

Grade 6

Solo Answer Key

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Grade 6 Unit A Solo Answer Key

6A: Dahl & Narrative

Sub-Unit 3: *Boy: Tales of Childhood* by Roald Dahl

Lesson 1: Introducing the Text

1. Place the correct candy name next to the description that Dahl provides.
“enormous hard round balls the size of small tomatoes” (16) _____
“a hard brown lozenge” (19) _____
“a yellow cardboard tube filled with sherbet powder” (15) _____
“They smelled of nail-varnish and they froze the back of your throat” (18) _____
“a flat black tape about half an inch wide” (14) _____

Answers: c. Gobstoppers, a. Tonsil Ticklers, e. Sherbet Suckers, b. Pear Drops, d. Liquorice Bootlaces

CCSS.ELA-Literacy.RI.6.1

2. What was it about Pear Drops that made the boys want to eat them “more than ever”?

Answer: d. The warning against eating them

CCSS.ELA-Literacy.RI.6.1

3. Why do you think this would cause the boys to want to eat them “more than ever”?

Sample Response: Dahl said that the Pear Drops smelled dangerous and that they were “warned against eating them” (18). He said the warning made the boys eat more than ever. Why would they eat more than ever? Kids often like to do things that are dangerous. Also, when parents or teachers warn kids against doing something, the kids will often choose to do the opposite just to prove the adults wrong or test if they are telling the truth.

CCSS.ELA-Literacy.RI.6.1

4. What is chloroform used for, according to Thwaites?

Answer: b. Performing medical operations

CCSS.ELA-Literacy.RI.6.1

5. The _____ of the Gobstoppers made Dahl and his friends curious.

Answer: a. colors

CCSS.ELA-Literacy.RI.6.1

Lesson 1 (continued)

6. What did they want to know about the Gobstoppers?

Sample Response: Dahl and his friends were amazed at how Gobstoppers changed from “pink to blue to green to yellow” (16). He said, “if you took it out of your mouth and inspected it every five minutes or so, you would find it had changed colour” (16). They wanted to know how the Gobstopper Factory created this incredible effect.

CCSS.ELA-Literacy.RI.6.1

7. Which sentence describes the trick the boys would play with Sherbet Suckers?

Answer: f. The sherbet fizzed in your mouth, and if you knew how to do it, you could make white froth come out of your nostrils and pretend you were throwing a fit.

CCSS.ELA-Literacy.RI.6.5

8. Which of the candies would you like most? Number the list in order from most appealing to least appealing.

CCSS.ELA-Literacy.RI.6.1

9. Explain your response.

Sample Response: Of all the candies Dahl describes, Gobstoppers sound the most appealing to me. I love the description of all the changing colors and how Gobstoppers last for such a long time. On the other hand, Pear Drops seem the least appealing. Dahl says they “smelled like nail-varnish.” It makes me sick to think of eating something that smells like that, and I would worry about getting sick.

CCSS.ELA-Literacy.RI.6.1

Lesson 2: Adding Up the Details

Write your own 3–5 sentence description of a candy you have had before or one that you make up. Be creative and use precise details. Will your reader think your candy sounds appealing or repulsive?

Sample Response: My favorite candy is Fun Dip. It has three or four paper pouches, and each pouch is filled with a different-colored sugar powder. In one of the pouches, there is a vanilla stick. To eat Fun Dip, you lick the vanilla stick, then dip it in the colored sugar, and then lick it again. It is a fun, delicious candy to eat on a hot summer day!

1. This question has two parts.

Part 1: Read paragraph 24 from “The bicycle and the sweet-shop,” then choose the correct answer to complete the sentence.

Roald _____ for Mrs. Pratchett.

Answer: b. does not feel bad

Part 2: Why do you think so?

Sample Response: I do not think Dahl feels bad for Mrs. Pratchett. He says, “We hated her and we had good reason for doing so.” She treated the children so badly that anyone would have disliked her.

CCSS.ELA-Literacy.RI.6.1

2. What does Dahl show the reader about Mrs. Pratchett?

Answer: d. All of the above

CCSS.ELA-Literacy.RI.6.2

Lesson 2 (continued)

3. What was Mrs. Pratchett like? Write at least one quote from the text to answer each question.

How does Mrs. Pratchett look?

Answers can include: “Small,” “skinny,” “old,” “moustache on her upper lip”

How does Mrs. Pratchett talk?

Answers can include: “ ‘I’m watchin’ you so keep yer thievin’ fingers off them chocolates!’ ” and “ ‘I don’t want you in ’ere just to look around! Either you forks out or you gets out!’ ”

How does Mrs. Pratchett act?

Answers can include: “Never smiled,” “never welcomed us,” “stirred around inside the jars with her foul fingers”

CCSS.ELA-Literacy.RI.6.1

4. This question has two parts.

Part 1: What was Mrs. Pratchett’s attitude toward the boys?

Answer: a. She tolerated them only because they were a source of money.

Part 2: Which portion of the text BEST supports your answer in the previous question?

Answer: c. “Either you forks out or you gets out!”

CCSS.ELA-Literacy.RI.6.5

5. Choose the sentence that explains why the boys continued to buy candy from Mrs. Pratchett.

Answer: I. Sweets were our life-blood. We would have put up with far worse than that to get them.

CCSS.ELA-Literacy.RI.6.2

6. Is Dahl’s description of Mrs. Pratchett fair? Why or why not?

Sample Response: Dahl’s description of Mrs. Pratchett is fair. Mrs. Pratchett is very mean to the children who come to her shop. She does not welcome them. The only time she speaks with them is to yell at them. Maybe Dahl should not make fun of the way she looks or dresses. But the children have no other way to defend themselves against this terrible person.

CCSS.ELA-Literacy.RI.6.2

Lesson 3: Using Text Details in Writing

1. Place the events in the correct order.

Answer: The five friends found a loose floorboard.

They pulled up the board with a pocketknife.

They discovered a hollow space beneath the floorboard.

CCSS.ELA-Literacy.RI.6.2

2. Place the events in the correct order.

Answer: The last lesson ended.

Everyone else left the room.

The five friends lifted the floorboard.

The five friends examined their secret treasure.

They added or took things away from their secret treasure.

CCSS.ELA-Literacy.RI.6.2

3. Who came up with the idea for the Great Mouse Plot?

Answer: b. Dahl

CCSS.ELA-Literacy.RI.6.1

4. Which portion of text describes what Dahl wanted to do with the dead mouse?

Answer: b. ““Why don’t we...slip it into one of Mrs Pratchett’s jars of sweets?””

CCSS.ELA-Literacy.RI.6.5

5. Choose the paragraph that shows how proud Dahl is of his role in the Great Mouse Plot.

Answer: f. When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.

CCSS.ELA-Literacy.RI.6.5

6. Make a prediction. What do you think is going to happen next in “The Great Mouse Plot”? Use evidence to support your response.

Sample Response: The boys found a mouse and Dahl came up with a great idea. He wants to put the dead mouse in one of the candy jars to scare Mrs. Pratchett. Dahl says, “We all have our moments of brilliance and glory.” He would not say this if they didn’t actually do it. So I think they will go through with the plan. They will definitely get in a lot of trouble for it, though!

CCSS.ELA-Literacy.RI.6.1

Lesson 4: Writing Complex Sentences

1. Match the role in “The Great Mouse Plot” next to the correct character.

Thwaites

Answer: c. Distracted Mrs. Pratchett

Dahl

Answer: a. Placed the mouse in the jar

The five boys

Answer: b. Cheered and encouraged the plot

CCSS.ELA-Literacy.RI.6.1

2. Choose the sentence in paragraph 8 that offers a clue about how soon after the boys discovered the mouse that they put it in the candy jar.

Answer: e. ‘We’ll do it today!’ they cried.

CCSS.ELA-Literacy.RI.6.5

3. Rewrite this sentence using your own words.
“We were tremendously jazzed up.”

Sample Response: We were really excited and full of energy!

CCSS.ELA-Literacy.RI.6.4

4. Which of the following sentences BEST describes the boys’ feelings about their plan as they headed to the sweet-shop?

Answer: b. “We felt like a gang of desperados setting out to rob a train or blow up the sheriff’s office.”

CCSS.ELA-Literacy.RI.6.5

5. What motivation did Dahl have to participate in such a prank?

Answer: c. Both A and B

CCSS.ELA-Literacy.RI.6.1

6. What makes you think so?

Sample Response: Dahl had two possible motivations to pull this prank on Mrs. Pratchett: to get revenge and to become more popular. When the boys entered the shop, Dahl said, “We were the victors now and Mrs. Pratchett was the victim.” He felt like Mrs. Pratchett treated the boys badly and they could finally get revenge on her. After they pull the prank and leave the shop, Dahl says, “I felt like a hero. I was a hero. It was marvelous to be so popular.” Pulling a great joke is one way to become more popular among your friends.

CCSS.ELA-Literacy.RI.6.1

7. Do you feel bad for Mrs. Pratchett? What do you recall from Dahl’s story that makes you feel this way?

Sample Response: I feel bad for Mrs. Pratchett. There is no doubt that she is mean to kids. But putting a mouse in her candies is not the way to deal with the problem. The boys knew they did something wrong. Dahl said, “As soon as we were outside, we broke into a run.” If they didn’t know that their actions were a bad idea, they would not have had to run from the scene of the crime.

CCSS.ELA-Literacy.RI.6.1

Lesson 5: **Revise to Add Evidence**

1. Who said?

"She must have got one heck of a shock," (16)

Answer: a. Thwaites

"Her heart stops beating and she's dead in five seconds." (23)

Answer: a. Thwaites

"I'm afraid you've killed her." (24)

Answer: a. Thwaites

"Why just me?" (25)

Answer: b. Dahl

CCSS.ELA-Literacy.RI.6.1

2. Which of the following statements is true?

Answer: b. The boys believe Mrs. Pratchett is dead.

CCSS.ELA-Literacy.RI.6.1

3. Choose the sentence where Thwaites accuses Dahl.

Answer: j. 'I'm afraid you've killed her.'

CCSS.ELA-Literacy.RI.6.5

4. Thwaites' explanation scares Dahl. Choose the sentence that shows Dahl's fear.

Answer: i. "For a moment or two my own heart stopped beating."

CCSS.ELA-Literacy.RI.6.5

5. Which piece of evidence do the boys NOT find upon reaching the sweet-shop?

Answer: a. Mrs. Pratchett's body is on the floor.

CCSS.ELA-Literacy.RI.6.1

6. What are some other possible explanations for the evidence the boys discover? Pretend that you arrived at the sweet-shop with the boys and offer your own explanation.

Sample Response: Just because the Gobstoppers are all over the floor and the shop is closed does not mean Mrs. Pratchett is dead. The shop may be closed because she had a family emergency. Maybe she had to rush from the shop quickly and accidentally spilled the candy.

CCSS.ELA-Literacy.RI.6.1

Lesson 6: **Connecting Moments in the Reading**

1. What did Mr. Coombes look like? Choose the portion of text in which Dahl compares Mr. Coombes to another kind of important person.

Answer: f. was like a judge at a murder trial.

CCSS.ELA-Literacy.RI.6.3

2. When they first see Mr. Coombes, what does Thwaites conclude?

Answer: b. Mr. Coombes is out to catch Mrs. Pratchett's killer.

CCSS.ELA-Literacy.RI.6.1

3. Dahl compares Mr. Coombes to an angel of _____.

Answer: b. death

CCSS.ELA-Literacy.RI.6.1

4. Why does Dahl tell the reader, "My whole stomach began to feel as though it was slowly filling up with swirling water"?

Answer: a. He wants to show that he felt very nervous.

CCSS.ELA-Literacy.RI.6.4

5. How does Dahl feel in paragraphs 33–42?

Answer: a. scared

CCSS.ELA-Literacy.RI.6.2

6. How does Dahl feel in paragraphs 44–46?

Answer: d. relieved

CCSS.ELA-Literacy.RI.6.2

7. Do you think this passage is funny? Why or why not?

Sample Response: I think this passage is funny because Dahl really believed he killed Mrs. Pratchett right up until the very end. Thwaites helped make Dahl more and more scared. He told him the police were probably coming. Because Dahl was just a little kid, he believed him and thought he might have to go to jail.

CCSS.ELA-Literacy.RI.6.2

Lesson 7: Introducing Dialogue

1. This question has two parts.

Part 1: Mrs. Pratchett hates all children.

Answer: b. False

Part 2: Select the sentence that supports your response to the previous question.

Answer: f. "I don't mind girls."

CCSS.ELA-Literacy.RI.6.1

2. What is the best replacement for the word "venom" in this sentence?

"Mrs Pratchett's face was glimmering with _____ as her eyes travelled beyond me down the line."

Answer: b. hateful feelings

CCSS.ELA-Literacy.RI.6.4

3. What is another meaning for the word "venom"?

Answer: c. a poison that animals like snakes use to harm their victims

CCSS.ELA-Literacy.RI.6.4

4. Write one sentence to explain why you think Dahl would use this word to describe Mrs. Pratchett.

Sample Response: Dahl is probably comparing her with a snake because she is very mean.

CCSS.ELA-Literacy.RI.6.4

5. Choose the paragraph where Dahl uses an animal to describe Mrs. Pratchett.

Answer: c. I could see Mrs Pratchett's piggy little eyes staring hard at the face of each boy she passed.

CCSS.ELA-Literacy.RI.6.5

6. Which are the words spoken by Mrs. Pratchett?

Answer: b. 'There they are!' she cried out, stabbing the air with her finger. 'Im . . . and 'im . . . and 'im! That's the five of 'em all right! We don't need to look no farther than this, 'Eadmaster! They're all 'ere, the nasty dirty little pigs! You've got their names, 'ave you?'

CCSS.ELA-Literacy.RI.6.1

7. Which are the words Dahl uses to describe Mrs. Pratchett?

Answer: a. Mrs Pratchett's face was glimmering with venom as her eyes travelled beyond me down the line.

CCSS.ELA-Literacy.RI.6.1

8. Write at least one insult Mrs. Pratchett uses to describe the boys. How does Mrs. Pratchett's way of speaking show the reader her attitude towards children?

Sample Response: Mrs. Pratchett calls the boys "nasty dirty little pigs." This shows that she has no respect at all for the boys. It also shows that she wants to get revenge on them for their prank.

CCSS.ELA-Literacy.RI.6.1

Lesson 8: Dialogue, Narration, Character, and POV

1. What is the boys' punishment for putting the mouse in Mrs. Pratchett's candy jar?

Answer: b. They are beaten on their bottoms with a cane by Mr. Coombes while Mrs. Pratchett watches.

CCSS.ELA-Literacy.RI.6.2

2. This question has two parts.

Part 1: Dahl says, "My mind was swimming and my eyes had gone all blurry." This was _____ the Headmaster's first strike with the cane.

Answer: a. before

Part 2: What MOST LIKELY caused him to feel like his "mind was swimming" and his "eyes had gone all blurry"?

Answer: c. His fear about the caning

CCSS.ELA-Literacy.RI.6.1

3. Which choice below BEST paraphrases Mrs. Pratchett's statement in paragraph 29?

Answer: d. This boy is the rudest of all. Hit him really hard.

CCSS.ELA-Literacy.RI.6.4

4. Mr. Coombes struck Dahl with the cane _____ times.

Answer: d. four

CCSS.ELA-Literacy.RI.6.1

5. Choose the paragraph that BEST shows Mrs. Pratchett's enjoyment of Dahl's suffering.

Answer: h. As I limped across the study clutching my buttocks hard with both hands, a cackling sound came from the armchair over in the corner, and then I heard the vinegary voice of Mrs. Pratchett saying, 'I am much obliged to you, 'Eadmaster, very much obliged. I don't think we is goin' to see any more stinkin' mice in my Gobstoppers from now on.'

CCSS.ELA-Literacy.RI.6.5

6. This question has two parts.

Part 1: Mr. Coombes treated Dahl with kindness and compassion after delivering his punishment.

Answer: b. False

Part 2: Choose the sentence that BEST supports your answer.

Answer: b. Far away in the distance, I heard Mr. Coombes's voice saying, "Now get out."

CCSS.ELA-Literacy.RI.6.1

7. Evaluate Mrs. Pratchett's statement at the end of the passage: "I don't think we is goin' to see any more stinkin' mice in my Gobstoppers from now on." Do you think Mrs. Pratchett is right? Why or why not?

Sample Response: Mrs. Pratchett's prediction is probably right. Dahl and his friends will not put any more mice in the candy jars again. Dahl will always remember the fear that he killed Mrs. Pratchett. Even worse, he will remember the pain of the caning forever.

CCSS.ELA-Literacy.RI.6.1

Lesson 9: Using Details Persuasively

1. How did Dahl's mother know that something bad happened at school?

Answer: c. Dahl had bruise marks on his backside.

CCSS.ELA-Literacy.RI.6.1

2. Choose the sentence in which Dahl describes his wounds.

Answer: g. I myself had not inspected it up to then, but when I twisted my head around and took a look at one of my buttocks, I saw the scarlet stripes and the deep blue bruising in between.

CCSS.ELA-Literacy.RI.6.5

3. This question has two parts.

Part 1: How did Dahl's sisters react to the punishment he received at school?

Answer: a. They were shocked.

Part 2: Which piece of evidence provides the BEST support for your answer to Part 1?

Answer: d. In the end I had to tell her the whole story, while my three sisters (aged nine, six and four) stood around in their nighties listening goggle-eyed.

CCSS.ELA-Literacy.RI.6.1

4. Why does Dahl not want his mother to go to the school on his behalf?

Answer: b. He doesn't want to look silly.

CCSS.ELA-Literacy.RI.6.1

5. Why does Mrs. Dahl think an English school will be better?

Answer: b. English schools do not tolerate headmasters beating children.

CCSS.ELA-Literacy.RI.6.1

6. Identify and list the sequence of key moments in "Mrs Pratchett's revenge." The first one is done for you.

1. The boys are taken to Mr. Coombes's office.

Sample Response: 1. The boys are taken to Mr. Coombes's office / 2. Each boy receives his punishment. / 3. Dahl is caned last. / 4. Mrs. Pratchett watches and laughs at him. / 5. Dahl goes home, and his mom notices the bruises on his backside. / 6. She leaves the house and goes to argue with Mr. Coombes. / 7. She returns and tells Dahl that she is removing him from the school.

CCSS.ELA-Literacy.RI.6.2

Lesson 10: Revise to Strengthen Evidence

1. What was the primary purpose of a tuck-box?

Answer: d. To store any special personal items students brought with them or that were sent by their families

CCSS.ELA-Literacy.RI.6.1

2. Dahl compares a tuck-box to what everyday object?

Answer: b. A lady's handbag

CCSS.ELA-Literacy.RI.6.3

3. What is it about a "lady's handbag" that makes it a good comparison for a tuck-box?

Answer: b. It is private.

CCSS.ELA-Literacy.RI.6.3

4. Why did the Headmaster encourage parents to send care packages with food from home?

Answer: c. He wanted to buy as little food as possible for the boys so he could save money.

CCSS.ELA-Literacy.RI.6.1

5. Which of the following is something a boy might put in his tuck-box based on Dahl's description?

Answer: b. A package of his favorite cookies

CCSS.ELA-Literacy.RI.6.3

6. Which of the following is NOT a description Dahl provides about the new Headmaster?

Answer: b. The Headmaster often enjoyed sitting with the boys and giving them life advice.

CCSS.ELA-Literacy.RI.6.2

7. Based on the descriptions in this passage, do you think Dahl is going to like the new Headmaster better than Mr. Coombes? What makes you think so?

Sample Response: I do not think Dahl will like the new Headmaster better than Mr. Coombes. He says that the Headmaster's smile looks like the "kind of smile a shark might give to a small fish just before he gobbles it up." Sharks aren't very nice, so it sounds like Dahl thinks the new Headmaster will be just as mean as Mr. Coombes.

CCSS.ELA-Literacy.RI.6.1

Lesson 11: **Focus on an Object**

1. What problem was the Matron trying to solve?

Answer: d. Tweedie's snoring

CCSS.ELA-Literacy.RI.6.1

2. How does Dahl react to the Matron's treatment of Tweedie?

Answer: a. He expresses his worry for Tweedie.

CCSS.ELA-Literacy.RI.6.1

3. Choose the paragraph in which Dahl expresses his reaction to her solution.

Answer: b. What on earth is going to happen? I wondered. Would Tweedie choke? Would he strangle? Might his throat get blocked up completely? Was she going to kill him?

CCSS.ELA-Literacy.RI.6.5

4. The end result of the Matron's punishment is that Tweedie _____.

Answer: c. gurgles and coughs

CCSS.ELA-Literacy.RI.6.1

5. Which of these BEST describes the Matron?

Answer: a. Cruel and scary

CCSS.ELA-Literacy.RI.6.2

6. Choose the sentence that most clearly shows that the students were afraid of the Matron.

Answer: a. None of us dared to sit up in bed, but all eyes were on the Matron now, watching to see what she was going to do next.

CCSS.ELA-Literacy.RI.6.5

7. Give the Matron advice about how better to deal with young students. Explain to her what she did wrong and how she can improve.

Sample Response: I would tell the Matron that she needs to be nicer. Putting soap flakes in Tweedie's mouth was mean. If she tried harder to be kind to the students, they might be better.

CCSS.ELA-Literacy.RI.6.1

Lesson 12: **Creating a Character**

1. What happened in the boys' dormitory in this passage?

Answer: a. One of the boys spread sugar all over the floor.

CCSS.ELA-Literacy.RI.6.1

2. Who did what in this passage? Match the character to what they did in this excerpt from "The Matron."

shivered with excitement

Answer: a. Dahl

spread sugar on the hallway floor

Answer: e. Wragg

flung open all the doors and turned on the lights

Answer: b. The Matron

stood freezing in pyjamas

Answer: d. The boys

broke out in red splotches on the face

Answer: c. The Headmaster

CCSS.ELA-Literacy.RI.6.2

3. This question has two parts.

Part 1: How did the Matron respond to the incident?

Answer: a. With great anger

Part 2: Choose the sentence that BEST supports your answer to the previous question.

Answer: c. "The intensity of her fury was frightening."

CCSS.ELA-Literacy.RI.6.4

4. What were the consequences of Wragg's practical joke?

Answer: b. All of the boys had to turn in their tuck-box keys.

CCSS.ELA-Literacy.RI.6.1

5. Who do you think causes more problems in this passage, the adults or the kids?

Sample Response: I think the kids created most of the problems.

CCSS.ELA-Literacy.RI.6.2

6. In his introduction, Dahl says that he is describing childhood experiences that made a big impression on him. He writes, "Some are funny. Some are painful. Some are unpleasant" (Author's Note, 5). Looking back over the whole story, do you think Dahl's experiences as a child were mostly funny or painful or unpleasant?

Sample Response: Looking back over the whole story, I think Dahl's experiences were funny and painful. He describes Mrs. Pratchett in a very funny way, when she is madly searching for the boys in the line-up. At the same time, he makes sure to describe exactly how painful his punishment was.

CCSS.ELA-Literacy.RI.6.2

Grade 6 Unit B Solo Answer Key

6B: Mysteries & Investigations

Sub-Unit 1: Fever

Lesson 1: A Nightmare in Philadelphia

1. Read this sentence from “A Note to the Reader”:

“Just over one hundred years ago a band of scientists and volunteers from two countries decided to fight against one of the world’s deadliest diseases.”

What did the author mean by the underlined word?

Answer: c. A group of people who have a common interest or purpose

CCSS.ELA-Literacy.RI.6.4

2. According to the text, what two nations worked together to fight against this disease? Select TWO.

Answers: b. the United States, d. Cuba

CCSS.ELA-Literacy.RI.6.1

3. What is the most likely reason the author included this note?

Answer: d. To recognize that there are many heroes in this story who are not mentioned by name

CCSS.ELA-Literacy.RI.6.6

4. With which sentence would the author most likely agree?

Answer: c. Important achievements are most often the result of many people’s work.

CCSS.ELA-Literacy.RI.6.6

Lesson 1: Meeting a Monster

1. Consider the following quote from paragraph 2:

“His skin turned yellow. The whites of his eyes looked like lemons.”

To present the topic of yellow fever in this quote, the author uses _____.

Answer: a. descriptive and sensory details.

CCSS.ELA-Literacy.RI.6.3

2. What is the main idea of this paragraph?

Answer: c. Yellow fever had a large and dangerous impact on the United States.

CCSS.ELA-Literacy.RI.6.2

3. Scientists use _____ to make vaccines.

Answer: c. dead or weakened germs

CCSS.ELA-Literacy.RI.6.1

4. Read the following sentences from paragraph 6:

“Slowly physicians began to conquer deadly sicknesses like cholera, typhoid, anthrax, and diphtheria. But yellow fever still raged.”

In the passage, the term “ragged” most likely means:

Answer: c. continued with force

CCSS.ELA-Literacy.RI.6.4

5. Order the list of events that led to the United States being in control of Cuba in 1898.

Answers: b. Spain controls Puerto Rico and Cuba.

d. The USS battleship *Maine* is destroyed.

a. The United States declares war on Spain.

c. The United States beats the Spanish navy.

CCSS.ELA-Literacy.RI.6.2

6. What danger did the U.S. risk by having troops stationed in Cuba?

Sample Response: The yellow fever outbreak in Cuba posed a serious threat to the United States. U.S. Army soldiers who were stationed in Cuba before, during, or after the Spanish-American War were in danger of catching the disease. If these soldiers became infected the disease, they could bring it with them back to the United States. This could lead to a major yellow fever outbreak that would result in many people, including men, women, and children getting very sick or even dying.

CCSS.ELA-Literacy.RI.6.2

Lesson 2: **Monsters and Heroes: Introducing Dr. Walter Reed**

1. The USS Sedgwick is a _____.

Answer: c. ship

CCSS.ELA-Literacy.RI.6.2

2. Put Dr. Reed's accomplishments in chronological order so that the most recent event is FIRST.

Answers: d. Left New York for Cuba on the USS Sedgwick
a. Taught medical students at the U.S. Army Medical School
c. Went back to school to study bacteriology
b. Worked as a young army doctor tending settlers, soldiers, and Apaches

CCSS.ELA-Literacy.RI.6.2

3. Choose the sentence that best sums up Dr. Reed's mission.

Answer: f. Just a few weeks earlier, the U.S. Army had ordered Dr. Walter Reed to go to Cuba, head a team of three other doctors, and find the cause of yellow fever.

CCSS.ELA-Literacy.RI.6.5

4. Which of the following is NOT mentioned as a possible cause of yellow fever?

Answer: d. Yellow fever is caused by seasickness.

CCSS.ELA-Literacy.RI.6.2

5. What motivates Dr. Reed to embark on this journey? A sense of duty? Scientific curiosity? Ambition to make a difference in the world? Use evidence from the text to support your answer.

Sample Response: Dr. Walter Reed is motivated to find the cause of yellow fever because of a sense of duty. He has served in the U.S. Army for his entire career and when the U.S. Army asked him to go to Cuba to find the cure for the deadly disease in order to save the lives of soldiers stationed there, he went.

CCSS.ELA-Literacy.RI.6.2

Lesson 3: Weigh the Evidence: Yellow Fever Origin Theories

1. What words or phrases show that Dr. Reed had “no time to waste”?

Choose TWO phrases that show that Dr. Reed has no time to waste.

Answers: a. quickly loaded his bags into a carriage
f. he was off again, dashing across the grounds to visit Major Kean

CCSS.ELA-Literacy.RI.6.4

2. In this paragraph, the term “assessed” means _____.

Answer: c. evaluated

CCSS.ELA-Literacy.RI.6.4

3. According to Dr. Reed, the first job of the team was to test whether _____ caused yellow fever.

Answer: d. *Bacillus icteroides*

CCSS.ELA-Literacy.RI.6.1

4. What does the author outline in paragraphs 10–13?

Answer: b. The tasks assigned to each member of the team

CCSS.ELA-Literacy.RI.6.2

5. Based on the author’s descriptions of jobs and roles, which team member do you think has the most important job? Why? Use two details from the text to support your response.

Sample Response: In my opinion, Dr. Reed has the most important role on the investigation team. This is because he is in charge of the entire mission, and has been given the responsibility of taking all of the information that his investigators bring him in order to find the cause of yellow fever. As a leader, he coordinated the team members to each take on a specific role in the investigation, which means that he has the task of overseeing all the experiments.

CCSS.ELA-Literacy.RI.6.1

Lesson 5: Meeting the Team

1. What is the most likely reason that the author wrote paragraph 2?

Answer: a. To introduce the setting and describe the work environment of the research team

CCSS.ELA-Literacy.RI.6.5

2. In paragraph 2, what does the term “juggling” mean?

Answer: b. handling

CCSS.ELA-Literacy.RI.6.4

3. What is the main purpose of paragraph 3?

Answer: b. To highlight the steps in the experiment to study the bacteria theory

CCSS.ELA-Literacy.RI.6.5

4. Which statement is BEST supported by the text?

Answer: b. Dr. Reed was dishonest with Emilie about the danger that he and his team were in.

CCSS.ELA-Literacy.RI.6.5

5. Put the following events into the order in which they occurred. Put the first event at the top of the list.

Answers: c. The team is told about an outbreak of an unidentified disease at the Pinar Del Rio army outpost.
a. Dr. Agramonte performs an autopsy on a recently deceased U.S. soldier who died of an unknown disease.
d. Dr. Agramonte examines several soldiers at the outpost and discovers that he was in the middle of a yellow fever outbreak.
b. Dr. Agramonte and Dr. Reed investigate a mysterious death of a prisoner who was locked in a guardhouse and who had never been exposed to other yellow fever patients.

CCSS.ELA-Literacy.RI.6.2

Lesson 6: Investigating Breakthroughs and Analyzing Evidence

1. The team visited Dr. Carlos Finlay in order to _____.

Answer: c. learn more about the mosquito theory.

CCSS.ELA-Literacy.RI.6.3

2. Which of the following does the author NOT do in paragraph 3?

Answer: d. Share evidence that supports the contaminated clothing theory.

CCSS.ELA-Literacy.RI.6.5

3. Use the following information to label the picture as either male or female:

“The female...like all female mosquitos has a long nose (called proboscis) that allows her to stab through skin and draw blood. The male... like all male mosquitoes, has bushy antennae on his head that make him look different from the female.”

Answer: b. Male

CCSS.ELA-Literacy.RI.6.1

4. Which team member was chosen to lead the mosquito research?

Answer: d. Dr. Lazear

CCSS.ELA-Literacy.RI.6.1

5. Put the steps of Dr. Lazear’s experiment in order:

Answers: b. Hatch mosquito eggs.
c. Have female mosquitoes bite yellow fever patients.
d. Have the same female mosquitoes bite healthy people.
a. Observe the healthy people to see if the disease develops.

CCSS.ELA-Literacy.RI.6.2

6. What did Dr. Carroll mean when he said that the team was ready to take “ ‘a soldier’s chances’ ” (21). Use details from the text to support your answer.

Sample Response: When Dr. Carroll used the term “a soldier’s chances,” he was comparing how the scientists were prepared to accept the risks of taking part in the mosquito experiment to the way that soldiers accept risks when they go to war. The doctors knew that “a human volunteer bitten by an infected bug could get yellow fever and die of the disease. That was the risk” (21). In the same way, soldiers know their lives are at risk on a battlefield.

CCSS.ELA-Literacy.RI.6.1

Lesson 7: Rumors and Reality: Introducing Dr. Finlay

1. What is the author's main purpose for writing this paragraph?

Answer: c. To help the reader better understand each step of the process

CCSS.ELA-Literacy.RI.6.6

2. What do the bolded sentences reveal about Dr. Carroll?

Answer: c. He is concerned about his family.

CCSS.ELA-Literacy.RI.6.5

3. Based on the information in this passage, which of the following sentences BEST represents the author's point of view about Dr. Carroll's character?

Answer: b. Dr. Carroll is used to facing challenges.

CCSS.ELA-Literacy.RI.6.6

4. Why do Dr. Agramonte and Dr. Lazear decide that they need to let the same mosquito that bit Dr. Carroll bite another healthy person?

Answer: a. To try to find more evidence that the infected mosquito spread the disease

CCSS.ELA-Literacy.RI.6.2

5. Why is Private Dean the "perfect volunteer"?

Answer: c. He has not been in Cuba long, and is unlikely to have already been exposed to the disease.

CCSS.ELA-Literacy.RI.6.4

6. Read the passage and highlight one powerful detail that the author uses to illustrate Dr. Carroll's condition.

Possible Highlights:

"Carroll himself lay in the hospital, fighting the disease."

"He watched as Dr. Carroll's skin and bloodshot eyes turned lemon yellow."

"The sick man's pulse was slow."

"At one point Carroll felt a sharp pain in his chest that seemed to stop his heart."

"Sometimes he babbled feverishly."

What does this detail reveal about Dr. Carroll's condition?

Sample Response: The author describes Dr. Carroll's condition as growing serious. At one point, she writes, "The sick man's pulse was slow," meaning that he was possibly very close to dying. Dr. Carroll's health is in very serious danger.

CCSS.ELA-Literacy.RI.6.1

Lesson 9: The Monster, the Mosquito, and Motivation

1. Reread this statement:

“To Reed, Carroll’s illness was terrible. It was worrying. But, from a scientific point of view, it was also fascinating.”

What does that reveal about Dr. Reed?

Answer: b. He is both troubled by and curious about the news.

CCSS.ELA-Literacy.RI.6.5

2. What does the author suggest about scientific discovery in these paragraphs?

Answer: b. Scientific discoveries often require personal sacrifice on the part of the researchers.

CCSS.ELA-Literacy.RI.6.2

3. Select the BEST evidence that suggests that Dr. Lazear was not accidentally infected by a wild mosquito, as he reports.

Answer: d. “Lazear didn’t use guinea pigs in his experiments because they were immune from yellow fever.”

CCSS.ELA-Literacy.RI.6.1

4. Why does the author ask so many questions in these paragraphs?

Answer: b. She wants readers to feel how much mystery surrounds this event.

CCSS.ELA-Literacy.RI.6.6

5. Based on the author’s word choice, do you believe that Mabel Lazear was properly notified or not about her husband’s condition? What language does the author use to make you feel that way?

Sample Response: Based on the information the author gives, I do not believe that Mabel Lazear was given proper notification about her husband’s condition. The author details the way that Mabel received the news of Jesse’s death without warning, describing it as “seven terrible words scrawled on the printed form.” Jurmain describes the news as “cruel,” because Mabel had no idea that her husband was in danger, or even sick.

CCSS.ELA-Literacy.RI.6.1

Lesson 10: Heroic or Reckless?

1. In this section of the text, the author put the word “might” in italics to draw attention to it. Why is the author focusing on that word?

Answer: b. The author wants to emphasize that Dr. Reed feels that these ideas haven't been proven yet.

CCSS.ELA-Literacy.RI.6.4

2. Why does Dr. Reed meet with Private Dean when he returns to Cuba?

Answer: d. To determine if Dean had ever been exposed to yellow fever before or after his mosquito bite in the lab

CCSS.ELA-Literacy.RI.6.1

3. According to Dr. Reed's latest theory, why did some bites from infected insects cause the disease when others didn't?

Answer: c. A mosquito couldn't infect anyone else until 12 days after it was infected itself.

CCSS.ELA-Literacy.RI.6.1

4. Order the list of events that led to the Dr. Reed's experiment at Camp Lazear:

Answers:

- d. Reed conducts an interview with Private Dean to confirm that he had never been close to any yellow fever victims.
- c. Major General Leonard Wood gives Reed \$10,000 to complete his experiments.
- b. Reed writes a five-thousand-word report stating that his team had found evidence that clearly indicated the bite of a mosquito could cause yellow fever.
- a. Agramonte finds an isolated, dry, wind-blown, two-acre patch of land to set up camp.

CCSS.ELA-Literacy.RI.6.2

5. Why did Reed require all of his volunteers to sign a consent form before joining his yellow fever experiments at Camp Lazear?

Sample Response: Dr. Reed wanted all of the volunteers to sign consent forms because he believed that it would be wrong to not ask permission before conducting an experiment on a human being.

CCSS.ELA-Literacy.RI.6.1

Lesson 11: Understanding the Risk

1. Read this sentence from paragraph 3 of “Testing Times”:

“There were going to be no slip-ups, no accidental illnesses, nothing that would allow critics to find fault with the experiments—not if Reed could help it.”

Select the sentence from the text that shows that Reed took action to make sure no accidental illness happened.

Answer: b. “To make sure all the men in his experimental group were healthy, Reed ordered medics to take the volunteers’ pulse and temperature three times a day.”

CCSS.ELA-Literacy.RI.6.1

2. Read this sentence from paragraph 5 of “Testing Times.”

“As members of the scientific team watched through a window, the three American servicemen entered the building, opened the boxes, and took out nightshirts, underwear, blankets, sheets, and towels that were soiled with the blood, vomit, urine, and feces of yellow fever patients.”

What does the word “soiled” mean?

Answer: a. Stained

CCSS.ELA-Literacy.RI.6.4

3. Place the events in order:

Answer: c. Volunteers report to Camp Lazear.

a. Dr. Cooke, Jernegan, and Folk are given filthy clothing from yellow fever patients to wear.

d. Dr. Cooke, Jernegan, and Folk emerge from the “infected clothing building” after 20 nights.

b. Two other groups of men repeat the experiment.

CCSS.ELA-Literacy.RI.6.2

4. _____ was the first volunteer to develop an “unmistakable case of yellow fever” from mosquito bites.

Answer: a. John Kissinger

CCSS.ELA-Literacy.RI.6.1

5. Which detail from the text proves that yellow fever cannot be spread through the air?

Answer: d. Two other men who breathed the same air that John Moran had breathed were free of yellow fever.

CCSS.ELA-Literacy.RI.6.1

Lesson 13: Do You Consent? The Volunteers of Camp Lazear

1. Based on the information given in the passage, what does the author believe about Dr. Carlos Finlay?

Answer: d. Dr. Finlay was finally getting the credit that he deserved.

CCSS.ELA-Literacy.RI.6.6

2. Which sentence suggests that Carlos Finlay's success may have depended on scientific collaboration?

Answer: d. And now—now that a bunch of Americans had proved his hypothesis—Carlos Juan Finlay was the toast of Havana, one of the greatest, most famous men in Cuba.

CCSS.ELA-Literacy.RI.6.5

3. In paragraph 4, the author's tone can best be described as _____.

Answer: a. joyful

CCSS.ELA-Literacy.RI.6.4

4. Read this sentence from paragraph 7:

"Forty-seven years later it has been permitted to me and my assistants to lift the impenetrable veil that has surrounded the causation of this most dreadful pest of humanity..."

What does Dr. Reed mean by this statement?

Answer: d. Dr. Reed's team has overcome obstacles that have stumped many other scientists to finally reveal the cause of yellow fever.

CCSS.ELA-Literacy.RI.6.5

5. Which is the BEST explanation for why the author included Dr. Reed's letter to his wife in paragraph 7?

Answer: b. To reveal Dr. Reed's innermost feelings about mosquito discoveries

CCSS.ELA-Literacy.RI.6.1

6. What are the questions that still remain about the mosquito theory?

Sample Response: Although Dr. Reed has proven that mosquitoes spread yellow fever, he still has a few questions that remain unanswered. He still does not know what the actual yellow fever germ looks like. Dr. Reed also does not know why some volunteers who were bitten by infected mosquitoes became ill, when others did not. Also, Dr. Reed is still not sure whether female mosquitoes are able to transfer yellow fever to the eggs or not.

CCSS.ELA-Literacy.RI.6.2

Lesson 14: Did Dr. Reed Violate the Hippocratic Oath?

1. Which writing technique does the author use to begin this article?

Answer: e. Quotations that make an impact

CCSS.ELA-Literacy.RI.6.3

2. According to the article, what is the “mission” of the twenty health workers?

Answer: d. To give people yellow fever vaccines to prevent the illness

CCSS.ELA-Literacy.RI.6.1

3. Which sentence from the article expresses an *opinion*?

Answer: a. “The challenges are daunting.”

CCSS.ELA-Literacy.RI.6.5

4. Read the sentence from paragraph 3:

The virus, which kills 3 percent to 8 percent of those who are infected, is now circling the megacities of Rio de Janeiro and São Paulo, threatening to become this country’s first-blown urban epidemic since 1942.

Which of the following is the BEST choice to replace the word “circling”?

Answer: c. Surrounding

CCSS.ELA-Literacy.RI.6.4

5. In your own words, describe the problem that Brazil is facing.

Sample Response: This article describes a recent outbreak of yellow fever infections that has taken place in the South American country of Brazil. Many people are in danger of contracting the virus from mosquitoes. In response, the Brazilian government is trying very hard to keep ahead of the disease by sending out teams of health workers to convince more people to get the vaccine shot. However, rumors have spread about the vaccine that have given people untrue information about its safety, making them reluctant to get it. If these problems are not resolved soon, very large cities like Rio de Janeiro could potentially see an enormous outbreak of yellow fever that could lead to the deaths of millions.

CCSS.ELA-Literacy.RI.6.2

Lesson 1: “...there are widespread rumours...”

1. What is the financial condition of the Roylott family?

They used to be _____, but now they are _____.

Answers: a. extremely wealthy
b. struggling to pay the bills.

CCSS.ELA-Literacy.RL.6.2

2. How is Helen related to Dr. Roylott?

Answer: b. She is his stepdaughter.

CCSS.ELA-Literacy.RL.6.2

3. Helen is seeking Holmes’s help in solving whose death?

Answer: her sister’s death

CCSS.ELA-Literacy.RL.6.2

4. Why, most likely, is the story entitled, “The Speckled Band”?

Answer: d. Those were Julia’s last words.

CCSS.ELA-Literacy.RL.6.4

5. Which of the following is NOT a clue that Helen reveals in her first conversation with Holmes?

Answer: d. Julia left a note containing a riddle about a “speckled band.”

CCSS.ELA-Literacy.RL.6.2

6. Based on the evidence that Helen has provided so far, how do you think Julia died? What makes you think so? Can you come up with an alternative theory?

Sample Response: I think that Dr. Roylott did it. He is a very violent man and he also has a motive for committing the crime. It is also possible that Helen did it. All we have so far are her words. It is possible that she is making up evidence to place the blame on Dr. Roylott.

CCSS.ELA-Literacy.RL.6.2

Lesson 2: “I am all attention, madam.”

1. Helen is now sleeping in the same room in which her sister died.

Answer: a. True

CCSS.ELA-Literacy.RL.6.1

2. What does Holmes discover in each room?

Helen’s Sister’s Room

Answers: c. A rope hung from the ceiling
e. A ventilator shaft

Dr. Roylott’s Room

Answers: a. A saucer of milk
b. A small whip
d. A safe

CCSS.ELA-Literacy.RL.6.2

3. Which sentence BEST explains why Helen is unaware that the bell rope does not work?

Answer: f. No, I never heard of her using it. We used always to get what we wanted for ourselves.

CCSS.ELA-Literacy.RL.6.5

4. Holmes concludes that the saucer of milk _____.

Answer: b. cannot be for the cheetah.

CCSS.ELA-Literacy.RL.6.2

5. What is the next phase of Holmes’s plan?

Answer: a. Holmes and Watson will investigate the noise in Helen’s room.

CCSS.ELA-Literacy.RL.6.2

Lesson 2 (continued)

6. What are some questions that Holmes must have in mind after visiting the Roylott house? Be the detective and try to answer some of those questions.

Sample Response: Holmes is probably asking himself: Why does the rope not ring any bell? What is really in the safe? What is the ventilator for? I think that the rope doesn't ring any bell because that way Helen can't ring for help. Dr. Roylott is probably storing a weapon or poison in the safe. And I think he is using the ventilator to move between rooms without anyone knowing.

CCSS.ELA-Literacy.RL.6.3

Lesson 3: “We shall see if the inside throws any light...”

1. What was the purpose of each suspicious object?

The safe

Answer: b. The snake lived there.

The ventilator

Answer: c. The snake used it to move from one room to another.

The bell-rope

Answer: d. The snake used it to drop onto the bed.

The whistle

Answer: a. Dr. Roylott used it to call the snake back.

CCSS.ELA-Literacy.RL.6.1

2. Holmes understood how Julia died _____.

Answer: a. right after inspecting her room.

CCSS.ELA-Literacy.RL.6.2

3. Why did Holmes originally think the “gipsies” were Julia’s killers?

Answer: d. Holmes was confused by the double meaning of the word “band.”

CCSS.ELA-Literacy.RL.6.2

4. Choose the sentence that most clearly explains the answer to the previous question.

Answer: b. “The presence of the gipsies, and the use of the word ‘band,’ which was used by the poor girl, no doubt, to explain the appearance which she had caught a hurried glimpse of by the light of her match, were sufficient to put me upon an entirely wrong scent.”

CCSS.ELA-Literacy.RL.6.5

5. What did Watson and Holmes see on Dr. Roylott’s head when they entered his room?

Answer: c. A snake

CCSS.ELA-Literacy.RL.6.1

Lesson 3 (continued)

6. What traits do you think make Holmes so good at solving mysteries?

Sample Response: The thing that makes Holmes so good at solving mysteries is his focus. He can focus on the smallest detail and he gets important information from it. For example, Holmes figured out that the bed was bolted to the floor, so the snake would always land on the bed. That’s amazing!

CCSS.ELA-Literacy.RL.6.2

Lesson 4: What Does the Furniture Say?

1. Why did Julia smell cigar smoke?

Answer: b. The smoke traveled from Dr. Roylott’s room through the ventilator.

CCSS.ELA-Literacy.RL.6.2

2. Julia staggered and turned white because _____.

Answer: c. she had been bitten by a snake.

CCSS.ELA-Literacy.RL.6.2

3. Choose the sentence that describes the sound of the snake being called back to its master.

Answer: c. As I opened my door I seemed to hear a low whistle, such as my sister described, and a few moments later a clanging sound, as if a mass of metal had fallen.

CCSS.ELA-Literacy.RL.6.5

4. Choose the sentence that describes the sound of the snake’s master closing the door of its hiding place.

Answer: c. As I opened my door I seemed to hear a low whistle, such as my sister described, and a few moments later a clanging sound, as if a mass of metal had fallen.

CCSS.ELA-Literacy.RL.6.1

5. Julia called the snake a “speckled band” because _____.

Answer: b. the only light she had to see by was from a single match.

CCSS.ELA-Literacy.RI.6.4

Lesson 4 (continued)

6. Why did Dr. Roylott come up with such a complicated scheme to kill Julia and Helen?

Sample Response: Dr. Roylott came up with such a complicated plan because Julia and Helen kept their rooms locked at night, and because he did not want anyone to be able to figure out that he was trying to kill the sisters.

CCSS.ELA-Literacy.RL.6.2

Lesson 5: Which Clues Does Holmes Use?

1. Jabez Wilson applies for a job for which only _____ can apply.

Answer: a. red-haired men.

CCSS.ELA-Literacy.RL.6.1

2. What is Wilson’s regular job?

Answer: a. He owns a small pawnshop.

CCSS.ELA-Literacy.RL.6.1

3. Who does what in the story?

Jabez Wilson

Answer: a. Copies the *Encyclopaedia Britannica* by hand

Duncan Ross

Answer: c. Supervises the work at the Red-Headed League office

Vincent Spaulding

Answer: b. Watches the pawnshop in the mornings

CCSS.ELA-Literacy.RL.6.2

4. Why does Wilson hire Vincent Spaulding?

Answer: b. He is willing to work for half the money he should be getting.

CCSS.ELA-Literacy.RL.6.1

5. Which sentence BEST summarizes paragraph 14?

Answer: b. Mr. Jabez Wilson did not make a strong impression, except for his bold red hair and the look of embarrassment on his face. I learned little about the case by observing him.

CCSS.ELA-Literacy.RL.6.2

Lesson 5 (continued)

6. Ross offers Wilson four pounds a week to copy the encyclopedia word for word. That's equal to hundreds of dollars today! Do you think Wilson makes a smart move in accepting the position? Why or why not?

Sample Response: I don't think he made a smart move. Anyone who would be willing to pay someone else so much money to copy an encyclopedia must be up to something. What purpose would copying an encyclopedia serve? If someone offers you something for nothing, you should be suspicious and walk away!

CCSS.ELA-Literacy.RL.6.1

Lesson 1: “Share my love of all that is bizarre.”

1. Choose the best paraphrase for the following sentence: “From what you have told me I think that it is possible that graver issues hang from it than might at first sight appear.”

Answer: a. Based on your explanation, it seems like this could be a more serious case than I originally thought.

CCSS.ELA-Literacy.RL.6.2

2. Nearly all of Holmes’s questions to Wilson have to do with ____.

Answer: b. Spaulding

CCSS.ELA-Literacy.RL.6.2

3. Holmes seems to recognize the description of Spaulding from elsewhere.

Answer: a. True

CCSS.ELA-Literacy.RL.6.2

4. This question has two parts.

Part 1: After his visit to the streets of London, what does Holmes think about the case of the Red-Headed League?

Answer: c. He is convinced it could involve a serious crime.

Part 2: Which sentence best supports the answer to the previous question?

Answer: d. “Very well. And, I say, Doctor, there may be some little danger, so kindly put your army revolver in your pocket.”

CCSS.ELA-Literacy.RL.6.1

5. Has Watson figured out the mystery?

Answer: b. No

CCSS.ELA-Literacy.RL.6.2

6. Which sentence BEST supports your answer to the previous question?

Answer: e. I tried to puzzle it out, but gave it up in despair and set the matter aside until night should bring an explanation.

CCSS.ELA-Literacy.RL.6.1

7. What are some strategies Holmes uses in trying to solve the case? Does all of his detective work involve asking questions and gathering clues?

Sample Response: Holmes looks carefully at every detail. He examines the tiniest things that most of us would not notice. He asks some questions, but he doesn’t believe everything that people say. He also takes time to work the mystery out in his head, like when he smokes in the chair and when he goes to the music concert.

CCSS.ELA-Literacy.RL.6.2

Lesson 2: Case Notes

1. Who are each of these characters?

Peter Jones

Answer: b. Police agent

John Clay

Answer: c. Known criminal

Mr. Merryweather

Answer: a. Bank director

CCSS.ELA-Literacy.RL.6.2

2. How does John Clay break into the bank?

Answer: c. By digging a tunnel underground to get to the bank

CCSS.ELA-Literacy.RL.6.2

3. Spaulding (who is really John Clay) goes into the cellar to dig a tunnel to the bank, but he claims to be actually _____.

Answer: b. developing photographs.

CCSS.ELA-Literacy.RL.6.2

4. Which of the following do the police believe about John Clay?

a. He is a first time criminal.

b. He is a thief.

c. He normally works in an orphanage.

d. He is a murderer.

e. He engages in forgery.

Answers: a. False, b. True, c. False, d. True, e. True

CCSS.ELA-Literacy.RL.6.2

5. How do Holmes and the others finally catch the criminals?

Answer: a. They wait in the dark cellar.

CCSS.ELA-Literacy.RL.6.2

6. What could John Clay have done to prevent Holmes from figuring out his crime?

Sample Response: The most important thing Clay should have done was come up with a better scheme than the Red-Headed League. He could have kept Wilson working for longer, too. If Wilson was still working for the Red-Headed League, he never would have gone to Holmes in the first place.

CCSS.ELA-Literacy.RL.6.3

Lesson 3: Red-Handed

1. Which details from the text were true? Which details were false?

a. The Red-Headed League was established by Ezekiah Hopkins of Lebanon, Pennsylvania.

Answer: False

b. Wilson’s assistant really loves photography and develops pictures all daylong.

Answer: False

c. While Wilson is at the Red-Headed League, his assistant is digging a tunnel in the cellar of the pawnshop.

Answer: True

CCSS.ELA-Literacy.RL.6.2

2. Why did Holmes thump the pavement with his stick?

Answer: c. To test where the cellar was

CCSS.ELA-Literacy.RL.6.2

3. What did Holmes figure out from learning about the assistant’s “love” of photography?

Answer: d. The assistant was doing something in the cellar.

CCSS.ELA-Literacy.RL.6.2

4. Holmes sat in his chair and smoked a pipe in order to _____.

Answer: c. think about the details of the case

CCSS.ELA-Literacy.RL.6.2

5. How did Holmes figure out the connection between Wilson’s pawnshop and the bank?

Answer: d. He applied his detailed knowledge of the streets of London.

CCSS.ELA-Literacy.RL.6.2

6. Which character are you more like: Holmes or Watson? What makes you think so?

Sample Response: I think I am more like Sherlock Holmes. I really like to try and figure things out and people often tell me that I make really good observations; I think I am more like Watson. I like to support other people and many people tell me that I am a good listener and explain things really well.

CCSS.ELA-Literacy.RL.6.2

Grade 6 Unit C Solo Answer Key

6C: The Chocolate Collection

Sub-Unit 2: Scavenger Hunt and Internet Research

Lesson 1: Scavenger Hunt: Introducing the Collection	Lesson 2: Scavenger Hunt: Exploring the Collection
<p>1. Order the list showing the Mesoamerican empires from oldest to most recent.</p> <p>Answers: b. Olmec, a. Mayan, c. Aztec</p> <p>CCSS.ELA-Literacy.RI.6.2</p>	<p>1. At age 87, Halvorsen was still dropping candy in _____.</p> <p>Answer: b. America</p> <p>CCSS.ELA-Literacy.RI.6.1</p>
<p>2. Who were the first people to consume chocolate?</p> <p>Answer: b. Olmec</p> <p>CCSS.ELA-Literacy.RI.6.1</p>	<p>2. Which THREE things did Halvorsen drop over Berlin, besides candy?</p> <p>Answer: b. Flour, d. milk, e. coal</p> <p>CCSS.ELA-Literacy.RI.6.1</p>
<p>3. What did the Olmec mix with the seeds of the cacao pods?</p> <p>Answer: d. All of the above</p> <p>CCSS.ELA-Literacy.RI.6.1</p>	<p>3. Halvorsen _____ ask permission for dropping tiny parachutes with candy.</p> <p>Answer: b. did not</p> <p>CCSS.ELA-Literacy.RI.6.1</p>
<p>4. Choose the multiple purposes served by cacao for the Mayans.</p> <p>Answer: a. Food, b. Medicine, d. Drink for religious ceremonies</p> <p>CCSS.ELA-Literacy.RI.6.1</p>	<p>4. What happened when Halvorsen was identified as the mystery candy bomber?</p> <p>Answer: d. He was encouraged to continue those drops.</p> <p>CCSS.ELA-Literacy.RI.6.1</p>
<p>5. In Mayan society, everyone drank chocolate, but among the Aztecs, only rulers and religious leaders were allowed to drink it.</p> <p>Answer: b. False</p> <p>CCSS.ELA-Literacy.RI.6.1</p>	<p>5. Choose the sentence that provides context clues for the meaning of “airlift.”</p> <p>Answer: d. American pilots began flying tons of flour, milk, meat, even coal to desperate Berliners.</p> <p>CCSS.ELA-Literacy.RI.6.4</p>

Lesson 3: Internet Research

1. William Cadbury was worried about the working conditions on the island cocoa estates because he was _____.

Answer: c. the owner of a cocoa company that bought cocoa from the estate

CCSS.ELA-Literacy.RI.6.1

2. Most Angolan natives were shipped to the islands to work on cocoa estates _____.

Answer: b. against their will

CCSS.ELA-Literacy.RI.6.1

3. William Cadbury says that the publication *The Boa Entrada Plantations* shows that the management of the estates is generally _____.

Answer: b. very good

CCSS.ELA-Literacy.RI.6.1

4. Choose the three arguments Cadbury made to convince plantation owners to stop using slave labor.

Answers: a. The conditions of the Brussels Act should be followed.
c. The better conditions for mine workers in Mozambique
d. The fact that happier workers would bring in friends

CCSS.ELA-Literacy.RI.6.3

5. The S. Thomé plantations needed to import several thousand new laborers each year because _____.

Answer: a. many workers died each year

CCSS.ELA-Literacy.RI.6.1

6. What did Cadbury threaten to do if conditions for laborers didn't improve?

Answer: c. Stop buying cocoa from the S. Thomé estate

CCSS.ELA-Literacy.RI.6.1

Lesson 1: Reasons and Evidence

1. The details in this portrait, including the cups of chocolate, were most likely included at least partly to demonstrate the family's _____.

Answer: b. wealth

CCSS.ELA-Literacy.RI.6.7

2. Now look at the Bosco Chocolate Syrup portrait. Would a portrait like this likely have been painted or owned by an average citizen in 18th century France?

Answer: b. No

CCSS.ELA-Literacy.RI.6.7

3. This portrait was displayed in a high-priced American department store in 2007. Do you think chocolate had the same significance at that time as it did in 18th century France? Why or why not?

Sample Response: Answers may include that chocolate is more common and accessible to people in 2007, and so did not have quite the same implication of great wealth and status.

CCSS.ELA-Literacy.RI.6.7

4. Pretend you are an aristocrat in 18th century France. Write one or two sentences to express your reaction to seeing a portrait, painted with chocolate syrup instead of paint.

Sample Response: Answers might include sentiments of surprise, admiration, amusement, or shock at the waste.

CCSS.ELA-Literacy.RI.6.7

5. Pretend you are an ordinary citizen in 18th-century France. Write one or two sentences to express your reaction to seeing a portrait painted with chocolate syrup instead of paint.

Sample Response: Answers might include sentiments of shock or disgust at the waste, anger, or envy.

CCSS.ELA-Literacy.RI.6.7

Lesson 2: Argumentative Writing

1. Choose three responses that describe the pulp inside cacao pods.

The pulp inside cacao pods is _____.

Answers: a. White, c. Fibrous, d. Mild-tasting

CCSS.ELA-Literacy.RI.6.1

2. The cacao tree can be found in Africa, Asia, and the Caribbean.

Answer: a. True

CCSS.ELA-Literacy.RI.6.1

3. Native Americans at the time of Columbus used cacao beans as currency.

Answer: a. True

CCSS.ELA-Literacy.RI.6.1

4. Why are the beans of the Criollo variety of cacao trees valued?

Answer: b. They have an aroma and delicacy that chocolate makers prize.

CCSS.ELA-Literacy.RI.6.1

5. Who impressed the Spanish court with the cocoa beans he took from the Aztecs?

Answer: b. Hernando Cortés

CCSS.ELA-Literacy.RI.6.1

Lesson 3: The Many Ways of Experiencing “Chocolate”

1. Which THREE descriptions of the environment of a cacao farm match the text?

Answers: a. having muddy hills
b. hot and humid
c. often raining

CCSS.ELA-Literacy.RI.6.1

2. What THREE types of animals are found in the environment of cacao farms?

Answers: a. monkeys, b. toucans, d. snakes

CCSS.ELA-Literacy.RI.6.1

3. How does the presence of trees on traditional cacao farms help the nearby environment?

Answer: d. The trees provide food and shelter for wildlife.

CCSS.ELA-Literacy.RI.6.1

4. Reread the text from paragraph 6:

“With a grant from the U.S. State Department (under the Central American Free Trade Agreement), HSI is helping 300 small farmers in Nicaragua and 100 in Costa Rica to bring farms abandoned because of disease back into production....”

Judging from the context, the phrase “bring... back into production” most closely means _____.

Answer: a. cause to work again

CCSS.ELA-Literacy.RI.6.4

5. Many migratory birds are in decline because of habitat loss at both ends of their ranges.

Answer: a. True

CCSS.ELA-Literacy.RI.6.1

6. Choose the TWO things that HSI and HSUS are doing to help wildlife in Nicaragua and Costa Rica:

Answers: c. Supporting farmers who practice wildlife-sustaining methods
d. Helping farmers bring back farms abandoned because of disease

CCSS.ELA-Literacy.RI.6.1

Lesson 1: Preparing for the Debate

1. The article suggests that cacao _____ grown in New Mexico.
Answer: b. was not
CCSS.ELA-Literacy.RI.6.1
2. When this article was written, the idea of trade between Mesoamericans and Puebloans between the 11th and 14th centuries was _____.
Answer: b. new to archaeologists
CCSS.ELA-Literacy.RI.6.1
3. Which BEST describes what the author means in paragraph 2 when she writes that the complex was “built...in stages”?
Answer: a. It was built in parts over a period of time.
CCSS.ELA-Literacy.RI.6.4
4. Reread paragraph 6. Which BEST expresses the meaning of the phrase “We’ve erected this wall...” as used in that paragraph?
Answer: b. We have considered them totally unconnected areas.
CCSS.ELA-Literacy.RI.6.1
5. What substance did archaeologists find when they tested fragments of drinking vessels found near Pueblo Bonito?
Answer: c. Theobromine
CCSS.ELA-Literacy.RI.6.1
6. At the end of the article, Dorothy Washburn sounds mostly _____ about the future of archaeologists’ understanding of the culture at Chaco.
Answer: a. positive
CCSS.ELA-Literacy.RI.6.4

Lesson 2: The Debate

1. Why does the narrator plan to open the shop “for the morning only” on this day?
Answer: b. She wants to spend time with her daughter later.
CCSS.ELA-Literacy.RL.6.1
2. When the author writes that Anouk “keeps an eye on the door” it most closely means that she _____.
Answer: b. watches out for customers
CCSS.ELA-Literacy.RL.6.4
3. What is the name of the chocolate shop?
Answer: b. La Praline
CCSS.ELA-Literacy.RL.6.1
4. Which sentence best describes what the narrator thinks is happening in paragraph 6?
Answer: a. People are giving up something desirable and good to stay unhappy.
CCSS.ELA-Literacy.RL.6.6
5. Which part of the shop’s decor is supposed to repel bad influences?
Answer: b. Cedar and lavender sachets
CCSS.ELA-Literacy.RL.6.1
6. Reread paragraphs 15–19. Which sentence best defines the “it” that the narrator refers to when she says in paragraph 19, “It sets us apart. It makes us different.”
Answer: b. Anouk’s mysterious ability to create “glamours.”
CCSS.ELA-Literacy.RL.6.1

Lesson 3: Internet Research

1. Which countries are top producers of cocoa? Choose the TWO correct answers that apply.

Answers: b. Brazil, d. Nigeria

CCSS.ELA-Literacy.RI.6.1

2. Judging from the countries the article lists as places where cacao trees are found, you can infer that cacao trees need _____ conditions to grow.

Answer: a. very warm

CCSS.ELA-Literacy.RI.6.1

3. When Despina tells how she would be fired, or given notice, for drinking chocolate, she calls this “An example of justice that takes the biscuit.” The phrase “takes the biscuit” MOST LIKELY means what?

Answer: b. Is the worst ever

CCSS.ELA-Literacy.RL.6.4

4. Which are true as aspects of Despina’s life as a servant?

True of Despina’s life:

Answers: a. Her work is hard and hot.
b. She is not allowed chocolate.
d. She feels the rules are unjust.

Not true of Despina’s life:

Answers: c. She is fond of the ladies.
e. The ladies share everything with her.
f. She follows the rules.

CCSS.ELA-Literacy.RL.6.1

5. At the end of the passage, Despina is _____.

Answer: b. coming close to being caught tasting the chocolate

CCSS.ELA-Literacy.RL.6.1

Grade 6 Unit D Solo Answer Key

6D: The Greeks

Sub-Unit 1: Prometheus

Lesson 1: Zeus vs. Prometheus (first solo)

1. Prometheus thinks very highly of Zeus.

Answer: b. False

CCSS.ELA-Literacy.RL.6.1

2. Prometheus questions why Zeus did not give the race of man _____.

Answer: d. knowledge

CCSS.ELA-Literacy.RL.6.1

3. In paragraph 3, Zeus claims that “man is happy.” What does he say is the cause of human beings’ happiness?

Answer: d. They do not know they have anything to be unhappy about.

CCSS.ELA-Literacy.RL.6.1

4. In paragraph 4, Prometheus implies the ways in which humans’ lives would improve if they had fire. Match the quote with the improvement.

Answers: “He crouches in caves.” / Humans could warm themselves.

“He is at the mercy of beast and weather.” / Humans could protect themselves.

“He eats his meat raw.” / Humans could cook their food.

CCSS.ELA-Literacy.RL.6.1

5. What does Prometheus seem to feel that humans should be?

Answer: a. Different from the beasts

CCSS.ELA-Literacy.RL.6.2

6. In paragraph 9, Zeus says that humans have “a vaunting pride that needs little sustenance to make it swell to giant size.” What does he mean by that?

Answer: c. With very little encouragement, human beings could become too proud.

CCSS.ELA-Literacy.RL.6.4

7. In paragraph 12, Prometheus gives human beings some advice about using fire. What does he not explain?

Answer: c. How to start it

CCSS.ELA-Literacy.RL.6.1

Lesson 1: Zeus vs. Prometheus (second solo)

1. What do you learn about Athene in the first paragraph?

Answer: d. All of the above

CCSS.ELA-Literacy.RL.6.1

2. Daedalus was jealous of Talos's _____.

Answer: b. skills

CCSS.ELA-Literacy.RL.6.1

3. Daedalus pushed Talos from the roof of the temple, but Athene turned the boy into a _____ before he landed.

Answer: c. bird

CCSS.ELA-Literacy.RL.6.1

4. Select the sentence that BEST supports your answer to the previous question.

Answer: d. But Athene, who had heard the first words of the boy's prayer, caught him in mid-air, and turned him into a partridge, which flew away, drumming.

CCSS.ELA-Literacy.RL.6.1

5. Which paragraph BEST shows how Talos obtained his knowledge?

Answer: b. Paragraph 5

CCSS.ELA-Literacy.RL.6.2

6. Why did Athene withdraw her support for Daedalus? What evidence from the text makes you think so?

Sample Response: Athene withdrew her support for Daedalus because he tried to kill someone who was praying to her. The text says that Daedalus pushed Talos from the roof of the temple "as the lad stretched his arms toward heaven." This shows that Daedalus didn't really care about Athene's feelings. That is what made her angry.

CCSS.ELA-Literacy.RL.6.4

Lesson 2: Should Humans Have Fire?

1. Icarus devised a plan to escape Crete by building _____.

Answer: b. wings

CCSS.ELA-Literacy.RL.6.1

2. This question has two parts.

Part 1: What feeling came over Icarus as he flew through the air?

Answer: a. Freedom

Part 2: Which paragraph most directly supports the answer to the previous question?

Answer: d. Paragraph 49

CCSS.ELA-Literacy.RL.6.1

3. Who said it? Select the speaker of each statement.

“Ha...,” he thought to himself. “Those things have been flying all their lives. Wait till I get a little practice. I’ll outfly them all.” (52)

Answer: a. Icarus

“Do not fly too low or the spray will wet you your wings, not too high or the sun will melt them. Not too high and not too low, but close by me, through the middle air.” (46)

Answer: b. Daedalus

CCSS.ELA-Literacy.RL.6.1

4. Icarus _____ his father’s directions.

Answer: b. disobeyed

CCSS.ELA-Literacy.RL.6.1

5. What feeling does Icarus display in paragraph 52?

Answer: b. Arrogance

CCSS.ELA-Literacy.RL.6.2

6. What kind of person do you think Icarus is? What makes you think so?

Sample Response: I think that Icarus is a selfish young man. He thinks he knows everything and he doesn’t know how to listen to directions. At the end of the passage he says, “I will outfly them all” (paragraph 52). This probably means that he is going to get himself into big trouble because of his arrogant attitude.

CCSS.ELA-Literacy.RL.6.1

Lesson 3: Is Zeus Correct?

1. At the beginning of the passage, _____ flying through the air.

Answer: c. Daedalus and Icarus are

CCSS.ELA-Literacy.RL.6.1

2. What does Icarus want to know more about, according to the passage?

Answer: a. The sun

CCSS.ELA-Literacy.RL.6.1

3. What is the sun? Match the belief about the sun with the people who believe it, according to Icarus.

Libyans

Answer: d. A great burning eye looking through a hole

Athenians

Answer: b. A golden coach drawn by horses

Barbarians

Answer: c. A flaming squid in the waters of the sky

Daedalus

Answer: a. A monster ball of burning gas

CCSS.ELA-Literacy.RL.6.1

4. _____ was used to bind the wings to Icarus's back.

Answer: d. Wax

CCSS.ELA-Literacy.RI.6.1

5. Think back through the Daedalus story. What do you think were the most important causes of Icarus's death? Number the causes from most important to least important, with 1 being the least important and 7 being the most.

a. The heat of the sun

b. A lack of thankfulness to the gods

c. Daedalus's attempt to kill Talos

d. The idea that humans are not supposed to fly

e. Icarus's arrogance

f. Poor wing design

g. Icarus's attempt to gain secret knowledge

Answers may vary

CCSS.ELA-Literacy.RL.6.1

6. Explain why you put the causes from the previous question in this order. Feel free to add any causes you think were even more important than the ones listed.

Sample Response: I think the most important cause of Icarus's death was Daedalus's attempt to kill Talos at the beginning of the story. Talos loved Athena and wanted to pray to her. But Daedalus tried to kill him, and this caused Athena to no longer support Daedalus. She made Daedalus pay the price for this crime by taking his own son from him.

CCSS.ELA-Literacy.RL.6.3

7. Compare the Prometheus and Daedalus stories. How are they similar? How are they different?

Sample Response: In both Daedalus and Prometheus, the main characters try to get knowledge from the gods. In the end, these characters are punished by the gods. The main difference between the stories is that Prometheus is a god-like Titan, while Daedalus and Icarus are just humans. Either way, they all lose out by failing to honor the gods.

CCSS.ELA-Literacy.RL.6.2

Lesson 5: Prometheus in Your Own Words

1. What do Odysseus and his men find in and around the cave? Choose all that apply.

Answers: a. Farm animals, b. Food, d. A large stone wall

CCSS.ELA-Literacy.RL.6.1

2. What is this cave meant to be?

Answer: b. A home for a giant

CCSS.ELA-Literacy.RL.6.1

3. Odysseus says that the giant has “no truck with others of his kind.” What does he mean?

Answer: b. The giant doesn't do business with other giants.

CCSS.ELA-Literacy.RL.6.4

4. Where did Odysseus get the wine that he brings along on his journey?

Answer: c. from a priest whose family he protected

CCSS.ELA-Literacy.RL.6.1

5. Why does Odysseus disagree with his men's plans to take the cheeses and animals?

Answer: b. He wants to wait and meet the giant.

CCSS.ELA-Literacy.RL.6.1

6. What can the reader learn about the Cyclops from the description of his living space?

Sample Response: We can learn a few things about the Cyclops from the description of his cave. First of all, it is clear that the Cyclops likes to live alone. He does not live near other people or Cyclopes, and his cave is far away from anything. We also learn that he knows how to take care of himself; he can raise animals and make his own cheese.

CCSS.ELA-Literacy.RL.6.2

Lesson 1: The Cave

1. When the giant returns to the cave and throws down the wood he is carrying, what do Odysseus and his men do?

Answer: b. They hide in the back of the cave.

CCSS.ELA-Literacy.RL.6.1

2. Why does the giant only bring some of the animals into the cave?

Answer: c. He plans to milk them, so he only needs the females.

CCSS.ELA-Literacy.RL.6.1

3. Once the giant and the animals are inside the cave, what is the first thing the giant does?

Answer: b. He closes the entrance with a huge stone.

CCSS.ELA-Literacy.RL.6.1

4. When the giant asks if Odysseus and his crew are on a “trading venture,” he is asking if they are traveling for _____.

Answer: a. business

CCSS.ELA-Literacy.RL.6.4

5. When the giant asks if Odysseus and his crew are “cruising the main on chance, like roving pirates,” he is asking if they are traveling _____.

Answer: d. to steal

CCSS.ELA-Literacy.RL.6.4

6. Why does Odysseus decide that killing the giant “would seal our own fate as well as his”?

Answer: c. He knows the men can’t move the stone that seals the entrance.

CCSS.ELA-Literacy.RL.6.1

7. What do you think were the earliest signs of danger in “The Cyclops”?

Sample Response: I think the earliest sign of danger in the story was when Odysseus said that he didn’t know if the island had friendly or hostile residents. That was a sign to the reader that something bad was going to happen. Once they realized that the cave was home to a giant, they should have run as fast as they could!

CCSS.ELA-Literacy.RL.6.3

Lesson 2: Meet Polyphemus

1. When the Cyclops seals Odysseus and his crew in the cave in the morning, Odysseus feels _____.

Answer: c. ready for revenge

CCSS.ELA-Literacy.RL.6.1

2. What does Odysseus decide to make in order to overcome the Cyclops?

Answer: c. A stake to blind the Cyclops with

CCSS.ELA-Literacy.RL.6.1

3. What does the Cyclops offer Odysseus in return for the wine Odysseus gives him?

Answer: c. The chance to be eaten last, after all the rest

CCSS.ELA-Literacy.RL.6.1

4. What is one thing that Odysseus does not do before attacking Polyphemus?

Answer: c. Give Polyphemus food that makes him vomit.

CCSS.ELA-Literacy.RL.6.1

5. By saying he's called "Nobody," how does Odysseus trick the Cyclops?

Answer: a. When Polyphemus calls him that, the other Cyclopes think he is alone in his cave.

CCSS.ELA-Literacy.RL.6.1

6. In the conflict between Polyphemus and Odysseus, which is more important: physical strength or intelligence? What makes you think so?

Sample Response: I think it is a combination of physical strength and intelligence. Odysseus uses intelligence to devise the plan for their escape. But it is the strength of his crew members that pushes the wooden stake into the eye of the Cyclops. If it weren't for the combination of strength and intelligence, Odysseus and his crew would not have been able to defeat Polyphemus.

CCSS.ELA-Literacy.RL.6.2

Lesson 3: Tricksters

1. How did Odysseus and his men hide from the Cyclops? Number the events in the order they happened.

Answers: 1 d. Tied the rams together
2 b. Crawled under the rams' bellies
3 c. Held on by the rams' fleece
4 a. Waited for the sunrise

CCSS.ELA-Literacy.RL.6.2

2. What is the most likely reason Odysseus ties the men to the animals like this?

Answer: c. He expects the blinded Cyclops to search for them by touching things.

CCSS.ELA-Literacy.RL.6.1

3. Why does Polyphemus start to speak to the animal Odysseus is holding on to?

Answer: b. It is proud and usually walks out first, not last.

CCSS.ELA-Literacy.RL.6.1

4. After he is blinded, Polyphemus realizes Odysseus lied about his name.

Answer: b. False

CCSS.ELA-Literacy.RL.6.1

5. Which sentence BEST supports the answer to the previous question?

Answer: d. "Nobody was his name; and I swear that he has not yet saved his skin!"

CCSS.ELA-Literacy.RL.6.1

6. What is one thing Odysseus does NOT tell his men to do when they get to the ship?

Answer: c. Get more weapons to fight the Cyclopes

CCSS.ELA-Literacy.RL.6.1

7. Odysseus calls Polyphemus an "idiot" (41). Do you think that is a fair description of the Cyclops? Why or why not?

Sample Response: Polyphemus is not a good person, but I don't think it's fair to call him an "idiot." When Odysseus calls Polyphemus an "idiot," it is because Polyphemus is blind and can't see what Odysseus and his crew are doing. That's not fair. Polyphemus is smart in his own way. He knows how to take care of himself. He knows all about raising animals and producing his own food.

CCSS.ELA-Literacy.RL.6.1

Lesson 4: **Flex Day 2**

1. Why does Sindbad set out on his current journey?

Answer: b. He is bored.

CCSS.ELA-Literacy.RL.6.1

2. Sindbad gets stranded _____.

Answer: a. on an island

CCSS.ELA-Literacy.RL.6.1

3. How does Sindbad escape the island?

Answer: d. by riding along with a giant bird

CCSS.ELA-Literacy.RL.6.1

4. The roc carries Sindbad to _____.

Answer: a. more danger

CCSS.ELA-Literacy.RL.6.2

5. Select the sentence that BEST represents the threat that Sindbad now faces.

Answer: c. This sight gave me great pleasure, but my delight was speedily damped when I saw also numbers of horrible snakes so long and so large that the smallest of them could have swallowed an elephant with ease.

CCSS.ELA-Literacy.RL.6.5

6. What do you think Sindbad relies more upon: his physical strength or his intelligence? What makes you think so?

Sample Response: I think that Sindbad relies on his strength and intelligence in equal parts. He would not be able to survive with only one or the other. When he uses the roc to escape, for example, he needed brains to be able to come up with that plan, but if he didn't have muscles he would not have been able to hold on when the bird took flight.

CCSS.ELA-Literacy.RL.6.2

Lesson 5: **Escape**

1. Who is Odysseus referring to when he yells to Polyphemus, "So he was not such a weakling after all"? (44)

Answer: b. Himself, and the fact that he managed to outwit the giant Cyclops and escape his cave

CCSS.ELA-Literacy.RL.6.1

2. What does Odysseus mean when he says, "Now Zeus and all the other gods have paid you out"? (44)

The gods have _____ you for all the _____ things you have done in the past, Polyphemus.

Answers: c. punished, a. bad

CCSS.ELA-Literacy.RL.6.4

3. What does Odysseus do after his crew begs him not to shout at Polyphemus any more?

Answer: c. He yells at the Cyclops anyway because he has lost his temper.

CCSS.ELA-Literacy.RL.6.1

4. Why does Polyphemus groan when Odysseus tells him his real name?

Answer: b. There was a prophecy that a man with this name would blind him.

CCSS.ELA-Literacy.RL.6.1

Lesson 5 (continued)

5. This question has two parts.

Part 1: At the end of the passage, how does Odysseus's crew seem to feel about him?

Answer: c. They honor him.

Part 2: Which sentence BEST supports the answer to the previous question?

Answer: a. "My comrades-in-arms did me the special honour, when the sheep and goats were distributed, of presenting me with the big ram in addition."

CCSS.ELA-Literacy.RL.6.1

6. Based on Polyphemus' prayer to Poseidon in paragraph 50, what do you predict will happen to Odysseus and his crew in the remainder of The Odyssey? What makes you think so?

Sample Response: I predict that Polyphemus's prayer to Poseidon will be answered. Polyphemus asks Poseidon to make it hard for Odysseus to get home. Then, at the end of the story, Odysseus says that Zeus's mind was already full of plans for his destruction. I think that means he does have many troubles on his way home, which is exactly what Polyphemus wanted.

CCSS.ELA-Literacy.RL.6.3

Lesson 6: Pride

1. What valuable resource does Sindbad find in large amounts on the island?

Answer: d. Diamonds

CCSS.ELA-Literacy.RL.6.1

2. At first, Sindbad kicks aside this precious material because he is so _____.

Answer: c. angry

CCSS.ELA-Literacy.RL.6.1

3. Number the events in the order they happened.

Answers: 1 b. Sindbad collects diamonds.

2 e. Sindbad ties a piece of meat to his back.

3 a. An eagle grabs Sindbad and carries him off.

4 d. The eagle drops Sindbad in its nest.

5 c. The merchants rescue Sindbad.

CCSS.ELA-Literacy.RL.6.2

4. Which of the following does Sindbad NOT encounter during the rest of the journey?

Answer: b. A one-eyed monster

CCSS.ELA-Literacy.RL.6.1

5. What is the very first thing Sindbad does when he returns to Baghdad?

Answer: a. He donates money to the needy.

CCSS.ELA-Literacy.RL.6.1

Lesson 6 (continued)

6. In what ways is Sindbad similar to Odysseus?
In what ways is he different?

Sample Response: Both Odysseus and Sindbad travel by sea and arrive at a mysterious island. They both confront mythic monsters. Both Odysseus and Sindbad are very intelligent and cunning, but they also have physical strength. Unlike Odysseus, Sindbad's enemies are just giant animals. They don't try to play tricks on him or pursue him after he is gone.

CCSS.ELA-Literacy.RL.6.9

Lesson 1: A Gift From the Gods?

1. Focus on lines 1–5: When the poem says Minerva “Had heard too much of Arachne,” what does it most likely mean?

Answer: b. Minerva heard people talking about Arachne.

CCSS.ELA-Literacy.RL.6.1

2. When the poem says the nymphs came “to flock stunned / Around what flowered out of the warp and the weft / Under her fingers,” (11–13) what does it most likely mean?

Answer: d. The nymphs gather to watch her weaving, and are amazed.

CCSS.ELA-Literacy.RL.6.4

3. According to lines 27–29, when Arachne hears it said that she must have learned her weaving from Minerva, Arachne _____ and says that _____.

Answers: a. laughs
c. she was born with the ability

CCSS.ELA-Literacy.RL.6.1

4. This question has two parts.

Part 1: How does Arachne respond to the old woman?

Answer: c. She mocks her appearance and voice.

Part 2: Which line BEST supports the answer to the previous question?

Answer: d. “I am not such a fool / To be frightened by an owl-face and a few screeches.”

CCSS.ELA-Literacy.RL.6.1

5. How would you summarize the conversation between the old woman (Minerva in disguise) and Arachne?

The old woman says:

Answer: a. Show respect and be grateful for your talents.

Arachne says:

Answer: b. I don't need to respect anyone; I'll challenge the goddess to a contest.

CCSS.ELA-Literacy.RL.6.2

6. Based on your knowledge of Greek mythology, what do you think will be the outcome of the weaving contest? What makes you think so?

Sample Response: Here is what I know about Greek mythology: You need to respect the gods, no matter what. Maybe Arachne will lose the contest with Minerva, or maybe she will win it. Either way, she will be punished for talking back to a goddess.

CCSS.ELA-Literacy.RL.6.1

Lesson 2: **Confronting Minerva**

1. After Minerva shows herself as the goddess, Arachne _____ more humble.

Answer: b. doesn't act

CCSS.ELA-Literacy.RL.6.2

2. When the poem says, "Too eager / For the greater glory now to be won / She plunged with all her giddy vanity / Into destruction" (lines 77–80), what does it mean?

Answer: c. Arachne is eager to prove she is a better weaver than Minerva.

CCSS.ELA-Literacy.RL.6.4

3. Which of the following is NOT included in Minerva's weaving, based on lines 96–112?

Answer: a. A sun and a rainbow

CCSS.ELA-Literacy.RL.6.1

4. What images did each weaver show in her designs?

Minerva

Answer: b. The glory of the gods and the punishments of those who defied them

Arachne

Answer: a. The forms that the gods took to deceive women

CCSS.ELA-Literacy.RL.6.2

5. Both Minerva and Arachne weave designs that tell us something about how they view the gods. Minerva believes that the gods are _____. Arachne believes that the gods are _____.

Answers: a. responsible for great deeds,
b. capable of injustice

CCSS.ELA-Literacy.RL.6.2

6. Based on the descriptions, whose designs do you think you would like better, Minerva's or Arachne's? What makes you think so?

Sample Response: I think I would definitely like Arachne's design better. Arachne is a rebel. She wants to show the truth no matter what the gods or anyone else thinks. She is taking a great risk to tell the stories the gods don't want anyone to know.

CCSS.ELA-Literacy.RL.6.1

Lesson 3: Telling Stories

1. “And neither the goddess / Nor jealousy herself / Could find a stitch in the entire work / That was not perfection.” (196–199) Another way of saying this would be: In Minerva’s opinion, every single part of Arachne’s tapestry was _____.

Answer: a. perfect

CCSS.ELA-Literacy.RL.6.2

2. Who won the contest?

Answer: a. Arachne

CCSS.ELA-Literacy.RL.6.1

3. Which line BEST supports the answer to the previous question?

Answer: a. “Arachne’s triumph / Was unbearable.”

CCSS.ELA-Literacy.RL.6.1

4. Arachne tries to hang herself because she is upset that, instead of recognizing Arachne’s triumph, Minerva destroys Arachne’s tapestry and attacks her.

Answer: a. True

CCSS.ELA-Literacy.RL.6.2

5. This question has two parts.

Part 1: What does the story help explain?

Answer: c. The origin of all the spiders in the world

Part 2: Choose the lines that BEST supports the answer to the previous question.

Answer: d. Lines 231–235

CCSS.ELA-Literacy.RL.6.2

6. Looking back over the story, do you think Arachne should have changed her behavior, or was she justified in her attitude toward the gods and goddesses? What makes you think so?

Sample Response: It would have been better for Arachne to change her behavior earlier. She should have avoided conflict with a goddess. When Minerva told Arachne to be thankful to the gods for her talents, all she had to do was say a few words of thanks and the whole problem would have been avoided.

CCSS.ELA-Literacy.RL.6.1

Lesson 4: Justice

1. Who is who in the story?

Demeter

Answer: c. The goddess of harvesting; loves cornfields

Persephone

Answer: b. Young daughter of a goddess; looks like a flower

Figure in the Black Cape

Answer: a. Rides a black chariot from beneath the ground

CCSS.ELA-Literacy.RL.6.1

2. How does Demeter learn about the kidnapping of her daughter?

Answer: b. She listens to the talk of the birds who witnessed the crime.

CCSS.ELA-Literacy.RL.6.1

3. Demeter wants Zeus to _____ her daughter.

Answer: b. rescue

CCSS.ELA-Literacy.RL.6.1

4. Demeter notices something that appears to be a gift to Zeus from Hades, and it makes her wonder if Zeus will be fair with her. What is it?

Answer: b. a shiny new thunderbolt

CCSS.ELA-Literacy.RL.6.1

5. Summarize the conversation between Zeus and Demeter.

Demeter says

Answer: a. I won't let anything on the earth grow until I get justice.

Zeus says

Answer: b. Maybe I wasn't fair to you; let me see what I can do.

CCSS.ELA-Literacy.RL.6.2

6. What do you predict will be the outcome of the story of Demeter and Persephone? What makes you think so?

Sample Response: Based on the reading so far, I predict that something terrible is going to happen. Demeter will have to make a major sacrifice in order to see her daughter again.

CCSS.ELA-Literacy.RL.6.1

Lesson 5: **Arachne in Your Own Words**

1. Persephone _____ her life in the underworld.

Answer: b. secretly liked

CCSS.ELA-Literacy.RL.6.1

2. What did Hades NOT do to get Persephone to eat?

Answer: a. Forced her to eat fruit he picked

CCSS.ELA-Literacy.RL.6.1

3. Persephone ate exactly _____ seeds from the pomegranate fruit.

Answer: c. six

CCSS.ELA-Literacy.RL.6.1

4. Because Persephone ate those seeds, the story suggests, she has to spend _____ months in the underworld out of every year.

Answer: c. six

CCSS.ELA-Literacy.RL.6.1

5. This question has two parts.

Part 1: What does the Earth experience while Persephone is in the underworld?

Answer: a. Winter

Part 2: Which paragraph reveals the specific reason for the outcome in the previous question?

Answer: d. Paragraph 44

CCSS.ELA-Literacy.RL.6.1

6. In what ways is the story of Demeter and Persephone similar to the story of Arachne? How is it different?

Sample Response: Both “Demeter” and “Arachne” try to explain why something in nature exists. In the case of “Demeter,” the story explains why we have winter. In “Arachne,” the story explains why there are spiders. The stories are different, though, in that neither Demeter nor Persephone did anything wrong or rebelled against other gods. Arachne treated the gods badly and embarrassed them.

CCSS.ELA-Literacy.RL.6.9

Grade 6 Unit E Solo Answer Key

6E: Summer of the Mariposas

Sub-Unit 1: Summer of the Mariposas

Lesson 1: The Importance of Beginnings

1. Match the names of the remaining sisters with their position in the family.

Oldest

Answer: b. Odilia

Second Oldest

Answer: c. Juanita

[Middle: Velia & Delia]

Youngest

Answer: a. Pita

CCSS.ELA-Literacy.RL.6.1

2. Which of the sisters is narrating the story?

Answer: d. Odilia

CCSS.ELA-Literacy.RL.6.1

3. Choose one character who interests you, then complete the following.

Answers: My character is: Juanita.

List one word you might use to describe this character: passionate.

Explain what interests you about this character below.

Sample Response: Juanita is passionate about things and can't seem to keep her opinions to herself. She makes the scenes interesting.

CCSS.ELA-Literacy.RL.6.1

4. Read the sentences from the text below and answer the question.

"I didn't like where this was heading. Knowing Juanita and her quixotic ways, this could turn into one of her many harebrained schemes." (54)

Which of the following BEST describes the point of view in these sentences?

Answer: b. The narrator's ideas on Juanita's character

CCSS.ELA-Literacy.RL.6.6

5. Reread paragraph 105. Which BEST explains why, in Odilia's mind, the girls have hardly seen their paternal grandmother?

Answer: b. Their father didn't make the effort.

CCSS.ELA-Literacy.RL.6.1

6. Reread paragraphs 40–48.

Match the sister with her opinions on what would happen if they report the body to customs (the *migra*).

The *migra* are ruthless; The body would end up in a hole and forgotten; Customs agents have a low opinion of illegals and are more likely to harm them than help them.

Answer: b. Juanita:

The *rumores* about customs are exaggerated; custom agents would do the responsible thing because they work for the government.

Answer: a. Odilia

CCSS.ELA-Literacy.RL.6.1

Lesson 2: Understanding Odilia

1. This question has two parts.

Part 1: When the chapter opens, the sisters _____ all agreed to the same plan for what to do about the body.

Answer: b. have not

Part 2: List two pieces of evidence from paragraphs 1–22 to support your answer.

Answer: But my *hermanitas* were mistaken if they thought I was going to drive them around in that death trap. ; “Well, we’re going. You can join us, like a good big sister, *cinco hermanitas*, together forever—or you can break our motto and stay behind like a coward.”

CCSS.ELA-Literacy.RL.6.1

2. In paragraph 27, why does Odilia say she is “humoring” her sisters?

Answer: d. She is pretending that she is supportive of their plan.

CCSS.ELA-Literacy.RL.6.4

3. _____ is the hardest to convince about the trip to Mexico, but _____ is the one most likely to tell their mother about their plan.

Answer: a. Odilia, e. Pita

CCSS.ELA-Literacy.RL.6.1

4. Which BEST describes what happens in paragraph 79?

Answer: a. Mamá reminds Odilia of her responsibilities and sends her home.

CCSS.ELA-Literacy.RL.6.1

5. What does Odilia do to try to get her sisters to stay home that night?

Answer: b. Pretends to be their mother coming home early

CCSS.ELA-Literacy.RL.6.1

6. Which BEST describes Odilia's thinking by the end of the chapter?

Answer: d. She has gotten into the car but intends to give up the body at the border.

CCSS.ELA-Literacy.RL.6.1

Lesson 3: The Characterization of the Garza Sisters

1. Review paragraphs 3–9. The purpose of the girls' "prepping the body for the trip" (3) is so that he will _____.

Answer: c. appear to be alive

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 24–34. After Odilia leaves her sisters at the riverbank to think about things, she talks to a _____ who the stories say _____.

Answers: b. ghost, a. drowned her own children

CCSS.ELA-Literacy.RL.6.1

3. Review paragraphs 47–55. What does La Llorona tell Odilia that this trip is really about?

Answer: b. Making Odilia's family whole again

CCSS.ELA-Literacy.RL.6.1

4. Which BEST describes Juanita's reaction when Odilia tells her the truth about her conversation with La Llorona?

Answer: d. She is angry because she doesn't believe Odilia is telling the truth.

CCSS.ELA-Literacy.RL.6.1

5. Review paragraphs 14–30. To Odilia's surprise, her sisters have organized carefully for the trip and packed a lot of supplies.

Answer: a. True

CCSS.ELA-Literacy.RL.6.1

6. In paragraphs 32–34, Odilia changes her mind about the trip, deciding finally that it is the _____ thing to do because she does not want to _____.

Answers: a. right

a. be separated from her sisters

CCSS.ELA-Literacy.RL.6.1

7. Why doesn't Odilia use the magical earring on the "scary" official at the Mexican customs station?

Answer: a. She doesn't need to use it because her sisters charm him instead.

CCSS.ELA-Literacy.RL.6.1

Lesson 4: The Hero's Journey Structure

1. In paragraphs 1–13, which TWO are the main things Odilia is concerned about?

Answers: b. Getting through the checkpoint without a permit, c. Avoiding border gangs

CCSS.ELA-Literacy.RL.6.1

2. Select the names of the sisters who get angry at Pita in this chapter.

Answer: b. Juanita, c. Delia, d. Velia

CCSS.ELA-Literacy.RL.6.1

3. When Odilia leaves her sisters in the clearing in paragraph 42, what does she go to do?

Answer: b. Get them some hot food.

CCSS.ELA-Literacy.RL.6.1

4. Review paragraphs 71–77. As they drive away from the clearing, the sisters are still arguing and angry at each other.

Answer: b. False

CCSS.ELA-Literacy.RL.6.1

5. When they arrive in El Sacrificio, who helps Odilia find out where the man's house is located?

Answer: b. La Llorona

CCSS.ELA-Literacy.RL.6.1

6. When they find the pink house, what do the sisters realize about it?

Answer: d. There is a birthday party in progress.

CCSS.ELA-Literacy.RL.6.1

7. Review paragraphs 29–33. What are the sisters so surprised about, that they did not realize before?

Answer: a. Many years have passed since this man left home.

CCSS.ELA-Literacy.RL.6.1

Lesson 6: Symbolism and the Butterfly

1. Review paragraphs 77–89. The dog owner turns out to be _____.

Answer: d. the son of the dead man

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 92–141. Number the events from the second half of the chapter (paragraphs 70–141) in order.

Answers: 1 e. The old man realizes who the man in the car is.

2 c. The body falls out of the car.

3 b. The party guests question the sisters about Gabriel.

4 d. The Pédrido family invites the sisters inside to talk.

5 a. The sisters meet the dead man's wife and her mother.

CCSS.ELA-Literacy.RL.6.2

3. Review paragraphs 117–139. Confirm key facts about this part of the story by marking the following statements as true or false.

a. The old man asks the sisters to help him carry the body inside.

b. The sisters leave without talking to the family.

c. The old man sends the party guests and musicians home.

d. The dead man's wife had written and told him not to come back.

e. The authorities had found another body they thought was Gabriel's.

Answers: a. False, b. False, c. True, d. False, e. True

CCSS.ELA-Literacy.RL.6.1

Lesson 6 (continued)

4. Review paragraphs 139–141. When Inés, the dead man’s wife, tells Odilia and her sisters that they “have brought peace to my home,” the girls _____ her words.

Answer: b. doubt

CCSS.ELA-Literacy.RL.6.1

5. Review paragraphs 4–18. When Inés and her mother question the girls, Odilia lies about _____ but tells the truth about _____.

Answers: a. her age, b. visiting their grandmother

CCSS.ELA-Literacy.RL.6.1

6. Review paragraphs 29–41. Which of the following explains why Odilia uses the ear pendant’s magic on Inés and her mother?

Answer: b. They insist they should call the girls’ mother or grandmother.

CCSS.ELA-Literacy.RL.6.1

7. Review paragraphs 81–92. What does Odilia mean by “the shock I received the next morning”?

Answer: d. The story in the paper about them being missing children

CCSS.ELA-Literacy.RL.6.1

Lesson 7: Working With Theme #1—
A Family Lost?

1. Review paragraphs 1–6. Why did Odilia buy all of the newspapers at the store?

Answer: b. To keep others from reading them

CCSS.ELA-Literacy.RL.6.1

2. In paragraph 18, when the newspaper refers to Mamá as “a person of interest,” it means that she might be _____.

Answer: a. in trouble over the girls’ disappearance

CCSS.ELA-Literacy.RL.6.4

3. Review paragraphs 32–39. Why is the FBI involved in the search for the girls?

Answer: a. Because the sisters are missing and are not adults

CCSS.ELA-Literacy.RL.6.1

4. Review paragraphs 51–60. Select the things the sisters have done that are legal and illegal.

a. Taking a car without the owner’s permission.

Answer: Illegal

b. Arriving at a party without an invitation.

Answer: Legal

c. Failing to report a body.

Answer: Illegal

d. Taking money without permission.

Answer: Illegal

e. Driving a very old car.

Answer: Legal

f. Visiting relatives in Mexico uninvited.

Answer: Legal

CCSS.ELA-Literacy.RL.6.2

Lesson 7 (continued)

5. Review paragraphs 62–68. What happens to prevent the girls from driving all the way to their grandmother’s house?

Answer: d. There is a mechanical problem with the car.

CCSS.ELA-Literacy.RL.6.1

6. The girls are reluctant to go home with the woman they meet in the desert because she seems untrustworthy.

Answer: b. False

CCSS.ELA-Literacy.RL.6.1

7. Review paragraphs 136–142. Which BEST explains why Odilia calls to La Llorona for help at the end of the chapter?

Answer: c. Cecilia’s behavior seems strange since she knows they are missing and in trouble.

CCSS.ELA-Literacy.RL.6.1

Lesson 8: Ignoring the Warning Signs

1. What are the two ways La Llorona helped Odilia at the start of chapter 9?

Answers: b. She gives Odilia something to make her throw up.
d. She shows Odilia what Cecilia is really like.

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 18–27 of chapter 9. The “special treats” Cecilia gives her visitors make them _____ and also make them not want to _____.

Answers: b. sleep, b. leave

CCSS.ELA-Literacy.RL.6.1

3. Review paragraphs 47–48. How do Odilia’s sisters react when she makes them drink the *jojote* juice and tells them the truth about Cecilia?

Answer: b. They are unhappy with the juice’s effects but agree to her plan.

CCSS.ELA-Literacy.RL.6.1

4. Number the events from the second half of chapter 9 (paragraphs 49–100) in order.

Answers: 1 e. Cecilia tries to get Pita to eat a piggy.
2 d. Odilia uses the charmed earring on Cecilia.
3 b. Cecilia tells them to bring a goat to Teresita.
4 a. The girls see Cecilia and the house as they really are.
5 c. Cecilia calls on the “children of the dark” to punish the girls.

CCSS.ELA-Literacy.RL.6.2

Lesson 8 (continued)

5. When the old man they first meet when they enter the yard offers them water, Odilia _____.

Answer: b. tastes and smells it before drinking

CCSS.ELA-Literacy.RL.6.1

6. Review paragraphs 19–25. Teresita's cards are _____ and these cards tell her that _____.

Answers: a. a way of seeing the future, b. the girls have done wrong and must pay

CCSS.ELA-Literacy.RL.6.1

7. Review paragraphs 32–54 from chapter 10 to see what happens when the sisters visit Teresita. Then mark each of the following statements as true or false.

- a. Odilia told her sisters everything La Llorona told her.
- b. Odilia thinks she could have prevented Cecilia's curse.
- c. Teresita agrees it is a good idea to use the ear pendant against the demons.
- d. Teresita's way of helping is to forewarn and give advice.
- e. The girls need to beware of witch owls, a warlock, and *el chupacabras*.

Answers: a. False, b. True, c. False, d. True, e. True

CCSS.ELA-Literacy.RL.6.1

8. In paragraphs 67–68 of chapter 10, Teresita assures the sisters that they aren't meant to die on this journey, and that when they get home _____.

Answer: b. there will be more hardship.

CCSS.ELA-Literacy.RL.6.1

Lesson 9: The Odyssey Comparison

1. Review paragraphs 15–30. Pita acts like she _____ the donkey.

Answer: b. can understand

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 37–46. Which BEST describes Odilia's feelings about the donkey?

Answer: b. It reminds her of Teresita's warnings and she is not sure they should trust it.

CCSS.ELA-Literacy.RL.6.1

3. Review paragraphs 55–61. When the donkey runs off with her sisters in the cart, Odilia is sure he is just heading for food and water.

Answer: b. False

CCSS.ELA-Literacy.RL.6.1

4. Review paragraphs 63–82. Which BEST describes what happens after the donkey finally stops?

Answer: c. The donkey begins to speak and Odilia realizes it is the sorcerer they were warned about.

CCSS.ELA-Literacy.RL.6.1

Lesson 9 (continued)

5. Review paragraphs 3–14 to see what Odilia discovers after she wakes. Then mark each of the following statements as true or false.
- a. The sisters are tied up in the cave.
 - b. The sisters are surrounded by fluttering butterflies.
 - c. The warlock has changed back into a donkey.
 - d. There are spiderwebs full of dead butterflies.
 - e. Teresita and her husband have come to rescue the sisters.
 - f. The warlock plans to cook the sisters to release himself from a curse.
 - g. Odilia cannot remember any songs at all.

Answers: a. True, b. False, c. False, d. True, e. False, f. True, g. True

CCSS.ELA-Literacy.RL.6.1

6. Review paragraphs 15–55. Number the events from paragraphs 15–55 in order.

Answers: 1 e. Odilia uses the charmed ear pendant.
 2 b. Odilia begins to sing a song their mother used to sing to them.
 3 a. The sisters all wake up and they sing together.
 4 d. The butterflies begin to come back to life.
 5 c. Tonantzin appears in the cave.

CCSS.ELA-Literacy.RL.6.2

7. Which BEST describes what has happened by the end of the chapter?

Answer: b. The warlock dies in his own potion; the girls run away and are safe.

CCSS.ELA-Literacy.RL.6.2

Lesson 11: Different Dreams, Different Journeys

1. Odilia explains to the girls that she got the ear pendant from _____ and that it can be used to call on _____ for help.

Answers: a. La Llorona, c. Tonantzin

CCSS.ELA-Literacy.RL.6.1

2. Which BEST describes what the *lechuzas* look like?

Answer: a. Owls with the faces of witches

CCSS.ELA-Literacy.RL.6.1

3. Odilia's plan is to take out the silk string Teresita gave her and have her sisters stand guard while she ties knots in it.

Answer: a. True

CCSS.ELA-Literacy.RL.6.1

4. What do the girls hear from the *lechuzas*?

Answer: b. Voices of women they know criticizing them and calling them names

CCSS.ELA-Literacy.RL.6.1

5. Review paragraphs 77–94 to see what happens as the *lechuzas* continue to attack the girls. Then mark each of the following statements as true or false.

- a. A *lechuza* flies away with the silk string.
- b. Juanita and Pita run out of the barn.
- c. Odilia is attacked by a *lechuza* with Mamá's voice.
- d. The twins come to fight the *lechuza* with big metal sticks.
- e. Juanita and Odilia can't find the tools Pita was playing with.

Answers: a. True, b. False, c. True, d. True, e. False

CCSS.ELA-Literacy.RL.6.1

Lesson 11 (continued)

6. There are still more *lechuzas*, but Odilia solves the problem by knotting a silk thread she gets from _____ while _____.

Answer: c. Pita's dress, b. saying prayers

CCSS.ELA-Literacy.RL.6.1

Lesson 12: How Does the Sisters' Relationship Change?

1. Review paragraphs 1–11. Which TWO things worry Odilia about the remaining trip to Hacienda Dorada?

Answers: a. It may be too far to get there before it's dark again.
d. The sisters won't meet anyone to help them along the way.

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 45–47. Seeing Chencho show friendliness to Pita makes Odilia think _____.

Answer: c. her sister is more grown-up than she thought

CCSS.ELA-Literacy.RL.6.1

3. Review paragraphs 53–67. The sisters aren't all sure whether to trust Chencho, but Odilia decides _____ and goes back into the barn to wait until he leaves.

Answer: a. not to take any chances

CCSS.ELA-Literacy.RL.6.1

4. Review paragraphs 94–105 to see what happens once they get to Chencho's place. Then mark each of the following statements as true or false.

- a. The cabin is a clean and comfortable place to sleep.
- b. Chencho is a good host and gives them food and coffee.
- c. The goats spend the night inside the cabin with them.
- d. Chencho tells them about how he came to live out there alone.

Answers: a. False, b. True, c. True, d. True

CCSS.ELA-Literacy.RL.6.1

Lesson 12 (continued)

5. Review paragraphs 106–131. Number the events from paragraphs 106–131 in order.

Answers: 1 b. Chencho tells them the *chupacabras* took his eye.
 2 a. Odilia remembers that Teresita's husband shot the *chupacabras* through its eye.
 3 d. Odilia starts to believe Chencho is who he says he is because he says he wants the *chupacabras* dead too.
 4 e. Juanita says she learned how to kill vampires from a library book.
 5 c. They all decide to make stakes and fight the *chupacabras* together.

CCSS.ELA-Literacy.RL.6.2

6. Review paragraphs 132–176 to see what happens after the sisters fall asleep in Chencho's place. Then mark each of the following statements as true or false.
- a. Pita is gone when Odilia wakes up.
 - b. The *chupacabras* is there when the sisters wake up.
 - c. Chencho is the *chupacabras* and is feeding on Pita's leg.
 - d. Odilia refuses to hurt Chencho at all.
 - e. Odilia puts a stake through Chencho's other eye, but the sisters show mercy and don't kill him.

Answers: a. False, b. True, c. True, d. False, e. True

CCSS.ELA-Literacy.RL.6.1

Lesson 13: Comparing the Heroic Ideal

1. Why doesn't Odilia want to use the ear pendant to do something about Pita's wound?

Answer: b. She wants to see if their grandmother can help Pita.

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 60–64. Instead of drugs from a pharmacy, Abuelita Remedios uses _____ to heal people.

Answer: a. herbs from the garden

CCSS.ELA-Literacy.RL.6.1

3. Review paragraphs 55–76 to find out what happens after Abuelita Remedios cares for Pita's wound. Then mark each of the following statements as true or false.

- a. Abuelita Remedios invites the girls to stay while Pita heals, but she also wants to call their mother.
- b. Odilia lies to her grandmother about their phone being disconnected.
- c. Odilia thinks if their mother tries to leave the country she will get in trouble.
- d. Juanita, Velia, and Delia help in the garden while Odilia feeds the animals.
- e. Pita's sparkling eyes and pink cheeks make their Abuelita think she is getting worse.

Answers: a. True, b. True, c. True, d. False, e. False

CCSS.ELA-Literacy.RL.6.1

4. Review paragraphs 77–94. The girls' father is Abuelita Remedios's _____ and her opinions about him in this conversation are _____.

Answers: b. son, f. negative

CCSS.ELA-Literacy.RL.6.1

Lesson 13 (continued)

5. Review paragraphs 105–110. In this part of the conversation, who is most sympathetic toward Mamá?

Answer: d. Odilia and Abuelita

CCSS.ELA-Literacy.RL.6.1

6. Review paragraphs 111–145. The sisters eventually realize that they need to try to get their mother to _____. They also realize that their father’s decision to leave was _____.

Answers: b. feel better, d. not their fault

CCSS.ELA-Literacy.RL.6.1

Lesson 14: Discovering Aztec Ancestors

1. Abuelita Remedios gives _____ a gift of her own _____ before they leave her home.

Answer: a. Odilia, b. seeds from her plants

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 18–20. Which BEST describes Abuelita Remedios’ opinion on how they should answer questions about their trip to Mexico?

Answer: d. She thinks they should leave out the parts about the magic because people won’t believe it.

CCSS.ELA-Literacy.RL.6.1

3. Review paragraphs 28–38. Why does it seem like they will have a problem with taking a taxi across the border?

Answer: b. They have no papers to show the driver.

CCSS.ELA-Literacy.RL.6.1

4. Review paragraphs 42–50 to discover what happens once they realize none of the bags contain their papers. Then mark each of the following statements as true or false.

- a. Abuelita Remedios wants the girls to ask at the *aduana* offices for help.
- b. The girls are afraid they will have to wait in a detention center.
- c. Abuelita Remedios is worried about corrupt officials and bribes.
- d. Juanita is excited and pleased that the media might hear about it.
- e. Odilia is worried Mamá might get into trouble with Child Protective Services.

Answers: a. True, b. True, c. False, d. False, e. True

CCSS.ELA-Literacy.RL.6.1

Lesson 14 (continued)

5. Review paragraphs 51–58. What does Odilia mean when she says “The answer has been sitting right here all along”?

Answer: b. She realizes she already has what she needs to ask for a miracle: the Virgen’s sanctuary and the ear pendant.

CCSS.ELA-Literacy.RL.6.1

6. Review paragraphs 58–106. Number the events from paragraphs 58–106 in order.

Answers: 1 d. The girls and their grandmother light candles and join hands.
 2 e. Odilia spins the ear pendant.
 3 c. They all follow a moonlit path and meet the young Tonantzin.
 4 a. The Virgen allows the girls to ask questions.
 5 b. Tonantzin tells them to “Give the roses to the mother.”

CCSS.ELA-Literacy.RL.6.2

Lesson 16: Reimagining Aztec Ancestors

1. Where does the woman who gives them a ride in her canoe come from?

Answer: c. an ancient Aztec civilization

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 15–32 to see what happens during the sisters’ canoe trip with Ixtali. Then mark each of the following statements as true or false.

Answers: a. False, b. True, c. True, d. True, e. False

CCSS.ELA-Literacy.RL.6.1

3. Review paragraphs 38–47. Before she leaves to _____, Ixtali reminds the girls to _____.

Answers: c. bring Abuelita home, b. pick flowers

CCSS.ELA-Literacy.RL.6.1

4. Number the events from paragraphs 48–71 in order.

Answers: 1 e. The twins help Pita walk because she is tired and hurt.
 2 d. Odilia remembers they left their belongings back in Mexico in the truck.
 3 a. Velia helps Odilia gather roses.
 4 b. Border patrol trucks arrive.
 5 c. Velia points out that they still don’t have papers so will be in trouble.

CCSS.ELA-Literacy.RL.6.1

Lesson 16 (continued)

5. Review paragraphs 1–6. When questioned by the authorities at the Customs Station, the girls say they got back across the border by _____ and that Pita’s leg was injured by a _____.

Answers: d. swimming the river, b. stray dog

CCSS.ELA-Literacy.RL.6.1

6. Review paragraphs 7–30 to discover what happens after Mamá arrives at the Customs Station. Then mark each of the following statements as true or false.
- a. Mamá scolds the girls for what they have done.
 - b. The customs agents are friendly and offer help.
 - c. Special Agent Gonzales tells Mamá she will probably be in trouble with Child Protective Services.
 - d. Odilia is expecting the roses to transform Mamá and they do.

Answers: a. False, b. True, c. False, d. False

CCSS.ELA-Literacy.RL.6.1

7. Review paragraphs 31–46. When they get home, they are surprised to see that _____, and Mamá seems _____.

Answers: b. a car is in the driveway
a. worried and upset

CCSS.ELA-Literacy.RL.6.1

8. Review paragraphs 57–77 to see what happens after they go inside the house. Then mark each of the following statements as true or false.
- a. At first glance, the girls all stand still in shock at the sight of their father.
 - b. Their father acts guilty and admits he did something wrong.
 - c. Odilia is the only one who won’t hug their father.
 - d. Odilia thinks their father has torn the cinco hermanitas apart.
 - e. Their father promises never to leave them again.

Answers: a. True, b. False, c. True, d. True, e. True

CCSS.ELA-Literacy.RL.6.1

Lesson 17: Symbolism Revisited

1. Review paragraphs 1–12. Odilia's _____ in her father is proved correct when _____ come out of her sisters' bedrooms.

Answers: a. lack of trust , c. three strangers

CCSS.ELA-Literacy.RL.6.1

2. Review paragraphs 13–41. Number the events from paragraphs 13–41 in order.

Answers: 1 a. The strange woman wants Papá to explain, but he says it is not the time.
 2 b. Odilia compares this woman with Mamá in her mind.
 3 e. The strange girls say they are cleaning out their room.
 4 d. The twins and the girls spill clothes all over the floor.
 5 c. Velia and Delia attack the strange girls.

CCSS.ELA-Literacy.RL.6.2

3. Review paragraphs 42–66 to find out about Papá's plans and the girls' reactions. Then mark each of the following statements as true or false.

a. Before today, the girls had known about Papá's plans to divorce Mamá but not about his other family.
 b. Papá wants the girls to think of Ashley and Alison as their sisters.
 c. Odilia acts friendly toward Ashley and Alison's mother.
 d. Papá thinks Mamá has done a bad job and he should be in charge of the family.
 e. The sisters are united in telling Papá to leave.

Answers: a. True, b. True, c. False, d. True, e. True

CCSS.ELA-Literacy.RL.6.1

4. Review paragraphs 67–85 to see how Mamá and Odilia react to Papá's plans. Then mark each of the following statements as true or false.

a. Mamá says Papá treats them as less important than his new family.
 b. Odilia thinks her mother will be happy when Papá says he doesn't love her.
 c. Odilia does not believe their father will provide for them.
 d. Mamá has taken legal action to keep both the girls and the house.
 e. Mamá admits that the house belongs to Papá because he built it.

Answers: a. True, b. False, c. True, d. True, e. False

CCSS.ELA-Literacy.RL.6.1

5. Review paragraphs 1–7. Mamá calls _____ to help with _____.

Answers: b. Special Agent Gonzales
 c. the media crews

CCSS.ELA-Literacy.RL.6.1

6. Review paragraphs 6–27. Choose the two answers that include what Odilia is thinking most about in these paragraphs.

Answers: b. Her mother and Agent Gonzales
 d. The Virgen and the white roses

CCSS.ELA-Literacy.RL.6.1

Lesson 17 (continued)

7. Review paragraphs 27–34. Number the events from paragraphs 27–34 in order.

Answers: 1 c. Agent Gonzales offers them a ride home from church.
 2 a. The girls pick vegetables and plant seeds.
 3 e. The family makes *pollo con calabacita* together.
 4 d. Mamá and the girls watch a movie together.
 5 b. Mamá wants Odilia to play a game with her.

CCSS.ELA-Literacy.RL.6.2

8. Review paragraphs 35–54. Odilia's favorite *Lotería* board is _____. Mamá's is _____, and this makes Odilia realize she has made a mistake about who _____.

Answers: 1 b. La Luna
 2 c. El Corazón
 3 d. should get the roses

CCSS.ELA-Literacy.RL.6.1

Lesson 18: Completing the Hero's Journey

1. Review paragraphs 3–17 to see what happens when Odilia goes to bring the roses to La Llorona. Then mark each of the following statements as true or false.

a. Odilia is sure her mother will not worry.
 b. Odilia thinks the roses are a nice gift, but does not know how they can transform La Llorona.
 c. Odilia finds La Llorona by the sounds of her sadness.
 d. La Llorona does not want the roses.
 e. The *mariposas* become part of the transformation.

Answers: a. False, b. True, c. True, d. False, e. True

CCSS.ELA-Literacy.RL.6.1

2. Who is the "new life in the universe" Odilia is talking about in this quote from paragraph 24?

Answer: d. La Llorona and her children

CCSS.ELA-Literacy.RL.6.1

3. Put the events from paragraphs 10–25 in order.

Answers: 1 e. Odilia sees something that makes her stop dancing.
 2 c. Mario cuts his finger on Odilia's corsage.
 3 b. Odilia realizes Papá is watching Mamá.
 4 a. Papá gives Odilia good wishes.
 5 d. Papá says he doesn't want to embarrass Odilia.

CCSS.ELA-Literacy.RL.6.2

Lesson 18 (continued)

4. Review paragraphs 26–43 to discover what happens when Odilia sees her father at her Sweet Sixteen party. Then mark each of the following statements as true or false.
- a. Odilia realizes Papá is hoping to make up with Mamá.
 - b. Odilia thinks Mamá will want to get married to Papá again.
 - c. Odilia has sympathy for what Papá has been through.
 - d. Papá apologizes and admits that what he did was wrong.
 - e. The present Odilia tells Juanita she can't see is an earring.

Answers: a. True, b. False, c. True, d. True, e. False

CCSS.ELA-Literacy.RL.6.1

5. Which BEST explains the meaning of paragraph 4?

Answer: b. Odilia avoids thinking about her feelings about her father.

CCSS.ELA-Literacy.RL.6.1

6. The party is in honor of Odilia's _____.

Answer: d. turning sixteen

CCSS.ELA-Literacy.RL.6.1

Grade 6 Unit F Solo Answer Key

6F: The Titanic Collection

Sub-Unit 2: Scavenger Hunt and Internet Research

Lesson 1: Scavenger Hunt: Introducing the Collection

1. Which two of these words did Mr. Abelseh use to describe the noises he heard as the *Titanic* sank?

Answers: a. cracking, d. popping

CCSS.ELA-Literacy.RI.6.1

2. When Mr. Abelseh heard these noises he was _____.

Answer: d. on the starboard side of the ship

CCSS.ELA-Literacy.RI.6.1

3. Review paragraphs 31–41. Select the people Mr. Abelseh saw or heard while he was still on the *Titanic*.

Answers: a. An officer looking for sailors
c. Mr. Abelseh's brother-in-law
e. An old man talking to his wife
f. Mr. Abelseh's cousin

CCSS.ELA-Literacy.RI.6.1

4. Look back at paragraphs 39–40. Judging from Mr. Abelseh's testimony, being in a lifeboat meant you survived.

Answers: False; "Some of them fell into the water again." / "Some of them were frozen; and there were two dead, that they threw overboard."

CCSS.ELA-Literacy.RI.6.1

5. For lines 22 and 23, Harold and Eleanor Johnson, it is MOST likely that column 6, "Calling or Occupation," was left blank because of their _____.

Answer: b. age

CCSS.ELA-Literacy.RI.6.7

6. How many people from each of the countries listed were on the ship's manifest?

Country	1–2	3–4	5–6
England	_____	_____	_____
Ireland	_____	_____	_____
Norway	_____	_____	_____
Finland	_____	_____	_____
Sweden	_____	_____	_____
Austria	_____	_____	_____
Syria	_____	_____	_____
Turkey	_____	_____	_____

Answers:

1–2: England, Austria, Norway, Turkey

3–4: Ireland, Syria

5–6: Finland, Sweden

CCSS.ELA-Literacy.RI.6.7

Lesson 1 (continued)

7.

Which TWO things do all of the passengers on this list have in common?

Answers: b. Last names in the same part of the alphabet
f. Former passengers on the *Titanic*

CCSS.ELA-Literacy.RI.6.7

8.

Do you think the information on this manifest was useful? If you were the one taking a survey of the survivors of the *Titanic*, what questions would you have asked them, and why?

Sample Response: Responses will be subjective but should include an awareness of what might be helpful for survivors of such a disaster. Examples: Place of origin/destination is important for contacting family/getting survivors to their destination; names of family/companions also on *Titanic* important to track down living or dead; other possibilities: existing health issues, injuries sustained, and other help needed.

CCSS.ELA-Literacy.RI.6.7

Lesson 2: Scavenger Hunt:
Exploring the Collection

1.

What was “the cur in human shape” (2) hoping to achieve by changing clothing as the *Titanic* sank?

Answer: d. Get on a lifeboat by dressing as a woman

CCSS.ELA-Literacy.RI.6.1

2.

Which words describe the coward and which words describe the heroes?

	Describes the “coward”	Describes the “heroes”
Brave	_____	_____
Chivalric	_____	_____
Crafty	_____	_____
Despicable	_____	_____
Excellent	_____	_____
Helpful	_____	_____
Nameless	_____	_____
Selfish	_____	_____

Describes “the coward”

Answers: Nameless, Crafty, Despicable, Selfish

Describes the “heroes”

Answers: Brave, Chivalric, Excellent, Helpful

CCSS.ELA-Literacy.RI.6.3

Lesson 2 (continued)

3. This question has two parts.

Part 1: What selection process did the officers use to determine which men should row the lifeboats?

Answer: b. They tried to pick men who truly wanted to help.

Part 2: How would you have chosen men to row? Explain your response.

Sample Response: Responses will be subjective but should include an awareness of what would be most required: ability/strength, and a genuine urge to help/bravery.

CCSS.ELA-Literacy.RI.6.1

4. The subtitle, “The Coward” makes clear from the start _____.

Answer: a. The author’s opinion

CCSS.ELA-Literacy.RI.6.6

5. Why might the author have chosen the word “scuttled” instead of “ran” to describe the movement of the coward? Say the word “scuttled” out loud. What kind of creature do you picture when you hear it?

Sample Response: Responses will be subjective but should include a sense of the derogatory implication of the word – for instance, the look and sound of the movement of a cockroach or beetle might match “scuttle” but those of a big strong animal like a lion or bear would not.

CCSS.ELA-Literacy.RI.6.4

6. Look at the list of items found in some or all of the cabins. Select the THREE that are found in all cabins.

Answers: b. Sink, c. Bed, g. Mirror

CCSS.ELA-Literacy.RI.6.7

7. Imagine you are designing a travel brochure for the *Titanic*. Write a caption for each of the cabins to make it sound appealing to a potential passenger.

Sample Response: Responses will be subjective but should include an effort to emphasize actual details that might sound appealing, which will be most challenging with third class.

CCSS.ELA-Literacy.RI.6.7

Lesson 3: Internet Research

1. Judging from the contents of this claim, list three descriptive words that might be used to describe Molly Brown's lifestyle.

Answers: luxurious, fashionable, fancy

CCSS.ELA-Literacy.RI.6.7

2. Name one item from the list you feel particularly supports your choice of one or more of those words, and explain why.

Sample Response: Responses will be subjective but should include an awareness of one or more of the following: the lifestyle and/or economic status represented by the list; the types of activities Molly Brown might have been planning based on the wardrobe items.

CCSS.ELA-Literacy.RI.6.7

3. Look at the image, and below it, at the names and details of the buildings. Select one building you consider significant or meaningful. Write two or three sentences comparing the building to the *Titanic*.

Sample Response: Responses will be subjective but should include an awareness of one or more of the following: the significance (historical, religious, cultural, patriotic, economic, etc.) of one of the buildings or of that type of building; how that meaning might compare/contrast to things they've seen and read about the *Titanic*, such as numbers of people aboard, economic status, lifestyle, significance, etc.

CCSS.ELA-Literacy.RI.6.7

4. People react to crisis in different ways. Think about Lady Cosmo Duff Gordon and Miss Francatelli sitting in Boat 1 as the *Titanic* sank. Out of all of the things Lady Gordon could have said to her companion at that moment, why "There is your beautiful nightdress gone?" List two or three possible reasons she might have said this.

Sample Response: Responses will be subjective but should include an awareness of one or more of the following: what survivors would have been experiencing/feeling at that time; different ways in which an individual might react to such a tragedy/shock—for example, fixating on details, attempting to make light of things, attempting to distract others.

CCSS.ELA-Literacy.RI.6.1

Lesson 1: **Passport to the Titanic**

1. What do Mary and her family attempt to bring on the lifeboat?

Answer: a. Clothing

CCSS.ELA-Literacy.RI.6.1

2. Mary's greatest wish is that her "dearest" could have been with her on that frightening night.

Answer: b. False

CCSS.ELA-Literacy.RI.6.1

3. At the beginning of paragraph 4, Mary Lines and her mother feel and hear things that make them think something is wrong _____.

Answer: b. but people tell them there is no danger.

CCSS.ELA-Literacy.RI.6.1

4. Were passengers kept informed about what was happening to the ship? Use evidence from the text to explain your answer.

Answer: Responses will be subjective but should include details that show the passengers were hearing alarming sounds yet were told by their neighbors and the steward that there was no danger.

CCSS.ELA-Literacy.RI.6.1

5. Select the two sentences which contain similes Mary Lines uses to describe the natural world before and during their rescue.

Answers: a. Finally we drifted on the sea, which by the grace of God was calm like your pond at Brion, for three and a half hours. (1)

c. I'll never forget this sunrise; the sky clear as a glass of water, the sea calm as a mirror, and the enormous icebergs surrounding us, white as swans. (3)

CCSS.ELA-Literacy.RI.6.4

Lesson 2: **A Letter From the Past**

1. How many people could the *Titanic* hold?

Answer: c. 3,295

CCSS.ELA-Literacy.RI.6.1

2. According to the text, the available lifeboats and rafts would have carried at most about _____.

Answer: d. 1,200 people

CCSS.ELA-Literacy.RI.6.1

3. What was the purpose of the ship's 15 watertight steel compartments?

Answer: d. They were meant to keep the ship from sinking.

CCSS.ELA-Literacy.RI.6.1

4. According to the author, why did the *Titanic* lack the appropriate number of lifeboats?

Sample Response: Responses will vary but should include the fact that, because the ship was believed to be unsinkable, no one thought that lifeboats would be needed.

CCSS.ELA-Literacy.RI.6.1

5. What point do you think the author is trying to make when he describes some of the luxuries on the ship? Explain your answer.

Sample Response: Responses will be subjective but should include an awareness that the author is emphasizing the cost and number of the luxuries on board, with implications of the time and effort that must have been spent on those, compared to the paltry gestures made toward ensuring the safety of those on board.

CCSS.ELA-Literacy.RI.6.6

Lesson 3: Passport and Collection Research

“Discovery of the *Titanic*” by Lapham’s Quarterly editors, paragraphs 1–7

1. Which two reasons does the article include to explain why it was so hard for the *Knorr* to find the wreck of the *Titanic*?

Answer: a. No one knew exactly where in the North Atlantic it was located.
d. The submarine used to look for the wreck had to travel 2.5 miles above the ocean floor.

CCSS.ELA-Literacy.RI.6.1

2. What is expected to happen to the wreck of the *Titanic* in 50 years’ time? Why?

Sample Response: The US Navy assisted in building underwater robotic technology to find the ship.

CCSS.ELA-Literacy.RI.6.1

3. What strategy did Ballard use for finding the sunken ship?

Sample Response: The hull of the ship might collapse from damage due to people exploring the wreck and also the iron will degrade over time from bacteria.

CCSS.ELA-Literacy.RI.6.1

Read Excerpt: “The Iceberg Was Only Part of It” from *The New York Times*, paragraphs 1–32.

1. There were unusually high tides two months before the *Titanic* sank because _____.

Answer: a. the earth was located close to the moon and the sun at that time

CCSS.ELA-Literacy.RI.6.1

2. How could a cold-water mirage have played a part in the sinking of the *Titanic*?

Sample Response: The theory explains that it was hard to see other ships in the water and identify which ship was which.

CCSS.ELA-Literacy.RI.6.1

3. How does the cold-water mirage theory explain why the *Californian* didn’t come to the rescue of the *Titanic*’s passengers and crew?

Sample Response: The *Titanic* might have had a hard time seeing the iceberg until it was too late.

CCSS.ELA-Literacy.RI.6.1

Lesson 3 (continued)

“MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers.” from *The New York Times*, paragraphs 1–4.

1. Where were the children at the time this article was written?

Answer: With Miss Margaret Hayes in New York City (she lives on West 84th Street).

CCSS.ELA-Literacy.RI.6.1

2. What was Mr. Hoffman’s relationship with the children? Did he care about them? How do you know? Use evidence from the text to explain your answer.

Answer: Yes, he cared about them. He got the kids into one of the lifeboats and let officers know their mother was waiting for them.

CCSS.ELA-Literacy.RI.6.1

3. This article provides limited information. Which two questions about the orphans does it answer?

Answers: a. Which city were the orphans sent to?
d. Who is Mme. Navratil?

CCSS.ELA-Literacy.RI.6.1

Letter from the Dock, Wharf, Riverside and General Workers’ Union of Great Britain and Ireland paragraphs 1–6.

1. Which two were reasons why Tillett wrote this letter?

Answers: a. To offer his condolences to the families of the passengers and crew who died on the *Titanic*
b. To say that the union disagrees with the claim that people’s treatment aboard the ship was not class-based

CCSS.ELA-Literacy.RI.6.1

2. According to Tillett, what decisions led to the *Titanic* disaster?

Answer: Those in charge did not provide enough lifeboats, rafts, and lifebelts. Shorter routes were taken even though people knew icebergs were out there.

CCSS.ELA-Literacy.RI.6.7

3. Why is Tillett worried that the life-saving appliances he suggests may not be provided?

Answer: He worries that the government will not take safety precautions for everyone, from all classes, into consideration.

CCSS.ELA-Literacy.RI.6.7

Lesson 3 (continued)

Amalgamated Musicians Union Poster 1912

1. What's the most notable decorative element used in framing the photos of the musicians? Why do you think the artist chose this image?

Answer: The crowns over each person's picture. Honors the victims.

CCSS.ELA-Literacy.RI.6.7

2. Why do you think that the band decided to stay on deck and play music, even as the ship began to sink?

Answer: The musicians played until they couldn't anymore.

CCSS.ELA-Literacy.RI.6.7

3. The title states that the musicians "died at their posts like men." Rewrite this part of the title using your own words.

Answer: They felt it was their duty to do so.

CCSS.ELA-Literacy.RI.6.7

The Sinking of the *Titanic*, Max Beckmann. 1912–1913

1. What is the main focus of this painting?

Answer: The passengers on the lifeboats.

CCSS.ELA-Literacy.RI.6.7

2. List five words that describe the scene depicted in the painting.

Answers: Chaotic, sad, scary, cold, stressful

CCSS.ELA-Literacy.RI.6.7

3. If you were asked to rename the painting, what would you call it?

Answer: *Titanic: Struggle To Survive*

CCSS.ELA-Literacy.RI.6.7

Lesson 3 (continued)

Margaret Brown and Captain Rostron 1913

1. Look closely at Molly Brown's attire. Describe her outfit.
Answer: White gloves and feathered hat stand out.
CCSS.ELA-Literacy.RI.6.7
2. Captain Rostron was also awarded a Congressional Medal of Honor by President Taft for his role in rescuing *Titanic* survivors. Do you think he deserved these honors? Why or why not?

Answer: Yes, he brought many people to safety.

CCSS.ELA-Literacy.RI.6.7

***Titanic* Deck Circa 1912**

1. The people on the deck are _____. Support your response to the previous question with two or three pieces of evidence from the image.
Answer: First class
Sample Response: The people are dressed up.
CCSS.ELA-Literacy.RI.6.7
2. How would you describe the atmosphere on the open-air deck?
Sample Response: Friendly, relaxed
CCSS.ELA-Literacy.RI.6.7
3. Imagine what a cruise might be like today. Describe the differences and similarities.
Sample Response: Same relaxed atmosphere. Most people would not dress up (other than maybe at night) on cruise ships today. Many cruise ships today have swimming pools on them, in which case many people would be dressed in bathing suits.

CCSS.ELA-Literacy.RI.6.7