which abruptly shifts in the next paragraph. Kristin Lewis writes that the ship “was doomed,” and that in six days, “1,198 people would be dead.” By letting the reader know that tragedy will strike later in the story, Lewis creates a feeling of anticipation, doom, and suspense.
2. In the section “The Unsinkable Ship,” Lewis writes that German U-boats “prowled the waters near Ireland and Britain, lurking unseen beneath the waves.” This personification highlights how hard U-boats were to detect, and how terrifying it must have been to travel in areas where U-boats were known to be.
3. Lewis lets the reader infer that Schwieger decided to fire at the *Lusitania* by first describing Schwieger spotting the *Lusitania* through his binoculars and ordering his submarine to dive. Then she starts the next section by writing, “Schwieger’s torpedo slithered through the water like a speeding snake.” Lewis may have done this to add suspense and drama to the article.
4. The section has a chaotic, desperate, and frightening atmosphere. Lewis writes, “Glass shattered. Fire broke out below deck. Passengers shrieked,” with each idea in a separate sentence to emphasize that many terrifying things were happening at once. She describes people becoming tangled in ropes and trying, but failing, to get the lifeboats into the water—which creates a feeling of

section continues >>



## “Attack at Sea” cont’d

desperation and anxiety. The feeling of terror intensifies when Lewis describes the Hook family clutching the railing of the ship and “waiting for the right moment to jump into the cold sea.”

5. Lewis might describe the wreck as resting in uneasy peace because it still holds the energy, or the memory, of all those who were killed when it sank.

### “ATTACK AT SEA”

#### CRITICAL-THINKING QUESTIONS

1. Lewis writes that the ship was a symbol of the developments in science and technology that were making life safer as well as more exciting and more convenient. People probably put too much trust in the ship’s ability to outrun U-boats and their torpedoes. Plus, as noted in the caption on page 7, few expected the Germans to target a passenger ship
2. Usually, there is something to be learned from disasters of the past—something that could help us avoid similar disasters in the future. Mistakes or decisions that lead to a disaster might be repeated if we don’t explore them. By studying historical disasters, we might be able to learn something about how to prevent a disaster in the future—or useful ways to react when something tragic happens.

#### READ, THINK, EXPLAIN:

##### IDENTIFYING NONFICTION ELEMENTS

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

Answers will vary but should be similar to the following:

1. Pages 4-5 show a horrifying image of a huge ship on fire and sinking. There is a small inset photograph of a young girl.
2. The images on pages 6-7 show a crowd of people looking at a grand ship, a fancy room, a submarine a submarine, and a newspaper clipping.
3. The images on pages 8-9 show a man in a captain’s uniform, soldiers wearing masks, soldiers operating a gun, and a map of Europe in 1915.
4. I think this article will be about the sinking of a large passenger ship during wartime.
5. The tone shifts from amazed and excited to somber. At the beginning of the section, the writer describes the incredible sights that Elsie was seeing as she boarded

the ship. In the last paragraph of the section, the author explains the horrible things that were going to happen to the ship and its passengers. The author shifts from describing the magnificence of the *Lusitania* to the terrible fate that awaits her.

6. The author’s description of new technologies like automobiles, electric lights, and the telegraph creates a mood of excitement and possibility.
7. The author describes details of the German U-boat and its captain.
8. I can infer that Elsie’s father was a man who cared about the safety of his kids, and who was good in a crisis. He was able to look at the chaotic situation and choose a course of action.
9. **A.** end of existence  
**B.** If the author had used the word *sinking*, it would not have the same dramatic effect. The word *demise* connotes death and a sense of tragedy and finality. It is a more powerful word.
10. Central idea: Most people were confident that the *Lusitania* was unsinkable. (Answers may vary.)
11. In 1915, Elsie Hook and her family were traveling to England on a grand ship called the *Lusitania*. At the time, most of Europe was fighting World War I. The Germans warned that ships traveling near England were targets for German U-boats. Many people didn’t take the threat seriously because they believed the *Lusitania* was too fast and could not be sunk. But a German U-boat fired a torpedo that struck the *Lusitania*, causing it to sink very quickly. Elsie and her family survived, but over 1,000 people on board died. The sinking of the *Lusitania* may have contributed to America’s decision to declare war on Germany.

#### READ, THINK, EXPLAIN:

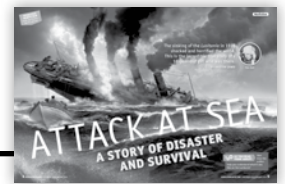
##### IDENTIFYING NONFICTION ELEMENTS

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

Answers will vary but should be similar to the following:

1. Pages 4-5 show a horrifying image of a huge ship on fire and sinking. There is a small inset photograph of a young girl.
2. The images on pages 6-7 show a crowd of people looking at a grand ship, a fancy room, a submarine a submarine, and a newspaper clipping.

section continues >>



## “Attack at Sea” cont’d

3. The images on pages 8-9 show a man in a captain’s uniform, soldiers wearing masks, soldiers operating a gun, and a map of Europe in 1915.
4. I think this article will be about the sinking of a large passenger ship during wartime.
5. somber
6. B
7. The author describes the German U-boat *U-20* and its captain.
8. I can infer that Elsie’s father was a man who cared about the safety of his kids, and who was good in a crisis. He was able to look at the chaotic situation and choose a course of action.
9. **A.** end of existence  
**B.** If the author had used the word *sinking*, it would not have the same dramatic effect. The word *demise* connotes death and a sense of tragedy and finality. It is a more powerful word.
10. Detail #2: “Yet the many wonders of the ship could not protect the *Lusitania* as she drew closer to her destination.” (p. 8)
11. Students should draw lines through the following:
  3. I bet Elsie wondered why she was in third class while other people were in first class.
  6. The Germans should not have sunk a ship with women and children on board.

### “ATTACK AT SEA” QUIZ

#### \*Higher Level (HL)

1. C (central ideas; R.2)
2. D (craft and structure; R.5)
3. A (text features, inference; R.5, R.1)
4. C (figurative language; R.4)
5. A (vocabulary in context; R.4)
6. B (summarizing; R.2)
7. The section “The Unsinkable Ship” explains the reasons why many passengers on the *Lusitania* did not believe that German U-Boats might sink the ship. The passengers were told by the crew that the ship was too fast to be caught (p. 8), and were reassured by their trusted captain, Captain Turner, that the ship was not in any danger (p. 8). This information helps the reader better understand the shock the passengers must have felt when they realized that they were in fact attacked by a German U-boat and

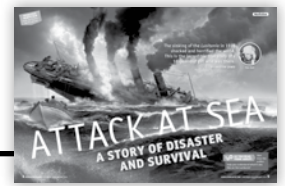
that the ship was going to sink. (text structure, key ideas and details, text evidence; R.5, R.2, R.1)

8. A turning point is a point in time when a major change or shift occurs. The sinking of the *Lusitania* was a turning point because it caused a shift in public opinion about U.S. involvement in World War I. The sinking of the *Lusitania* shocked the world, including Americans, who lost 128 fellow citizens in the attack. Before the sinking of the *Lusitania*, many people in the United States did not want to get involved in World War I. After the sinking, public opinion changed and the U.S. declared war on Germany. America’s entry into World War I led to another turning point: Great Britain, Russia, and France were able, with help from the U.S., to defeat their enemy and win the war (p. 10). (key ideas and details; text evidence, writing informative/explanatory text; R.2, R.1, W.2)

### “ATTACK AT SEA” QUIZ

#### \*Lower Level (LL)

1. C (central ideas; R.2)
2. D (key ideas and details; R.2)
3. A (figurative language; R.4)
4. D (vocabulary in context; R.4)
5. D (text features; R.7)
6. B (summarizing; R.2)
7. By including the story of Elsie Hook, the author is able to help readers better understand and feel what passengers experienced during the *Lusitania*’s final voyage. Learning about the events of the story through a young girl’s point of view also makes the story more relatable to *Scope* readers, who are close to Elsie’s age in the story. (author’s purpose; R.4)
8. A turning point is a point in time when a major change or shift occurs. The sinking of the *Lusitania* was a turning point because it caused a shift in public opinion about U.S. involvement in World War I. The sinking of the *Lusitania* shocked the world, including Americans, who lost 128 fellow citizens in the attack. Before the sinking of the *Lusitania*, many people in the United States did not want to get involved in World War I. After the sinking, public opinion changed and the U.S. declared war on Germany. America’s entry into World War I led to another turning point: Great Britain, Russia, and France were able, with help from the U.S., to defeat their enemy and win



## “Attack at Sea” cont’d

the war (p. 10). (key ideas and details; text evidence, writing informative/explanatory text; R.2, R.1, W.2)

### “ATTACK AT SEA” VOCABULARY

1. optimism
2. hypothermia
3. opulent
4. munitions
5. hull
6. claustrophobic
7. ingenuity
8. munitions
9. opulent
10. optimism
11. ingenuity
12. claustrophobic

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Higher Level (HL)

1. Elsie Hook
2. In 1915, Elsie was a 12-year-old girl traveling with her family on the *Lusitania* to England.
3. Most of Europe was fighting World War I.
4. The *Lusitania* was hit by a torpedo from a German U-boat and began to sink.
5. Elsie and her family survived.
6. The sinking of the *Lusitania* is considered by some to be a turning point in U.S. history. It may have contributed to America’s decision to declare war on Germany.
7. Germans had issued a warning that ships in the North Sea were targets for German U-boats. But many people believed the *Lusitania* was too fast and could not sink.

Sample summary:

In 1915, Elsie Hook and her family were traveling to England on a grand ship called the *Lusitania*. At the time, most of Europe was fighting World War I. The Germans warned that ships traveling near England were targets for German U-boats. Many people didn’t take the threat seriously because they believed the *Lusitania* was too fast and could not be sunk. But a German U-boat torpedoed the *Lusitania*, causing it to sink very quickly. Elsie and her family survived, but more than 1,000 people on board died. The sinking of the *Lusitania* may have contributed to America’s decision to declare war on Germany.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

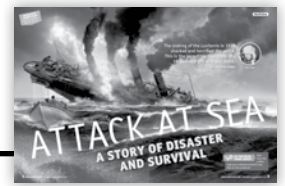
In 1915, Elsie Hook and her family were traveling to England on a grand ship called the *Lusitania*. At the time, most of Europe was fighting World War I. The Germans warned that ships traveling near England were targets for German U-boats. Many people didn’t take the threat seriously because they believed the *Lusitania* was too fast and could not be sunk. But a German U-boat fired a torpedo that struck the *Lusitania*, causing it to sink very quickly. Elsie and her family survived, but over 1,000 people on board died. The sinking of the *Lusitania* may have contributed to America’s decision to declare war on Germany.

### CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

Answers will vary but should be similar to the following:

1. The mood created by the image of the sinking ship, the photograph of the young girl, and the title and introduction is foreboding. It suggests that the story is going to be about a terrifying event witnessed or experienced by the girl in the photo.
2. The photo shows that the *Lusitania* was a grand spectacle and people were likely awed by its power and size. This helps me to understand how shocking it must have been for it to sink. It also helps me understand the time period by showing how people dressed.
3. Students may say that the information would best fit in the section “The Horrors of War,” right after the statement that the Germans embassy had issued a warning, because the caption offers additional information about that warning. Or students may say that the information in the caption would best fit in the section “The Unsinkable Ship,” because that section explains why passengers were not all that worried about being attacked.
4. The caption makes it clear that Captain Turner was experienced and respected. The fact that he felt shame for having survived when others did not suggests that he took his job very seriously, and was a man of honor.
5. The map on page 9 provides historical context, showing who was at war with whom, and who was neutral, in 1915. It also shows exactly where the *Lusitania* sank.





## “Attack at Sea” cont’d

### CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURES

1. The author explains how the world was becoming a different place by comparing life before and after certain advances in technology. She mentions automobiles, electric lights, and telegraph machines. She also compares the length of time it took the *Lusitania* to cross the ocean with how long an ocean-crossing took 50 years earlier.
2. **A.** description or list  
**B.** I know because the section describes what was happening in Europe, listing the stories people may have heard about the horrors of the war.
3. **A.** He decided it was safer in the water so he and his children prepared to jump.  
**B.** Captain Turner was unable to stop the ship because the controls were no longer working.
4. Answers may include:  
**sequence of events**—The section describes the chronology of the ordeal for those who made it off the ship and into the water.  
**problem and solution**—The section explains that Elsie and her father couldn’t find Frank. They finally found him after hearing about an injured boy nearby and searching a hospital.
5. The author explains that the sinking of the *Lusitania* may have increased American anger against Germany, which helped change public opinion about the war. This might have contributed to America’s decision to declare war on Germany in 1917.

technology was changing the way people lived.” Footage and photos of people using vacuum cleaners, cars, and telephones demonstrate this idea. The narrator then explains that America was on the brink of war. Footage and photos of soldiers in Europe demonstrate the fact that the changes of the time were not all positive ones.

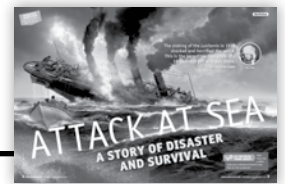
3. By comparing ocean liners to jewels, Kristin Lewis is likening the ships to precious objects that are admired for their beauty. She means that ocean liners like the *Lusitania* were glamorous and luxurious.
4. Answers may vary slightly. Students may say that the fact that Kristin Lewis wrote 12 drafts of her article, tells you that the revision process is important. It shows you that even experienced writers have to write multiple versions of their work before they get it right.

**Please find answers for “Aboard the *Lusitania*” starting on the next page.**

### BEHIND THE SCENES: “ATTACK AT SEA”

#### VIDEO DISCUSSION QUESTIONS

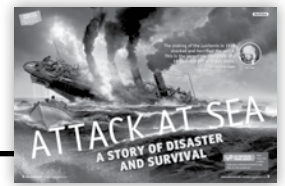
1. Lewis says she read and studied eyewitness accounts, newspaper articles, books, and primary documents like archival photos and footage to prepare for her story. A story like this has to be thoroughly researched because it is a nonfiction story about a historical event. When writing a story about a historical event, it is important to be accurate so as to not pass along incorrect information to readers. It also takes a lot of “digging” to find interesting, accurate details about an event that occurred in the past.
2. The narration supports the idea that America was in a time of transition when the narrator says, “Amazing new



## “Attack at Sea” cont’d

### ABOARD THE *LUSITANIA*

Section 1: What it was like to be a passenger boarding the <i>Lusitania</i>		
“Elsie was filled with excitement as she hurried up the gangway.” (p. 6)	It was exciting to be boarding the <i>Lusitania</i> .	You can imagine yourself in Elsie’s place and feel her excitement as she boarded the ship. You can imagine that other passengers felt the same excitement.
“A band was playing.” (p. 6)	The atmosphere was festive and celebratory as passengers boarded the <i>Lusitania</i> .	You can almost hear a band in your head, and you get the same feelings of energy and joy that the passengers must have had.
“And throngs of reporters and onlookers were scrambling to catch a glimpse of the RMS <i>Lusitania</i> —a ship so fabulous she was called a ‘floating palace.’” (p. 6)	The ship was famous. Even people who weren’t getting on had come to see it—just its presence in the harbor was a big event.	You can almost sense the flurry of movement and the noise of the crowd, helping you understand how thrilled the passengers felt.
Section 2: The world at the time of the <i>Lusitania</i>		
“The whole world was being transformed. It was suddenly filled with shiny new automobiles, bright electric lights, and newfangled machines like the telegraph, which sent messages around the globe in seconds. Advances in science and technology had made life safer, more exciting, and more connected.” (p. 7)	The world was going through a period of rapid change, and there was a mood of excitement as well as a strong sense of security.	This quote helps you understand how the passengers viewed the world—as an exciting but safe place.
Section 3: How the <i>Lusitania</i> ’s passengers felt about the possibility of the ship being attacked		
“But as the <i>Lusitania</i> sailed through the open sea, her engine humming pleasantly and the cold waters of the Atlantic splashing across her bow, the horrors of war must have seemed distant.” (p. 7)	The passengers on the <i>Lusitania</i> felt distant from the war, and were not concerned about it while on the ship.	Understanding how the unconcerned the passengers were about the war makes it easier to understand the shock they must have felt after becoming involved in the conflict.
“Even Captain William Turner—who had received notices about U-boat sightings from the British navy throughout the voyage—seemed unconcerned. The idea of the <i>Lusitania</i> being in any danger was ‘the best joke I’ve heard in many days,’ he had told reporters back in New York.” (p. 8)	The passengers felt safe because the <i>Lusitania</i> ’s captain had made light of the possibility of danger.	It’s easier to put yourself in the passengers’ place when you understand why they felt as safe as they did.



## “Attack at Sea” cont’d

Section 4: The moments after the torpedo hit the <i>Lusitania</i>		
“Glass shattered. Fire broke out below deck. Passengers shrieked.” (p. 9)	Panic broke out right after the torpedo hit.	The sensory details help you imagine what it was like to be there and to feel the passengers’ terror.
“Crew and passengers tried desperately to hoist the 10-ton lifeboats into the water. But as the ship listed, the boats swung wildly, crushing some and trapping others.” (p. 9)	There was a sense of confusion, mayhem, and danger onboard as the ship was sinking.	You can imagine what it was like to be hit by a lifeboat, or to see others hit by a lifeboat and be powerless to help. You can feel the passengers’ panic and desperation.
“Hundreds of survivors bobbed in the chilly 50-degree water. They were less than 12 miles from the coast of Ireland—maddeningly close enough to see the shoreline—but too far to swim.” (p. 10)	The water the passengers were floating in was terribly cold. The passengers were not that far from shore.	You can imagine how horrible it must have been to be able to see the shore but not reach it. You can almost feel the cold of the water and imagine the passengers’ fear.
Section 5: Do you think Lewis creates more empathy for the passengers of the <i>Lusitania</i> by describing the experiences of one individual than she would have if she had not focused her story on anyone in particular?		
Answers will vary, but students may say that yes, the author creates empathy by focusing on the experience of one particular person because it is easier to relate to one individual whose name you know than to a large group of unknown people. By focusing on one person, the author is able to provide details that help bring the story to life. Also, by building her narrative around a 12-year-old girl, the author makes it easy for young readers to identify with the story and imagine themselves in it.		

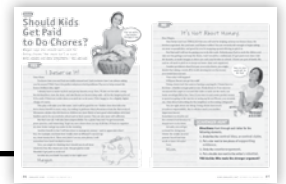


## “Should Kids Get Paid to Do Chores?”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

	MEGAN	MOM
line(s) that express the central idea, or central claim	“This plan will make your life easier, and it will be good for me.” (p. 26)	“Chores are part of family life, and we all need to pitch in to keep our home clean and organized.” (p. 27)
two pieces of evidence that support the central idea, or central claim	<p>“According to professor Marty Rossmann from the University of Minnesota, adults who did chores as children are more likely to have good relationships with their families and to be successful in school and in their careers.” (p. 26)</p> <p>“I will also learn responsibility. I’m a pretty busy kid. I’ve got homework, piano practice, and swimming. To get my new chores done on top of all that, I’ll have to organize my time better and get up earlier in the morning.” (p. 26)</p>	<p>“Nobody pays Dad to wash the dishes and take out the garbage and mop the floors. And I would be a millionaire if I got paid every time I did the laundry or made lasagna or drove you and your brother to school.” (p. 27)</p> <p>“Think about it: If no one ever vacuumed the carpet or scoured the toilet or took out the trash, our home would get filthy fast.” (p. 27)</p>
line(s) that express the counterargument	“Now, you might be thinking that I should just do all these chores for free.” (p. 26)	“You are right about one thing: Doing chores does teach you about responsibility.” (p. 27)
line(s) that contain the rebuttal	“But chores are work. <i>You</i> get paid to work. Shouldn’t I get paid to work too?” (p. 26)	“But it will also teach you another important lesson: Sometimes we do jobs not for a reward, but because we simply have to do them.” (p. 27)



## “Should Kids Get Paid to Do Chores?” cont’d

### ANSWERS TO ACTIVITY SHEET

#### CORE SKILLS WORKOUT: TONE

Answers will vary. Here are sample answers:

1. Answers provided.
2. **A.** Answer provided.  
**B.** Megan writes, “But that’s not all. I will also learn responsibility.” Here again, she states what will, without a doubt, happen. She sounds very sure that everything will happen exactly as she says it will.
3. enthusiastic (Other possible answers include upbeat, insistent, or agreeable.)  
**A.** Megan says that she will “be happy to” do even more chores some weeks (for a slightly higher fee). The word “happy” conveys a sense of willingness and enthusiasm.  
**B.** Megan ends her letter by writing “So what do you think? I’m ready to get started right now!” She sounds excited and eager—you can practically see her big smile and the gleam in her eyes.
4. **A.** Answer provided.  
**B.** Mom puts forth another sensible, reasonable argument against paying Megan to do chores: Megan might decide it’s worth giving up the money to take a week off. Mom follows this by asking what would happen then—would their dog just not get walked? This is a reasonable question.
5. firm (Other possible answers include calm, wise, or parental.)  
**A.** Mom is very clear: she writes, “But Dad and I will not be paying you for this work.” She doesn’t leave any room for negotiation.  
**B.** Mom writes, “Now, if you want to earn some pocket money to spend on going to the movies or saving up for an iPhone, you certainly can. How about babysitting for the neighbors or becoming a lifeguard?” She is making it clear, again, that Megan will not be earning money for doing chores.
6. playful (Other possible answers include joking, humorous, or lighthearted.)  
Mom jokingly suggests that Megan’s reward for doing chores will be the smiles on her parents’ faces. Mom surely knows that Megan is going to be disappointed, but she is keeping things light with this playful comment.

## “Let’s Bring Back the Joy!”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 17

Answers will vary. Here is a sample response:

Many of the problems facing young athletes today can be solved, and the joy of playing sports can be brought back. One of the problems facing young athletes is the trend of specializing in one sport, which can lead to overuse injuries. The solution to this problem, as explained in “Playing With Pain,” is to play a variety of sports throughout the year, which gives some muscles a chance to rest while other muscles work (p. 14).

Another problem young athletes face is the intense pressure to become a professional or land an athletic scholarship to college. The solution to this problem is to play for fun. When you don’t feel pressured to play a sport, you can simply enjoy it, like Kellen realizes in “Playing With Pain.” Kellen says that if he hadn’t focused so much time and energy on baseball, he probably would have had more fun (p. 15). On a similar note, author Lauren Tarshis recounts in “Travel Team Heartbreak” how her son, Jeremy, plays basketball today with the same joy he did 10 years ago because he did not play on an elite team as many of his friends did—friends who no longer play basketball due to either injury or burnout (p. 17).

Additionally, putting all of one’s energy into one sport can prevent teen athletes from exploring other interests. The solution is to carve out time for activities other than sports, as Jeremy did. Tarshis explains that while Jeremy was very disappointed that he didn’t make the travel team, it gave him the time to explore his other interests and discover his love of photography, filmmaking, and video editing. Now he is pursuing a career in that field (p. 17).

### ANSWERS TO ACTIVITY SHEETS

#### SYNTHESIZING

Answers will vary. Here is a sample response:

- Problem:** The trend of specialization in youth sports is leading to an explosion of overuse injuries.

**Source:** both texts

**Solution:** Play a variety of sports throughout the year instead of one sport year-round to give your body a rest. You can also give your body a rest by taking at least one day off from practice a week.
- Problem:** Teens are under too much pressure to go pro or land an athletic scholarship to college.

**Source:** “Playing With Pain”

**Solution:** Instead of playing a sport with the goal of going pro or getting a scholarship, play because you love it. If you don’t enjoy playing anymore, don’t continue just because someone is telling you to.
- Problem:** A “warrior culture” mentality, which encourages playing through pain, has permeated teen sports.

**Source:** “Playing With Pain”

**Solution:** Always tell your parent, coach, or doctor when you are feeling any sort of pain—and stop playing.
- Problem:** Playing sports competitively for too many consecutive years can lead to burnout, and it can take the joy out of it.

**Source:** both texts

**Solution:** During the season, take occasional breaks from the sport you are playing. If you are feeling like the sport has become more exhausting than fun, consider playing at a less-competitive level.
- Problem:** Focusing all your energy on one sport can limit your scope of interests and interfere with your identity

section continues >>



## “Let’s Bring Back the Joy!” cont’d

development.

**Source:** both texts

**Solution:** Make time for other interests in your life while you are playing sports. You may find that sports are not the only thing that you are interested in or good at.

### “PLAYING WITH PAIN”

#### CLOSE-READING QUESTIONS

1. The word *plaguing* likens the problem of overuse injuries to an infectious disease. It implies that the problem is widespread and dangerous. The author’s use of this word reveals that she thinks overuse injuries are a serious problem.
2. The quotes support the idea that specializing in a single sport does not guarantee success.
3. The section provides a cultural explanation for why so many young athletes play through the pain: doing so is considered “heroic.”
4. Overuse injuries among teen athletes are widespread because of the push toward specialization at an early age, the pressure teens feel to go pro or land an athletic scholarship to college, and a “warrior culture” that celebrates playing through pain. Young athletes are also particularly susceptible to overuse injuries because they are still growing.

### “TRAVEL TEAM HEARTBREAK”

#### CLOSE-READING QUESTIONS

1. Tarshis is using onomatopoeia to describe the sound of her son Jeremy playing basketball. These lines add imagery and texture to the essay. They help you imagine Jeremy practicing.
2. The details about the members of the travel team who are no longer playing basketball because of injury (“Two wore out their knees from years of year-round play. One has nagging back problems.”) support the idea that specializing can lead to injury.
3. Tarshis is referring to the sound of Jeremy playing basketball in the driveway. She is saying that it makes her happy that Jeremy can still play the game he loves and enjoy doing it. She’s referring to what she stated earlier: If Jeremy had played basketball competitively, as he wanted to, he might have lost his joy or stopped playing altogether, as some of his friends did.

### “TRAVEL TEAM HEARTBREAK” AND “PLAYING WITH PAIN”

#### CRITICAL-THINKING QUESTIONS

1. The girls are wearing matching uniforms, have their arms wrapped around each other, and share the same joyful expression. Also, they are forming a circle: Everyone has an equal role.
2. You can conclude that many athletes define themselves by the sport they play. Kellen Sillanpaa says that after playing for so long, baseball became a part of who he was. Tarshis writes that Jeremy struggled to find his identity after being rejected from the travel team. She explains most of Jeremy’s friends were athletes and that Jeremy “wanted so badly to be a part of that world.” In other words, he identified as a basketball player; being unable to play made him feel like an outsider.
3. Answers will vary. Students may say that Tarshis would encourage Kellen to pursue other interests, like her son Jeremy did with film and photography—to avoid letting baseball take over his life.

### “LET’S BRING BACK THE JOY!” QUIZZES

#### \*Higher Level (HL)

1. B (key ideas; R.2)
2. B (text structure; R5)
3. D (interpreting text; R.4)
4. A (inference; R.1)
5. C (key ideas and details; R.1)
6. A (synthesizing; R.7)
7. The sidebars show that your chances of achieving a high level of success in a sport—whether that’s going professional or getting a college scholarship—are fairly slim. The sidebars support the idea that it’s smart to pursue a range of interests when you’re young by showing that the most likely thing to happen to a kid who specializes and trains hard in a sport from an early age is that she will need to find something else to pursue once she graduates from high school. She might not have any idea at that point what besides her sport interests her, as she would if she’d pursued a range of interests when she was younger. (text features, integration of knowledge; R.5, R.7)
8. According to “Playing With Pain,” if you specialize in a sport, you are not exposed to a variety of movements, as



## “Let’s Bring Back the Joy!” cont’d

you would be if you participated in a variety of sports. Rather, you perform the same movements over and over, which can lead to overuse injuries (13). Specializing at a young age is particularly dangerous, writes Crouch, because during puberty, a growth spurt occurs that makes your muscles and tendons more susceptible to injury (14). Lauren Tarshis refers to these kinds of injuries in her essay; she doesn’t use the phrase “overuse injuries,” but she explains that some of her son’s friends who were on the basketball travel team suffered injuries that caused them to stop playing. “Two wore out their knees from years of year-round play,” she writes. “One has nagging back problems” (17). Tarshis also mentions burnout as a problem that comes from specializing in a sport at young age, noting that two of her son’s friends quit basketball for this reason. (key ideas and details; R.2, R.7)

### “LET’S BRING BACK THE JOY!” QUIZZES

#### \*Lower Level (LL)

1. B (key ideas; R.2)
2. C (key ideas and details; R.2)
3. C (supporting details; R.2)
4. A (inference; R.1)
5. C (key ideas and details; R.1)
6. A (synthesizing; R.7)
7. The sidebars show that your chances of achieving a high level of success in a sport—whether that’s going professional or getting a college scholarship—are fairly slim. The sidebars support the idea that it’s wise to pursue a range of interests when you’re young by showing that the most likely thing to happen to a kid who specializes and trains hard in a sport from an early age is that he or she will need to find something else to pursue once he or she graduates from high school. She might not have any idea at that point what besides her sport interests her, as she would if she’d pursued a range of interests when she was younger. (text features, integration of knowledge; R.5, R.7)
8. According to “Playing With Pain,” if you specialize in a sport, you are not exposed to a variety of movements, as you would be if you participated in a variety of sports. Rather, you perform the same movements over and over, which can lead to overuse injuries (13). Specializing at

a young age is particularly dangerous, writes Crouch, because during puberty, a growth spurt occurs that makes your muscles and tendons more susceptible to injury (14). (key ideas and details; R.2)

### PAIRED TEXTS VOCABULARY PRACTICE

Answers for 1-4 may vary. What matters is that students can explain their answers in a way that demonstrates understanding of the vocabulary words.

1. **Answer:** the invention of the light bulb  
**Why:** The invention of the light bulb changed people’s lives in a huge way; the release of the latest version of Candy Crush did not.
2. **Answer:** a very old boat  
**Why:** An old boat is likely to have spots that are rotten and could leak.
3. **Answer:** while waiting for news about your brother who was in a serious accident  
**Why:** You would stay alert while waiting because you would be anxious to hear about your brother’s condition.
4. **Answer:** a dog barking for hours  
**Why:** “Relentless” means “unstopping,” which is what describes a dog barking for hours .
5. A
6. B
7. B
8. C

### “THE SCOPE 5: SPORTS SAFETY”

#### VIDEO DISCUSSION QUESTIONS

1. Answers will vary. A student may say, for example, that if a young athlete “mixes it up,” he will get the chance to explore other kinds of sports and will be more well-rounded.
2. According to the article, “warrior culture” in some youth sports encourages athletes to play through pain so they don’t let their teammates down. This might discourage a young athlete from reporting pain or injury to his or her coach because it could mean sitting out a practice, a game, or even an entire season.
3. According to “Playing With Pain,” overuse injuries can happen when you do the same movement over and over. When a young athlete participates in only one sport—and trains hard, year-round—he or she will likely be



## “Let’s Bring Back the Joy!” cont’d

repeating the same movements over and over again for a long period of time. By “mixing it up” and playing different of sports, an athlete’s body will have to move in a variety of different ways, and may be less at risk for overuse injuries.

### CORE SKILLS WORKOUT: CENTRAL IDEA AND DETAILS

1. C
2. D; I chose D because it does not address young athletes and overuse injuries.
3. There is a lot of pressure on young athletes to be “tough” and keep playing when they are injured.
4. Answers may include:  
**Supporting detail from “Crushed”:** “But ever the optimist, he became determined to do better the following year.”  
**Supporting detail from “Missing Out?”:** “But over the years, I’ve realized that in many ways he benefited from not paying competitive sports. He had to discover the world beyond basketball.”

### CORE SKILLS WORKOUT: TEXT EVIDENCE –HL

1. A. A  
 B. C  
 C. C
2. B; I chose B because it explains the reason that kids are feeling pressure to specialize.
3. B, C, and D; Evidence E does not support the statement because it does not explain a benefit of playing on a travel team.
4. A is correct. B uses a paraphrase (not a direct quotation). C does not cite the page number or explain why the quote is relevant.
5. C is correct. A does not cite page numbers or explain why the detail is relevant, and B does not explain why the paraphrase is relevant.
6. Answers may include: Student athletes should be encouraged to play more than one sport because it would be better for their growing bodies. As Michael Bergeron, executive director of the National Youth Sports Health & Safety Institute explains, “Kids used to play baseball in spring, basketball in winter, and soccer in fall, which exposed them to a variety of movements” (p. 13). Playing multiple sports would cut down on the

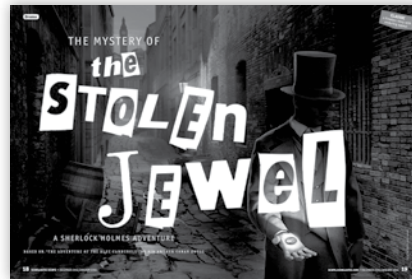
overuse injuries that young athletes are experiencing today.

### CORE SKILLS WORKOUT: TEXT EVIDENCE –LL

1. A, C
2. B; I chose B because it explains the reason that kids are feeling pressure to specialize.
3. Answers may include: “So every day, teens like Kellen ignore what their bodies are saying.” or “Kellen knew it would kill his arm, but he did it anyway.” (p. 15)
4. For some people, playing competitively may take the joy out of a sport.
5. Sample statement: To stay healthy, student athletes should play more than one sport. A. “...if you play a single sport five days a week year-round, you put yourself at great risk.” (p. 13); B. “Kids used to play baseball in spring, basketball in winter, and soccer in fall, which exposed them to a variety of movements.” (p. 13)



## *The Mystery of the Stolen Jewel*



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 24

Answers will vary. Here are two sample responses:

Students may say that Holmes did the right thing in letting James Ryder and Catherine Cusack go free because sending them to jail would have done more harm than good. After all, the carbuncle was returned to the countess, and she wanted to let the thieves go. And, as Holmes recognizes, the criminals' guilt was a form of punishment in itself. Punishing them further by sending them to a nightmarish London prison would be too cruel for the crime they committed. Also, as Holmes explains when he tells Watson, "It is just possible that I have saved their souls. Send them to jail now and make them jailbirds for life" (p. 24), by letting Ryder and Cusack go, Holmes is giving them a second chance that will set them on the right path, whereas sending them to jail might set them on the wrong path.

Other students may say that Holmes did the wrong thing in letting Ryder and Cusack go free because justice was not served. Allowing the thieves to go free sends them the message that there is no price to pay for doing wrong—and encourages them to commit more crimes in the future. Also, John Horner was falsely accused of the crime and deserves some sort of compensation. Furthermore, Holmes is not a police officer and therefore does not have the authority to decide whether someone should or should not be sent to jail.

### ANSWERS TO ACTIVITY SHEETS

#### THE MYSTERY OF THE STOLEN JEWEL

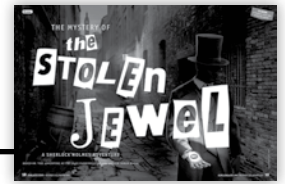
##### CLOSE-READING QUESTIONS

1. His living room is filled with books, so he is likely a curious and thoughtful man. He is intelligent and observant, as shown by how much he can infer from a hat. You can conclude that Holmes is a well-respected investigator from the fact that a police officer is asking him for help.
2. When Holmes offers Baker a replacement goose, Baker is thankful and calls Holmes "a good man." He does not seem concerned that his original goose is gone. If he had known about the carbuncle, he would have been very upset.
3. Ryder is looking for a goose identical to the one in which the jewel was found. Also, Ryder wrings his hands, indicating that he is anxious about something.
4. *Scurry* shows that Ryder and Cusack are eager to leave before Holmes changes his mind about having them arrested. The use of *walk* would have made them seem calmer.
5. Scene 3 provides information about the theft discussed in Scene 2. The flashback in Scene 6 shows that Ryder is deeply upset about something he has done.
6. It was common in late 19th-century London for the police to round up known criminals and get them to confess. Horner had a criminal record, so Cusack and Ryder knew it would be easy to frame him as the thief.

#### THE MYSTERY OF THE STOLEN JEWEL

##### CRITICAL-THINKING QUESTION

1. Holmes's next remark, "Send them to jail now and make



## ***The Mystery of the Stolen Jewel cont'd***

them jailbirds for life, I daresay," helps illuminate what he means: Holmes may be suggesting that if Ryder and Cusack go to jail, the experience will turn them into hardened criminals—or maybe just that they, like John Horner, will be looked upon with suspicion from then on. When Holmes says he may have saved their souls, he may mean that by giving them a second chance, he is encouraging them to change their behavior—because people have a tendency to meet the expectations put on them.

### **"HOW FAST FOOD HELPED CATCH A JEWEL THIEF" AND THE MYSTERY OF THE STOLEN JEWEL** **CLOSE-READING QUESTIONS**

1. DNA is as unique as a fingerprint. It can be found in fingernails, strands of hair, saliva, and sweat left behind at crime scenes. DNA has been used to solve crimes that might not have been solved otherwise.
2. Both Holmes and the police in the Diamonds R Forever case carefully examined the details of the crime they were investigating. Holmes advertised for the owner of the goose, asked him where it came from, went to the source, saw a frazzled-looking man and had him followed, etc. The police in the Diamonds R Forever case sifted through the trash and realized that a plastic spoon, which might have seemed unrelated, was important. The cases are different in that the police in the Diamonds R Forever case had access to technology, such as DNA testing, that Holmes did not.

### **FORMING AN OPINION**

Answers will vary but should be similar to the following.

#### **Yes. Holmes did the right thing:**

- The jewel was returned to its rightful owner.
- The criminals' guilt was a form of punishment.
- At that time, prisons were nightmarish; the thieves didn't deserve to suffer as much as they would in prison.
- The countess herself wanted to let the thieves go.
- Getting a second chance may set the thieves on the right path, whereas being sent to jail might set them on the wrong path.

#### **No. Holmes did the wrong thing:**

- Holmes is not a police officer; it's not his place to decide whether someone is arrested or not.

- Allowing criminals to get away with their crimes encourages them to commit more crimes.
- The plumber who was falsely accused of the crime suffered and deserves some sort of compensation.

### **THE MYSTERY OF THE STOLEN JEWEL** **LITERARY ELEMENTS**

#### **Characters**

1. **A. major;** Sherlock Holmes is a renowned detective. He is curious, confident, and unemotional. He is aware of everything going on around him and sees things that most other characters don't notice. He is a static character because he does not undergo any significant internal change.  
**B. minor;** Mr. Windigate is an owner of a pub and a seller of geese. Windigate sold the goose with the blue carbuncle in its stomach to Mr. Baker, but was not involved in the crime in any way. Windigate is static character because he does not undergo any significant internal change.  
**C. minor;** Officer Turner is a police officer in London. Turner arrests John Horner for the crime of the stolen carbuncle. He believes Horner is guilty because he has committed crimes in the past. Officer Turner is a static character because he does not undergo any significant internal change. (Students could describe a different character here.)
2. Scene 1 reveals that Watson admires Sherlock Holmes. After Holmes provides a complete description of Mr. Baker based off the hat found at the scene of the crime, Mr. Watson says, "All that from one hat?" Holmes explains his reasoning for the description and Watson says, "You do have an answer for everything." This shows that Watson is impressed by Holmes' powers of deduction.
3. Answers will vary. Students might say that Holmes demonstrates that he is confident in Scene 4 during an exchange with Watson. After Mr. Baker arrives at Holmes and Watson's home, Watson says, "Why, he is exactly as you predicted Holmes." Holmes replies, "Of course, Watson." This exchange shows that Holmes never doubted himself, and was confident in his description of Mr. Baker before meeting him.

#### **Setting**

4. London, 1889



## ***The Mystery of Stolen Jewel cont'd***

5. Readers learn that this was a time of innovation and change, and that London was a prosperous, bustling city. However, along with the prosperity, there was suffering. Poor areas of London were overcrowded, disease-ridden, and dirty. There was a great divide between the lives of the rich and the poor. The wealthy lived lavishly and enjoyed many luxuries such as ornate clothing. The poor were often on the brink of starving and children, like Tom, Percy, and Jack, had to work to help support their families. Crime was dealt with very differently in 19th-century London than it is today. Crimes were solved by rounding up people who had committed crimes in the past and trying to get them to confess. When Mr. Horner is accused of stealing the carbuncle, Officer Turner immediately believes he is guilty because he has been arrested before.

### **Text Structure**

6. **A.** Scene 6  
**B.** The stage directors indicates the change of time and location, saying, "Flashback: The stage lights dim over the boys and a house with a large yard appears in the middle of the stage," and "Ryder drops his head into his hands as the stage lights fade. The flashback ends. The lights come back up on Baker Street."  
**C.** The author likely chose to structure the scene this way to give the audience the chance to observe the conversation between Mrs. Oakshott and Ryder directly and hear how upset Ryder is after he finds out that Mr. Windigate sold the goose with the carbuncle inside it. Showing this conversation is more interesting than if the boys had just described what they saw to Mr. Holmes.
7. The dialogue between Mr. Baker and Holmes shows that Baker had no involvement in the crime of the stolen carbuncle. When Holmes tells Baker that the goose with the carbuncle inside has been eaten, Baker has no reaction. Holmes asks him if a new goose will be okay and Baker says that it will. If Mr. Baker had known that the carbuncle was in the goose, he would have been very nervous, worried, or angry upon hearing that the goose had been eaten. Holmes intentionally asks Baker these questions to determine if Baker knew about the carbuncle.

### **Plot**

8. The climax of the play is Scene 7, when Holmes

confronts Ryder about the carbuncle. The scene is filled with suspense and drama as Holmes tells Ryder that he, Holmes, received the goose with the carbuncle in it. Ryder confesses to the crime and explains that Catherine Cusack told him about the carbuncle. This scene resolves the central conflict of determining who stole the carbuncle.

### **THE MYSTERY OF THE STOLEN JEWEL QUIZ**

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

1. C (interpreting text; R.4)
2. D (vocabulary in context; R.4)
3. B (vocabulary in context; R.4)
4. B (close reading, character motivation; R.1, R.3)
5. A (vocabulary in context; R.4)
6. D (key ideas and details; R.2)
7. The character of Sherlock Holmes is often seen as cold and unfeeling. Some students might say that is an accurate description of his character and is supported by some evidence in the play. One example of this is when Holmes replaces Baker's goose—not necessarily out of kindness, but because he wanted to see Baker's reaction to find out if he might be the one who stole the carbuncle (p. 22). Other students might say that "cold and unfeeling" is not an accurate description of Holmes in this play—that at the end of the play, Holmes demonstrates compassion. He finds Ryder and Cusack guilty but decides not to send them to jail. Holmes believes that living with the guilt of their crime is punishment enough—that punishing Ryder and Cusack further would be cruel and harmful to them. He says to Watson that by letting them go, "it is just possible that I have saved their souls" (p. 24), which is not something a cold and unfeeling person would be concerned about.
8. Both Sherlock Holmes and the detectives in the Diamonds R Forever case use deduction to solve their cases. Holmes deduces Baker's appearance, age, and level of wealth by paying close attention to the details of Baker's hat (p. 21). Holmes also deduces that Baker is not the thief when he sees that Baker is happy to receive a replacement goose (p. 22). Holmes deduces, as well, that Ryder might be guilty when he spots Ryder asking about a goose and acting anxious and upset at the Alpha Inn (p. 22). The detectives in the Diamonds R Forever case deduce



## ***The Mystery of the Stolen Jewel cont'd***

that a spoon found at the scene of the robbery might be important, so they have it tested for DNA. The DNA is not in the national database so they are unable to identify the thief, but years later, that DNA is matched to DNA collected at another crime scene—this time, in a case where the criminal's identity is known. The police are then able to deduce that the Diamonds R Forever thief is the same person who committed the other crime.

### **THE MYSTERY OF THE STOLEN JEWEL QUIZ**

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

1. D (close reading, character motivation; R.1, R.3)
2. D (vocabulary in context; R.4)
3. C (interpreting text; R.4)
4. B (close reading, character motivation; R.1, R.3)
5. A (inference, character; R.1, R.3)
6. C (key ideas and details; R.2)
7. The character of Sherlock Holmes is often seen as cold and unfeeling. In this story, however, he shows compassion. He finds Ryder and Cusack guilty but decides not to send them to jail. Holmes believes that living with the guilt of their crime is punishment enough—that punishing Ryder and Cusack further would be cruel and harmful to them. He says to Watson that by letting them go, “it is just possible that I have saved their souls” (p. 24), which is not something a cold and unfeeling person would be concerned about.
8. Sherlock Holmes and the detectives in the Diamonds R Forever case use some of the same tools and some different tools. Both use their minds: their powers of observation, deduction, and logic. Holmes is able to find Mr. Baker by drawing conclusions about him from his hat; Holmes is also able to rule Baker out as a suspect by observing Baker's reaction when he is offered a replacement goose (pp. 21-22). When Holmes learns from Baker that the goose in question came from Mr. Windigate at the Alpha Inn, Holmes goes to the inn and identifies Ryder as a suspect (p. 22). Holmes then pays some local boys to gather information for him—information that leads Holmes to the conclusion that Ryder is indeed the thief. The detectives in the Diamonds R Forever case also use the tool of observation—they examine the area near where the robbery took place and find an empty Frosty cup and a plastic spoon. The detectives realize that this

trash might hold some kind of clue about the crime and have it tested for DNA—a tool Holmes was certainly not able to use, as DNA testing had not yet been invented. When the detectives find that the DNA from the spoon is not in the national criminal database (another tool Holmes could not have used), all they can do is wait. Their waiting pays off when, two years later, the DNA is matched to DNA taken from another crime scene—this time, in a case where the criminal's identity is known. The detectives are able to deduce that the Diamonds R Forever thief is the same person who committed the other crime.

### **THE MYSTERY OF THE STOLEN JEWEL**

#### **VOCABULARY PRACTICE**

1. D
2. C
3. D
4. B

Answers for 5-8 will vary.

#### **CORE SKILLS WORKOUT: MAKING INFERENCES**

1. I can infer that Holmes believes the hat holds a clue, and the goose does not. So he keeps the hat to look at it more closely and tells Peterson to take the goose.
2. I can infer that Holmes is suspicious of Ryder. He asks the boys to find out where Ryder is going, but tells them to stay out of sight so Ryder won't know he's being followed.
3. By saying that he knows what others do not, Holmes is telling Ryder that he knows that Ryder is guilty.
4. Holmes is a kind man who is fair. He seems to feel bad for Ryder, who is upset by his own actions. Even though Ryder and Cusack are criminals, Holmes senses that they feel guilty and decides to let them go free because he thinks feeling guilty is enough punishment in their cases.

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

1. **A.** The mood could be described as spooky because the illustration is of a faceless man in a dark, shadowy street.  
**B.** eerie
2. C
3. The Countess is pacing, telling her maid how much the carbuncle meant to her. When she talks to Horner, she becomes hysterical. Horner yells that he is innocent, and

**section continues >>**

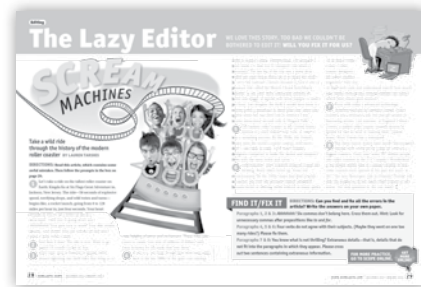


## ***The Mystery of the Stolen Jewel cont'd***

the Countess sobs at the end. All of these actions convey the distress the characters are feeling.

4. For most of Scene 7, the mood is confused. First Ryder doesn't understand what's happening, and then the Countess is confused. Once Holmes explains how Ryder and Cusack are guilty, the mood shifts to forgiving, as Holmes agrees to let them go when they promise never to do wrong again.

## “Scream Machines”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### LEVEL 1

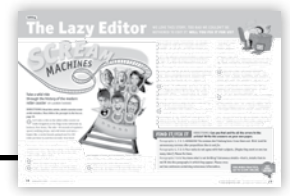
Some answers will vary.

- Let's take a ride on the tallest roller coaster on Earth: Kingda Ka at Six Flags Great Adventure in Jackson, New Jersey. The ride—50 seconds of explosive speed, terrifying drops, and wild twists and turns—**begin begins** like a rocket launch, going from 0 to 128 miles per hour in just four seconds. Your heart pounds as you fly up a tower as tall as a skyscraper. Then you're going down and *Ahhhhhhhhh!* Your guts turn to mush. Your skin strains against your bones. Why did you get on this ride? Make it stop! Make it stop!
- And then it does. The ride **are is** over. Want to go again? Of course! Go get in line.
- Every year, tens of millions of people ~~climbs~~ **climb** aboard lightning-fast thrill rides that bring us to new heights of terror and excitement. These rides ~~takes~~ **take** years to create, cost tens of millions of dollars, and earn fortunes for the parks that own them.
- In the U.S., the roots of high-tech thrill rides ~~dates~~ **date** back to the late 1800s, to the quiet coal-mining town of Mauch Chunk, Pennsylvania. For decades, a train made a 9-mile run to transport coal down a mountain. The last leg of the trip was a steep drop where the train would reach up to 65 miles per hour. In 1872, the railroad's owners decided to turn it into a pleasure ride called the Mauch Chunk Switchback Railway. At the time, most Americans traveled by horse and buggy, at speeds that rarely topped 15 miles per hour. Just imagine the thrill it would have been to careen down a mountain at more than four times that speed! Soon, the ride ~~were~~ **was**

one of America's top tourist attractions, second only to Niagara Falls.

- The earliest roller coaster in the United States opened in Coney Island, New York, in 1884. It was a smashing success. By the 1920s, the United States ~~were~~ **was** the world's coaster capital, with more than 1,500 coast to coast. Early roller-coaster designers competed to make the fastest and steepest rides with the most twists and turns.
- Unfortunately, early coasters could be a little *too* thrilling. Many riders threw up. Some lost consciousness. By the 1930s, many had died in grisly accidents. But over the decades, coaster designers became better at offering thrills without as many spills (or as much vomit). Today's roller-coaster designers **is are** highly trained engineers. They rely on high-tech tools and understand exactly how much high-speed twisting and turning humans can stand before their brains ~~goes~~ **go** haywire.
- Even with today's advanced technology, however, occasional glitches do happen. Google "roller coaster" and "stranded" and you will ~~gets~~ **get** dozens of harrowing stories. Last summer, at England's Alton Towers, a stalled roller coaster trapped dozens of people for half an hour in roasting heat—upside down.
- But these horror stories have hardly discouraged people from lining up for a seat on America's biggest coasters. Every year, some 297 million people ~~rides~~ **ride** roller coasters in the U.S. Dozens of new roller coasters have opened in the past few years. In 2017, the new Skyscraper ride in Orlando, Florida, will beat out Kingda Ka as the tallest roller coaster in the world. The only question is: Are you ready?





## “Scream Machines” cont’d

### LEVEL 2

Some answers will vary.

- Let’s take a ride on the tallest roller coaster on Earth: **Kingda Ka at Six Flags Great Adventure in Jackson, New Jersey.** The ride—50 seconds of explosive speed, terrifying drops, and wild twists and turns—**begins like a rocket launch, going from 0 to 128 miles per hour in just four seconds.** Your heart pounds as you fly up a tower as tall as a skyscraper. Then you’re going down and *Ahhhhhhhh!* Your guts turn to mush. **Your skin strains against your bones.** Why did you get on this ride? Make it stop! Make it stop!
- And then it does. The ride is over. Want to go again? Of course! **Go get in line.**
- Every year, tens of millions of people climb aboard lightning-fast thrill rides that bring us to new heights of terror and excitement.** These rides take years to create, cost tens of millions of dollars, and earn fortunes for the parks that own them.
- In the U.S., the roots of high-tech thrill rides ~~dates~~ **date** back to the late 1800s, to the quiet coal-mining town of Mauch Chunk, Pennsylvania. For decades, a train made a 9-mile run to transport coal down a mountain. The last leg of the trip was a steep drop where the train would reach up to 65 miles per hour. In 1872, the railroad’s owners decided to turn it into a pleasure ride called the Mauch Chunk Switchback Railway. At the time, most Americans traveled by horse and buggy, at speeds that rarely topped 15 miles per hour. Just imagine the thrill it would have been to careen down a mountain at more than four times that speed! Soon, the ride ~~were~~ **was** one of America’s top tourist attractions, second only to Niagara Falls.
- The earliest roller coaster in the United States opened in Coney Island, New York, in 1884. It was a smashing success. By the 1920s, the United States ~~were~~ **was** the world’s coaster capital, with more than 1,500 coast to coast. Early roller-coaster designers competed to make the fastest and steepest rides with the most twists and turns.
- Unfortunately, early coasters could be a little *too* thrilling. Many riders threw up. Some lost consciousness. By the 1930s, many had died in grisly accidents. But over the decades, coaster designers became better

at offering thrills without as many spills (or as much vomit). Today’s roller-coaster designers are highly trained engineers. They rely on high-tech tools and understand exactly how much high-speed twisting and turning humans can stand before their brains ~~goes~~ **go** haywire.

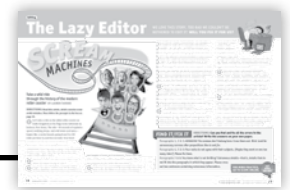
- Even with today’s advanced technology, however, glitches do happen. Google “roller coaster” and “stranded” and you will get dozens of harrowing stories. Last summer, at England’s Alton Towers, a stalled roller coaster trapped dozens of people for half an hour in roasting heat—upside down. ~~Alton Towers has a~~ **waterpark.**
- But these horror stories have hardly discouraged people from lining up for a seat on America’s biggest coasters. Every year, some 297 million people ride roller coasters in the U.S. ~~Canada’s Wonderland is the largest theme park in Canada.~~ Dozens of new roller coasters have opened in the past few years. In 2017, the new Skyscraper ride in Orlando, Florida, will beat out Kingda Ka as the tallest roller coaster in the world. The only question is: Are you ready?

### LEVEL 3

Some answers will vary.

- Let’s take a ride on the tallest roller coaster on Earth: **Kingda Ka at Six Flags Great Adventure in Jackson, New Jersey.** The ride—50 seconds of explosive speed, terrifying drops, and wild twists and turns—**begins like a rocket launch, going from 0 to 128 miles per hour in just four seconds.** Your heart pounds as you fly up a tower as tall as a skyscraper. Then you’re going down and *Ahhhhhhhh!* Your guts turn to mush. **Your skin strains against your bones.** Why did you get on this ride? Make it stop! Make it stop!
- And then it does. The ride is over. Want to go again? Of course! **Go get in line.**
- Every year, tens of millions of people climb aboard lightning-fast thrill rides that bring us to new heights of terror and excitement.** These rides take years to create, cost tens of millions of dollars, and earn fortunes for the parks that own them.
- In the U.S., the roots of high-tech thrill rides ~~dates~~ **date** back to the late 1800s, to the quiet coal-mining town of

section continues >>



## “Scream Machines” cont’d

Mauch Chunk, Pennsylvania. For decades, a train made a 9-mile run to transport coal down a mountain. The last leg of the trip was a steep drop where the train would reach up to 65 miles per hour. In 1872, the railroad’s owners decided to turn it into a pleasure ride called the Mauch Chunk Switchback Railway. At the time, most Americans traveled by horse and buggy, at speeds that rarely topped 15 miles per hour. Just imagine the thrill it would have been to careen down a mountain at more than four times that speed! Soon, the ride **were was** one of America’s top tourist attractions, second only to Niagara Falls.

5. The earliest roller coaster in the United States opened in Coney Island, New York, in 1884. It was a smashing success. By the 1920s, the United States **were was** the world’s coaster capital, with more than 1,500 coast to coast. Early roller-coaster designers competed to make the fastest and steepest rides with the most twists and turns.
6. Unfortunately, early coasters could be a little *too* thrilling. Many riders threw up. Some lost consciousness. By the 1930s, many had died in grisly accidents. But over the decades, coaster designers became better at offering thrills without as many spills (or as much vomit). Today’s roller-coaster designers are highly trained engineers. They rely on high-tech tools and understand exactly how much high-speed twisting and turning humans can stand before their brains **goes go** haywire.
7. Even with today’s advanced technology, however, occasional glitches do happen. Google “roller coaster” and “stranded” and you will get dozens of harrowing stories. Just last summer, at a theme park in England, disaster struck. **A stalled roller coaster trapped dozens of people for half an hour in roasting heat—upside down.**
8. **But these horror stories have hardly discouraged people from forming lines for a seat on America’s biggest coasters.** Every year, some 297 million people ride roller coasters in the U.S. Dozens of new roller coasters have opened in the past few years. In 2017, the new Skyscraper ride in Orlando, Florida, will beat out Kingda Ka as the tallest roller coaster in the world. The only question is: Are you ready?

### ANSWERS TO ACTIVITY SHEETS

#### SUBJECT-VERB AGREEMENT

1. are
2. do
3. was
4. is
5. is
6. wants
7. likes
8. watches
9. takes
10. is
11. plants
12. Josie
13. Everyone
14. the principal
15. correct; “anyone” requires a singular verb
16. incorrect; the word “or” in “Leah or Sara” makes the subject singular, so the verb should be *is*, not *are*.
17. correct; “each” requires a singular verb

#### INFORMATION OVERLOAD!

The following should be crossed out:

1. Her boat was pink and white.
2. Several other teenagers have also sailed around the world solo.
3. I really admire her spirit.
4. Jessica ate 576 chocolate bars over the course of her trip.
5. Jessica no longer eats chocolate
6. I want to try sailing now.

#### PREPOSITION POWER

1. Liz is going to stay at my house this weekend. **ADV**
2. The fresh bagels on the counter smell delicious. **ADJ**
3. I ran around the track five times today. **ADV**
4. Mackenzie is going to meet us at the restaurant. **ADV**
5. The clothes in the hamper have been there for three weeks.
6. My sister Isabel went to the park yesterday.
7. C
8. Jared’s friends from his old school will be at the party.



## “Scream Machines” cont’d

9. According to Marcus, the best time to go running is in the morning.

10. C

11. Zane lives in the house across the street from the soccer field.

### MANAGING YOUR MODIFIERS

Answers will vary, but should be similar to the following:

1. **Dangling modifier:** Not having studied

**Corrected sentence:** Cameron, not having studied, found the exam to be extremely difficult.

2. **Dangling modifier:** Distracted while watching my cat squeeze into a box

**Corrected sentence:** Distracted while watching my cat squeeze into a box, I burnt the cookies in the oven.

3. **Dangling modifier:** Having studied hard for weeks

**Corrected sentence:** Margaret, having studied hard for weeks, found the test to be a breeze.

4. **Dangling modifier:** Packing for vacation

**Corrected sentence:** My dog Bruno watched sadly as I packed for vacation.

5. **Dangling modifier:** After reading *Mockingjay*

**Corrected sentence:** After reading *Mockingjay*, I know the movie version is going to be awesome!

6. **Dangling modifier:** Totally exhausted

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