<table>
<thead>
<tr>
<th>Section Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GRAMMAR’S AMAZING MOLE</td>
<td>PAGE 1</td>
</tr>
<tr>
<td>2. NONFICTION: “THE HUNT FOR LOST PIRATE TREASURE”</td>
<td>PAGES 2-7</td>
</tr>
<tr>
<td>2.a. Writing Task</td>
<td>2</td>
</tr>
<tr>
<td>2.b. Drawing Conclusions</td>
<td>3</td>
</tr>
<tr>
<td>2.c. Close-Reading and Critical-Thinking Questions</td>
<td>3-4</td>
</tr>
<tr>
<td>2.d. Nonfiction Elements (two levels)</td>
<td>3-4</td>
</tr>
<tr>
<td>2.e. Quizzes (two levels)</td>
<td>5-6</td>
</tr>
<tr>
<td>2.f. Core Skills activities</td>
<td>6-7</td>
</tr>
<tr>
<td>3. PLAY: THIS IS WHAT COURAGE LOOKS LIKE</td>
<td>PAGES 8-12</td>
</tr>
<tr>
<td>3.a. Writing Task</td>
<td>8</td>
</tr>
<tr>
<td>3.b. Claudette Colvin: A Dauntless Teen Hero</td>
<td>8-9</td>
</tr>
<tr>
<td>3.c. Close-Reading and Critical-Thinking Questions</td>
<td>9</td>
</tr>
<tr>
<td>3.d. Literary Elements (two levels)</td>
<td>9-11</td>
</tr>
<tr>
<td>3.e. Quizzes (two levels)</td>
<td>11-12</td>
</tr>
<tr>
<td>3.f. Vocabulary</td>
<td>12</td>
</tr>
<tr>
<td>3.g. Video Discussion Questions</td>
<td>12</td>
</tr>
<tr>
<td>4. PAIRED TEXTS: “SWIMMING FOR HER LIFE”</td>
<td>PAGES 13-18</td>
</tr>
<tr>
<td>4.a. Writing Task</td>
<td>13</td>
</tr>
<tr>
<td>4.b. Yusra’s Dreams</td>
<td>13-14</td>
</tr>
<tr>
<td>4.c. Close-Reading and Critical-Thinking Questions</td>
<td>14</td>
</tr>
<tr>
<td>4.e. Photo Slideshow Discussion Questions</td>
<td>15</td>
</tr>
<tr>
<td>4.f. Quizzes (two levels)</td>
<td>15-16</td>
</tr>
<tr>
<td>4.g. Vocabulary</td>
<td>16</td>
</tr>
<tr>
<td>4.h. Core Skills activities</td>
<td>16-18</td>
</tr>
<tr>
<td>5. FICTION: “THE GHOST BOY”</td>
<td>PAGE 19-24</td>
</tr>
<tr>
<td>5.a. Writing Task</td>
<td>19</td>
</tr>
<tr>
<td>5.b. Author’s Craft</td>
<td>19-20</td>
</tr>
<tr>
<td>5.c. Close-Reading and Critical-Thinking Questions</td>
<td>20-21</td>
</tr>
<tr>
<td>5.d. Literary Elements (two levels)</td>
<td>21-22</td>
</tr>
<tr>
<td>5.e. Quizzes (two levels)</td>
<td>22-23</td>
</tr>
<tr>
<td>5.f. Vocabulary</td>
<td>23</td>
</tr>
<tr>
<td>5.g. Core Skills activities</td>
<td>23-24</td>
</tr>
<tr>
<td>6. DEBATE: “CAN FAME AND FORTUNE MAKE YOU HAPPY?”</td>
<td>PAGES 25-26</td>
</tr>
<tr>
<td>6.a. Writing Task</td>
<td>25</td>
</tr>
<tr>
<td>6.b. Quizzes (two levels)</td>
<td>25-26</td>
</tr>
<tr>
<td>6.c. Vocabulary</td>
<td>26</td>
</tr>
</tbody>
</table>

section continues >>
## Table of Contents

7. LAZY EDITOR: “THE HISTORY OF ICE” ................................................................. PAGES 27-30  
  7.a Level 1 ........................................................................................................ 27  
  7.b Level 2 ........................................................................................................ 28  
  7.c Level 3 ........................................................................................................ 28-29  
  7.d Activities for extra practice ........................................................................... 29-30
Grammar’s Amazing Mole

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

NOSE FINGERS
The star-nosed mole is so-named because of the 22 fleshy, fingerlike tentacles that wriggle on its nose. Each tentacle is covered with receptors, which are so sensitive they can feel the difference between a grain of salt and a grain of sand. As a result, the star-nosed mole is known for its good well sense of touch. That’s a good well thing because this creature is almost totally blind.

SLIMY SNOT BUBBLES
The star-nosed mole is a very good well swimmer. It doesn’t smell good well underwater, though, so it does something rather odd to find its food.

It blows small bubbles out its nose, then sucks the bubbles back in. This allows the mole to smell whatever the bubbles touched—such as a tasty little fish. Yummy.

TUNNEL-DIGGING CLAWS
Moles move good well underground, too. They make good well use of their long claws by digging tunnels through the dirt. Along the way, they use their tentacles to snatch up delicious worms and bugs.

Efficient? Oh yeah. The star-nosed mole eats faster than any other animal on the planet.

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.
“The Hunt for Lost Pirate Gold”

CLOSE-READING QUESTIONS

1. These lines help you understand that Bellamy and his crew were dangerous. The words *prowling* and *preying* are usually used to describe fearsome animals like lions and tigers. Tarshis is comparing what Bellamy and his crew did to other ships to what animal predators do to their helpless prey.

2. Details include 30-foot waves crashed on the ship; 70-mile-per-hour winds shredded sails and toppled men; the ship splintered; men tumbled into the sea; 144 men died.

3. Tarshis develops the idea by explaining that you need government permission to even start looking for treasure, and that there are strict rules about what you can do with a wreck when you find it. She then explains what made looking for the *Whydah* particularly complicated for Barry Clifford and his crew, including that Clifford did not have an exact location for the ship, that the cold weather and rough waters hindered the team’s search, and that the crew began running out of money.

4. The mood of the first two paragraphs is frustrated and disappointed; Tarshis writes that all the crew found was “junk” and that the crew’s “spirits had plummeted.” In the third paragraph, the mood becomes suspenseful and exciting as Tarshis describes a diver coming out of the water and yelling, “There’s three cannons down there!”

5. Clifford likely wished his Uncle Bill was there when he found the *Whydah* because it was his uncle who inspired him to look for the treasure in the first place. Clifford...
would’ve wanted his Uncle Bill to know that he was right to think that the treasure was still out there.

**“THE HUNT FOR LOST PIRATE GOLD”**

**CRITICAL-THINKING QUESTIONS**

1. Answers will vary. Students might say yes, because the process of finding treasure is long, expensive, and difficult, and anyone who succeeds deserves to have control over what they find. Others might say that finding something does not make it yours to keep, and that because treasure from a shipwreck gives us valuable historical information, those who find it should be required to preserve, study, and share it.

2. Students may say that historical artifacts provide us with tangible links to our ancestors and our history, and they give us details about people and events from our past, like Sam Bellamy and the sinking of the *Whydah*. Students may say that since this kind of historical information concerns all of us, we should all be able to access it.

3. Goold is saying that in the same way you wouldn’t take the belongings of plane crash victims, you shouldn’t take the belongings of shipwreck victims. Some students may say this is a fair comparison; others may say that recovering the belongings of people who died hundreds of years ago is quite different than taking the belongings of people who died recently.

**READ, THINK, EXPLAIN:**

**IDENTIFYING NONFICTION ELEMENTS**

*Higher Level (HL)*

Answers will vary but should be similar to the following:

1. The picture of a large, ancient ship being battered by rough waves and heavy winds tells the story of a ship being caught in a storm. The large headline, “The Hunt for Lost Pirate Gold,” suggests the ship is a pirate ship full of treasure.

2. The photograph shows a boat on a wide expanse of ocean. On board are several divers in wetsuits, other crew members, and a lot of equipment. There are containers full of brown objects, which may be rusted artifacts recovered from the sea. You can infer that treasure hunting involves a lot of people and equipment, and can be a complicated process.

3. The author likely included these captions to help the reader understand what life was like for pirates.

4. I predict the article will be about the search for and discovery of pirate treasure.

5. **A.** The author gives a chronological account of Clifford’s search for the *Whydah*.

**B.** I know the section is structured chronologically because the author uses phrases to show the passage of time, including: “Clifford’s first step;” “Finally, after many months of lonely work;” “In May 1983;” and “They

**DRAWING CONCLUSIONS: THE LIFE OF A PIRATE**

<table>
<thead>
<tr>
<th>claim</th>
<th>Pirate life was full of adventure.</th>
<th>Pirate life was full of excitement.</th>
<th>Pirate life was full of freedom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>example that supports the claim</td>
<td>“The <em>Whydah</em> was big, fast, and sturdy. Terrified captains surrendered quickly when they saw the <em>Whydah</em> on their tails, her black flag raised, her cannons ready to fire.” (p. 6)</td>
<td>“Pirate life offered the chance to become mighty rich.” (p. 8)</td>
<td>“Pirate captains, like Bellamy, were elected by the crew and could be fired if they treated their men badly.” (p. 8)</td>
</tr>
</tbody>
</table>
| example that counters the claim | “Most of the time . . . life at sea was tedious.” (p. 8) | “Keeping a pirate ship running took a lot of work—sails had to be constantly repaired, leaks had to be sealed, and weapons had to be cleaned.” (p. 8) | “Bellamy ordered the detour [that led to the demise of the *Whydah*] because he wanted to delight his future bride with a glimpse of his new treasures.” (p. 6) *This box might also be left blank.*
“The Hunt for Lost Pirate Gold” cont’d

searched until September.”

6. The mood of the first two paragraphs of the section is frustrated and disappointed; Tarshis writes that all the crew found was “junk” and that the crew’s “spirits had plummeted.” In the third paragraph, the mood becomes suspenseful and exciting as Tarshis describes a diver coming out of the water and yelling, “There’s three cannons down there!”

7. Clifford thinks that they have found a pirate ship because the divers found a silver coin, a Spanish piece of eight, that was dated 1688. Clifford likely assumes this coin is pirate treasure.

8. Answers will vary. Students will likely say that Tarshis would support Barry Clifford’s decision to keep the Whydah collection together because earlier in the article Tarshis points to the historical importance of shipwrecks. She writes, “Shipwrecks are historical treasures with much to tell us about the past—underwater museums, really” (p. 7). She also explains that Barry Clifford could have “become a very rich man” had he decided to sell the collection, but instead chose to keep it together for people to observe in a museum (p. 9). The inclusion of these details tells you that Tarshis likely admires Clifford’s decision to preserve the Whydah’s history instead of selling it and making money.

9. Hunting for sunken treasure is expensive and complicated.

10. Sample summary: On April 26, 1717, the pirate ship the Whydah sank in a violent storm off the coast of Massachusetts, taking the lives of 144 men. Much was lost, including the plundered treasure from 50 ships. Almost 250 years later, treasure-hunter Barry Clifford began to search for the Whydah wreckage and the treasure. The search lasted for months, and Clifford and his crew faced many obstacles including bad weather, a lack of money and equipment, and the strict rules of the state of Massachusetts. Finally on July 20, 1984, they found the wreckage. Since then, Clifford and his crew have recovered more than 200,000 artifacts, with many more waiting to be found. Instead of selling the treasure, which could be worth $400 million, Clifford has kept the artifacts together and put them on display in a museum so the public can appreciate and learn from them.

READ, THINK, EXPLAIN:
IDENTIFYING NONFICTION ELEMENTS
*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The picture of a large, ancient ship being battered by rough waves and heavy winds tells the story of a ship being caught in a storm. The large headline, “The Hunt for Lost Pirate Gold,” suggests the ship is a pirate ship full of treasure.

2. The photograph shows a boat on a wide expanse of ocean. On board are several divers in wetsuits, other crew members, and a lot of equipment. There are containers full of brown objects, which may be rusted artifacts recovered from the sea. You can infer that treasure hunting involves a lot of people and equipment, and can be a complicated process.

3. The author likely included these captions to help the reader understand what life was like for pirates.

4. I predict the article will be about the search for and discovery of pirate treasure.

5. C

6. B

7. Clifford thinks that they have found a pirate ship because the divers found a silver coin, a Spanish piece of eight, that was dated 1688. Clifford likely assumes this coin is pirate treasure.

8. Answers will vary. Students will likely say that Tarshis would support Barry Clifford’s decision to keep the Whydah collection together because earlier in the article Tarshis points to the historical importance of shipwrecks. She writes, “Shipwrecks are historical treasures with much to tell us about the past—underwater museums, really” (p. 7). She also explains that Barry Clifford could have “become a very rich man” (p. 9) had he decided to sell the collection, but instead chose to keep it together for people to observe in a museum. The inclusion of these details tells you that Tarshis likely admires Clifford’s decision to preserve the Whydah’s history instead of selling it and making money.

9. A. Students should cross out Detail #1.

B. Detail #1 is about the skills Clifford had that helped him search for the wreckage. It does not discuss how finding sunken treasure is complicated or expensive.

10. Students should cross out a, c, and d.

section continues >>
“The Hunt for Lost Pirate Gold” cont’d

“The Hunt for Lost Pirate Gold” Quiz
*Higher Level (HL)
1. D (word choice; R.4)
2. C (tone; R.6)
3. A (tone, text evidence; R.6, R.1)
4. B (text features; R.5)
5. D (character, key ideas; R.1, R.3)
6. B (synthesis, central ideas; R.9, R.2)
7. In their search for the Whydah, Barry Clifford and his team had to overcome the high cost of the expedition, not knowing the Whydah’s location, rough weather, and feelings of frustration and discouragement. Lauren Tarshis describes the high cost Clifford’s search, stating that he needed hundreds of thousands of dollars and special equipment. In addition, he needed better information about the Whydah’s location. He did discover some old maps with information about the wreck, but they did not indicate the ship’s exact location, only clues to where it might be. Once Clifford and his crew started searching, they worked for several months with no success and then had to stop due to rough weather, as Tarshis explains when she writes, “They searched until September, when the Cape’s cold weather and rough seas made it too perilous to continue” (p. 8). At this point, Tarshis writes, the money for the search was running out and “the crew had grown grumpy and discouraged.” Clifford and his team resumed their search the following May, but two months later, were again running out of money and, Tarshis writes, “spirits had plummeted” (p. 8). Tarshis is saying that once again, frustration and discouragement were threatening to overwhelm the team. Fortunately, it was at this low moment that the team finally found the Whydah. (key ideas and details; writing explanatory texts; R.1, W.2)
8. It was Barry Clifford’s Uncle Bill who sparked Clifford’s interest in Sam Bellamy and the Whydah, and it was this interest that led Clifford to search for and eventually discover the sunken ship. Lauren Tarshis explains on pages 6-7 that as Clifford was growing up, he heard all about the Whydah from his uncle, who “knew every detail about Bellamy” and the storm that sank his ship. Young Clifford, writes Tarshis, would often stare out at the water with “his mind filled with Uncle Bill’s fascinating stories,” wondering what happened to Bellamy’s treasures. Tarshis is showing that it was Clifford’s uncle who planted the seed of curiosity in Clifford’s mind that would eventually lead him to search for the lost ship. Tarshis comes back to this idea at the end of the article, when she writes, “Clifford says that finding the Whydah was never about money. It was about realizing a childhood dream and proving Uncle Bill right” (p. 9). Here, she is again showing the inspirational role Uncle Bill played in Clifford’s discovery of the Whydah. (analyze how individuals, events, and ideas develop and interact; writing explanatory texts; R.3, R.1)

“The Hunt for Lost Pirate Gold” Quiz
*Lower Level (LL)
1. D (word choice; R.4)
2. C (tone; R.6)
3. A (tone, text evidence; R.6, R.1)
4. B (text features; R.5)
5. D (character, key ideas; R.1, R.3)
6. B (central ideas; R.2)
7. In their search for the Whydah, Barry Clifford and his team had to overcome feelings of frustration and discouragement. Lauren Tarshis explains that after searching for four months without success, Clifford was running out of money and “the crew had grown grumpy and discouraged” (p. 8). In other words, Clifford’s team was sick and tired of looking for the Whydah and not finding it. In fact, writes Tarshis, some of Clifford’s team members quit (p. 8). This shows just how frustrated and discouraged they were. The following May, those still on the team started searching again, but two months later, were again running out of money and, Tarshis writes, “spirits had plummeted” (p. 8). Tarshis is saying that once again, frustration and discouragement were threatening to overwhelm the team. Fortunately, it was at this low moment that the team finally found the Whydah. (key ideas and details; writing explanatory texts; R.1, W.2)
8. Lauren Tarshis supports the idea that Barry Clifford’s Uncle Bill inspired Clifford to search for the Whydah by describing the role that Uncle Bill played in Clifford’s childhood. On pages 6-7, Tarshis explains that as Clifford was growing up, he heard all about the Whydah from his uncle, who “knew every detail about Bellamy” and the
“The Hunt for Lost Pirate Gold” cont’d

storm that sunk his ship. Young Clifford, writes Tarshis, would often stare out at the water with “his mind filled with Uncle Bill’s fascinating stories,” wondering what happened to Bellamy’s treasures. Tarshis is showing that it was Clifford’s uncle who planted the seed of curiosity in Clifford’s mind that would eventually lead him to search for the lost ship. Tarshis comes back to this idea at the end of the article, when she writes, “Clifford says that finding the Whydah was never about money. It was about realizing a childhood dream and proving Uncle Bill right” (p. 9). Here, she is again showing the inspirational role Uncle Bill played in Clifford’s search for the Whydah. (analyze how individuals, events, and ideas develop and interact; writing explanatory texts; R.3, R.1)

CORE SKILLS WORKOUT: SUMMARIZING
*Higher Level (HL)
1. Barry Clifford, a modern-day treasure hunter who searches for the wreckage of the Whydah, a famed pirate ship, which sank off the coast of Cape Cod in 1717.
2. Clifford grew up on Cape Cod hearing stories about the Whydah and how much treasure it was carrying when it sank. Clifford became determined to find the wreckage.
3. Clifford faced many problems. First, no one knew exactly where the wreckage of the Whydah was. Clifford had to do a lot of research to figure out where to start looking. Clifford also had to get permission to search for the ship and get special treasure-hunting equipment. As the search continued over months, Clifford and his crew began to run out of money and had to put the hunt on hold because of the cold weather in Cape Cod.
4. Clifford received permission from the state, raised money, and got the equipment he needed. He found detailed maps and narrowed his search area. For months and months, Clifford and his crew methodically searched the ocean. Finally, in July 1984, they found an artifact from the Whydah.
5. Clifford and his crew have recovered more than 200,000 artifacts, which could be worth $400 million, since the initial discovery. Clifford did not sell the treasure and has kept the artifacts together in a museum so the public can appreciate and learn from them.

Core Skills Workout: Summarizing
*Lower Level (LL)
On April 26, 1717, the pirate ship Whydah sank in a violent storm off the coast of Massachusetts, taking the lives of 144 men. Much was lost, including the plundered treasure from 50 ships. Almost 250 years later, treasure-hunter Barry Clifford began to search for the Whydah wreckage and the treasure. The search lasted for months, and Clifford and his crew faced many obstacles, including bad weather, a lack of money and equipment, and the strict rules of the state of Massachusetts. Finally on July 20, 1984, they found the wreckage. Since then, Clifford and his crew have recovered more than 200,000 artifacts, with many more waiting to be found. Instead of selling the treasure, which could be worth $400 million, Clifford has kept the artifacts together and put them on display in a museum so the public can appreciate and learn from them.
“The Hunt for Lost Pirate Gold” cont’d

beyond monetary worth.

4. Answers will vary, but may include:
   Supporting Detail 2: “Finally, after many months of lonely work, Clifford had gathered enough information to win permission to begin an underwater search.” (p. 7)
   Supporting Detail 3: “Clifford covered the walls of his home with copies of Southack’s maps.” (p. 7)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS
*Lower Level (LL)
1. A, C, D
2. Central Idea: Hunting for lost treasure is complicated and expensive.

CORE SKILLS WORKOUT: TEXT STRUCTURES
1. The author first describes how Sam Bellamy and his crew on the Whydah stole treasure from other ships. Then the author describes the powerful storm that ends up sinking the ship and all of its treasure.
2. A. compare and contrast
   B. In this section, the author compares and contrasts the lives of pirates and English sailors. In the second paragraph, the author explains what life was like for English sailors. She then begins the third paragraph with the phrase, “Pirates, however,” and explains how life was different for pirates.
3. A. sequence of events.
   B. The section chronologically explains what happened over the many months that Barry Clifford and his crew searched for the Whydah. The section starts with Clifford beginning to research the Whydah’s location and ends with the crew having to hold off the search because of bad weather. The author uses phrases to show the passage of time, including: “Clifford’s first step;” “Finally, after many months of lonely work;” “In May 1983;” and “They searched until September.”
4. Cause: Bellamy takes a detour to Cape Cod and gets stuck in a storm.
   Effect: The storm sinks the Whydah with all its treasure and kills 144 men.
   Cause: When Clifford was just a boy, his Uncle Bill told him about the Whydah and the pirate treasure onboard.
   Effect: Clifford became determined to find the wreck.

Cause: A reporter who is on the boat to film the search insists that Clifford sends a diver down into the water one day.
Effect: The diver Clifford sent into the water found parts of the Whydah.

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES
1. The picture of a large, ancient ship being battered by rough waves and heavy winds sets a foreboding and dramatic mood. The large headline, “The Hunt for Lost Pirate Gold,” suggests the ship is a pirate ship full of treasure, which adds to the reader’s intrigue.
2. The photograph shows a boat on a wide expanse of ocean. On board are several divers in wetsuits, other crew members, and a lot of equipment. There are containers full of brown objects, which may be rusted artifacts recovered from the sea. The map shows Cape Cod and the location along the coast where the Whydah wreck was found. Together these images help convey that searching for sunken treasure involves a lot of people and equipment, and can be a complicated process.
3. The caption of “The Life” says that living on a pirate ship was unpleasant because the areas below the deck smelled bad, and were cramped, filthy, and infested by rats and roaches. The caption of “The Work” says that pirates were often bored and that they spent most of their time doing unexciting work around the ship. The caption of “The Food” says that many pirates got scurvy because fresh fruits and vegetables could not be stored for long periods on the ships. This information helps the reader understand what life would have been like for pirates like Sam Bellamy.
4. Answers will vary. A possible answer is “Not About the Money,” which would emphasize that though the treasure is worth millions, Barry Clifford did not spend years searching for the ship so he could be rich. He was more interested in the historic value of the treasure.
**This Is What Courage Looks Like**

**CLAUDETTE COLVIN: A DAUNTLESS TEEN HERO**

**Event 1: (event provided)**

1. The bus driver yells at Claudette, harshly demanding that she give up her seat and threatening to call the police. Then the police come, and they treat Claudette in a rough and threatening way. They shout at her and one of them yanks her up out of her seat, causing her books to fall to the floor. The other kicks her. The officers drag Claudette off the bus in handcuffs, treating her like a criminal. This would have been very frightening for a 15-year-old girl like Claudette. Plus, we know from Scene 3 that the officers might have treated her even worse than they did: One of Claudette’s neighbors says to Claudette, “What were you thinking, Claudette? Those policemen could have really hurt you.”

2. Even after being yelled at by the bus driver and the police officers, Claudette remained in her seat. This was very determined of her. It was also very brave: She must have known that she was in danger of being hurt by the driver, the police, and maybe other passengers, and that she was in danger of being arrested and sent to jail.

**Event 2: (event provided)**

1. Claudette refuses to give up her seat on a public bus to a white woman, as the law in Montgomery requires her to do, in Scene 2. Two police officers get on the bus. They shout at Claudette and treat her roughly; one of them even kicks her. Yet Claudette remains in her seat. This shows that Claudette is both determined and also very brave: She faces physical danger as well as the prospect of being arrested and sent to jail.

Claudette is dauntless again in Scene 6, when she testifies in a federal trial claiming that Montgomery’s segregation of its public bus system is unconstitutional. In agreeing to testify, Claudette risked harassment and even violence against her and her family. This is clear from Scene 5, when the lawyer Fred Gray asks Claudette to be a plaintiff. Gray warns her, “It won’t be easy. You’d be in the papers and on TV. Your family would get phone calls and threats.” Despite knowing the risks of how she would be treated, Claudette bravely gives testimony at the trial. When the lawyer Walter Knabe tries to force Claudette to say that Martin Luther King, Jr., was the leader of the Montgomery Bus Boycott, Claudette shows determination: She refuses to give him the answer that he wants and insists on telling the truth about what happened to her.

**WRITING PROMPT, PAGE 22**

Answers will vary. Here is a sample response:

In the play *This Is What Courage Looks Like*, Claudette Colvin shows that she is dauntless—that is, brave and determined in the face of something frightening or dangerous—when she refuses to give up her bus seat and again when she testifies in a federal court case against the city of Montgomery, Alabama.

Claudette refuses to give up her seat on a public bus to a white woman, as the law in Montgomery requires her to do, in Scene 2. Two police officers get on the bus. They shout at Claudette and treat her roughly; one of them even kicks her. Yet Claudette remains in her seat. This shows that Claudette is both determined and also very brave: She faces physical danger as well as the prospect of being arrested and sent to jail.

Claudette is dauntless again in Scene 6, when she testifies in a federal trial claiming that Montgomery’s segregation of its public bus system is unconstitutional. In agreeing to testify, Claudette risked harassment and even violence against her and her family. This is clear from Scene 5, when the lawyer Fred Gray asks Claudette to be a plaintiff. Gray warns her, “It won’t be easy. You’d be in the papers and on TV. Your family would get phone calls and threats.” Despite knowing the risks of how she would be treated, Claudette bravely gives testimony at the trial. When the lawyer Walter Knabe tries to force Claudette to say that Martin Luther King, Jr., was the leader of the Montgomery Bus Boycott, Claudette shows determination: She refuses to give him the answer that he wants and insists on telling the truth about what happened to her.

**ANSWERS TO ACTIVITY SHEETS**

**CLAUDETTE COLVIN: A DAUNTLESS TEEN HERO**

**Event 1: (event provided)**

1. The bus driver yells at Claudette, harshly demanding that she give up her seat and threatening to call the police. Then the police come, and they treat Claudette in a rough and threatening way. They shout at her and one of them yanks her up out of her seat, causing her books to fall to the floor. The other kicks her. The officers drag Claudette off the bus in handcuffs, treating her like a criminal. This would have been very frightening for a 15-year-old girl like Claudette. Plus, we know from Scene 3 that the officers might have treated her even worse than they did: One of Claudette’s neighbors says to Claudette, “What were you thinking, Claudette? Those policemen could have really hurt you.”

2. Even after being yelled at by the bus driver and the police officers, Claudette remained in her seat. This was very determined of her. It was also very brave: She must have known that she was in danger of being hurt by the driver, the police, and maybe other passengers, and that she was in danger of being arrested and sent to jail.

**Event 2: In Scene 6, Claudette testifies in the federal trial claiming that Montgomery’s segregation of its public bus system is unconstitutional.**

1. In agreeing to testify, Claudette risked harassment and even violence against her and her family. This is clear from Scene 5 when the lawyer Fred Gray asks Claudette to be a plaintiff. Gray warns her, “It won’t be easy. You’d be in the papers and on TV. Your family would get phone calls and threats.” Also, during the trial in Scene 8, Walter Knabe, the lawyer for the city, tries to...
This Is What Courage Looks Like cont’d

intimidate Claudette and force her to say that Martin Luther King, Jr., was the leader of the Montgomery bus boycott. He speaks to her in a threatening and demeaning way, like a parent might speak to a misbehaving child, saying, “I’m going to ask you one more time: Why did you stop riding the buses on December 5?”

2. Despite knowing the risks of how she would be treated, Claudette gave testimony at the trial. When Knabe tried to force Claudette to say that Martin Luther King, Jr., was the leader of the Montgomery Bus Boycott, Claudette showed determination: She refused to give him the answer that he wanted and insisted on telling the truth about what happened to her.

7. Claudette’s experience was similar to her original plan in that she went to court and helped to change an unfair policy. It was different in that she was a plaintiff in the case, not a lawyer.

THIS IS WHAT COURAGE LOOKS LIKE

CLOSE-READING QUESTIONS

1. Eddie means that the seats for black people are very far from the movie screen, especially when compared with the seats reserved for white viewers.

2. Claudette gives a presentation that her teacher calls “excellent.” She also says that she plans to become a lawyer. You can tell that Claudette is a serious student who values her education and has ambitions for her career. You can also tell that she has thought a lot about Jim Crow laws and what she can do to change them.

3. Claudette means that laws and policies in Montgomery violate the Constitution, and she wants to change that.

4. Claudette is making the point that because she paid her bus fare, she is just as entitled to a seat on the bus as any white passenger.

5. Claudette’s previous experience in a courtroom brought her a lot of suffering. She was shunned by her classmates and convicted of crimes she didn’t commit, which cost Claudette her dream of becoming a lawyer. The act of inhaling sharply tells the reader that Claudette feels suddenly nervous; the idea of going back to court fills her with apprehension.

6. Knabe is suggesting that black people in Montgomery were satisfied with the bus system before Dr. King began saying that there was a problem with it. Knabe hopes to convince the judges that bus desegregation is not what most people want.

7. Claudette’s experience was similar to her original plan in that she went to court and helped to change an unfair policy. It was different in that she was a plaintiff in the case, not a lawyer.

THIS IS WHAT COURAGE LOOKS LIKE

CRITICAL-THINKING QUESTIONS

1. Miss Nesbitt is talking about why Harriet Tubman became famous and others like her did not. Miss Nesbitt’s statement applies to Claudette. Most people today have heard of Rosa Parks, but few know about Claudette.

2. Answers will vary. Students may say more books could be written about her, or a movie could be made about her.

THIS IS WHAT COURAGE LOOKS LIKE

LITERARY ELEMENTS

*Higher Level (HL)

Characters

1. A. major; Claudette Colvin is a 15-year-old black American girl. She is courageous and determined. She stands up to injustice when she refuses to give up her seat on a bus to a white person, and testifies against the city in federal court. She is a dynamic character. I think so because she changes from a girl who dreams of standing up to Jim Crow to an actual civil rights protester be. Over the course of the play, she gains courage and conviction, and develops into the person she always hoped she would be.

B. minor; Miss Nesbitt is a high school teacher. She hopes to inspire her students to affect change in the South. She is a static character because she does not undergo any significant change over the course of the story.

C. Answers will vary. Sample answer:

Fred Gray; minor; Fred Gray is Claudette’s lawyer when she is charged with breaking the segregation law, disturbing the peace, and assault. He is a static character because he does not undergo any significant change over the course of the story.

2. The Historians provide historical information and context for the events of the play. For example, in Scene 1, the Historians explain that the Supreme court banned segregation in public schools a year earlier, and that Claudette’s school, Booker T. Washington, is not complying with the law.
This Is What Courage Looks Like cont’d

Setting
3. A. The play is set in March of 1955 in Montgomery, Alabama.
B. The photos and captions provide information about segregation in the American South and the civil rights movement. This information reveals that life in the South during the 1950s was difficult for black Americans, who faced racism and had to abide by shameful segregation laws. It was a time filled with inequality, violence, and protests. The photos and captions of courageous teenagers, adults, and leaders like Martin Luther King Jr. who fought for civil rights reveal that there was also hope during this time, and that things were beginning to change.

Plot and Structure
4. A. Answers may vary. Sample Answer: One conflict the protagonist faces is segregation on public busses.
B. External
C. Society
5. This conflict is resolved when Claudette refuses to give up her seat on a bus. She takes the city to court and federal judges rule that Montgomery’s laws are unconstitutional and the buses are then integrated.

Figurative Language
6. Students should underline “a million miles from the screen”; Hyperbole; This exaggeration helps readers understand how Eddie feels about where black people are required to sit in a movie theater. It reveals that Eddie feels the distance from the movie screen is needlessly long and unfair.
7. Students should underline “history can be careless about who it remembers”; Personification; Miss Nesbitt’s personification of history as careless and forgetful helps readers reflect upon why Harriet Tubman became famous and others like her did not.

THIS IS WHAT COURAGE LOOKS LIKE
LITERARY ELEMENTS
*Lower Level (LL)
Characters
1. A. Answer provided.
B. minor; Miss Nesbitt is a high school teacher. She hopes to inspire her students to affect change in the South. She is a static character because she does not undergo any significant change over the course of the story.
C. Answers will vary. Sample answer:
Fred Gray; minor; Fred Gray is Claudette’s lawyer when she is charged with breaking the segregation law, disturbing the peace, and assault. He is a static character because he does not undergo any significant change over the course of the story.

2. The Historians provide historical information and context for the events of the play. For example, in Scene 1, the Historians explain that the Supreme court banned segregation in public schools a year earlier, and that Claudette’s school, Booker T. Washington, is not complying with the law.

Setting
3. A. The play is set in March of 1955 in Montgomery, Alabama.
B. The photos and captions provide information about segregation in the American South and the civil rights movement. This information reveals that life in the South during the 1950s was difficult for black Americans, who faced racism and had to abide by shameful segregation laws. It was a time filled with inequality, violence, and protests. The photos and captions of courageous teenagers, adults, and leaders like Martin Luther King Jr. who fought for civil rights reveal that there was also hope during this time, and that things were beginning to change.

Plot and Structure
4. A. Answers may vary. Sample Answer: One conflict the protagonist faces is segregation.
B. Society
5. This conflict is resolved when Claudette refuses to give up her seat on a bus. She takes the city to court and federal judges rule that Montgomery’s laws are unconstitutional, and the buses are then integrated.

Figurative Language
6. Hyperbole; This exaggeration helps readers understand how Eddie feels about where black people are required to sit in a movie theater. It reveals that Eddie feels the distance he must sit from the movie screen is needlessly long and unfair.
7. Personification; Miss Nesbitt’s personification of history as careless and forgetful helps readers reflect upon why

section continues >>
This Is What Courage Looks Like cont’d

Harriet Tubman became famous and others like her did not.

**THIS IS WHAT COURAGE LOOKS LIKE QUIZ**

*Higher Level (HL)*
1. C (author’s purpose; R.6)
2. C (text structure; R.5)
3. D (text structure, development of individuals and ideas; R.5, R.3)
4. A (character; R.3)
5. C (figurative language; R.4)
6. D (summarizing; R.2)
7. Jim Crow laws affected the lives of citizens in Montgomery and other Southern cities by allowing and even requiring the unfair treatment of African-Americans. One of the Historians in *This Is What Courage Looks Like* defines Jim Crow as “a set of racist laws that kept black citizens and white citizens separate in society” throughout the South (p. 18). As mentioned in the caption “Shameful Laws” on page 19, citizens were kept apart based on race at restaurants, schools, restrooms, and drinking fountains. Public transportation and movie theaters were also segregated. It wasn’t just that black citizens and white citizens were kept apart, though; black citizens and white citizens were treated unequally. In Scene 1, Claudette provides an example of this unequal treatment when she says, “. . . our school is run down while the white kids are in fancy schools with brand-new books.” Another African-American student mentions that at the store, the salesperson won’t let her try anything on—that only white customers are allowed to do that. On public buses in Montgomery, as the play demonstrates, black people had to sit at the back and give up their seats to white people. These are all examples of how Jim Crow laws, by keeping black people and white people apart, enforced a system of treating black people as inferior to white people. (central ideas and details, writing informative texts; R.1, R.2, W2)
8. Thomas Jefferson once said, “When injustice becomes law, resistance becomes duty.” He meant that if laws are unfair and take people’s rights away, it is not only acceptable for us to resist those unfair laws, it is our responsibility to so. In other words, it is our job to fight unfair laws. This idea applies to Claudette Colvin because she faced racist Jim Crow laws and did just what Jefferson said she must: She resisted them. She did this by refusing to give up her seat on public bus to a white person, as Jim Crow laws said she must do. In *This Is What Courage Looks Like*, Claudette stays in her seat, even when threatened by the bus driver and the police, saying, “It is my constitutional right to sit here” (p. 20).

**THIS IS WHAT COURAGE LOOKS LIKE QUIZ**

*Lower Level (LL)*
1. C (author’s purpose; R.6)
2. C (text structure; R.5)
3. D (text structure, development of individuals and ideas; R.5, R.3)
4. A (character; R.3)
5. C (figurative language; R.4)
6. D (summarizing; R.2)
7. Jim Crow laws affected the lives of citizens in Montgomery and other Southern cities by allowing and even requiring the unfair treatment of African-Americans. One of the Historians in *This Is What Courage Looks Like* defines Jim Crow as “a set of racist laws that kept black citizens and white citizens separate in society” throughout the South (p. 18). As mentioned in the caption “Shameful Laws” on page 19, citizens were kept apart based on race at restaurants, schools, restrooms, and drinking fountains. Public transportation and movie theaters were also segregated. It wasn’t just that black citizens and white citizens were kept apart, though; black citizens and white citizens were treated unequally. In Scene 1, Claudette provides an example of this unequal treatment when she says, “. . . our school is run down while the white kids are in fancy schools with brand-new books.” Another African-American student mentions that at the store, the salesperson won’t let her try anything on—that only white customers are allowed to do that. On public buses in Montgomery, as the play demonstrates, black people had to sit at the back and give up their seats to white people. These are all examples of how Jim Crow laws, by keeping black people and white people apart, enforced a system of treating black people as inferior to white people. (central ideas and details, writing informative texts; R.1, R.2, W2)
8. Both Harriet Tubman and Claudette Colvin put
This Is What Courage Looks Like cont’d

themselves in danger for the sake of freedom. As Claudette explains in a report for her class in Scene 1, Harriet Tubman escaped slavery in 1849 and went to live in the North where she could be free. However, she went back to the South to help others escape slavery, “risking,” says Claudette in her report, “her own life to do so.” Claudette Colvin risked her own safety when she refused to give up her bus seat to a white passenger, as the law required her to do. This happens in Scene 2 of the play; policemen come onto the bus and treat Claudette violently, yanking her out of her seat, kicking her, and dragging her off the bus. In Scene 4, it is suggested that they might have done even worse; one of Claudette’s neighbors asks, “What were you thinking, Claudette? Those policemen could have really hurt you.” Claudette risks her safety again when she agrees to testify in the federal trial claiming that Montgomery’s bus laws violated the Constitution. Fred Gray, the lawyer who asks Claudette to testify, warns her that if she does, her family would get phone calls and threats (Scene 5). But Claudette again takes the risk, and just as Harriet Tubman successfully freed enslaved people, Claudette helped win the lawsuit that forced Montgomery to desegregate its busses. (key ideas and details, development of ideas, writing explanatory text; R.2, R.3)

that World War II is over, Americans have money to spend, and that for many, “life is just getting better and better.” Images show people celebrating, teenagers dancing, families watching TV together, and kids playing.

2. The mood changes from joyful and optimistic to somber and sorrowful. The music is slow and melancholy as the narrator explains that “something deeply shameful is happening: segregation.” The narrator describes the injustice of segregation laws in the South and lists the many ways in which black Americans were treated unfairly. The images in this section show hateful and shocking “whites only” signs.

3. Answers will vary. Students may say that the “American Dream” is the idea that in America, everyone can achieve prosperity, wealth, and happiness if they work hard. Students will likely say that no, this dream was not available to all Americans because many black Americans faced discrimination, racism, and segregation in the 1950s, and were often not able to participate in society in the same ways that white Americans were. Because of this, many black Americans likely would not have had the same opportunities that white people had at the time.

THIS IS WHAT COURAGE LOOKS LIKE

VOCABULARY PRACTICE

1. B
2. A
3. C
4. A
5. Answer provided.
6. The segregation of boys and girls at school is common in some parts of the world.
7. Many people decided to boycott the store until it improved conditions for its workers.
8. People across the country waited to hear the Supreme Court’s decision.

SCOPE TIME MACHINE: THE 1950s

VIDEO DISCUSSION QUESTIONS

1. The mood of the first half of the video is joyful and optimistic. Upbeat music plays as the narration explains
“Swimming for Her Life”

ANSWERS TO ACTIVITY SHEETS

SYNTHESIZING: YUSRA’S DREAMS

*Higher Level (HL)

1. We need dreams. Dreams give us a reason to get up every day. Without them, our lives feel empty and useless.

2. Either answer is okay if students can support it. Students will more likely choose A: Yusra would likely agree with what Langston Hughes says in “Dreams.”

3. Yusra says, “I want everyone to think refugees are normal people who had their homelands and lost them—not because they wanted to run away and be refugees, but because they have dreams in their lives and they had to go.” Yusra is saying that it is refugees’ dreams that give them a reason, and the courage, to face the risks and hardships of fleeing their home countries.

4. The following support the answer of “agree”:
   
   **Reason 1:** Having dreams is what gave Yusra the courage to flee Syria and endure what Kristin Lewis, in her article “Swimming for Her Life,” portrays as a long and perilous journey to Germany (pp. 11-12). If Yusra hadn’t had dreams of a better life—and of swimming in the Olympics—she might not have found the strength and courage to face the risks of being caught by authorities or traveling on an overcrowded boat as she made her way from Syria to Germany (p. 12).

   **Reason 2:** Yusra’s dreams led her to become an Olympic athlete. Ever since she was a child, Yusra had dreamed of competing in the Olympics (p. 11). After Yusra made it to Germany, she tried out for a swim coach who recognized her talent (p. 13) and helped her tryout for a spot on a team competing in the 2016 Summer Games. This accomplishment must have given Yusra great pride, and she would never have done it if she’d given up on her dreams.

SYNTHESIZING: YUSRA’S DREAMS

*Lower Level (LL)

1. B

2. Either answer is okay if students can support it. Students will more likely chose A: Yusra would likely agree with what Langston Hughes says in “Dreams.”

3. Yusra says, “I want everyone to think refugees are normal people who had their homelands and lost them—not because they wanted to run away and be refugees, but because they have dreams in their lives and they had to go.” Yusra is saying that it is refugees’ dreams that give them a reason, and the courage, to face the risks and hardships of fleeing their home countries.

WRITING PROMPT, PAGE 13

In the poem “Dreams,” Langston Hughes is saying that dreams give our lives meaning—that without them, our lives feel empty. He compares life without dreams to “a broken-winged bird that cannot fly” and “a barren field/frozen with snow.” Both of these images bring up feelings of uselessness, frustration, and hopelessness.

Yusra Mardini would likely agree with Hughes’s ideas about dreams. One reason Yusra would agree that dreams are necessary is that it was her dreams that gave her the courage to flee her war-torn country of Syria and endure what Kristin Lewis, in her article “Swimming for Her Life,” portrays as a long and perilous journey to Germany (pp. 11-12). If Yusra hadn’t had dreams of a better life—and of swimming in the Olympics—she might not have found the strength and courage to face the risks of being caught by authorities or traveling on an overcrowded boat as she made her way from Syria to Germany (p. 12).

Another reason Yusra would likely agree with Hughes that dreams give life meaning is that Yusra’s dreams led her to become an Olympic athlete. Ever since she was a child, Yusra had dreamed of competing in the Olympics (p. 11). After Yusra made it to Germany, she tried out for a swim coach who recognized her talent (p. 13) and helped her tryout for a spot on a team competing in the 2016 Summer Games. This accomplishment must have given Yusra great pride, and she would never have done it if she’d given up on her dreams.

Explaining her point of view about refugees and dreams, Yusra said, “I want everyone to think refugees are normal people who had their homelands and lost them—not because they wanted to run away and be refugees, but because they have dreams in their lives and they had to go.” Yusra is saying that it is refugees’ dreams that give them a reason, and the courage, to face the risks and hardships of fleeing their home countries.
“Swimming for Her Life” cont’d

because they wanted to run away and be refugees, but because they have dreams in their lives and they had to go.”

4. The following support the answer of “agree”:
   Reason 1: Having dreams is what gave Yusra the courage flee Syria and travel to Germany.
   Reason 2: Yusra’s dreams led her to become an Olympic athlete. Even when simply surviving was a challenge for Yusra, she didn’t give up on her dreams.

“SWIMMING FOR HER LIFE”
CLOSE-READING QUESTIONS

1. In the first paragraph, Lewis describes a young woman, Yusra Mardini, competing in a swim race at the 2016 Olympic Games in Brazil. Then Lewis reveals that Yusra is a refugee, and that Yusra was “fleeing for her life” while her competitors were training. By including this surprising last sentence, Lewis entices the reader to keep reading: The reader will want to find out what happened to Yusra and how she made it to the Olympics.

2. Two supporting details are (1) refugees sometimes face discrimination and (2) refugees may have difficulty finding work and housing.

3. Lewis means that for refugees, in addition to practical hardships such as finding housing and employment, there are emotional hardships. Refugees are not only struggling to establish new lives, they are also grieving for the lives they left behind—for their homes, schools, family members, friends, familiar foods and places, and so on. Refugees don’t know if they will ever get to go home again; the sense of loss must be overwhelming.

4. Words to describe the tone include admiring, earnest, and impressed. Words and phrases that create the tone include “So Yusra and Sarah did the unthinkable,” “But courageous is exactly what the sisters were,” “And so the sisters pressed on,” and “Yusra and Sarah had saved 18 souls.”

5. The photos help readers understand that life as a refugee is difficult. The photo on page 11 shows the violence that refugees face in Syria. The photo on page 12, of the Zaatari refugee camp, shows a bleak scene of row after row of makeshift houses in a dry and barren landscape.

“SWIMMING FOR HER LIFE” AND “DREAMS”
CLOSE-READING QUESTIONS

1. The poet is comparing life without dreams to a “broken-winged bird.” Through this comparison, the poet is suggesting that dreams give our lives purpose—a reason to get up every day—and that without our dreams, we feel frustrated or stuck, the way a bird that cannot fly might feel.

2. The poem expresses the idea that dreams are what give our lives meaning and excitement, and that without our dreams, our lives feel empty.

“SWIMMING FOR HER LIFE” AND “DREAMS”
CRITICAL-THINKING QUESTIONS

1. Yusra’s story of fleeing Syria draws attention to the dangers that refugees face in their home countries and how hard it can be to escape to safety. Yusra’s story also reminds people that every refugee is a human being with dreams and goals.

2. Yusra’s story sends the message that having dreams can give you courage and strength, and that no matter how dire your situation is, you should never give up on your dreams.

ANALYZING POETRY: “DREAMS”

1. Students should circle and connect “die” and “fly.”

2. Students should circle and connect “go” and “snow.”

3. fourth

4. Students should underline lines 1 and 5 with the same color.

5. Line 1: 4  Line 5: 4
   Line 2: 4  Line 6: 4
   Line 3: 7  Line 7: 6
   Line 4: 4  Line 8: 4

6. The two stanzas have a very similar pattern of syllables but it is not exactly the same. In both stanzas, the first, second, and last lines have four syllables. In the first stanza, the third line has seven syllables. In the second stanza, the third line has six syllables.

7. Students may say that it means to never give up on your dreams, even if something makes it hard to believe you will ever see them come true.

8. If a dream dies, you let go of it or give up on it.

9. Answers for what might cause a dream to die include: if a section continues >>
“Swimming for Her Life” cont’d

Dream takes too long to come true, someone might give up on the idea that it can ever come true; something might happen to someone that makes their dream seem extremely hard or impossible (for example, someone could lose their job, get sick, have to move, etc.); other people might tell someone that their dream is foolish and they might come to believe this; someone might just get tired of fighting for their dream, etc.

10. A broken-winged bird that cannot fly

11. Students may say that the idea of a broken-winged bird creates feelings of sadness, frustration, or hopelessness. We often think of birds in flight as symbols of freedom; a bird that can't fly—that can't do the wonderful thing it was born to do—is a sad idea. You can imagine, putting yourself in the bird's place, that it might feel frustrated or hopeless. Also, a bird that cannot fly may be danger of dying, because birds depend on flight to escape danger and find food.

12. Students may say that the poet is expressing the idea that without dreams, life is sad and frustrating—that if you give up on your dreams, you feel like you have no purpose in life, or like your freedom has been taken away.

13. In lines 5-7, the speaker compares life without dreams to a barren, snow-covered field.

14. Students may say that this image brings up feelings of hopelessness, sadness, emptiness, lost potential, or even death, as well as the physical sensation of cold. The image of a frozen, barren field brings up these feelings and ideas because everything in a barren field has died—all of the living and growing plants that could be there are dead and gone. The image of a field covered in snow also has a feeling of emptiness—there is nothing there; the whiteness suggests blankness.

15. In the second stanza, the poet is expressing the idea that if you give up on your dreams, your life will feel empty and hopeless. He is saying that nothing—no ideas, no passions, no accomplishments—will grow in your life, the same way that nothing is growing in a barren field.

16. Answers should be similar to: Hold tightly to your dreams, because if you give up on them, your life will feel empty and hopeless.

PHOTO SLIDESHOW DISCUSSION QUESTIONS
1. Information in the slideshow helps you understand why Yusra would want to leave Syria by showing the poor living conditions and dangers that Syrians face in their country. The slideshow includes images of Syrian streets that have been reduced to rubble and families left with nothing. The captions explain that hundreds of thousands of Syrians have been killed as a result of the conflict and that most Syrians do not have access to food or clean water. Learning more about the dangers of life in Syria helps the reader understand why Yusra would want to leave the country.

2. The photos and captions in the slideshow reveal that life in Zaatari is, in some ways, more normal than one might think. The captions explain that housing, medical care, and food are free in Zaatari. The photos of a man selling vegetables and children playing soccer demonstrates that there are some aspects of life in Zaatari that mirror life in a city or town, and that residents can still do some of the things that they did back home. However, the photos of the many tents and the dusty, dirty streets remind the viewer that Zaatari is still a camp and meant to be a temporary place to live.

3. Refugees face many challenges. They may face long and difficult journeys to escape their home countries. In “Swimming for Her Life,” author Kristin Lewis demonstrates how difficult and dangerous these journeys can be by describing Yusra Mardini’s harrowing escape from Syria. Yusra and her sister Sarah had to push a boat through freezing water for hours and walk for days to get to safety (pp. 11-12). And refugees may have to leave most of their belongings behind when they flee. The slideshow includes a photo of refugees with small backpacks and sacks and explains that when refugees leave their homes, they can often only take what they can carry in their arms.

Many refugees also face hardships even after they have escaped their home countries. For example, Lewis explains that when settling in a new country, refugees may have trouble finding housing or a job and may face discrimination (p. 11). The slideshow explains that many refugees end up in refugee camps and may be forced to live in these places for many years.

PAIRED-TEXT QUIZ
*Higher Level (HL)
"Swimming for Her Life" cont’d

1. B (central ideas; R.2)
2. B (author’s craft; R.4)
3. D (mood; R.6)
4. D (supporting details, author’s craft; R. 2, R.4)
5. A (central ideas; R.2)
6. C (key ideas, synthesis; R.2, R.9)
7. For Yusra, competing in the Olympics was an accomplishment not just because it was the culmination of years of hard work, but also because she had overcome many hardships to get there. Yusra lived through a war in her home country of Syria, where her life was often in danger. She fled Syria for the safety of Germany, enduring a long and perilous journey in which she risked her own life and helped to save a boat full of refugees. Therefore, for Yusra, being at the Olympics was about more than competing in the most prestigious sporting event in the world, it was about overcoming personal hardships and raising awareness about the plight of other refugees around the world (p. 13). (text evidence, key ideas, supporting a claim; R.1, R.2, W1)

8. It was important for Yusra to “hold fast to dreams” because it helped her make it to the Olympics—despite the incredible obstacles she faced. Holding fast to dreams means refusing to give up. Yusra had always wanted to compete in the Olympics, but when war broke out in her home country of Syria, life became dangerous and Yusra had to stop swimming. The facility where she had trained was bombed and her life was disrupted (p. 11). Yusra was physically in danger, but her dreams were in danger as well. But she made it to Germany, found a trainer, and against all odds, made it to Rio. (key ideas, interpreting text; synthesis; R.1, R.2, R.7,)

PAIRED-TEXTS VOCABULARY PRACTICE
1. deter
2. culmination
3. magnitude
4. smuggler
5. refugees
6. discrimination

Answers will vary for questions 7-9. Sample answers:

7. . . . created a charity that builds schools in developing countries.
8. . . . saw a sea of tents belonging to other families who had fled their war-torn country.
9. . . . would not be stopped! She dyed her hair blue and she loved it.

CORE SKILLS WORKOUT: TEXT EVIDENCE-HL
1. A. B
2. B; I chose B because it provides examples of the sacrifices Olympic athletes must make to train. Choice C explains
“Swimming for Her Life” cont’d

the decision to create an Olympic refugee team. Choice A mentions Olympic athletes, but does not explain anything about their hard work and sacrifices.

3. A, B, C, E
   B. Evidence A does not support the statement because it discusses the sisters’ dream of swimming in the Olympics without mentioning any risk.
   4. C is correct; A does not cite the page number, the source of the statement, or a reason the quote is relevant.
   Choice B uses paraphrase and not a direct quotation.
   5. B is correct; Choice A uses a direct quotation; Choice C does not cite a page number or a source of the information in the statement.
   6. Answers may vary. Here is a sample response:
      Yusra’s journey to the 2016 Olympics was very different from that of other athletes. In her article “Swimming for Her Life,” author Kristin Lewis describes the sacrifices that elite athletes make to compete at the Olympics. She writes, “They trade afternoon movies with friends for the balance beam or the diving board. Instead of going on family vacations, they attend clinics and workshops. They give up after-school activities to train” (p. 13). Yusra’s had to give up much more to make it to the 2016 Olympic Games. After her neighborhood became a war zone, she made the difficult choice to leave her home and family behind, and risk her life to escape Syria. Lewis writes that, while other athletes were focusing on training, Yusra was “fleeing for her life.” (p. 11)

CORE SKILLS WORKOUT: TEXT EVIDENCE
*LOWER LEVEL (LL)
1. B, C
2. A; I chose A because it provides an example of a sacrifice Olympic athletes must make to train. Choice B explains the decision to create an Olympic refugee team. Choice C mentions Olympic athletes, but does not explain anything about their hard work and sacrifices.
3. Answers may include: “And all the while, they must cope with the magnitude of what they have lost.” (p. 11) or “They had money, but some businesses refused to sell them food” (p. 12).
4. Yusra and Sarah took great risks to escape Syria.

CORE SKILLS WORKOUT: TONE
*HIGHER LEVEL (HL)
1. B, C
2. Lewis writes that the life of a refugee is often “difficult” and lists some of the hardships refugees often face. Describing the challenges of being a refugee makes Lewis sound like she’s concerned about refugees and feels compassion for them—like she understands how tough life can be for them.
3. Possible answers include: admiring, impressed, respectful, sympathetic, concerned.
4. Possible answers include:
   - Lewis describes the boat that the girls traveled on as “flimsy and small” and notes that though the boat was designed to carry only six people, 20 people “crammed” onto it. Lewis is emphasizing the danger and discomfort of Yusra and Sarah’s boat trip, which indicates that Lewis feels concern and sympathy for the sisters.
   - Lewis describes the moment when the boat’s motor stopped in a way that makes the situation sound terrifying. She includes the details that water started filling the boat, that it was getting dark, and that “the sea was cold and rough.” Lewis adds, “Worst of all, most of the passengers didn’t know how to swim.” The reader senses that Lewis finds it upsetting to think about the refugees’ experience.
   - Lewis writes that as the boat filled with water, Yusra and Sarah “. . . did the unthinkible: They jumped into the frigid water and started to push the boat through the choppy sea.” Lewis’s choice of the word “unthinkible” conveys a feels of horror and concern for the girls.
   - Lewis portrays the sisters as heroic and brave. She provides details to bring the sisters’ ordeal to life, such as that their muscles were aching, that saltwater stung their eyes, and that waves pummeled them. You sense that Lewis wants the reader to understand, as she does, what an impressive feat it was for Yusra and Sarah to push the boat to safety.

CORE SKILLS WORKOUT: TONE
*LOWER LEVEL (LL)
1. B
2. . . . she feels bad for Yusra and Sarah and the other
refugees and is concerned about them.

3. a. . . Lewis is stressing that Yusra and Sarah’s trip was dangerous and uncomfortable. This suggests that Lewis feels concern and sympathy for the sisters.

b. . . their muscles were aching, saltwater stung their eyes, and waves pummeled them. You sense that Lewis thinks that Yusra and Sarah were very brave.
“The Ghost Boy”

WRITING PROMPT, PAGE 31
Answers will vary. Here is a sample response:

To develop the plot of “The Ghost Boy,” author Kenneth Oppel draws on the historical event of the building of the Transcontinental Railroad. When Luke first touches the ghost boy in the Klack Brothers Museum, Luke sees a vision of a mountain and workers with tools from the ghost boy’s past (p. 27). Oppel does not directly mention the Transcontinental Railroad at this point in the story, but from reading “This Railroad Changed America,” an informational text about the building of the Transcontinental Railroad by Kristin Lewis, and from what happens later in Oppel’s story, the reader can conclude that this is a vision of the building of that famous railroad. Lewis explains in her article that the workers who built the Transcontinental Railroad had to blast through mountains—like the one Luke sees in the vision—with dynamite. Lewis also explains that many of the workers were brought to the U.S. from China, and the ghost boy in Oppel’s story is Chinese.

Later, Luke discovers that his father has stolen the ghost boy from the museum and touches the ghost again. This time, Luke sees the ghost’s past more clearly. The ghost boy shows Luke that he was a worker on a railroad and that he died in an explosion. This, too, reflects historical events: Lewis explains that many workers died in explosions while building the Transcontinental Railroad (p. 31). The ghost boy’s sadness and desperation to be set free also seem inspired by historical truth: Workers on the Transcontinental Railroad often faced harsh and difficult living conditions (p. 31); it makes sense that someone who lived this way would yearn for freedom at last.

AUTHOR’S CRAFT: DRAWING ON HISTORICAL EVENTS
Introduction
1. No
2. n/a
3. n/a
Meeting the Ghost Boy
1. Yes
2. When Luke touches the ghost boy, he sees a mountain and workers with tools and feels a sense of dread. We find out later that what Luke is seeing is the construction of a railroad, which we can infer is the Transcontinental Railroad.
3. Author Kristin Lewis explains in “This Railroad Changed America” that thousands of Chinese workers were brought over to work on the Transcontinental Railroad. This helps you understand why the ghost boy is Chinese. Lewis also explains that to construct the railroad, the workers had to blast through mountains with dynamite and often faced harsh and difficult living conditions. This helps you understand what Luke saw when he touched the ghost boy.

Returning to the Train
1. No
2. n/a
3. n/a
Luke Hears the Ghost’s Story and Releases the Ghost
1. Yes
2. The ghost boy shows Luke that he was a worker on the construction of a railroad and died in an explosion on the mountain. This is based on something that really happened during the building of the Transcontinental Railroad.
“The Ghost Boy” cont’d

Railroad: Many workers were killed in accidental explosions.

3. Lewis explains that many workers on the Transcontinental Railroad died in explosions, which helps you understand what happened to the ghost boy. Lewis also explains that the workers were not treated well in general—they were paid little and often mistreated. This helps you understand that the ghost boy’s character: that he lived a hard life before he died.

Luke Returns to His Cabin

1. No
2. n/a
3. n/a

“THE GHOST BOY” CLOSE-READING QUESTIONS

1. Text Evidence (p. 25) Luke thinks that Meadows looks like “all the other forlorn places they’ve stopped at.” He makes a sarcastic comment about how the train stopping is big excitement in Meadows. He regards the train as a “rolling torture chamber.”

2. Figurative Language (p. 25) The author means that Luke can’t see anything in either direction. This description emphasizes that Meadows is a small town with little to offer travelers. The description also underscores Luke’s misery.

3. Vocabulary in Context (p. 25) You can guess that a spur line is a short section of railroad, or a short branch line that comes off from the main railroad.

4. Reference (p. 27) The reference to the people in Pompeii is helpful because, while it might be tough to imagine a body encased in a stone slab, many people have seen photos of the Vesuvius victims covered in ash.

5. Mood (p. 27) The mood is a little creepy but still fun. The displays don’t seem to be exactly what the descriptions claim they are, but they’re weird nonetheless.

6. Sensory Details (p. 27) Answers may include: “It’s like having aluminum foil crammed into your mouth,” “He sees a mountain, feels its ice-cold breath,” and “He has a swimmy feeling of unreality.”

7. Figurative Language (p. 27) Answers will vary. Students might say that desolation would have a sharp, sour, or bitter taste.

8. Figurative Language (p. 29) The author means that Mr. Klack’s face has a strange, unnatural look.

9. Character (p. 29) At the museum, Luke seems convinced that the ghost was real, but perhaps now he has convinced himself that he imagined the whole thing—maybe because the idea of the ghost being real is too strange or frightening.

10. Character (p. 29) Luke is afraid of the ghost and wants nothing to do with it. He’s angry because his father is forcing him to interact with it. He may also be angry because, once again, his dad is putting his own need for a story to write ahead of Luke’s wishes. His dad is forcing the ghost on him in the same way he forced the trip on him.

11. Character (p. 29) The ghost boy has been imprisoned at the museum for years. Before that, he was an exhibit in the circus. But even though he is a ghost, he still has human emotions. He wants to be free.

“THIS RAILROAD CHANGED AMERICA” CLOSE-READING QUESTIONS

1. A railroad connects people and places. This particular railroad made it possible for people and goods to travel easily across America. It literally pulled people and goods toward each other, unifying the country.

2. To support her claim that traveling across the country was “nightmarish” before the railroad was built, Lewis describes horse-drawn wagons people used as “slow” and “uncomfortable,” and she describes the terrain as “parched,” “windswept,” and “rocky.” Lewis also mentions that starvation and disease were common during these months-long journeys.

3. The section title doesn’t refer to a literal day; it refers to a new era in which comfort, convenience, and connections were improved by the Transcontinental Railroad.

4. The dark side of the Transcontinental Railroad was that the workers who built it were paid very little to do extremely difficult and dangerous work. Many died while building the railroad. In addition, the railroad passed through land that belonged to Native Americans—land that the U.S. government had promised not to encroach on but then went ahead and built on anyway.

5. The last two paragraphs have a hopeful and excited mood. The phrases “Dreaming about where it leads” and “anything seems possible” contribute to this mood.
“The Ghost Boy” cont’d

“The Ghost Boy” and “This Railroad Changed America” Critical-Thinking Questions
1. Answers will vary. Some students might say that taking something without permission is wrong, while others might say that the ghost boy was essentially a prisoner in the museum, and Luke’s dad helped him escape. Other students may say that although the ghost boy deserved to be liberated from the museum, Luke’s dad’s motives were wrong. He wasn’t trying to set the ghost boy free; he was only trying to help himself get over his writer’s block.

2. In the informational text, you learn that thousands of Chinese workers helped build the Transcontinental Railroad. They were badly treated and paid little. The ghost boy was one of these workers. He was taken advantage of in life just as he was taken advantage of in death, when his ghost was held prisoner in the museum.

“The Ghost Boy” Literary Elements
*Higher Level (HL)

Characters
1. A. major; Luke is a boy who is reluctantly taking part in a train trip across the country with his father. He is sarcastic and snarky, and does not seem to get along well with his dad. He is a dynamic character. I think so because by the end of the story, Luke confronts his father about his feelings and makes the bold decision to help the ghost boy instead of his dad.

B. major; Luke’s dad is a writer who has asked his son to take a train trip across the country with him. Luke’s dad is curious, inquisitive, and selfish. He is a static character because he does not undergo any internal change.

C. Answers will vary. Sample answer:
Mr. Klack, minor (students may also say major); Mr. Klack is an old man who owns the museum that Luke and his father visit on their trip. Mr. Klack is eccentric and creepy. He is a static character because he does not undergo any internal change.

2. Answers will vary. Sample answer:
On page 24, when Luke and his father step off the train in Meadows and see people looking at them with binoculars, Luke says, “See that? This is big excitement in Meadows.” This reveals that Luke is sarcastic and that he is not having a good time.

Point of View
3. A. Third-person limited;
B. I know because the narrator refers to all of the characters in the third-person, using “he” and “they” rather than “I” and “we,” but what the narrator states as fact reflects the perspective of the main character, Luke. For example, on page 24 the narrator says, “Luke looks back at the train, the rolling torture chamber that’s been taking them across the country.” It is clearly Luke who sees the train as a rolling torture chamber, and the narrator never lets us know how Luke’s dad or any of the other characters perceive the train. Another example that shows that the story is written in third-person limited from Luke’s perspective is when the narrator states us on page 27, “When his father looks at him, Luke knows he’s not joking.” Here, the narrator is describing what Luke is thinking; the narrator never reveals what any other characters are thinking.

Text Structure
4. A. The first flashback occurs on page 27, when Luke touches the ghost boy in the Klack Brothers Museum and the second one occurs on page 29, when Luke touches the ghost boy again on the train.

B. The flashbacks take the reader back in time to the ghost boy’s life during the construction of the Transcontinental Railroad. The first flashback tells the reader that the ghost boy worked on the railroad and suggests that something very bad happened to him while doing so. The second flashback reveals that the ghost boy died in an explosion while working on the railroad.

Descriptive Writing
5. Answers will vary. On page 24, the author writes, “It rises from the empty prairie like a mirage, a perfect little village of stone buildings and fences and barns.” In this line, the author is comparing the Klack Brothers Museum to a mirage—something you see in your imagination that does not really exist. This simile emphasizes that the museum has a strange dreamlike quality. The simile also explains that the museum does not fit in with its surroundings.

6. The author’s use of the metaphor “haunted-house thrill” to describe how Luke feels as he walks into the room helps the reader understand Luke’s emotional state at this moment; Luke isn’t just scared, he’s excited and
intrigued as well. Additionally, the author’s descriptions of the lighting and smell of the room create a more vivid image of the room for the reader than the alternate version. For example, instead of writing, “There was a red light,” the author describes the light as “pale” and explains that it is coming from the single bulb in a Chinese lantern. Instead of just saying the room smelled like mildew, he writes, “Incense can’t quite hide the smell of mildew.” The information that incense can’t cover the smell helps you understand how strong the smell of mildew is, and that there is also a smell of incense in the air.

**THE GHOST BOY** LITERARY ELEMENTS

*Lower Level (LL)

**Characters**

1. A. Answer provided
   
   B. major; Luke’s dad is a writer who has asked his son to take a train trip across the country with him. Luke’s dad is curious, inquisitive, and selfish. He is a static character because he does not undergo any internal change.
   
   C. Answers will vary. Sample answer:

   Mr. Klack, minor (students may also say major); Mr. Klack is an old man who owns the museum that Luke and his father visit on their trip. Mr. Klack is eccentric and creepy. He is a static character because he does not undergo any internal change.

2. Answers will vary. Sample answer:

   On page 24, when Luke and his father step off the train in Meadows and see people looking at them with binoculars, Luke says, “See that? This is big excitement in Meadows.” This reveals that Luke is sarcastic and that he is not having a good time.

**Point of View**

3. A. Luke

   B. On page 27, the narrator says, “When his father looks at him, Luke knows he’s not joking.” Here, the narrator is describing what Luke is thinking. (Answers will vary.)

**Text Structure**

4. The flashbacks takes the reader back in time to the ghost boy’s life during the construction of the Transcontinental Railroad. The first flashback tells the reader that the ghost boy may have worked on the railroad and suggests that something very bad happened to him while doing so.

The second flashback reveals that the ghost boy died in an explosion while working on the railroad.

**Descriptive Writing**

5. A. A

   B. In this line, the author is comparing the Klack Brothers Museum to a mirage—something you see in your imagination that does not really exist. This simile emphasizes that the museum has a strange dreamlike quality. The simile also explains that the museum does not fit in with its surroundings.

6. The author’s use of the metaphor “haunted-house thrill” to describe how Luke feels as he walks into the room helps the reader understand Luke’s emotional state at this moment; Luke isn’t just scared, he’s excited and intrigued as well. Additionally, the author’s descriptions of the lighting and smell of the room create a more vivid image of the room for the reader than the alternate version. For example, instead of writing, “There was a red light,” the author describes the light as “pale” and explains that it is coming from the single bulb in a Chinese lantern. Instead of just saying the room smelled like mildew, he writes, “Incense can’t quite hide the smell of mildew.” The information that incense can’t cover the smell helps you understand how strong the smell of mildew is, and that there is also a smell of incense in the air.

**THE GHOST BOY** QUIZ

*Higher Level (HL)

1. B (figurative language, author’s craft; R.4)
2. D (key ideas and supporting details; R.2)
3. C (interpreting text; R.4)
4. A (inference; R.1)
5. B (inference, key ideas and details; R.1, R.2)
6. D (synthesis, central ideas; R.9, R.2)

7. The ghost boy adds even more tension to Luke and his father’s already tense relationship. From the beginning of the story, it is clear that Luke and his father are not really getting along. For example, on page 24, Luke tells his father that he didn’t want to come on the trip they are on and makes several sarcastic comments about how boring it’s been. After Luke’s father steals the ghost boy, things get even worse between the father and son. Luke gets angry at his father for trying to force Luke to
interact with the ghost, and for once again putting his own need for a story to write ahead of Luke’s wishes. On page 28, Luke says, “It’s not my fault you’re blocked,” and tells his father to “think up his own stories.” This shows that Luke is angry at his father for continuing to involve him in his desperate search for a story idea. Even after Luke hears the ghost boy’s story and releases the ghost by breaking the jar of ashes, Luke does not tell his father what happened. This shows that Luke is still angry at his father and that their relationship may still be unstable. (character, text structure, text evidence; R.3, R.5, R.1)

8. Information in “This Railroad Changed America” helps the reader understand that as a Chinese worker on the Transcontinental Railroad, the ghost boy likely lived a hard, dangerous, and possibly unhappy life. Kristin Lewis explains that the Chinese workers who were brought over to work on the railroad were paid very little, performed hard and dangerous jobs, and were often mistreated (p. 31). Knowing this, the reader has a clearer understanding of why the ghost boy is so desperate to be released: His unhappiness started not when his spirit was captured by the Klack family, but even before that, when he was alive. He’s had an unhappy existence for a long, long time. (integrating knowledge and ideas, R.7)

“THE GHOST BOY” QUIZ
*Lower Level (LL)
1. B (character; R.3)
2. D (text evidence; R.1)
3. C (analyzing the development of an idea; R.5)
4. A (inference; R.1)
5. B (central ideas; R.2)
6. D (synthesis, central ideas; R.9, R.2)
7. Luke is angry at his father for stealing the ashes because Luke feels his dad trying to force him to interact with the ghost boy, and because Luke’s dad is once again putting his own need for a story to write ahead of Luke’s wishes. On page 28, Luke says “It’s not my fault you’re blocked,” and tells his father to “think up his own stories.” This shows that Luke doesn’t feel that he should suffer because of his father’s writers block, and that he’s angry at his father for continuing to involve him in his desperate search for a story idea. (inference, text evidence, character; R.1)

8. Information in “This Railroad Changed America” helps the reader understand that as a Chinese worker on the Transcontinental Railroad, the ghost boy likely lived a hard, dangerous, and possibly unhappy life. Kristin Lewis explains that the Chinese workers who were brought over to work on the railroad were paid very little, performed hard and dangerous jobs, and were often mistreated (p. 30). Knowing this, the reader has a clearer understanding of why the ghost boy is so desperate to be released: His unhappiness started not when his spirit was captured by the Klack family, but even before that, when he was alive. He’s had an unhappy existence for a long, long time. (integrating knowledge and ideas, R.7)

“THE RAILROAD THAT CHANGED AMERICA”

VOCABULARY
1. B
2. A
3. A
4. B
5. B
6. B
7. A

CORE SKILLS WORKOUT: MAKING INFERENCES
1. Answer provided.
2. Luke’s father’s “withering look” suggests that he is annoyed by and tired of Luke’s sarcasm and negative attitude.
3. Answers may include: “As he moves down the hallway, Luke is aware of Mr. Klack watching them, just standing there, staring. He wants to run . . .” (p. 28); “In movies, men like Mr. Klack unexpectedly produce deboning knives, or needles filled with lethal drugs” (p. 28).
4. Luke feels his father was wrong for stealing the jar from the museum and for trying to involve Luke in this scheme. Also, Luke probably feels that his dad is forcing the ghost on him and using Luke just to get the ghost boy’s story. Luke has not been happy with his father for forcing him on this trip because his father could not think of a story. Now, Luke is angry at his father for forcing the ghost boy on Luke for the same reason.
5. Answers will vary. Here is a sample response: On page 28, Luke starts to leave the berth where the ghost boy...
is, but sees the ghost boy’s eyes “wide with grief—and hope.” Instead of leaving, Luke asks the ghost boy what he wants. When Luke can’t hear the ghost boy, he says in “frustration and pity” that it’s not working. Then, Luke reaches his hand out and touches the ghost boy.

6. From these passages, you can infer that the ghost boy faced harsh and extremely dangerous conditions, which ultimately lead to his tragic death, while working on the railroad.

**CORE SKILLS WORKOUT: MOOD**

*Lower Level (LL)*

1. C
2. “busted downspout”
3. B
4. C
5. When Luke says “This is big excitement in Meadows,” he means that Meadows is a dreary place where nothing ever happens. His comment shows that Luke is feeling miserable about being in Meadows.
6. A
7. “rolling torture chamber”
8. When the narrator describes the train as “a rolling torture chamber,” the reader understands that Luke hates the train and is miserable.

*Higher Level (HL)*

1. C
2. “busted downspout” and “bleak houses”
3. The details the author uses to describe the setting in paragraph 2 portray Meadows as run-down and dreary. Everything is in poor condition, from the “weather-beaten” train station and the “curling” shingles to the “busted downspout.” The houses are described as “bleak.” These details create a feeling of misery.
4. C
5. Luke sarcastically remarks that the train pulling into the station is “big excitement” in Meadows. He means that nothing interesting happens in Meadows—that it’s so boring that a train pulling into the station is, by comparison, really exciting. This comment adds to the feeling of dreariness, misery, and glumness because it shows how unhappy Luke is and continues the idea of Meadows being a sad place to live.

6. The details about the air having a bite to it and the rooftops and grass being covered in snow contribute to the miserable, dreary, glum mood. These details create feelings of coldness and discomfort. Also, winter is a bleak time of year, when many plants die, animals hibernate, and there is little daylight.
7. “rolling torture chamber”
8. When the narrator describes the train as a “rolling torture chamber,” the narrator is describing how Luke thinks of the train—which is in an extremely negative way. Reading this phrase, readers understand that Luke is miserable.
“Can Fame and Fortune Make You Happy?”

Answers will vary, but an excellent response to the prompt on page 15 should include some of the following points:

YES!
1. Being a star comes with amazing perks.
2. Celebrities have many adoring fans who love them.
3. There are many celebrities, like Ariana Grande and Selena Gomez, who have not cracked under the pressures of fame and are doing just fine.

NO!
1. Many celebrities struggle with serious problems such as drug abuse or problems with the law.
2. The kind of happiness that fame provide is temporary. True happiness comes from things that can be very difficult to get when you are rich and famous.
3. Celebrities have a hard time making and keeping friends.
4. The constant attention rich and famous people receive is stressful.

“CAN FAME AND FORTUNE MAKE YOU HAPPY?” QUIZ
*Higher Level (HL)
1. A (text structure, R.5)
2. C (text structure; R.5)
3. A (text structure; R.5)
4. D (tone, R.6)
5. D (tone, supporting a conclusion; R.6, R.1)
6. A (inference; R.1)
7. Reasons Mackenzie Carro provides for why Jennifer Lawrence might not be happy include that being a celebrity is stressful and that the celebrity lifestyle gets in the way of things that lead to true happiness. “Turns out,” writes Carro, “the happiness that comes from fame is fleeting.” Carro is saying that the things we might assume would make Lawrence happy—enjoying acting, making lots of money, fabulous perks—do not lead to anything but superficial, temporary happiness. And the things that do lead to true happiness, writes Carro, can be made “extremely difficult” by the celebrity lifestyle.

Explaining how stressful fame can be, Carro writes, “Indeed, famous people can’t so much as walk their dogs or tie their shoes without being gawked at, photographed, tweeted about, or Instagrammed.” Carro is saying that celebrities are never left alone—and never being left alone could cause Jennifer Lawrence to feel unhappy. Indeed, Carro notes that Lawrence has said that just stepping outside her own front door gives her anxiety. Carro also reports that Lawrence has been the victim of phone hacking and that her looks and eating habits have been criticized in the media. These too are reasons why Lawrence might not be as happy as she
“Can Fame and Fortune Make You Happy?” cont’d

looks: She has to deal with the invasion of her privacy and rude comments made by the media. (key ideas and supporting details; R.1)

8. Carro states that the celebrity lifestyle can make the things that lead to true happiness extremely difficult. She explains that according to one study, one of the things that leads to true happiness is time to focus on personal growth. Making time to focus on personal growth could be hard for a celebrity who is busy filming movies or performing, while also giving interviews, going to awards shows, responding to fans, and taking care of other demands on his or her time. In addition, celebrities may not find it easy to do things that other people do for personal growth, such as taking classes or trying new activities, because every time a celebrity is in public, he or she becomes the center of attention. It must be hard to work on personal growth when people are constantly looking at you and talking about you.

Carro lists having connections to one’s community and having close relationships as the other two things that create true happiness. Both of these could be difficult for celebrities because, as Carro explains, it can be hard for celebrities to trust others—it can be hard for celebrities not to wonder if others care about them for who they are or for what they have. For a celebrity who feels it’s difficult to trust others, it would be hard to form connections in his or her community and hard, as Carro notes, to form friendships. (identifying key details, critical thinking; R.1, R.2)

“CAN FAME AND FORTUNE MAKE YOU HAPPY?” QUIZ

*Lower Level (LL)

1. A (text structure, R.5)
2. C (key ideas; R.1)
3. A (text structure; R.5)
4. D (tone, R.6)
5. D (tone, supporting a conclusion; R.6, R.1)
6. A (inference; R.1)
7. According to the article, fame can get in the way of friendship. Mackenzie Carro writes that according to Donna Rockwell, a psychologist who specializes in celebrity mental health, “it can be difficult for a celebrity to trust others and to make and keep true friends.” This, explains Carro, is because celebrities may wonder whether others like them for who they really are, or for what they have. Carro is referring to the way some people want to be friends with a celebrity because it makes them feel special to be associated with someone famous, not because they actually care about the celebrity as a person. (key ideas and details; R.1)

8. To the question posed in the headline, Mackenzie Carro gives the answer that no, fame and fortune can’t make you happy, because the kind of happiness that comes from fame does not last, and because being famous can get in the way of the things that do create lasting happiness. Explaining that happiness from fame does not last, Carro writes, “Turns out, the kind of happiness that comes from fame is fleeting.” Carro supports this idea with a quote from Donna Rockwell, a psychologist who specializes in celebrity mental health. Rockwell says that happiness from fame “fades within no time.” Carro goes on to list things that, according to one study, do lead to true happiness, and then states, “The celebrity lifestyle can make those things extremely difficult.” Carro does not say that it is impossible to be happy if you are famous—in fact, she names several celebrities who seem to be doing well, including Jennifer Lawrence, Selena Gomez, and Will Smith, as evidence that it’s possible for celebrities to be happy. But, Carro suggests, these celebrities are happy despite being rich and famous, not because of it. (key ideas and details; R.1)

“CAN FAME AND FORTUNE MAKE YOU HAPPY?” VOCABULARY PRACTICE

1. C; The description mentions ghosts disappearing quickly and “fleeting” means disappearing quickly.
2. A; The description mentions the thing that Edward Davenport has focused in on is ghosts; “specializing” means “focusing in on.”
3. B; The book is about ghosts of people who were respected and admired; “prestigious” people are respected and admired.
4. D; The book is about a singer whose song titles come from—or are derived from—conversations with ghosts.
5. C
6. D
7. A
8. B
“The History of Ice”

1. About 2,000 years ago, a Roman emperor named Nero sent his servants on a mission to find a treasure that was prized throughout the world. This mission would take the men through treacherous mountains, pitting them against avalanches, thieves, and wolves. They weren’t gold or silver that the men sought: It was ice.

2. Today, ice is so common you likely don’t notice it clinking in your glass of lemonade. Thanks to the freezer in your kitchen, you can make as many ice cubes as you like and keep food frozen for long periods. But until the 1850s, ice was rare and precious.

3. To get ice, you had to do what Emperor Nero did: Find it in nature and haul it back home. Teams of men (often slaves) would be sent to gather ice from a blustery mountain or frozen river or lake. The men would use saws and sharp metal tools to hack off big blocks of ice, which were then loaded onto sleds or wagons and hauled away by horses. Nero kept his ice in special pits dug into the ground, where it would stay frozen for months.

4. Over the centuries, so-called ice harvesting became increasingly common. By the 1700s, many wealthy people in Europe and America had icehouses on their properties. These small, insulated buildings were able to keep ice that was harvested in the winter frozen for months.

5. During warm weather, ice was used to keep food fresh. More deliciously, it was also used to make ice cream. But ice—and ice cream—remained a luxury, something only the very rich could enjoy. And no matter how rich you were, you couldn’t have ice unless you lived close to ice-topped mountains or in a place where winter temperatures dropped below zero. A millionaire in steamy South Carolina might be able to buy a pile of diamonds, but no amount of money could purchase an icy drink on a sweaty summer day. There was simply no way to make ice in hot weather, and nobody had figured out how to transport ice over long distances.

6. A Boston man named Frederic Tudor changed that. In 1805, Tudor had the idea of using ships to bring ice from chilly New England to sweltering areas in the United States—and beyond. His big breakthrough was a new tool: a special plow with sharp blades. A horse would drag the plow back and forth across a frozen pond or river until it had created a checkerboard pattern. Then men used metal bars to pry out the giant ice cubes and load them onto wagons. Because the cubes were all the same size, they could be packed together very tightly, which kept them cold. Tudor also figured out that a thick coating of sawdust insulated the ice, protecting it from the heat and slowing down its melting. Incredibly, his ice could survive journeys that lasted months.

7. By the 1830s, Tudor’s ships were delivering ice to Southern states, the Caribbean, and even India. Tudor became a millionaire and was known as The Ice King. Thanks to him, many more people could keep their food fresh in summer, which meant that fewer people died of food poisoning. Hospitals used ice to cool patients with high fevers, saving many lives. Ice cream became one of America’s most popular treats.

8. By the 1940s, most Americans had electric refrigerators and freezers. People no longer needed to buy ice, because they could make it at home. The name

ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

1. About 2,000 years ago, a Roman emperor named Nero sent his servants on a mission to find a treasure that was prized throughout the world. This mission would take the men through treacherous mountains, pitting them against avalanches, thieves, and wolves. They weren’t gold or silver that the men sought: It was ice.

2. Today, ice is so common you likely don’t notice it clinking in your glass of lemonade. Thanks to the freezer in your kitchen, you can make as many ice cubes as you like and keep food frozen for long periods. But until the 1850s, ice was rare and precious.

3. To get ice, you had to do what Emperor Nero did: Find it in nature and haul it back home. Teams of men (often slaves) would be sent to gather ice from a blustery mountain or frozen river or lake. The men would use saws and sharp metal tools to hack off big blocks of ice, which were then loaded onto sleds or wagons and hauled away by horses. Nero kept his ice in special pits dug into the ground, where it would stay frozen for months.

4. Over the centuries, so-called ice harvesting became increasingly common. By the 1700s, many wealthy people in Europe and America had icehouses on their properties. These small, insulated buildings were able to keep ice that was harvested in the winter frozen for months.

5. During warm weather, ice was used to keep food fresh. More deliciously, it was also used to make ice cream. But ice—and ice cream—remained a luxury, something only the very rich could enjoy. And no matter how rich you were, you couldn’t have ice unless you lived close to ice-topped mountains or in a place where winter temperatures dropped below zero. A millionaire in steamy South Carolina might be able to buy a pile of diamonds, but no amount of money could purchase an icy drink on a sweaty summer day. There was simply no way to make ice in hot weather, and nobody had figured out how to transport ice over long distances.

6. A Boston man named Frederic Tudor changed that. In 1805, Tudor had the idea of using ships to bring ice from chilly New England to sweltering areas in the United States—and beyond. His big breakthrough was a new tool: a special plow with sharp blades. A horse would drag the plow back and forth across a frozen pond or river until it had created a checkerboard pattern. Then men used metal bars to pry out the giant ice cubes and load them onto wagons. Because the cubes were all the same size, they could be packed together very tightly, which kept them cold. Tudor also figured out that a thick coating of sawdust insulated the ice, protecting it from the heat and slowing down its melting. Incredibly, his ice could survive journeys that lasted months.

7. By the 1830s, Tudor’s ships were delivering ice to Southern states, the Caribbean, and even India. Tudor became a millionaire and was known as The Ice King. Thanks to him, many more people could keep their food fresh in summer, which meant that fewer people died of food poisoning. Hospitals used ice to cool patients with high fevers, saving many lives. Ice cream became one of America’s most popular treats.

8. By the 1940s, most Americans had electric refrigerators and freezers. People no longer needed to buy ice, because they could make it at home. The name

section continues >>
“The History of Ice” cont’d

Frederic Tudor melted into history. But the next time you take a lick of ice cream on a hot summer afternoon, you might want to thank him.

LEVEL 2

1. About 2,000 years ago, a Roman emperor named Nero sent his servants on a mission to find a treasure that was prized throughout the world. This mission would take the men through treacherous mountains, pitting them against avalanches, thieves, and wolves. They weren’t gold or silver that the men sought: It was ice.

2. Today, ice is so common you likely don’t notice them clinking in your glass of lemonade. Thanks to the freezer in your kitchen, you can make as many ice cubes as you like and keep food frozen for long periods. But until the 1850s, ice was rare and precious.

3. To get ice, you had to do what Emperor Nero did: Find it in nature and haul it back home. Teams of men (often slaves) would be sent to gather ice from a blustery mountain or frozen river or lake. The men would use saws and sharp metal tools to hack off big blocks of ice, which were then loaded onto sleds or wagons and hauled away by horses. Nero kept his ice in special pits dug into the ground, where it would stay frozen for months.

4. Over the centuries, so-called ice harvesting became increasingly common. By the 1700s, many wealthy people in Europe and America had icehouses on their properties. These small, insulated buildings were able to keep ice that was harvested in the winter frozen for months.

5. During warm weather, ice was used to keep food fresh. More deliciously, it was also used to make ice cream. But ice—and ice cream—remained a luxury, something only the very rich could enjoy. And no matter how rich you were, you couldn’t have ice unless you lived close to ice-topped mountains or in a place where winter temperatures dropped below zero. A millionaire in steamy South Carolina might be able to buy a pile of diamonds, but no amount of money could purchase an icy drink on a sweaty summer day. There was simply no way to make ice in hot weather, and nobody had figured out how to transport ice over long distances.

6. A Boston man named Frederic Tudor changed that. In 1805, Tudor had the idea of using ships to bring ice from chilly New England to sweltering areas in the United States—and beyond. His big breakthrough was a new tool: a special plow with sharp blades. A horse would drag the plow back and forth across a frozen pond or river until it had created a checkerboard pattern. Then men used metal bars to pry out the giant ice cubes and load them onto wagons. Because the cubes were all the same size, they could be packed together very tightly, which kept them cold. Tudor also figured out that a thick coating of sawdust insulated the ice, protecting it from the heat and slowing down its melting. Incredibly, his ice could survive journeys that lasted months.

7. By the 1830s, Tudor’s ships were delivering ice to Southern states, the Caribbean, and even India—and he Tudor became a millionaire and was known as The Ice King—and Thanks to him, many more people could keep their food fresh in summer, which meant that fewer people died of food poisoning. Hospitals used ice to cool patients with high fevers, saving many lives. Ice cream became one of America’s most popular treats.

8. By the 1940s, most Americans had electric refrigerators and freezers, so they People no longer needed to buy ice, because they could make it at home, and The name Frederic Tudor melted into history. But the next time you take a lick of ice cream on a hot summer afternoon, you might want to thank him. But the next time you take a lick of ice cream on a hot summer afternoon, you might want to thank him.

LEVEL 3

Some answers will vary.

1. About 2,000 years ago, a Roman emperor named Nero sent his servants on a mission to find a treasure that was prized throughout the world. This mission would take the men through treacherous mountains, pitting them against avalanches, thieves, and wolves. They weren’t gold or silver that the men sought: It was ice.

2. Today, ice is so common you likely don’t notice them clinking in your glass of lemonade. Thanks to the freezer in your kitchen, you can make as many ice cubes as you
By the 1830s, Tudor’s ships were delivering ice to Southern states, the Caribbean, and even India. Tudor became a millionaire and was known as The Ice King. Thanks to him, many more people could keep their food fresh in summer, which meant that fewer people died of food poisoning. Saving many lives, patients with high fevers were cooled by ice at hospitals. Hospitals used ice to cool patients with high fevers, saving many lives. Ice cream became one of America’s most popular treats.

By the 1940s, most Americans had electric refrigerators and freezers. They no longer needed to buy ice, because they could make it at home. The name Frederic Tudor melted into history. But the next time you take a lick of ice cream, you might want to thank him on a hot summer afternoon.

ANSWERS TO ACTIVITY SHEETS

PRONOUN POWER

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

DON’T FORGET THE COMMA!

1. If you want to get the lead in the play, be sure to practice your lines before the audition.
2. Determined to get an A on her science test, Jules began studying a week in advance.
3. Because she was deathly afraid of spiders, Lauren refused to walk within 15 feet of the web.
4. Before eating dinner, you should always wash your hands.
5. Excited by her basketball team’s victory, Regina couldn’t stop smiling.
6. Despite being a first-time bowler, Jenny made three strikes during her first game.
7. Even though she got caught in traffic, Marissa arrived at
“The History of Ice” cont’d

the theater on time.

8. After searching for two hours, Joey finally found his pet hamster behind the couch.

9. Once you’ve had your learner’s permit for a year, you can get your driver’s license.

REPAIRING RAMBLERS AND RUN-ONS

Answers will vary, but should be similar to:

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

Answers will vary but should be similar to the following:

1. Four species of monkeys are native to Costa Rica. We saw two on our trip there.

2. I went to school yesterday, but I didn’t feel well. I had a really bad headache, and I couldn’t focus.

3. Randy meant to stay awake until the end of the movie, but he fell asleep during the first 10 minutes.

MASTER YOUR MODIFIERS

1. Angela found a phone that doesn’t belong to her in her bag.
   Misplaced modifier: that doesn’t belong to her

2. David saw his friend, wearing a black leather coat, standing under the tree.
   Misplaced modifier: wearing a black leather coat

3. At the mall, we saw a movie about alien monkeys.
   Misplaced modifier: at the mall

4. The tap dancers rehearsed wearing the top hats that they got yesterday.
   Misplaced modifier: with the top hats on their heads

5. A fan of anything chocolate, Marissa reached eagerly for the cupcake.
   Misplaced modifier: a fan of anything chocolate

6. I read in the newspaper that a famous Dutch painting was stolen.
   Misplaced modifier: in the newspaper

7. Ray put his white shirt, which was stained with spaghetti sauce, in the laundry basket.
   Misplaced modifier: Stained with spaghetti sauce