

GRAMMAR HAS A COSTUME PARTY

WHO VS. WHOM

- | | |
|---------|------------------------|
| 1. who | 9. b |
| 2. who | 10. a |
| 3. whom | 11. whom |
| 4. whom | 12. who |
| 5. who | 13. Who |
| 6. who | 14. who |
| 7. b | 15. whom |
| 8. a | 16. Answers will vary. |

“I WAS HOMELESS”

HOMELESSNESS IN AMERICA

Answers will vary but should be similar to the following:

What challenges do the homeless face?

- a lack of affordable housing
- they can't save up money while working minimum-wage jobs
- theft
- uncertainty
- lack of proper nutrition
- shelters are uncomfortable and don't offer privacy; the food in shelters is disgusting
- homeless kids experience great stress, have a hard time in school, feel shame, face loneliness
- many assistance programs have been cut back

What does our society do to help the homeless?

- provides homeless shelters
- the government has dozens of programs for Americans in need, such as school meal programs and Medicare
- hundreds of private, donation-based organizations help the needy: for example, Habitat for Humanity builds affordable housing; HOPE helps those in poverty find better-paying jobs; Coalition for the Homeless runs an after-school program for homeless kids
- communities hold food drives and collect clothing donations

What else could we do for the homeless?

- create more federal assistance programs
- create more affordable housing
- raise awareness and encourage more people to donate time, money, food, etc.

- treat them with respect and understanding

**“I LIVED IN A TRUCK”
VIDEO-DISCUSSION QUESTIONS**

1. Arielle seems like a happy, confident teenage girl. She discusses her experience of homelessness without signs of shame or humiliation. She seems to care for her family and to be very hopeful about her future. Her attitude reveals that she is strong and resilient.
2. They had no bathroom, no kitchen, no windows, and sometimes no working lighting. They had to cram together in a very small space (along with a huge dog). They had to develop creative ways of storing their belongings. It was hard to store food and drinks. Arielle had to do homework in the mornings, at school during lunch, or at friends' houses, because her family had no lights in the truck and the library closed too early for her to finish her work. The family was worried about the police separating Arielle and her brother from their father and had to avoid police officers.
3. Hearing from Arielle directly gives the viewer an intimate and reliable perspective on Arielle's story. Seeing Arielle and hearing her story in her own words makes it easy to sympathize with her. We get a good sense of her personality. If the narrator spoke the whole time, we might get more context about homelessness and the broader implications of Arielle's story. However, having Arielle speak in the video creates a more personal, relatable tale.
4. Both Arielle and Kevin's families became homeless unexpectedly and had to cope with difficult circumstances. Arielle and her family decided to move into a truck instead of moving to a shelter like the Lius did. Because of this, the Metzgers feared that the police would separate the kids from their father, which is not something the Lius had to worry about. Both Kevin and Arielle had difficulty at school due to their challenging living conditions. Both teens have now moved into new homes and are looking toward their futures. And they both want to work to help other young people in similar situations.
5. Arielle's story adds to “I Was Homeless”

by providing another example of the challenges of homelessness that the article introduces. Arielle's story is similar to Kevin's in many ways, but it creates a broader picture of homelessness because Arielle's family lived in their truck, not in a shelter. The video adds to my understanding of homelessness as a serious problem, but also supports the idea introduced in the article that it is possible for families to escape from homelessness.

**“I WAS HOMELESS”
CLOSE-READING QUESTIONS**

1. The narrative nonfiction provides an in-depth look at what it's like to be homeless and provides general information about the causes of homelessness. The infographic provides statistics about homelessness. The essay challenges you to think more deeply about the issue and form an opinion about what should be done.
2. Answers will vary. Students may say the tone is sad, ominous, dramatic, etc. You can tell from the content; it summarizes the challenges Kevin's family is facing. Also, the repetition of a word (in this case, “no”) is a tool writers use for dramatic effect. In addition, single-sentence paragraphs are used to isolate and emphasize an important point—in this case, the gravity of Kevin's family's situation.
3. The author provides background information on homelessness in the section “Homelessness in America.” On page 6 she provides general information about the realities of living in a shelter. In the section “Homeless, Not Hopeless,” she describes the ways communities can help those in need.
4. The tone is more hopeful than in the rest of the article. The author talks about how Kevin's life has improved, how Kevin is helping other homeless kids, and Kevin's dreams for the future. The rest of the article is grave, particularly when the author discusses Kevin's life in the shelter.

**“I WAS HOMELESS”
CRITICAL-THINKING QUESTIONS**

1. Answers will vary. One possible answer: The U.S. is not doing enough to help the

most needy. The main article describes the plight of a teen who became homeless, and how difficult it was for his family to escape homelessness. The infographic shows that there are many homeless people in the country. The essay points out the high rate of child poverty in the U.S. and questions whether we are doing enough to help the less fortunate.

- Answers will vary. Students might say that society failed to enforce the laws that should have protected the Lius from unfair eviction, and that the lack of affordable housing made it impossible for them to find a new apartment. Society helped Kevin's family in the following ways: The family was able to stay in a shelter, Kevin attended an after-school program, and Kevin's family received an apartment through a government assistance program.
- The author's purpose seems to be to inform the reader about the state of homelessness in America and to generate compassion for the homeless through the story of a teenager that readers can relate to.

**READ, THINK, EXPLAIN:
NONFICTION ELEMENTS**

***Less-scaffolded version**

Answers will vary but should be similar to the following:

- The image shows a teenager in a T-shirt looking straight at the camera. Combined with the headline "I Was Homeless," it suggests that Kevin, who appears to be an average teen, was once homeless and is not anymore. His expression is calm and content, suggesting that he is comfortable with who he is and with his past. The matter-of-fact nature of the headline reinforces the idea that Kevin is not ashamed that he was once homeless.
- The infographic contains information about the number of homeless people in the U.S.
- I think this article will be about a teen named Kevin Liu who was homeless. I also think it will be about the problem of homelessness in America.
- A. *Skyrocket* means "to increase very steeply or rapidly."
B. The author's choice of *skyrocket*

suggests that the increase in housing costs was extreme. It's a strong word that emphasizes the speed and intensity of the rise in cost of American homes.

- Students should check the box that says, "The author provides general information, then specific details, about programs that help the homeless."
- The tone is positive, emphasizing how the Liu family's circumstances have greatly improved. The tone is also optimistic, as the article discusses Kevin's efforts to help other homeless youth.
- Claim 1: False; Supporting Evidence: "Twenty-nine states reported an increase in homelessness from 2011 to 2012." This is more than half of U.S. states.
Claim 2: False; Supporting evidence: Though Washington, D.C., has a higher rate of homelessness than any state in the country, the total number of homeless people in D.C. is still far fewer than in the country overall.
- Sample summary that includes the main points: "I Was Homeless," by Kristin Lewis, tells the story of Kevin Liu, a teen from New York City whose family was homeless for a number of years. The Lius lived in a comfortable apartment in Chinatown before they were suddenly and illegally evicted by their landlord. The family moved into a homeless shelter, where the living conditions were extremely poor. The article also includes a lot of general information about homelessness in America and the safety net in place to help the homeless.
- Possible Supporting Evidence #3: "[Homeless people] are frequent victims of robbery, even in shelters" (p. 6); "[Homeless people] tend to be undernourished" (p. 6); "Life can be very lonely for kids in shelters" (p. 7).
- All kinds of people can become homeless for many different reasons.

**READ, THINK, EXPLAIN:
NONFICTION ELEMENTS**

***More-scaffolded version**

Answers will vary but should be similar to the following:

- "I Was Homeless"
- The image shows a teenager in a T-shirt looking straight at the camera.
- The image and headline suggest that

Kevin, who appears to be an average teen, was once homeless but is not anymore. His expression is calm and content, suggesting he is comfortable with who he is and his past. The matter-of-fact nature of the headline reinforces the idea that he is not ashamed that he was once homeless.

- the challenges homeless people face
- It contains facts about homelessness in America. (Box 2)
- information about homelessness in America and the story of a formerly homeless teenager named Kevin
- A. to increase rapidly
B. The author's choice of *skyrocket* suggests that the increase in housing costs was extreme. It's a strong word that emphasizes the speed and intensity of the rise in cost of American homes.
- Cause for Effect 1: "Studies show that homeless children are under constant stress. They get sick frequently, have a hard time in school, and, like Kevin, tend to feel a deep sense of shame and isolation from their classmates" (p. 6).
Cause for Effect 2: On page 7, Megan Hustings explains that it's very difficult to get out of homelessness. She says, "Trying to save up for rent when you're working in a minimum-wage job is very difficult."
- False; Supporting Evidence: "Twenty-nine states reported an increase in homelessness from 2011 to 2012." This is more than half of U.S. states.
- "I Was Homeless," by Kristin Lewis, tells the story of Kevin Liu, a teen from New York City whose family was homeless for a number of years. ~~Kevin seems like a really nice guy. I'm sorry about what happened to him.~~ The Lius lived in a comfortable apartment in Chinatown, ~~which is a neighborhood that includes many busy shops,~~ before they were suddenly and illegally evicted by their landlord. The family moved into a homeless shelter, where the living conditions were extremely poor. ~~It sounds really awful.~~ The stress and shame of living in the shelter caused Kevin's grades and social life to suffer. ~~Kevin's mom bought a crockpot even though it was against the rules.~~ The article also includes a lot of general information about homelessness in

America and the safety net in place to help the homeless. Did you know that the number of homeless families in Washington, D.C., has doubled in the past five years? Eventually, after three very difficult years, Kevin’s family got an apartment of their own. Still, the United States faces many challenges in reducing homelessness.

11. Evidence #3 does not support the central idea.

“I WAS HOMELESS” QUIZ

1. C (key ideas and details)
2. C (author’s purpose)
3. B (vocabulary/context clues)
4. C (text evidence)
5. A (key ideas and details)
6. C (cause and effect)
7. B (figurative language)
8. C (text features)
9. Answers will vary but may be similar to the following: Author Kristin Lewis demonstrates how difficult living in a homeless shelter can be through details of Kevin’s experience. For example, she describes the Liu family’s room in the shelter as tiny, and the shelter in general as “noisy, hot, and dirty.” She states that Kevin had to walk past security guards every day. Lewis reports that in the shelter’s shared bathrooms, “There was no privacy. The showers and toilet stalls were all in the same room. Often, Kevin found excrement in the showers or smeared on the walls.” Lewis also explains how living in the shelter affected Kevin, reporting that his grades dropped and that he felt a deep sense of shame.
10. Answers will vary but may be similar to the following: Gandhi’s quote “The measure of a civilization is how it treats its weakest members” means that a society should be judged not by the experiences of its most fortunate members, but by the experiences of its least fortunate members. A great civilization will do its best to ensure that all its members are thriving; it will not ignore or tolerate suffering. Gandhi means that what is most important in life, and most admirable, is to help others, especially those who are poor or powerless.

“I WAS HOMELESS”

VOCABULARY PRACTICE

- | | |
|--------------|------------------|
| 1. ongoing | 7. shelter |
| 2. agreement | 8. eviction |
| 3. demanding | 9. daunting |
| 4. shrink | 10. belittle |
| 5. include | 11. safety net |
| 6. threat | 12. minimum wage |

THE PIECE OF STRING

THE PIECE OF STRING

CLOSE-READING QUESTIONS

1. Hauchecorne tells the audience that it would be a “shame to let a good piece

of string go to waste,” and he picks it up. This suggests that he is thrifty and that he may not have a lot of money. Hauchecorne tries to hide what he is doing, which indicates that he is embarrassed by it. You can infer that he is proud—that he doesn’t want others to look down on him or judge him.

2. It’s busy and friendly; people are eating and relaxing after a long day’s work. Details such as “chickens, pigeons, and legs of mutton are sizzling on spits” and Hauchecorne speaking through a mouthful of food create this mood.
3. The Mayor is more likely to believe Malandain than Hauchecorne.
4. The italics indicate that Fifi

ANALYZE HAUCHECORNE

Answers will vary but should be similar to the following:

| Lines | What This Tells You About Hauchecorne |
|---|--|
| Madame Dupont, talking about the milk Hauchecorne is offering her: “Fresh this very morning? Like you said last time?” (p. 10) | Hauchecorne exaggerates the quality of his goods to make a sale. |
| Hauchecorne: “Don’t mean to boast, but my wheat’s doing just fine.” Maufrigneuse: “That so? I heard your wheat was dead.” (p. 10) | He doesn’t want to admit his shortcomings; he is dishonest. |
| Hauchecorne: “Well, my friends, it seems the mayor must need me for some important business!” N3: “The peasants roll their eyes as Hauchecorne and the gendarme leave together.” (p. 11) | He wants to people to see him (or wants to see himself) as more important than everyone else. |
| Maufrigneuse, talking about Hauchecorne: “Remember when he claimed he had 50 cattle grazing on his land? It turned out to be five!” (p. 12) | He exaggerates to appear important and successful. |
| Hauchecorne: “What grieved me so much was not the accusation itself but the lying. Nothing so shameful as to be placed under a cloud on account of a lie.” | He wants to be liked; he is troubled by unfairness (at least when it’s not in his favor). |
| Poittevin to Hauchecorne: “You big rascal, you. We know what game you’re playing!” (p. 13) | Hauchecorne’s reputation makes it difficult for people to believe him, even when he’s telling the truth. |
| Based on the above, Hauchecorne’s reputation is that of a man who exaggerates or tells lies to make himself seem more important and more successful. People see him as someone who cannot be trusted. | |

is being sarcastic. She doesn't believe Hauchecorne at all.

5. He wants people to believe that he is honest, important, and successful. He is always spitting and saying "It's the sacred truth." He says his wheat is doing well even though this is almost certainly untrue; the weather has not been good for wheat. He once claimed to have more cattle than he had. When the gendarme says the Mayor wants to see him, Hauchecorne says it must be for "important business."
6. Several times, Hauchecorne lifts his hand, spits, and says, "It's the sacred truth." The author uses this repetition to signal that Hauchecorne is a habitual liar. The author also gives us clues through how other characters react to Hauchecorne. In Scene 1, for example, Madame Dupont doesn't believe Hauchecorne's milk is fresh because, she implies, he has sold her spoiled milk in the past.

THE PIECE OF STRING
CRITICAL-THINKING QUESTIONS

1. The author establishes Hauchecorne's dishonesty in Scene 1 when Hauchecorne exaggerates the quality of his milk. Such behavior has earned him a reputation for dishonesty. Hauchecorne spends the second half of the play using words to declare his innocence over and over. Even his ghost swears his innocence. Yet the more he swears, the less he is believed. This demonstrates the theme that actions speak louder than words.
2. One theme is "Those who lie will never be believed, even when they tell the truth." Hauchecorne was telling the truth about not stealing the pocketbook, but because he had lied so often, people weren't inclined to believe him. Malandain, however, had a reputation for honesty, as the Mayor says in Scene 3. That is likely why everyone believed Malandain.
3. Answers will vary. The play suggests that if your reputation is one of honesty, people are likely to believe you. If you're known for being dishonest, people may assume that you're not telling the truth when you are. What others think of you is important, but you must earn people's good opinions through your

actions. It is also important not to care too much about others' opinions of you: Hauchecorne was so obsessed with being seen a certain way that he lied all the time—and he was unable to let the string incident go.

4. It suggests we tend to believe the worst about each other. Answers will vary.

THE PIECE OF STRING
BACK TO BASICS: LITERARY
ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. Hauchecorne; major. He is an old farmer who makes a living selling his goods in the market. He has a reputation for exaggerating and being a bit of a swindler. He is a dynamic character because he begins the play as a fairly happy man but becomes distraught and obsessed with proving his innocence after he is accused of stealing a wallet.
B. Malandain; minor. Malandain is a harness maker who once quarreled with Hauchecorne. He is described as having a "fine reputation." Malandain is a static character because he does not change during the course of the play.
C. Fifi; minor. Fifi works in the village tavern. She is one of the many villagers who disbelieve Hauchecorne's claims of innocence. She is a static character because she does not change during the course of the play. (Students may describe another character here.)
2. Answers may include: In Scene 1, Hauchecorne pretends to be looking for something important on the ground because he doesn't want Malandain to see him picking up a lowly piece of string. This reveals Hauchecorne's vanity. Also, Hauchecorne is described as having a crooked body from many hard years of farming. This reveals that he is not a well-off man, and that he has had to toil for everything he has. His crooked body also reflects a "crooked" personality—that is, that a tendency to be dishonest. Several times during the play, Hauchecorne spits in his hand and swears, "it's the sacred truth," when clearly it is not, showing that he is prone to fibbing. That these declarations of honesty hold no weight with other people demonstrates that Hauchecorne's

reputation is known throughout the village. In Scene 3, Hauchecorne accuses Malandain of ruining his stellar reputation for spite. This demonstrates Hauchecorne's desire for people to think well of him.

3. In Scene 1, Hauchecorne says to the audience, "What's he staring at? We once quibbled over the price of a harness, and we are still on bad terms." This reveals that Hauchecorne is aware of Malandain's negative impression of him. In Scene 6, Hauchecorne again speaks to the audience, saying, "I spent the whole week repeating what happened. I told the story at the wine shop and the ironsmith and at church and even to strangers in the street. But there is something disturbing about the way people responded, like they were laughing at me. I must clear my name—once and for all." This shows Hauchecorne's growing obsession with proving his innocence.

Setting

4. Goderville, a French village
5. the past; The activities of the characters indicate that they are not living in modern times. The villagers barter their wares. There is a town crier. The illustrations also show that it is the past. The streets are cobblestone and the garments are old-fashioned.
6. Day-old bread, milk, chickens, apples, wool. These items tell us that the townspeople grow or raise their own food and live simply.
7. The setting is a major factor in the play. Because Goderville is a small village, everybody hears about everybody else. Hauchecorne's reputation for being "a bit of a dodger" is widely known. No one in this small village takes Hauchecorne's side. They have all likely done business with him or at least spoken to someone who has.
8. The dynamics of life in a small village are very much at play here. Villagers encounter each other in the streets, the market, the tavern, etc. They are very familiar with each other and nothing seems to go unnoticed. Also, because many of the town's residents are hard-working farmers, the idea of a pocketbook full of money is especially alluring. One of them slaps Hauchecorne

on the back, almost proud of what he imagines to be Hauchecorne's cleverness in coming up with a scheme to keep the money.

Tone and Mood

9. The tone could be described as judgmental, negative, pessimistic, etc. The author presents Hauchecorne as not just a cheat with a reputation for swindling his neighbors, but also as rather ridiculous and pathetic. For example, Hauchecorne has an unpleasant habit of spitting and swearing to his honesty as he is lying. Also, Hauchecorne allows the false accusation, which no one else seems particularly concerned about, to ruin his happiness for the rest of his life—and even to haunt him after his death. The author creates in Hauchecorne a character who is motivated by pride and overly concerned about what others think of him. However, the author does not present the townspeople as much better. They are all too willing to jump to conclusions and judge Hauchecorne, ignoring the evidence of Hauchecorne's innocence.
10. Much of the play has a lively mood, which is established in the first line of the play when N1 describes "a bustling market" that is "full of peasants" selling their goods. From the bustling market the play moves to a "busy tavern." Mixed in with the cheerful liveliness, though, is a feeling of tension, which grows throughout the play as Hauchecorne becomes more and more desperate to convince people of his innocence. The market that seemed pleasant and bustling in Scene 1 becomes hostile—even a little nightmarish—in Scene 6, when Hauchecorne begins shouting about his innocence to the peasants, who respond to him with increasingly loud laughter until they are, the stage directions say, "thundering." At the end of the play, the mood is haunting, as Hauchecorne dies and N3 tells us, "Now it is said that on market day you can sometimes hear a voice on the wind."

Irony

11. Everyone believes that Hauchecorne has stolen a pocketbook full of money that someone dropped. The more Hauchecorne proclaims his innocence,

the more guilty he seems to others. However, we, the audience, know that Hauchecorne is in fact telling the truth—we know what the characters (save for Hauchecorne) do not.

Plot

Opening: Hauchecorne is falsely accused of picking up and keeping a pocketbook full of money that was dropped in the street. In fact, it was a piece of string that Hauchecorne was witnessed picking up.

Rising action: Word of Hauchecorne's theft spreads throughout the village. Because of Hauchecorne's reputation for dishonesty, no one believes his protests of innocence.

Climax: At the end of Scene 6, Hauchecorne realizes that although the pocketbook has been returned, everyone remains convinced that he was involved. Hauchecorne shouts, "I'M INNOCENT!" and the peasants reply with thundering laughter.

Falling action: Hauchecorne spends the rest of his life trying to convince people that he is innocent.

Resolution: It is said that the voice of Hauchecorne's ghost can still be heard, protesting his innocence.

THE PIECE OF STRING QUIZ

1. C (key ideas and details)
2. A (text evidence)
3. B (inference)
4. B (vocabulary/context clues)
5. B (inference)
6. A (key ideas and details)
7. C (identifying theme)
8. C (inference)
9. Some students may say that yes, Hauchecorne is a deceptive person. In Scene 1, several characters mistrust him. Malandain watches him, wondering what he's stooping down to pick up. Madame Dupont says, "Fresh this very morning? Like you said last time?" suggesting that Hauchecorne knowingly sold her sour milk in the past. Madame Conteur is also wary, saying, ". . . those apples better be good this time." Many of the villagers seem to have reason to doubt Hauchecorne's honesty. Other students may say that although Hauchecorne is prone to exaggerate or tell small lies to gain advantage or make himself look

better, he is not an entirely deceptive person. It is important to him that people believe him when he tells them he was not the one who found the pocketbook. He wants others to know that in this case, he was completely honorable, and he finds it deeply frustrating that no one believes him.

10. Answers will vary but may be similar to the following: The quote, "A good reputation is more valuable than money" means that no matter how wealthy you are, if people do not hold you in high regard, you will not be happy. Because Hauchecorne had a reputation for lying and exaggerating, the townspeople found it impossible to believe he was innocent when he was accused of stealing. This proved ruinous to Hauchecorne, who was never able to get over this incident. His reputation was his downfall.

THE PIECE OF STRING VOCABULARY PRACTICE

- | | |
|------|------------------|
| 1. B | 6. A |
| 2. C | 7. speculated |
| 3. B | 8. protestations |
| 4. A | 9. stellar |
| 5. C | 10. rummaged |

ELECTRIC SUMMER

GENEVA AND THE FAIR

*Some of these answers appear on the more-scaffolded version.

Answers will vary.

It expanded her knowledge of the world:

- Geneva notes that her mother "hadn't been anywhere in her life" (p. 16); it seems unlikely that Geneva had been anywhere either.
- At the fair, Geneva sees more people than she even knew existed (p. 17).
- She sees many things at the fair that are not a part of her world on the farm, such as a Ferris wheel, automobiles, airships, and moving pictures (pp. 18-19).
- After going to the fair, Geneva says, "The great world seemed to swing wide like the gates of the Fair . . ." (p. 19).

It made her excited about the future:

- Describing her last night at the fair,

Geneva says, “When the lights came on, we saw what this new century would be: all the grandeur of ancient Rome, lit by lightning. A new century, with the United States of America showing the way” (p. 19).

- Geneva’s mother says to Geneva, “It’s your century. It can take you wherever you want to go.” Geneva says, “That thrilled me, and scared me” (p. 19).
- On her way home from the fair, Geneva felt like it was time for her to start putting up her hair in an adult-like style, implying that she is eager and ready to move out of childhood and into her future as an adult (p. 19).

It helped her overcome her fear of new experiences.

- Geneva is nervous about going to the fair. She says that if her father had turned around and not taken her and her mother to the train station, that would have been fine (p. 17). By the end of the story, Geneva is reluctant to leave the fair, wondering how she could return to her home—which once seemed so familiar and comfortable—after all she has seen (p. 19).
- Geneva is nervous about her first train trip. She finds the bathroom on the train strange and intimidating and looks away as the train crosses a trestle. But on the trip back from the fair, Geneva reports that she and her mother “were seasoned travelers” (p. 19).
- Geneva says of the hordes of people at the fair, “They scared me at first, then I couldn’t see enough” (p. 17).
- Geneva is terrified to ride the giant Ferris wheel, but she does, and loves it. She says that after riding, she and her mother are “braver than before” (p. 18).

**“TIME MACHINE: 1900-1910”
VIDEO-DISCUSSION QUESTIONS**

1. It means having hope and confidence in the future. According to the video, people believed that any problem could be solved. This confidence came from the fact that America was growing, the West had been settled, and people’s lives were generally improving. Food was more affordable and plentiful, trendy clothing was available to everyone (not just the rich), and new inventions gave people confidence that things would only get

better.

2. In the early 20th century, people didn’t have access to the same medicines we do today, and many diseases weren’t understood. The viewer can infer that diseases were a worry because getting sick was generally more dangerous in the early 20th century than it is today.
3. A suffragette is a woman working to get the right to vote.
4. The mood of the video is generally upbeat. The people shown seem happy and busy and the music is peppy. This mood of the video reflects the mood of the decade: optimistic. The mood of the section about the factory workers, however, is much more serious. The music changes, the narrator talks about what workers had to endure, and the images show faces that seem haunted and tired.

**“ELECTRIC SUMMER”
CLOSE-READING QUESTIONS**

1. It tells you that cars were not very common, and few women drove. Since Elvera has a car, you can infer that she must be an unusual woman.
2. Geneva is an adolescent. She’s probably about 12 to 14 years old. You know because her mother tells her, “And you’re getting to be a big girl. Time you had a corset.” (Women, not young girls, wore corsets.) Also, at the end of the story, Geneva is thinking about putting up her hair “in a woman’s way.”
3. Geneva means that the woman was wearing a lot of makeup. Her tone is critical: She says the woman “flounced” up, and the comparison to a circus pony is not flattering. Geneva’s description suggests that she and her mom viewed city people as ridiculous, vulgar, overdone, etc.
4. She means that she is excited but also intimidated. So many thoughts and emotions are flowing through her that she feels paralyzed.
5. For Geneva, the summer of 1904 was “electric” because she went to the fair that was, as she says on page 16, “lit up at night with electricity, brighter than day.” In this way, the “electric” in the title refers to electric current—the power used to operate the lights at the fair. But the title also uses “electric” to

mean “thrilling and exciting.” Being at the fair was exciting for Geneva, and it made her excited about her future.

6. The author is suggesting that world’s fairs no longer bring people an experience that they can’t get anywhere else. We have many ways to see other parts of the world, whether in person or electronically; ways to see and purchase the latest products; and events and attractions that have aspects similar to those of world’s fairs.

**“ELECTRIC SUMMER”
CRITICAL-THINKING QUESTIONS**

1. Geneva and her mother are fearful and distrusting of—although also curious and excited about—new experiences. But when they actually experience something new, they are delighted and thrilled by it. For example, when they first arrive at the fair, Geneva says all the people there “scared me at first, then I couldn’t see enough” (p. 17). Similarly, before riding the Ferris wheel, Geneva’s mother says, “No power on earth would get me up in that thing,” but after she rides it, she says she wishes she could ride it again (p. 18).
2. Both the country and Geneva are entering a new age. The country is entering “a new century, with the United States of America showing the way” (p. 19), while Geneva is entering adulthood. The world’s fair introduced many Americans to exciting new technologies and broadened their awareness of the world. In a similar way, the fair introduced Geneva to the exciting changes about to take place in her own life as she entered adulthood; the fair made her world bigger.

**“ELECTRIC SUMMER”
BACK TO BASICS: LITERARY
ELEMENTS AND DEVICES**

Answers will vary.

Characters

1. A. Geneva; major. She is an adolescent girl who lives a fairly isolated life on a farm. Her family doesn’t have much money. Geneva is a dynamic character because she begins the story as a person with very little experience with the world. Going to the World’s Fair changes her: By the end of the story, she has a

greater awareness of the world and is excited about the future—of the world, and of her own life as an adult.

B. Elvera; minor. Elvera is Geneva's wealthy aunt. She is ostentatious and considers herself quite worldly. She is a static character because she does not change during the course of the play.

C. Mama; major. Mama is Geneva's mother. She is hard-working and matter-of-fact. Students may say she is a dynamic character because she begins the story as a rather stoic character, but by the end, displays moments of tenderness as she realizes that her little girl is growing up and it's time to embrace her future. (Students may describe another character here.)

2. A. Answers may include: On page 18, after Mama and Geneva ride the Ferris wheel, Mama says, "If they didn't want an arm and a leg for the fare, I'd ride that thing again. Keep the ticket stubs to show your dad we did it." This reveals that Mama is willing to face her fears and takes pride in conquering them. At the end of the story, Mama says, "It's your century. It can take you wherever you want to go. I'll keep you back if I can. But I'll let you go if I must." This shows how loving and reasonable Mama is. Although she would like to keep her daughter close, Mama understands that Geneva is growing up and will go off into the world and have experiences.
- B. Answers may include: Though she has never been anywhere in her life, Mama decides to take Geneva to the World's Fair in St. Louis. This shows Mama's courage and determination. Her bravery is also displayed when she rides the Ferris wheel despite being terrified to do so. We can infer that Mama is committed to participating fully in the experience of the fair and that she wants to set an example for Geneva of strength and independence.

Point of View

3. first person; Geneva talks about herself using the pronouns "I" and "me." The first line of the story is, "I was sitting out on the old swing on the back porch."

Setting

4. Answers may include: (1) Mama has a garden; (2) there is a dirt road from Geneva's farm to the town; (3) the screen

door is black with flies; (4) Geneva's family does not have a telephone. Geneva's attitude toward her home does change. After experiencing the grandeur of the fair, Geneva wonders what it will be like to go back to her life on the farm. On page 19, she says, "But, Mama, how can we just go home after all we've seen?" Geneva feels some apprehension that she will want more from life than home can offer.

5. Answers may include: (1) Geneva says that the train thundered in and seemed "too loud"; (2) hot wind blew soot in the window; (3) Geneva and Mama met a woman from Chicago on the train; (4) Geneva and Mama didn't know there were bathrooms on the train; (5) they crossed the Mississippi on a high trestle. Geneva's attitude toward the train does change. On the way to the fair, everything on the train seemed amazing and overwhelming to Geneva. On the way home, Geneva says, she and her mother were "seasoned travelers." They knew to avoid the candy butcher and instead of being nervous, they were comfortable just sitting and looking out the window at the passing scenery.
6. Answers may include: (1) Walking into the fair, Geneva is overwhelmed by the crowds of people; (2) there is a Grand Basin with gondolas; (3) most of the exhibits are related to the future—automobiles, airships, and moving pictures, for example; (4) there are sidewalk cafes and entertainers; (5) on the Fourth of July, there are fireworks and colored fountains and the fair is brightly lit as 50 marching bands play. Yes, Geneva's attitude toward the fair changes. Her initial fear and intimidation turns to awe and appreciation for all of the innovation and human effort she encounters there. She sees the dawning of the new century, understands how quickly the world is progressing, and is excited by it all.

Tone and Mood

7. The tone could be described as poetic, at times. Geneva uses similes, metaphors, and descriptive language, such as when she says, ". . . my mind wandered—took a giant leap and landed in St. Louis" (p. 16), "My eyes began to drink deep" (p. 17), and "Lit in every color, the

fountains played to this music and the thunder of the fireworks" (p. 19). At the same time, though, Geneva's tone is rational and matter-of-fact, even philosophical. When Geneva's mother turns down Aunt Elvera's offer to take Geneva to the fair, Geneva keeps her emotions in check. She describes her reaction like this: "My heart didn't exactly sink. It never dawned on me that I'd see the Fair. I was only a little cast down because I might never get another glimpse of the world." Geneva tends to rely on straightforward statements, free of emotional language, to express herself. For example, when Elvera says that her daughter Dorothy is going through a phrase, Geneva says, "But there Aunt Elvera was wrong. Dorothy never was much better than that for the rest of her life"—without further comment (p. 19).

8. There is a mood of nervous excitement through much of the story, as Geneva has new experiences (riding a train, seeing new people and innovations at the fair) and moves closer to adulthood. The mood does shift during the course of the story, though. At the very beginning, the mood is relaxed; it is a normal, busy summer day on the farm. But as soon as Aunt Elvera arrives with talk of the fair, the atmosphere starts to change. Talk of the fair seems to charge the air—the fair is presented as something exciting and wonderful, but also intimidating. During Geneva and her mother's train trip to the fair, the mood becomes more excited, but also more apprehensive. Once they arrive at the fair, the mood is mostly exhilarating. At the end of the story, as Geneva reflects on what she has experienced and how it has changed her—and as she looks forward into her future—the mood is optimistic and excited, but also nervous. Geneva says that she is thrilled and scared—that she feels the world swinging open and she doesn't have a plan.

Plot

9. The primary conflict is internal. Geneva is an introspective young girl who has not had many experiences in her life outside her life on the farm where she lives. She is apprehensive about going the world's fair—though at the same

time, she very much wants to go. As the story progresses, Geneva conquers much of her fear and allows her world to expand; she becomes less apprehensive and more excited about life outside of her home and about the world of adulthood, which she is just about to enter.

they once did.” In 1904, when Geneva went to the fair, traveling required great effort and expense. Taking a vacation to another state, let alone another country, was a luxury indulged in only by the rich. Back then, experiencing another culture’s food, customs, clothing, etc., was unusual. Today, many people are able to hop on a plane and visit other places—or if not that, to use the Internet to instantly find information, pictures, and videos about anywhere or anything. Students who say that a world’s fair today would still be thrilling may say that they agree with idea the author expresses at the end of “A Vision of the Future,” when the author writes, “Then again, perhaps there is still something special about bringing together millions of people—in person. . . .” They may argue that it would be undeniably incredible to be at a world’s fair with millions of people seeing first-hand the best of what the human race has to offer—as exciting now as it was in 1904 when Geneva went to the fair. Students may claim that seeing a cool invention online will never be the same as seeing something amazing in person.

bold capital letters summarizes each prediction. The photos and captions allow readers to take in several predictions at a glance.

3. Students should identify which problems various predictions will solve, or how various predictions would make life more convenient or interesting.

“ELECTRIC SUMMER” QUIZ

1. D (setting)
2. B (inference)
3. D (text evidence)
4. B (vocabulary/context clues)
5. C (figurative language)
6. B (theme)
7. C (inference)
8. A (author’s purpose)
9. Answers will vary but may be similar to the following: The aspects of Geneva’s life that made her excited about going to the fair also made her nervous about going to the fair. Geneva grew up on a farm far from a big city. Her family did not have much money; we can infer that they didn’t travel or splurge on entertainment. The trip to the world’s fair in St. Louis offered Geneva a once-in-a-lifetime experience, a chance to encounter people and things very different from what she was used to. Geneva had never been in a crowd, had not seen grand architecture or used modern technology (her family did not have a telephone), and had no understanding of city life. Even traveling to the fair offered something new to Geneva; she had never been on a train. But while the fact that everything at the fair would be very different from what she knew excited Geneva, it also intimidated her. That she and Mama read as much as they could about the fair before their trip suggests that they sought the comfort of not having everything there seem quite so foreign.
10. Some students may say that world’s fairs don’t have the same ability to thrill that they once did. They may say that as the author of “A Vision of the Future” points out, “. . . there is an argument to be made that in today’s world of Google Earth, YouTube, and Amazon.com—of theme parks, expo centers, and discount airfares—world’s fairs don’t have the same ability to surprise and thrill that

**“ELECTRIC SUMMER”
VOCABULARY PRACTICE**

- | | |
|-------------------|----------------|
| 1. supportive | 18. peddler |
| 2. disappointment | 19. trestle |
| 3. limited | 20. tantamount |
| 4. grandeur | 21. pavilion |
| 5. shuffle | 22. novelty |
| 6. bristles | 23. grandeur |
| 7. flush | |

WELCOME TO THE FUTURE

**“WELCOME TO THE FUTURE”
CLOSE-READING QUESTIONS**

1. The author seems to be excited about the possibilities the future holds. For example, he writes, “. . . the year 2113 is going to be *really* cool.” In addition, he ends the article with “There’s no predicting what could happen next!”
2. The predictions are presented as a list, and a short sentence written in

**“WELCOME TO THE FUTURE”
CRITICAL-THINKING QUESTION**

1. Answers will vary. Here are some examples: Mind-reading could invade our privacy; living forever inside a computer could interfere with progress, because a new generation would never really replace the previous one; robots could steal our jobs (or take over the world and make us their slaves!).

**“WHAT MAY HAPPEN IN THE NEXT
100 YEARS” CLOSE-READING
QUESTIONS**

1. Students may say the tone is authoritative. The author seems confident, using words like “will” instead of “might” in his predictions.
2. He claims Americans will be taller thanks to improvements in health. He says no foods will be exposed because refrigerators will keep them fresh. Some predictions, though (for example, wireless telephone circuits), are not supported by evidence.

**“WHAT MAY HAPPEN IN THE NEXT
100 YEARS” CRITICAL-THINKING
QUESTION**

1. Both make bold predictions and structure their articles similarly: an introduction followed by a list of predictions. The text from 1900, however, contains fewer supporting details and doesn’t name the experts who were consulted. The modern-day story provides supporting details for every prediction and cites several experts by name.

**CRITICAL-THINKING QUESTION FOR ALL
TEXTS IN “WELCOME TO THE FUTURE”**

1. Answers will vary. In general, all three texts suggest that the future is a wonderful place where we will have solved our current problems and made life more pleasant. This suggests that humans are optimistic.

ANALYZE THE PREDICTIONS IN “WELCOME TO THE FUTURE”

Answers will vary. Here is an example set of answers:

| Prediction | How would the prediction affect society if it came true? |
|---|--|
| Health: The average life span will be more than 100 years. | <ul style="list-style-type: none"> • The human population would be higher. • People would accomplish more in their lifetimes. • People would get to watch their great-grandchildren grow up. |
| Communication: We will be able to read each other’s minds. | <ul style="list-style-type: none"> • There will be a lot of disruptive conversation at inappropriate times. • Life will be quieter as out-loud conversations are replaced by mind-to-mind conversations. • There will be a whole new level of privacy violation when people figure out how to break into other people’s thoughts. |
| Food: We will eat meat grown in labs. | <ul style="list-style-type: none"> • There will be less animal suffering. • There will be less pollution caused by farming. |
| The environment: Global warming will continue. | <ul style="list-style-type: none"> • Certain crops will decrease, while others will increase—which will affect all aspects of the food industry as well as what we eat. • Severe weather will destroy many homes and businesses. • We will lose many of the animal species that share our world. |

ANALYZE THE PREDICTIONS IN “WHAT MAY HAPPEN IN THE NEXT 100 YEARS”

Answers will vary. Here is an example set of answers:

| Prediction | Did the prediction come true? Explain. | Are we better off because the prediction did or did not come true? Explain. |
|--|---|--|
| Health: Humans will live for 50 years. | Yes, sort of. Life span did increase, but by a lot more. Today it’s about 79 years in the U.S. (The World Bank). | <ul style="list-style-type: none"> • Yes, we are better off now that people are living longer. • Advancements in medicine have increased humans’ life span and have made us more healthy and comfortable. |
| Communication: Wireless telephone circuits will span the world. | Yes. Cell phones can communicate over long distances without wires. | <ul style="list-style-type: none"> • Cell phones have made communication very convenient and they are good for safety. • Cell phones have also increased stress levels for many people. Many people feel like they ALWAYS have to be available and they have trouble being completely engaged in what they are doing—they are constantly distracted by their phones. |
| Food: Store keepers who expose food to air breathed out by the public will be arrested. | No, although much of our food is sealed in plastic to protect it. | <ul style="list-style-type: none"> • It’s good that storekeepers aren’t arrested for exposing food to air . . . because that is ridiculous! • Sealing food in plastic does help protect it from contamination, so that is good. On the other hand, we have way too much plastic in our world and it is doing a lot of damage to the environment. |
| The environment: There will be no wild animals except in menageries. | No, but the number of wild animals is decreasing. At least 425 species went extinct during the 1900s (Endangered Species International). There are 361 species currently endangered or threatened (U.S. Fish and Wildlife Service). | <ul style="list-style-type: none"> • It is good that there are still wild animals. They all play important roles in their ecosystems, and many people care deeply about the survival of wild animals. • It is bad that so many animals have disappeared or are threatened. All parts of an ecosystem are important, so as animals disappear, the effects ripple out to affect humans. Also, it is just sad that so many animals are dying out. |

**“WELCOME TO THE FUTURE”
VOCABULARY PRACTICE**

1. compulsory
2. menagerie
3. arthritis
4. intrepid
5. strategic foresight
6. efficient
7. cartilage
8. Answers will vary.
9. Answers will vary.

POETRY ANALYSIS

1. humankind
2. Students should underline lines 3-5: “to cracking open riddles,/propping ladders to the sun,/searching for seaglass cities”; Answers will vary, but should be similar to: “Will you try to learn what is yet unknown, accomplish what is currently impossible, and search for new wonders?”
3. The dark may represent the unknown. We often use darkness to symbolize a lack of understanding, as when people say, “I was completely in the dark” to mean, “I had no idea.” By “there is both dreaming and waking in the dark,” the poet may mean that when we don’t understand something, we use our imaginations to come up with ideas about it (we “dream”) and that sometimes, we come to understand what we were contemplating (we “wake”).
4. These are tools we use for exploration, discovery, and innovation. We might use a compass or a map to lead us to new places, a microscope for scientific discovery, a telescope to search the skies for new planets, a sketch to help us plan an invention.
5. Students should circle “what is yet to be,” “someday,” and “after today.” Students should draw squares around “faraway,” “galaxies,” and “telescope”; Answers will vary, but should be similar to: Like the future, space is unknown.
6. They convey creativity—the idea of having lots of ideas, one after another, that you jot down quickly while contemplating the unknown.
7. “What is yet to be is but a guess” means that the future is unknown. The poet develops this idea by referring to the sense of wonder and exploration humans have had through the ages (“From ancient ages, from everywhere to someday”); by saying that we are always trying to solve mysteries and make discoveries, she suggests that there are

always new mysteries to solve and new discoveries to make. She also includes references to outer space—a vast, dark place that we know little about, like the future. She refers to “what mysteries come after today”—mysteries to come that we can’t yet imagine.

8. The speaker seems full of wonder and excitement about the possibilities the future holds. She says that “the world watches” tools used for discovery, such as the compass, the microscope, and the telescope; this implies that she (and everyone) is fascinated and excited by what we may discover in the future. She uses the dreamy, fanciful imagery of “cracking open riddles, propping ladders to the sun, searching for seaglass cities” when she describes the innovations and discoveries humans will make in the future.

“WELCOME TO THE FUTURE” QUIZ

1. D (inference)
2. A (vocabulary/context clues)
3. B (key ideas and details)
4. C (vocabulary/context clues)
5. A (supporting details)
6. B (compare/contrast)
7. A (mood)
8. A (central idea)
9. Answers will vary but should be similar to the following: Based on what Matthew Hutson wrote in “Welcome to the Future,” he would likely agree with the statement that life in the future will be better than life in the present. Several of the predictions in his article demonstrate how life will be more convenient: We will be able to control appliances with our minds, we will print our own clothing and other items using 3D printers, and our cars will be self-driven. Other predictions involve improved health and intelligence. For instance, Hutson tells us that chips implanted in our brains will improve memory and intelligence. The food that will be grown in laboratories will be healthier. We will live longer and look younger. Hutson states that nuclear fusion will give us limitless energy. Except for the weather getting worse, all of the predictions in Hutson’s article are about positive changes. He writes that if these predictions are correct, “the year

- 2113 is going to be really cool” (p. 22).
10. Answers will vary. Here is a sample: Hutson’s prediction No. 6 tells us that in the future we will travel in spaceship-like planes that can fly anywhere in the world in just a few hours. This would make our lives better by giving people the ability to experience other cultures firsthand. As easily as we might drive a few hours to go see a landmark in America, we could be on the other side of the world walking on the Great Wall of China. And even if we can’t go there in person, Hutson tells us we can experience these other places in a virtual world. Being with friends and family who are far away, even just in a virtual reality, would bring us all closer together. I think mankind would have a greater sense of camaraderie if we could experience each other’s worlds (even as holograms).

**THE LAZY EDITOR: ARE THOSE
ROCKS ALIVE?**

CLARIFYING COLONS

1. There is only one rule in Mr. Owens’s class: Treat others with respect.
2. OK
3. OK
4. Lincoln’s Gettysburg Address begins with the following words: “Four score and seven years ago.”
5. You will need the following to make banana bread: eggs, flour, sugar, baking soda, butter, and bananas.
6. For Hanukkah, David wants a new microscope.
7. Our cat wakes up at the same time every morning: 6 a.m.
8. Bennett sat at his desk, surrounded by a cellphone, an iPad, a laptop, and a game system.
9. The items Lana brought to the picnic were napkins, forks, and paper plates.
10. We knew what Mom would say when she saw the mess: “I hope you don’t expect me to pick this up!”

PARENTHESSES PRACTICE

1. One of our dogs (Roxie, not Nala) almost caught a squirrel in our backyard yesterday.
2. Mark grew up in a small town in Texas

