Sample Lesson  Monsters  “The Evil Mr. Hyde,” pages 4–11

<table>
<thead>
<tr>
<th>Teach Lesson Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong> In <em>The Strange Case of Dr. Jekyll and Mr. Hyde</em>, Robert Louis Stevenson wrote about the good and evil sides in people. One side, Dr. Jekyll, wanted to do good, but the other, Mr. Hyde, wanted to do evil. In the book, written in 1886, Dr. Jekyll mixes a drug that can separate the two sides. When Dr. Jekyll takes the drug, he turns into the evil Mr. Hyde, who commits horrible acts. After a while, Dr. Jekyll starts slipping without warning into his evil side, and because he doesn’t want evil to take over, kills himself. People have remained fascinated with this story for more than 100 years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEFORE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.</td>
</tr>
</tbody>
</table>

| despicable: low and mean |
| restored: returned |
| impulse: sudden desire |
| enabled: allowed |
| loathsome: disgusting |

1. The criminal was sentenced to life in prison for his *despicable* crime.
2. When the carpenters finished, the family was happy to find their house *restored* to its previous condition.
3. The boy controlled his *impulse* to eat the cookies before supper, but he gobbled them up afterward.
4. Getting a job *enabled* the student to save enough money to attend the concert.
5. The man was punished for his *loathsome* behavior at the basketball game.

**Activate Prior Knowledge**
1. Ask students to share what they know about Robert Louis Stevenson. If possible, read some poems from *A Child’s Garden of Verses*.
2. Have students share their knowledge about Dr. Jekyll and Mr. Hyde. Ask them to discuss movies they have seen about the characters. Then invite students to discuss “good” versus “evil” in the choices people make.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *(Possible answer: The article will be about the story of Dr. Jekyll and the evil Mr. Hyde, which has been the subject of many films and plays.)*

**BUILD BACKGROUND** Robert Louis Stevenson (1850–1894) was a Scottish novelist and poet who loved traveling, the sea, adventure, and reading. Stevenson’s first book, *An Inland Voyage* (1878), was about his canoe trip through France and Belgium, and *Travels with a Donkey in the Cevennes* (1879) was about a walking tour in France. Stevenson came to live in the United States briefly in 1879 and again in 1887. Beginning in 1888, he traveled on a yacht through the South Sea Islands, finally settling in Samoa in 1890. When he died there in 1894, local chiefs buried him on top of Mount Vaea and marked his grave with his poem “Requiem.” Some of Stevenson’s most famous works include *Treasure Island* (1881), *A Child’s Garden of Verses* (1885), *Kidnapped* (1886), and *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886).

<table>
<thead>
<tr>
<th>DURING READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Find Vocabulary in Context</strong> As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.</td>
</tr>
</tbody>
</table>

**AFTER READING** Have students write a journal or blog entry about their responses to Dr. Jekyll and Mr. Hyde. Ask students: Why do you think Dr. Jekyll wanted to become Mr. Hyde? Do you agree that there are two sides to every human being? Why or why not?

<table>
<thead>
<tr>
<th>SUPPORT INDIVIDUAL LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIFFERENTIATED INSTRUCTION</strong> Explain that when readers compare and contrast, they tell how people, places, events, ideas, or things are the same and different. Point out that comparing and contrasting helps readers organize and categorize ideas. Then have students use a three-column chart to tell how two people, places, or events in a magazine or newspaper article are the same and different.</td>
</tr>
</tbody>
</table>

**ENGLISH LANGUAGE LEARNERS** Have students describe two of their favorite foods or activities to partners. Encourage them to discuss several characteristics of each food or activity. Then ask partners to make a Venn diagram showing how the two foods or activities are alike and different. Ask partners to share and discuss their diagrams.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 8 as a Compare-and-Contrast Map. Have students label the left section *Dr. Jekyll*, the right section *Mr. Hyde*, and the intersection *Both*. Ask them to write at least three details about each character in each circle. Then have students write at least one way the characters are alike in each.
**Unit 1, Lesson 1**

**Monsters**

“The Cyclops,” pages 14–21

---

**Teach Lesson Skills**

**Introduce**

**Summary** Ulysses, king of Ithaca, is the hero of Homer’s *The Odyssey*, which tells the story of Ulysses’ trip home after the Trojan War. During the journey, Ulysses and his crew spotted an island and decided to stop and explore it. Along with 12 crew members, Ulysses went ashore bearing wine as gifts. Unbeknownst to Ulysses, the island was home to the Cyclopes, giants with only one eye. Trapped in a cave with Polyphemus, a Cyclops who was killing and eating the crew, Ulysses tricked and blinded Polyphemus. Then he helped the remaining crew members escape by clinging onto the bellies of the Cyclops’s sheep as they walked out of the cave.

---

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **inhabitants**: residents
- **contrary to**: opposite to
- **encounter**: meet
- **gory**: bloody and horrible
- **anticipated**: expected

1. Are *inhabitants* of a city the people who visit the city or the people who live there? Why?
2. If your opinion is *contrary to* other people’s opinions, are you agreeing or disagreeing with those people?
3. Which would you rather *encounter* in the woods—a grizzly bear or a deer? Why?
4. Do you like to watch *gory* movies or silly cartoons? Why?
5. If you *anticipated* a big snowstorm, what might you do? Why?

**Activate Prior Knowledge**

1. Have students find the Aegean Sea on a map and name some of the countries that surround it. Point out the many small islands.
2. Have students begin word webs for *Ulysses* and *Cyclops*. After they read, invite them to add words to the web. (*Ulysses*—hero, Greek, Trojan War; *Cyclops*—giant, one eye, cruel)
3. Invite students to name stories, characters, authors, or gods from ancient Greek literature.

**Preview** Ask students what clues the title of the article, the images, and the captions provide. What predictions about the article might students make? (*Possible answer: This article is about Ulysses and a Cyclops named Polyphemus. Ulysses escapes from the Cyclops by hiding under a ram.*)

**BUILD BACKGROUND** *The Odyssey*, written around 700 B.C., is still widely read today. It is attributed to the Greek poet Homer, although scholars are not sure whether he inspired the composition of the poem or actually wrote it himself. The book recounts the adventures of Odysseus (Ulysses in Latin) on his trip home from the Trojan War, which Homer wrote about in his other famous book, *The Iliad*. The story in *The Odyssey* takes place over a period of 10 years and describes Odysseus’s many adventures. He visits the land of the lotus-eaters, the island of the Cyclopes, and the island of Circe before finally returning home. In *The Odyssey*, Homer combines realistic aspects of life in ancient Greece, historical events, and fantasy about imaginary islands. He presents Odysseus as a courageous and determined character who shows both wisdom and loyalty.

---

**DURING READING**

**Predict** Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

---

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to Ulysses and the Cyclops. Ask students: Think about how Ulysses tricked the Cyclops. Which part of the plan do you think was the best? Why? What do you think Ulysses will do when he passes the next island? What clues from the article support your prediction?

---

**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners**

Give students a comic strip with the final frame missing. Ask them to draw their prediction of what happens at the end. Remind them to use clues the author has provided. When they finish, give them the rest of the comic and have them compare their predictions to the ending.

**ENGLISH LANGUAGE LEARNERS**

Have partners practice predicting the outcomes of stories. Students may read a story or tell the plot of a book or film. Have the storyteller stop periodically and ask, “What do you think happens next?” Ask the partner to make a prediction. Have students discuss if their predictions were correct or if they had to revise them. Then ask students to switch roles.

---

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Characterization Map. Have students write *Ulysses* in the center bubble. In each outer bubble, ask them to write one adjective that they would use to describe Ulysses. Next to each bubble, have them write a detail from the article that supports the adjective. Discuss students’ responses.
## Summary
In 1933 people flocked to theaters to see a movie about a giant ape on the loose in New York City. Merian C. Cooper created the original *King Kong* film. The movie was shot in a studio using model gorillas and doll-sized figures for people. The filming process was slow and took one year to complete, but the result was worth the hard work. *King Kong* was a huge success and prompted others to make additional King Kong movies through the years.

## BEFORE READING
### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>pierced</td>
<td>penetrated</td>
</tr>
<tr>
<td>initially</td>
<td>at first</td>
</tr>
<tr>
<td>ventures</td>
<td>dares to go</td>
</tr>
</tbody>
</table>

1. Which word goes with “enduring something unpleasant”? *(withstand)*
2. Which word goes with “explores the unknown”? *(ventures)*
3. Which word goes with “a knife or a needle”? *(pierced)*
4. Which word goes with “the plan that you have to begin with”? *(initially)*
5. Which word goes with “arriving at your destination”? *(ultimately)*

### Activate Prior Knowledge
1. Ask students to discuss what they know about King Kong. Invite them to tell about King Kong movies they have seen.
2. Have students discuss jobs associated with movies. *(actors, make-up artists, directors, stuntpeople)*
3. Have students look for cause-and-effect relationships by asking *What happened? Why?*

### Preview
Ask students what clues the title of the article, the illustrations, and the captions provide. What predictions about the article might students make? *(Possible answer: King Kong is a movie about a giant ape in New York City.)*

## DURING READING
### Cause and Effect
A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers sometimes use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking *What happened? Why?*

### AFTER READING
### Respond to the Article
Have students write a journal or blog entry about why *King Kong* was such a successful movie. Ask students: How do you feel about how the story of King Kong changed? What were these changes and why were they made? Would you have gone to see *King Kong*? Why or why not?

## DIFFERENTIATED INSTRUCTION
Kinesthetic learners may benefit from using physical movements to understand cause-and-effect relationships. Have students perform actions that illustrate cause and effect, for example, turning off the light to cause the room to get darker. Also have them brainstorm actions in a sport that demonstrates cause-and-effect relationships, such as playing in a soccer match or a football game that result in a score.

## ENGLISH LANGUAGE LEARNERS
Have students fold pieces of paper in half lengthwise and label the left side *Cause* and the right side *Effect*. They should draw sketches or cut pictures from magazines that show cause-and-effect relationships. For example, they may place a picture of a racing car on the left and draw a finish line on the right.

## GRAPHIC ORGANIZERS
Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write *Fact* at the top of the left column and *Opinion* at the top of the right column. Then have students organize the following sentences about the article according to whether each sentence is a fact or an opinion. Discuss their responses.

- It took one year to complete the filming of the original *King Kong* movie.
- It was heartbreaking when King Kong was killed.
- The 1976 version of *King Kong* is better than the original.
- Other producers made movies about giant apes.
- In the 1976 movie, King Kong climbs one of the World Trade Center Towers.
## Unit 1, Lesson 3

### Monsters

#### “Medusa,” pages 30–37

<table>
<thead>
<tr>
<th>Tab</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong></td>
<td><strong>Summary</strong> King Polydectes challenged Perseus to slay Medusa, a monster who turned anyone who looked at her into stone, and to bring back her head. Helped by Zeus, Hermes, and Athena, Perseus set forth with a pair of wings for his feet and a shield with a mirrorlike surface. As Perseus approached Medusa, he walked backward, using the reflection in his shield to guide him. Medusa moved toward Perseus who, still looking at the reflection, swept his sword behind him, slew her, placed the head in a bag, and returned home. Without looking himself, Perseus showed the head to Polydectes, who turned to stone.</td>
</tr>
</tbody>
</table>
| **BEFORE READING** | **Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>confident:</strong></td>
<td><strong>agape:</strong> wide open</td>
</tr>
<tr>
<td><strong>contemplated:</strong></td>
<td><strong>wrath:</strong> anger</td>
</tr>
<tr>
<td><strong>intensely:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. The student was confident that he would pass the test because . . .  
2. The woman contemplated her choices before she . . .  
3. The store owner was intensely pleased with . . . |
| **Activate Prior Knowledge**  
1. Have students tell what they know about the monster Medusa from Greek mythology.  
2. Have students name heroes from ancient Greek myths.  
*(Possible answers: Hercules, Achilles, Ajax, Atlas)*  
3. Ask students to share one detail about each of these Greek gods: Zeus *(king of the gods)*, Hermes *(messenger of the gods)*, and Athena *(goddess of wisdom and war).* |
| **Preview** Ask students what clues the title of the article, the images, and the captions provide. What predictions about the article might students make? *(Possible answer: Medusa was a monster from Greek mythology that could turn a person to stone. Perseus killed Medusa and presented her head to King Polydectes.)* |
| **DURING READING** | **Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read. |
| **AFTER READING** | **Respond to the Article** Have students write a journal or blog entry about their responses to the story of Medusa. Ask students: Why do you think Perseus could outsmart Medusa when no one else had been able to? Why do you think Perseus showed the head to the king? What would you have done if you were Perseus? |
| **DIFFERENTIATED INSTRUCTION** | **ENGLISH LANGUAGE LEARNERS** Have students take turns describing favorite places. As each student describes a place, have others visualize it and then draw pictures or write descriptions of the place. Encourage students to ask questions as needed to help them clarify their visualizations. |
| **ENGLISH LANGUAGE LEARNERS** | **GRAPHIC ORGANIZERS** Use Graphic Organizer 1 as a Visualizing Map. Have students write Medusa in the center bubble. Then in each outer bubble, ask them to write a description from the article that helped them visualize the monster. |

---

### Support Individual Learners

Choose a descriptive poem and read it aloud to students. Have students visualize the poem. Then reread the poem and have students act out what they see in their mind’s eye. Finally, ask students to draw a sketch or write a description of their visualizations.

---

**Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce this page for classroom use.**
**Unit 1, Lesson 4**

| Monsters “Bigfoot,” pages 38–45 |

**Summary**

Bigfoot, the legendary hairy monster with large red eyes and 15-inch footprints, has been striking terror in people on the Pacific Coast of North America since the days of the early American Indians. In 1924 gold miners near Mount St. Helens in Washington claimed to have shot and wounded a Bigfoot monster, and a prospector in British Columbia relates a story about having been kidnapped by one. Although Bigfoot sightings are still reported, and there are photos and plaster casts of footprints, there is no real proof that Bigfoot actually exists. A Bigfoot has never been captured, and no bodies have ever been found.

---

**BEFORE READING**

**Build Vocabulary**

List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

| emanates from: comes from |
| dense: thick |
| gruesome: horrible |
| embrace: accept |
| proposed: put forward |

1. What word or phrase goes with “forest with a lot of trees”? (dense)
2. What word or phrase goes with “bloody crime scene”? (gruesome)
3. What word or phrase goes with “agreeing with someone else’s idea”? (embrace)

---

**Activate Prior Knowledge**

1. Use Graphic Organizer 3 as a KWL Chart. Have students label the first column **Know** and write what they know about Bigfoot. Have students label the second column **Want to Know** and write what they want to know. This exercise will be continued after reading.
2. Have students use a map to point out the area that makes up the Pacific Coast of North America.

---

**Preview**

Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The article is about Bigfoot, a very large creature with a very big foot. Photographer Roger Patterson claimed to have tracked Bigfoot through forests in California in 1967.)

---

**DURING READING**

**Infer**

An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

---

**AFTER READING**

**Respond to the Article**

Have students write a journal or blog entry about their responses to what they read about Bigfoot. Ask students: What is your opinion about the existence of Bigfoot? What facts from the article support your opinion? What can you infer about what the people in Skamania, Washington, believe about Bigfoot?

---

**DIFFERENTIATED INSTRUCTION**

Collect passages, newspaper headlines, jokes, or cartoons that require students to make inferences. Place students in groups and have them work together to make inferences based on the text. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are more adept at it. Allow groups to share inferences with the class.

---

**ENGLISH LANGUAGE LEARNERS**

Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. In *Rose Blanche*, by Roberto Innocenti, a young German schoolgirl discovers a concentration camp in the woods during World War II.

---

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 3 as a KWL Chart. Have students use the charts they started before reading the article. If students did not do this exercise before reading, they can start it now. Students should label the third column **Learned** and add any information they learned about Bigfoot. Students may wish to add more questions to the **Want to Know** column. Encourage them to find answers to their questions online or at the library. Invite students to discuss their charts.
### Monsters

#### “Amazon Supersnake: The Giant Anaconda,” pages 46–53

**Summary**
Major Percy Fawcett was skeptical about the legendary giant snake local Indians claimed lived in the rivers of Brazil, until he saw one for himself in 1907. Though no one truly believed his claim at the time, today we know that the giant anaconda, the world’s largest snake, is real and can measure up to 40 feet in length and weigh up to 500 pounds. The giant anaconda squeezes its prey, pulls it underwater, and then swallows it whole. Although it rarely attacks humans, the anaconda is greatly feared by the native people, who consider it one of the seven “curses” of the Amazon.

**BEFORE READING**

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- *thralled*: lashed out
- *exaggerated*: overstated
- *submission*: a state of surrender

1. The two alligators *thralled* their tails in the water and then swam away.
2. The boy *exaggerated* the bike’s size when he said it was as big as a horse.
3. A dog will lie on its back to show *submission*.

**Activate Prior Knowledge**
1. Have students name and describe different kinds of snakes. Ask what kinds of snakes students might consider monsters and why.
2. Point out that snakes can live in trees, in water, or on land. Ask which place students would be least likely to encounter a snake and why.

**Preview**
Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *(Possible answer: The article is about the giant anaconda, a huge snake that lives in the Amazon. Percy Fawcett claimed to have seen a 62-foot-long anaconda, but not everyone believed him.)*

**DURING READING**

**Ask Questions**
Questioning helps you to monitor your understanding of the text. Have students ask *who, what, where, when, why, and how* questions and look for the answers. Questions may include: Who has seen a monster? What monster did he/she see? Where did the person see a monster? When did the person see the monster? Why did the person think it was a monster? How did the person try to prove the monster was real?

**AFTER READING**

**Respond to the Article**
Have students write a journal or blog entry about their responses to the article. Ask students: Do you think Percy Fawcett really saw a 62-foot-long snake? Why or why not? What would you do if you saw a giant anaconda? How would you prove that you saw it?

**DIFFERENTIATED INSTRUCTION**

Have students keep a reading log to help them become better readers. Have them answer questions like the following for articles they read: Did anything in the text remind you of an experience you have had? Did you have a positive or negative reaction to anything in the text? What parts of the text did you agree or disagree with? Which part of the text, if any, was confusing to you?

**ENGLISH LANGUAGE LEARNERS**
Assign proficient English-speaking partners to ELLs and ask the partners to help the ELLs form questions. Having ELLs actively question what they don’t understand will help them as they encounter difficult text in a new language.

**GRAPHIC ORGANIZERS**
Use Graphic Organizer 2 as a Classifying Chart. Have students label the columns *True* and *Not Proven*. Ask them to write each detail about anancondas in the correct column. Discuss students’ responses.

- They can be 62 feet long.
- They squeeze their prey into submission.
- They have knocked over buildings.
- They shoot invisible poisonous vapors from their mouths.
- They spend most of their time in murky rivers.
- They eat crocodiles, turtles, and deer.
**Unit 1, Lesson 6**

**Monsters**

“The Jersey Devil,” pages 54–61

---

**Summary**
Beginning in 1735, several legends have existed about how the Jersey Devil came to haunt New Jersey. In the early 20th century, the Jersey Devil seemed to have disappeared, but by 1909 people claimed it had reappeared, and fear came rushing back. In 1951 police posted signs saying “The Jersey Devil Is a Hoax,” but still today, people claim to have seen this elusive devil.

---

**BEFORE READING**

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

<table>
<thead>
<tr>
<th>Deformed: Disfigured</th>
<th>Hysteria: Extreme excitement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ridicule: Taunting</td>
<td>Elusive: Hard to find</td>
</tr>
<tr>
<td>Hideous: Horrifying</td>
<td></td>
</tr>
</tbody>
</table>

1. The soldier’s foot was deformed because . . .
2. Some people thought the idea would receive public ridicule because . . .
3. The hideous creature in the movie was . . .

**Activate Prior Knowledge**
1. Have students discuss legendary animals that they have heard or read about. Ask which of these legendary animals students believe are real.
2. Ask how legends, myths, or folklore get started and how students might prove the legends are true or imagined.

**Preview**
Ask students what clues the title of the article, the drawings, and the captions provide. What predictions about the article might students make? (Possible answer: The article is about sightings of the Jersey Devil, a winged creature with the head of a horse, that has become a part of local folklore in New Jersey.)

**Build Background**
The New Jersey Devils, a professional hockey team in the Atlantic Division of the Eastern League, got their name from the legendary Jersey Devil. This name was chosen by fans in a newspaper contest when the team first came to New Jersey. The franchise had originally been formed as the Kansas City Scouts in 1974, before moving to Denver and becoming the Colorado Rockies in 1976. In 1982 John McMullen, a Jersey City native and a shipping tycoon, bought the team and brought it to New Jersey. McMullen thought the nickname “Devils” was a fitting choice because it combined the area’s folklore with the connotation of energy, adventurousness, and spirit. The new name and attitude seemed to bring the team luck: having floundered in Kansas and Denver, they went on to win several hockey championships in New Jersey.

---

**DURING READING**

**Identify Sequence**
Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases, such as since then, eventually, until, after that, before, meanwhile, since, and then.

**AFTER READING**

**Respond to the Article**
Have students write a journal or blog entry about their responses to the Jersey Devil. Ask students: Do you agree with the police who thought the Jersey Devil was a hoax or the people who believe it is real? What details from the article support your opinion?

---

**DIFFERENTIATED INSTRUCTION**

Explain that the most common types of sequence are time order, spatial order, order of importance, and steps-in-a-process. Spatial order refers to where things are in relation to one another. Order of importance refers to events or ideas arranged from most to least important. Steps-in-a-process refers to the order in which something is done, for example, following directions.

**ENGLISH LANGUAGE LEARNERS**

Have students describe events from their past in time order or explain things they can do using steps in a process. Prompt them to use signal words in their descriptions. Have students create time lines of the events they are describing as a visual aid.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 6 as a Time Line. Ask students to write these dates on the graphic organizer. Then for each one, have students write a detail from the article about the Jersey Devil. Discuss students’ responses.

- 1735
- 1800s
- 1909
- 1927
- 1951
- 1966
### Monsters

**“Fabulous Fakes: Monster Hoaxes,” pages 62–69**

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **hoax:** deceitful act
- **hailed:** praised
- **humbug:** fraud

1. If your friends are dreaming up a hoax, are they planning a serious event or a prank?
2. If newspapers hailed a pilot as a hero, were they praising or insulting the pilot? Why?
3. Is a humbug more like a valuable item or a fake? Why?

**Activate Prior Knowledge**

1. Ask students to discuss paleontology, or the study of prehistoric life and fossils, and what scientists learn from this science.
2. Have students tell what a taxidermist does. (prepares and presents dead animal skins so that they appear lifelike) Ask where and why works of taxidermy might be displayed.
3. Invite students to discuss hoaxes that they have read about or experienced. Ask why people might participate in these pranks.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The article is about monster hoaxes like the Cardiff Giant, which was 10 feet long and made from stone.)

#### DURING READING

**Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**ENGLISH LANGUAGE LEARNERS**

Tell students that they sometimes can figure out the meaning of an unfamiliar word because the author gives an example. Use the word paleontology in paragraph 3 in the article as an example. Have students read the last sentence, “Surely this giant fossil . . . history of paleontology!” to figure out that paleontology is the study of fossils.

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the monster hoaxes. Ask students: Why do you think people invented the hoaxes? Why do you think people believed the hoaxes were real? Which hoax that you read about do you think would have fooled you? Why?

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to label the columns **Fact** and **Opinion** and to write the sentences below in the correct column. Have them write one more fact and opinion.

Two workmen found the Cardiff Giant while digging a well.

Hull convinced his partner to help him with the hoax.

The Cardiff Giant hoax was not very creative. People still paid to see the giant even after the hoax was exposed.

It is surprising that people believe the stories about the fur-bearing trout.
In Greek mythology, Scylla and Charybdis were two of the most feared monsters. Scylla, having six necks with six serpents’ heads and six dogs’ heads growing from her waist, snatched and devoured fish, dolphins, whales, and sailors as they passed through the Strait of Messina. Charybdis, a monster in the form of a whirlpool, sucked seawater in and out, causing passing ships to sink. Following Circe’s instructions, Ulysses was able to sail past the monsters and through the Strait of Messina. Still, several of his crew were devoured by Scylla.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

**vile:** evil  
**concoct:** prepare  
**perils:** danger

1. The scary movie has five vile monsters in it.  
2. In fairy tales, one character might concoct a potion and give it to another character to drink.  
3. The sailors prepared themselves for the perils of traveling at sea.

**Activate Prior Knowledge**

1. Ask students to share what they know about the ancient witch-god Circe. Suggest they find additional information online.  
2. Invite students to discuss dangers of traveling at sea. (Possible answers: rough waters, currents, rocks, wind, storms) Then ask them to tell what a whirlpool is. (a rapidly whirling current of water that drags things down toward the bottom of its center)  
3. Have students find the Strait of Messina on a map.

**Preview** Ask students what clues the title of the article, the illustrations, and the captions provide. What predictions about the article might students make? (Possible answer: The ancient Greeks believed that Scylla was a six-headed monster and that Charybdis was a deadly whirlpool. This article will tell their story.)

**BUILD BACKGROUND** The Strait of Messina, which separates Sicily from Italy and connects the Ionian and Tyrrhenian Seas, is about 20 miles long. Between Faro Point and the Rock of Scylla at the northern end, it is only about two miles wide, but at the southern end it is closer to 10 miles wide. In the past, sailors were afraid to cross the northern end because of the strong currents and jagged rocks, dangers personified as the monsters Scylla and Charybdis in the ancient Greek myths. The Charybdis Whirlpool, also known as Garofalo, is still a dangerous whirlpool today. The two currents in the strait alternate every six hours, causing water levels to drop six to eight inches during the main current.

**DURING READING**

**Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

**ENGLISH LANGUAGE LEARNERS**

Ask students to use Graphic Organizer 1 to make two Word Webs. Have them write problem in the center of one web and solution in the other. Have them write the answers to these questions in the outer bubbles: What does the word mean? What is an example of the word? What picture can you draw for the word? How do you connect the word?

**DIFFERENTIATED INSTRUCTION**

Explain that a problem is a conflict and that a solution is how the problem is solved. Identifying problems helps readers become more active because they think about and seek the solutions. Have partners take turns identifying problems and solutions in newspaper or magazine articles. Invite partners to act out the problems and solutions for others to guess.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 4 as a Problem-and-Solution Chart. Write the following problems that characters faced. Have students write the solution to each problem.

**Problems**

Circe wanted Glaucus to love her, but he loved Scylla. Ulysses had to pass through the Strait of Messina to get home. Ulysses’ crew was hungry. The wind carried Ulysses back to the Strait of Messina.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to the myth about Scylla and Charybdis. Ask students: Why do you think Scylla and Charybdis tried to kill sailors? Why do you think Ulysses sacrificed six of his men? Based on this article, how would you characterize the Greek gods? How would you characterize Ulysses?
Summary Mary Wollstonecraft Shelley began to write *Frankenstein* in 1816 as part of a ghost-story-writing contest among friends. In her book, a scientist named Dr. Frankenstein created a monster, but as soon as he brought the monster to life, the scientist fled in horror. Alone in pain and anger, the monster turned to violence. Dr. Frankenstein agreed to make the monster a wife if the monster agreed to leave humans alone. Dr. Frankenstein broke his promise, so the monster did, too. Dr. Frankenstein died while pursuing the monster. Grief-stricken by his creator’s death, the monster vowed to both punish and free himself by setting himself afire in a funeral pyre.

BEFORE READING
Build Vocabulary List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **grotesque**: monstrous
- **misgivings**: doubts
- **emerged**: came out
- **borne on**: carried along on
- **maintained**: kept up

1. What word or phrase goes with “a leaf being blown by the wind”? (borne on)
2. What word or phrase goes with “very ugly or strange”? (grotesque)
3. What word or phrase goes with “a yard that is well taken care of”? (maintained)
4. What word or phrase goes with “worries that you made a mistake”? (misgivings)
5. What word or phrase goes with “deer that came out of the forest”? (emerged)

Activate Prior Knowledge
1. Use Graphic Organizer 3 as a KWL Chart. Have students label the first column *Know* and write what they know about *Frankenstein*. Have students label the second column *Want to Know* and write what they want to know. This exercise will be continued after reading.
2. Invite students to discuss their favorite monster movies or horror films. Have them summarize the plots and tell why they enjoy these films.

Preview Ask students what clues the title of the article, the photographs, illustration, and captions provide. What predictions about the article might students make? (Possible answer: I think this article will tell about Mary Shelley, who created *Frankenstein* in 1816, and the many *Frankenstein* movies Hollywood has made since.)

DURING READING
Visualize Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

AFTER READING
Respond to the Article Have students write a journal or blog entry about their responses to what they learned about *Frankenstein*. Ask students: Who do you sympathize with in *Frankenstein*—Dr. Frankenstein, the monster, or both? Why?

DIFFERENTIATED INSTRUCTION
Have students choose descriptive paragraphs from stories they have read. Have partners work together to practice visualizing. Partners should take turns reading their paragraphs and visualizing the details. Ask students to draw pictures to show their visualizations.

ENGLISH LANGUAGE LEARNERS
Have students choose pictures from books or magazines. As each student describes a picture (without showing it), have others visualize it and then draw pictures or write about the description they heard. When students have finished drawing, invite them to compare their pictures to the original.

GRAPHIC ORGANIZERS
Use Graphic Organizer 3 as a KWL Chart. Have students use the charts they started before reading the article. If students did not do this exercise before reading, they can start it now. Students should label the third column *Learned* and add any information they learned about *Frankenstein*. Students may wish to add more questions to the *Want to Know* column. Encourage them to find answers to their questions online or at the library. Invite students to discuss their charts.
**Unit 2, Lesson 10**

### Monsters

“*The Minotaur: Beast of the Labyrinth,*” pages 92–99

<table>
<thead>
<tr>
<th>Introduce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
</tr>
</tbody>
</table>

### BEFORE READING

#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **entreaties**: pleadings
- **in accordance**: in agreement
- **felled**: brought down

1. Which act would work better if you want to borrow a friend’s car—entreaties or threats? Why?
2. If you are in accordance with your work’s dress code, do you follow the rules or wear whatever you want? Why?
3. If prey is felled by a lion, did the prey escape, or was it killed? Why?

#### Activate Prior Knowledge

1. Ask what a labyrinth is. (maze) Then have students share what they know about mazes. Ask those who have been in mazes to share their experiences. (Possible answers: scientific mazes/mice, paper-and-pencil maze activities, outdoor mazes)
2. Invite students to share what they know about the Minotaur. List their responses and add to them after reading.
3. Have students find Athens, Crete, and the Aegean Sea on a map.

#### Preview
Ask students what clues the title of the article, the photograph, drawing, and captions provide. What predictions about the article might students make? (Possible answer: The article will tell the story of the Minotaur, the beast who, according to Greek mythology, lived in a labyrinth in a palace in Crete. The Minotaur had a bull’s head and a man’s body.)

### DURING READING

#### Predict
Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

#### AFTER READING

#### Respond to the Article
Have students write a journal or blog entry about their responses to the story of Theseus and the Minotaur. Ask students: How would you characterize King Minos? How would you feel if he were your king? How would you feel about King Aegeus if you lived in Athens? What words would you use to describe Theseus?

### DIFFERENTIATED INSTRUCTION

Distribute headlines from newspaper or magazine articles to partners. Have students read the headlines and predict what the articles will be about. Ask them to write their predictions. Then have partners read aloud the articles that go with their headlines. Have them discuss whether their predictions were correct.

### ENGLISH LANGUAGE LEARNERS
Have students read the book *Wretched Stone*, by Chris Van Allsburg, or other short stories of their choice. Ask students to use Graphic Organizer 3 to make and record three predictions as they read. Remind them to include details from the story, what they know, and their predictions.

### GRAPHIC ORGANIZERS
Use Graphic Organizer 3 as a Classifying Chart. Have students label the columns Aegeus, Minos, and Theseus. Ask students to write the details below in the correct columns. Then have them add an additional detail to each column.

- His son was killed by a bull.
- He placed a sword and sandals under a stone.
- He killed the Minotaur.
- He did not pull down the black sail.
- He threw himself into the sea.
- He kept the Minotaur in a labyrinth [in story].
**Unit 2, Lesson 11**  
**Monsters**  
“Giants: Fact or Myth?” pages 100–107

| Introduction | **Summary** People all over the world tell stories of giants. The Bible tells of such giants as Goliath, who was killed by David, and Og, who is said to have lived for 3,000 years before Moses killed him. The ancient Greeks believed in Cyclopes, one-eyed giants, and some people believed giants built the Egyptian pyramids. According to some Native American legends, giants were the first human beings, and Viking myths tell of Ymir, a giant who was slain by Buri, a Viking god. Although there is no physical evidence of giants, stories may have grown from people’s efforts to explain the unexplainable. |
| **BEFORE READING** | **Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them. |
| | **confronted:** faced  
| | **logical:** sensible  
| | **entangled in:** trapped in  
| | **disregard:** disrespect  
| | **massive:** tremendous  
| | 1. The employee finally **confronted** his boss because . . .  
| | 2. If you want to do well in school, it is **logical** to . . .  
| | 3. If whales get **entangled in** fishing nets, . . .  
| | 4. A player’s **disregard** of the rules causes . . .  
| | 5. When the scientists found the **massive** bones, they thought . . .  
| **Activate Prior Knowledge** | 1. Ask students to name and discuss giants they have read about or know from literature or movies. Invite them to share tales, myths, or legends they know.  
| | 2. Have students share what they know about the Egyptian pyramids. For more information, go to http://www.nationalgeographic.com/, enter “explore the pyramids” in the search box, click on the first result, and then click on “Explore the Pyramids.”  
| **Preview** | Ask students what clues the title of the article, the painting, mural, and captions provide. What predictions about the article might students make? (Possible answer: The article discusses whether giants, such as Goliath, are fact or myth and how giants have been depicted in art.) |
| **DURING READING** | **Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read. |
| **AFTER READING** | **Respond to the Article** Have students write a journal or blog entry about their responses to the myths and legends about giants. Ask students: Which giant myth or legend did you enjoy reading about the most? Why? How are some of the Native American legends, Viking legends, and Hebrew myths alike? What does that make you believe about the myths and legends? |
| **DIFFERENTIATED INSTRUCTION** | Explain that an author’s viewpoint is what the author thinks or believes. To determine the author’s viewpoint, students should read carefully for clues that support the viewpoint. Then have students examine several political cartoons and discuss the authors’ viewpoints. |
| **ENGLISH LANGUAGE LEARNERS** | Display restaurant or movie reviews that use a star-rating system. Explain that the stars express the author’s viewpoint without using words. Ask students to make up other symbols that could express a viewpoint. Then have students use their symbols to express viewpoints about movies, books, current events, or other topics. |
| **GRAPHIC ORGANIZERS** | Use Graphic Organizer 9 as an Author’s Viewpoint Chart. Ask students to write the author’s viewpoint about giants, shown below, in the box on the left. In each of the boxes on the right, have them write information from the article that supports the viewpoint.  
| **Viewpoint** | The giants of myths and legends lived mainly in the land of imagination. |
Summary
According to legend, the Loch Ness Monster was a hostile beast until an encounter with Saint Columba in A.D. 565. After that Nessie retreated to the depths of Loch Ness and stayed pretty much out of view until 1933, when she began to appear more often. Since then, there have been more than 9,000 sightings. In 1934 a surgeon took a photo showing Nessie with a long, thick neck. Although people have used complex equipment, including sonar, to try to prove her existence, there is still disagreement. Because Nessie is shy and Loch Ness is deep and murky, perhaps we will never know for sure.

BEFORE READING
Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

intriguing: fascinating
savage: vicious
menacing: threatening

1. If you found something intriguing, would you ignore it or try to learn more about it? Why?
2. Would you want a tame or a savage animal as a pet? Why?
3. What would you do if you heard a menacing roar—approach or stay away from the animal making it? Why?

Activate Prior Knowledge
1. Have students find Loch Ness on a map of Scotland. Then ask them to share knowledge of the Loch Ness Monster. Go to http://www.pbs.org/, enter “loch ness” in the search box, and click on the first result.
2. Ask students to share or find online information about plesiosaurs.
3. Ask students to discuss tools people use when they try to prove a creature exists. (telescopes, binoculars, cameras)

Preview
Ask students what clues the title of the article, the painting, photograph, and captions provide. What predictions about the article might students make? (Possible answer: The article is about the Loch Ness Monster, which some people believe is a descendant of the plesiosaur and others think is a product of the imagination.)

DURING READING
Infer
An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

AFTER READING
Respond to the Article
Have students write a journal or blog entry about their responses to the Loch Ness Monster. Ask students: Why do you think Nessie would have disappeared for so long? Why would she have reappeared after the highway was built? How might people use the information about Loch Ness to support their opinions about Nessie?

DIFFERENTIATED INSTRUCTION
Have students use Graphic Organizer 3 to help them make inferences as they read a text. Ask them to choose a passage that interests them from a newspaper or a magazine. Tell students to write clues from the text in the first column, what they already know in the second column, and their inferences in the last column.

ENGLISH LANGUAGE LEARNERS
Have students make inferences based on their observations. Ask them to describe the weather, for example, and make inferences based on what they see. You might also suggest that they make inferences about things they notice in the classroom or in newspaper or magazine photos.

GRAPHIC ORGANIZERS
Use Graphic Organizer 1 as an Inference Map. Ask students what inference they made about the Loch Ness Monster after reading the article. Have them write their inference in the middle bubble. Then ask them to write details from the article that led them to make this inference.
## Monsters

"Mystery Cats," pages 116–123

### Summary

Something was killing livestock in southern England, and many farmers attributed the attacks to mystery cats, creatures that resembled house cats but were much bigger. Although pumas don’t live in England, the mysterious creatures with eerie cries seemed to resemble pumas—jet-black, three feet long, long tails, pointed ears, loping gait. The government tried to track down the mystery cats, but each time they concluded that the creature did not exist. Nevertheless, eyewitnesses claim that these beasts do indeed exist and are causing damage to the local livestock.

### BEFORE READING

#### Build Vocabulary

List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **eluding**: dodging
- **ruthlessly**: viciously
- **loping**: jogging

1. What word or phrase goes with “animals that hunt for prey”? (predators)
2. What word or phrase goes with “trotting or running”? (loping)
3. What word or phrase goes with “a criminal who keeps avoiding police”? (eluding)
4. What word or phrase goes with “set off on a journey”? (embark on)
5. What word or phrase goes with “senseless, bloody crime”? (ruthlessly)

#### Activate Prior Knowledge

1. Have students find these places on a map of England: Cornwall, Dartmoor, Exmoor, Badmin, Surrey, Hertfordshire.
2. Ask students to name kinds of livestock. (Possible answers: ewes, calves, cows, sheep, goats) and animals they think might kill livestock.

#### Preview

Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The article is about cougar-like mystery cats that some people believe are attacking livestock and causing destruction in the English countryside.)

### BUILD BACKGROUND

Pumas, also called mountain lions, cougars, or panthers, are the second-largest cat (next to the jaguar) in the Western Hemisphere. Ranging from Alaska to Argentina and Chile, pumas live in many habitats, including desert, swamp, and forest, but avoid open lands that do not provide cover. Male pumas grow to be up to five feet long and can weigh between 110 and 150 pounds, with females being somewhat smaller. Although some black pumas have been noted, most have coats in shades of silvery grey to yellowish or reddish brown. Pumas don’t roar like other felines; they purr, hiss, or cry out in an almost human-like scream. These powerful, stealthy animals hunt in solitude between dusk and dawn, usually killing hoofed mammals but also preying on smaller creatures and domestic livestock.

### DURING READING

#### Ask Questions

Questioning helps you to monitor your understanding of the text. Have students ask **who**, **what**, **where**, **when**, **why**, and **how** questions and look for the answers. Questions may include: Who saw the mysterious cats? What did they look like? Where did witnesses see the cats? When did they see the cats? How did the mysterious cats affect people’s lives?

### AFTER READING

#### Respond to the Article

Have students write a journal or blog entry about their responses to the mystery cats. Ask students: What would you do if you were a farmer and your animals were being killed? Why do you think the government concluded that the mystery creature did not exist? Do you agree with the government? Why or why not?

### DIFFERENTIATED INSTRUCTION

Have students choose a newspaper article that interests them. Then have them pretend that they are the editor of the paper who wants more information about the article. Have them write at least five questions they can ask the writer to gain the additional information.

### ENGLISH LANGUAGE LEARNERS

Have students choose a magazine article and study the pictures. Ask them to come up with three questions about the pictures that might be answered in the article. Then have partners read the article, including the headline and captions, to find the answers to their questions.

### GRAPHIC ORGANIZERS

Use Graphic Organizer 7 as a Draw Conclusions Chart. Point out that there were different conclusions about what the mystery creature was. The townspeople concluded that the mystery creature was a big cat, and the government concluded that it was not. Have students write what they conclude about the mystery cats in the bottom box of the graphic organizer. Then in the top boxes, have students write three details that lead them to this conclusion.
**Unit 2, Lesson 14**

**Monsters**

“The Florida Skunk Ape,” pages 124–131

<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong> Since the 1920s, people in Florida’s Everglades have reported seeing the Florida Skunk Ape, a Bigfoot-like creature that is seven to eight feet tall, has black or brown hair, and smells really bad. Since most sightings are at night and photographs show only a brown speck from a distance, many people think the Skunk Ape is no more than a hoax, a prankster in a gorilla suit. Is the Skunk Ape real? No one knows for sure, but the legend continues to live on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BEFORE READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>amateur</strong></th>
<th><strong>flaws</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>inexperience</td>
<td>defects</td>
</tr>
<tr>
<td>stench</td>
<td>loony</td>
</tr>
<tr>
<td>refuge</td>
<td>crazy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activate Prior Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The difference between an <strong>amateur</strong> photographer and a professional one is . . .</td>
</tr>
<tr>
<td>2. The <strong>stench</strong> was caused by . . .</td>
</tr>
<tr>
<td>3. When they feel threatened, small animals find <strong>refuge</strong> . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: I think this article is about the Skunk Ape, a creature similar to Bigfoot that some people think roams the swampy areas in the Florida Everglades.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Build Background</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Covering about 4,300 square miles of southern Florida from Lake Okeechobee to the Florida Bay and the Gulf of Mexico, the Florida Everglades are some of the most unusual wetlands in the world. The northern part is covered by shallow water and saw grass, a plant that reaches up to 12 feet tall; the southern part has salt marshes and mangrove swamps. The Everglades are home to more than 350 species of birds, including egrets, herons, and pelicans; fish; snakes; alligators; as well as the endangered American crocodiles, Florida panthers, and manatees. Everglades National Park, the largest subtropical wilderness area in the United States, was established in 1947. Over the years, draining land for farming and building canals has caused environmental problems for the Everglades. About half of the original natural Everglades were destroyed. Today, people are working together to try to restore and preserve the area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DURING READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause and Effect</strong> A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, caused, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AFTER READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about their responses to the Florida Skunk Ape. Ask students: If you saw the Skunk Ape, what would you think the creature was? Based on information in the article, do you think the Skunk Ape is a legend, a hoax, or real? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DIFFERENTIATED INSTRUCTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Individual Learners</strong> Ask students to watch a news report about something caused by an action, such as destruction caused by a storm or an injury caused by a bear. Ask students to rewrite the report using words such as because, as a result, since, consequently, therefore, and so to help show cause-and-effect relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENGLISH LANGUAGE LEARNERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask students to tell a partner a common folktale or legend that has cause-and-effect relationships in it. Have them pause to discuss the causes and effects by asking and answering questions that ask why. Model by pausing to ask about cause-and-effect relationships as you tell a story or legend.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GRAPHIC ORGANIZERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use Graphic Organizer 4 as a Cause-and-Effect Chart. Have students write the causes below in the boxes on the left. Have them write their effects on the right.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Causes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Osborn saw a creature that left huge prints. The Skunk Ape might live in muddy, abandoned alligator caves. Since the 1920s, the Everglades have been shrinking. A mysterious beast is good for tourism.</td>
</tr>
</tbody>
</table>
**Unit 3, Lesson 15**

**Monsters**

“Grendel,” pages 138–145

---

**Introduce**

**Summary** The terrifying beast Grendel had been terrorizing King Hrothgar’s kingdom in Denmark for 12 years. Each night when the creature attacked the local villagers, the Viking king’s warriors were unable to defeat him. When tales of Grendel reached Sweden, Prince Beowulf decided to travel to Denmark, where he fought and defeated the monster. This tale is part of a heroic poem called *Beowulf*, the oldest epic in the English language.

---

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **regarded**: looked upon
- **in vain**: uselessly
- **strive against**: struggle against
- **escorted**: accompanied
- **severed**: torn off

1. The young child **regarded** the world with wonder and excitement.
2. The dog was jumping **in vain** because the fence was too high to jump over.
3. The hero promised to **strive against** the beast until it was defeated.
4. The police officer **escorted** the suspect into the courtroom.
5. Service was stopped temporarily because trains could not travel safely over the **severed** tracks.

**Activate Prior Knowledge**

1. Have students discuss literary heroes. Ask what characteristics they think most heroes have. Then ask students to discuss stories or movies in which heroes fight monsters. Have them discuss how the plots are similar and different.
2. Ask students to tell what they know about the Vikings. Then have them find Denmark and Sweden on a map.
3. Invite students who have read *Beowulf* or seen the movie (made in 2007) to summarize the plot.

**Preview** Ask students what clues the title of the article, the illustration, photograph, and captions provide. What predictions about the article might students make? (Possible answer: This article tells about the story of *Beowulf*, who killed the monster Grendel before he is mortally wounded in a fight with a dragon.)

**Build Background** The epic poem *Beowulf* is considered the first great work of English literature. Although it is believed to have been composed in the eighth century, the events in the poem take place in the early sixth century. While there is no historical evidence that Beowulf was a real person, some of the characters, places, and events are based in history. The poem has two parts, the first of which is set in Denmark and tells of Beowulf’s defeat of Grendel and Grendel’s mother. In the second part, set in southern Sweden, Beowulf becomes king and reigns peacefully over his kingdom for 50 years until a dragon enters the land. Beowulf slays the dragon but is mortally wounded in the process. The 1971 book *Grendel*, by author John Gardner, retells the first part of the poem from Grendel’s point of view.

**DURING READING**

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to Beowulf and Grendel. Ask students: Why do you think Beowulf left Sweden to fight Grendel in Denmark? Why do you think Beowulf could defeat Grendel when so many others could not? What kind of friend do you think Beowulf would be? What kind of enemy would he be? Why?

---

**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners**

Have students work in groups of three to practice visualizing. Ask one student to read a paragraph from a newspaper article or magazine. Have the other students visualize the text and discuss their visualizations. Suggest that students compare their visualizations. Then have students switch roles.

**ENGLISH LANGUAGE LEARNERS**

Have partners work together to practice visualizing. Ask one partner to use descriptive language to describe something in the room. Have the other partner visualize the object, draw it, find the real item, and discuss how well the visualization matches the item. Then have partners switch roles.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Visualizing Map. Have students write *Grendel* in the center bubble. Then in each outer bubble, ask them to write a description from the article that helped them visualize the beast.
**Unit 3, Lesson 16**

**“Chupacabra: Bloodthirsty Beast,” pages 146–153**

<table>
<thead>
<tr>
<th>Teach Lesson Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong></td>
</tr>
<tr>
<td><strong>Summary</strong> In 1995 in Puerto Rico, farmers began to find dead animals. They had had their blood drained through puncture holes in their chests or necks. Similar reports started popping up around the world. The deaths were attributed to a beast that was named Chupacabra, which is Spanish for “goat sucker.” People claimed this monster was part bat, kangaroo, insect, reptile, and armadillo. Some thought it was a beast from outer space. Although experts have shown that wild dogs were responsible for some of the killings, some people remain uncertain and afraid. They believe Chupacabras exist and are a danger to their animals and to their families.</td>
</tr>
</tbody>
</table>

| BEFORE READING |
| **Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentence stems on the board. Read the sentence stems aloud and ask students to complete them. |
| **epidemic**: widespread |
| **mutants**: creatures that have been drastically changed |
| **demon**: evil spirit |
| 1. The disease reached epidemic proportions when . . . |
| 2. People think the peculiar animals are mutants because . . . |
| 3. Some people think the huge dog is a demon because . . . |
| **stunned**: shocked |
| **ghoulish**: creepy |
| 4. I was stunned when . . . |
| 5. We saw a lot of ghoulish creatures when . . . |

| **Activate Prior Knowledge** |
| 1. Have students describe scary creatures they have seen or read about. |
| 2. Help students find the following places on a world map: Puerto Rico, Mexico, San Francisco, Miami, San Antonio, New York City, London, Moscow. |

| **Preview** Ask students what clues the title of the article, the illustration, the photograph, and the captions provide. What predictions about the article might students make? (Possible answer: People claim to have seen a beast named Chupacabra that kills goats and sucks their blood.) |

| **DURING READING** |
| **Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean. |

| **AFTER READING** |
| **Respond to the Article** Have students write a journal or blog entry about whether they think Chupacabras really exist. Ask students: What evidence from the article supports the thinking that a Chupacabra is a real monster? What evidence supports the belief that Chupacabras do not exist? What do you believe? Which evidence convinces you? |

| **DIFFERENTIATED INSTRUCTION** |
| **Support Individual Learners** |
| Have students figure out what skepticism means in this context: “Some people were filled with skepticism when they heard about the monster. They did not believe the monster was real.” Have students take turns explaining to the class how they determined the meaning of the unfamiliar word. |

| **ENGLISH LANGUAGE LEARNERS** |
| Show students how to use appositives to define a word within a sentence. Point out that when commas surround a phrase, the writer might be using the phrase to describe or define the word that comes before it. Provide an example, such as “Wild predators, animals that kill other animals for food, were really killing the sheep.” |

| **GRAPHIC ORGANIZERS** |
| Use Graphic Organizer 1 as a Concept Map. Have students write Chupacabra in the center. Then ask them to write sentences that describe the monster in the outer bubbles. |
Unit 3, Lesson 17

Monsters
“Dracula: Terror in Transylvania,” pages 154–161

Introduction
Summary The legend of Dracula tells of a vampire who rises from a coffin at night to drink his victims’ blood. Although the Dracula in the legend is not real, there once was a real Count Dracula, known as Vlad the Impaler, who ruled in Transylvania in the mid 1400s. Dracula murdered thousands of people by impaling them and staking them into the ground. Another real Transylvanian, Countess Elizabeth Bathory, is said to have killed maidens and bathed in their blood. Stories like these may have inspired Bram Stoker, who wrote the first Dracula novel in the late 1800s.

BEFORE READING
Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- sustain: support
- secure: gain
- repulsed: disgusted

1. Which foods will help you sustain your health—fruit and vegetables or cookies and candy? Why?
2. If a prisoner wanted to secure his freedom, would he commit a crime or hire a lawyer? Why?
3. Which sight would you be repulsed by—a sunset or a polluted lake? Why?

Activate Prior Knowledge
1. Have students start a Word Web for vampires. Record their responses and encourage them to add ideas as they read the article.
2. Ask students to discuss Dracula stories they have read or movies they have seen. Then have them compare these vampire books and movies.
3. Ask students to find Transylvania and Turkey on a map.

Preview
Ask students what clues the title of the article, the illustration, photograph, and captions provide. What predictions about the article might students make? (Possible answer: The article is about Dracula, who was also known as Vlad the Impaler. Dracula caused terror in Transylvania when he impaled bodies. In 1992 a movie was made about Dracula.)

DURING READING
Identify Sequence Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases, such as finally, then, at last, at first, when, since then, as, and after.

ENGLISH LANGUAGE LEARNERS
Cut apart panels of comic strips and ask students to place the frames in sequence. Have them explain to partners why they used the order they did. Encourage them to use key words, such as first, next, then, and last or finally.

AFTER READING
Respond to the Article Have students write a journal or blog entry about their responses to the article. Ask students: Who do you think was more cruel—the real or fictional Count Dracula? Why? Why do you think the Dracula vampire story was set in Transylvania?

DIFFERENTIATED INSTRUCTION
Have students place photographs or magazine pictures in sequence and explain why they chose to order the pictures in time order, in spatial order, in order of importance, or as steps in a process. They could also use objects to create spatial-order sequences, such as arranging pens, paper clips, and books on a desk, and use signal words to describe the order.

BUILD BACKGROUND
Transylvania is a historic province in the central and northwestern part of Romania. The high plateau of Transylvania is separated from the rest of the country by the Carpathian Mountains. Throughout its early history the region was fought over by Hungary and Romania, and then served as an autonomous territory of the Ottoman Empire in the 16th and 17th centuries. It was then once again ruled by Hungary, before finally becoming part of Romania in the 20th century. Most of the people living in Transylvania are Romanians, but about one quarter are Magyars, an ethnic Hungarian group. Many Romani, or Gypsies, live there, too. One of the most economically and culturally advanced parts of Romania, Transylvania is rich with mineral and timber resources and sustains steel, textile, and agricultural industries. In much of the world, however, Transylvania is perhaps best known as the setting of the Dracula stories and movies.

Support Individual Learners

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce this page for classroom use.
**Unit 3, Lesson 18**

**Monsters**

“Zombies: The Walking Dead,” pages 162–169

**Introduce**

**Summary** In Haiti, zombies are often referred to as the “walking dead” because they are said to be people who have died, been buried, and later raised from their graves by houngans, or voodoo priests. Once zombies have been created, houngans have control over them. Even though some zombies have been proven to be fakes and most Haitians don’t believe in them, many people do. For that reason, some families guard the graves of their dead for several weeks until the corpse is too decomposed for a houngan to turn it into a zombie.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>blank: without expression</th>
<th>vigil: constant watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>bizarre: odd</td>
<td>decomposed: decayed</td>
</tr>
<tr>
<td>conspiring: plotting in secret</td>
<td></td>
</tr>
</tbody>
</table>

1. What word goes with “an expressionless face”? *(blank)*
2. What word goes with “tree that has been dead for a long time”? *(decomposed)*
3. What word goes with “strange or unusual”? *(bizarre)*
4. What word goes with “overnight security guard”? *(vigil)*
5. What word goes with “making secret plans”? *(conspiring)*

**Activate Prior Knowledge**

1. Ask students to describe what they visualize when they hear the word *zombies.*
2. Have students tell what they think of when they hear the word *voodoo.* Go to [http://www.encyclopedia.com/](http://www.encyclopedia.com/), enter “voodoo” in the search box, and click on the first result.
3. Ask students to find Haiti on a map.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *(Possible answer: The article is about zombies, also called the walking dead, and voodoo priests and practices in Haiti. I think I will learn how voodoo priests and practices relate to zombies.)*

**Build Background** In 1697 Spain gave the western third of Hispaniola, an island in the West Indies, to France. The colony, called Saint-Dominique, imported slaves from Africa to work on its sugarcane plantations, which made it one of the richest colonies in the Caribbean until the slaves revolted in 1791. In 1804 the colony, now known as Haiti, became the first black republic to declare independence. However, the revolution also destroyed the economy and led to political unrest and a series of dictatorships. Today, Haiti is one of the poorest, least developed, and most densely populated countries in the Western Hemisphere. Most Haitians grow food to feed their families, and the life expectancy is only about 50 years. In January 2010 an earthquake, centered near the capital Port-au-Prince, rocked Haiti and caused extensive damage. Estimated to be the worst earthquake in the region in 200 years, it left 250,000 people dead and more than a million homeless.

**DURING READING**

**Ask Questions** Questioning helps you to monitor your understanding of the text. Have students ask *who, what, where, when, why,* and *how* questions and look for the answers. Questions may include: Who are the monsters in this article? What do they do? Where do they live? When do people see the monsters? How do they become monsters?

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to what they read about zombies. Ask students: How do you think you would feel about zombies if you lived in Haiti? How might you prove whether voodoo magic and zombies are real or exist only because people believe in them?

**DIFFERENTIATED INSTRUCTION**

Have partners work together to summarize books, movies, or video games and to ask questions about them. First, have one partner summarize and the other ask questions to find out more information. Then, have the partners switch roles.

**ENGLISH LANGUAGE LEARNERS**

Have partners play a question game. Tell one partner to think of a fictional character or a well-known person from the news. Have the other partner ask *what, where, when, why,* and *how* questions to guess who the person is. Then have partners switch roles.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as an Ask Questions Chart. Ask students to write four questions about “Zombies: The Walking Dead” in the first column. Remind them to begin their questions with question words. Then have students exchange charts and answer each other’s questions.
Monsters, and the psychiatric disease, in which means "man-wolf." In the Middle Ages, from 500 to 1400 A.D., suspected werewolves, or people who could transform themselves into wolves, were tried and condemned to death. In the 1700s in Le Gevaudan, France, people believed that a werewolf was killing their children by tearing out their hearts. The idea of werewolves may have grown from ancient traditions when people worshipped totems, put on the animal skins of those totems, and acted like the animals.

### BEFORE READING

#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word's meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **preposterous**: absurd
- **mortal**: fatally
- **strictly**: solely
- **in league with**: united with
- **proclaimed**: declared to be

1. The idea sounded so **preposterous** that no one paid any attention to it.
2. The soldier was **mortal**ly wounded during the battle and died soon afterward.
3. The character is **strictly** from the movie and was not based on a real person.
4. The students who are **in league with** the teachers agree that the schedule should be changed.
5. The candidate was **proclaimed** mayor after the votes were counted.

#### Activate Prior Knowledge
1. Have students discuss books they have read or movies they have seen that have werewolves in them. Ask them to compare and contrast the werewolves.
2. Ask students to tell what they know about the Middle Ages. Go to [http://www.encyclopedia.com/](http://www.encyclopedia.com/) enter "middle ages" in the search box, and click on the first result.
3. Ask students to find Le Gevaudan, France, on a map. Challenge them to look online to find what Le Gevaudan is known for.

#### Preview
Ask students what clues the title of the article, the illustrations, and the captions provide. What predictions about the article might students make? (Possible answer: Stories of werewolves, like the beast of Le Gevaudan, have been around since Roman times. I think this article will tell some of those stories.)

#### Build Background
Werewolf myths in ancient Greece were sometimes linked to religion. In Arcadia, a region of ancient Greece, there was a Wolf-Zeus cult. In one myth, King Lycaon was turned into a wolf by Zeus. After that, whoever tasted special meat during a sacrificial feast at Mount Lycaeus became a wolf. That may be the origin for the Greek word for wolf, *lykos*, the technical term for werewolf, *lycanthropy*, and the psychiatric disease *lycanthropy*, in which people believe they are turned into animals. The word *werewolf* comes from the Old English *werwulf*, which means "man-wolf." In some folklore, people became werewolves by putting on wolf skins, drinking from wolf prints, or using magic ointments. Removing the skins, hearing their names, being hit on the head, or seeing the sign of a cross could turn these people back into themselves.

### DURING READING

#### Predict
Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

#### AFTER READING

##### Respond to the Article
Have students write a journal or blog entry about their responses to the werewolf stories in the article. Ask students: What do you think the author’s viewpoint is about the treatment that suspected werewolves were given in the Middle Ages? Do you agree or disagree with the author? Why?

### DIFFERENTIATED INSTRUCTION

#### English Language Learners
Have students read the book *Cinnamon’s Day Out*, by Susan L. Roth, or another story of their choice. Ask students to draw a three-column chart in their notes and make and record three predictions as they read.

#### Graphic Organizers
Use Graphic Organizer 7 as a Summary Chart. Ask students to write the main ideas of paragraphs 12, 13, and 14 in the top three boxes. Then have them use those main ideas to summarize the paragraphs about Niceros. Ask students to write the summary in the bottom box.
**Unit 3, Lesson 20**

**Monsters**

“The Mokele-Mbembe: Are All the Dinosaurs Gone?” pages 178–185

<table>
<thead>
<tr>
<th>Summary</th>
<th>Some people believe they have seen a dinosaurlike monster living in Africa. As long ago as 1913, an explorer was told about a monster called Mokele-Mbembe that had a long neck and one very long tooth. In 1979 villagers described a monster, similar to Mokele-Mbembe, called N’yamala in Gabon. In 1981 and 1983, people claimed to have seen the monster in Lake Tele in the Congo. Many people do not believe the monster exists.</th>
</tr>
</thead>
</table>

**BEFORE READING**

**Build Vocabulary**

List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cataclysmic</td>
<td>disastrous</td>
</tr>
<tr>
<td>adapt to</td>
<td>adjust to</td>
</tr>
<tr>
<td>wrought</td>
<td>brought about</td>
</tr>
<tr>
<td>flexible</td>
<td>elastic</td>
</tr>
<tr>
<td>mutilated</td>
<td>disfigured</td>
</tr>
</tbody>
</table>

1. Which would be a cataclysmic event—a tornado or a sunset? Why?
2. If animals adapt to a new environment, can they survive there, or do they die? Explain.
3. If an event wrought changes, were things the same or different?

**Activate Prior Knowledge**

1. Ask students to share what they know about dinosaurs. Ask if they believe any dinosaurs are alive today.
2. Help students find Gabon, the Congo, and Lake Tele on a world map.

**Preview**

Ask students what clues the title of the article, the illustration, the photograph, and the captions provide. What predictions about the article might students make? (Possible answer: Some people claim to have seen a monster that looks like a dinosaur living in the African Congo.)

**DURING READING**

**Infer**

An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**AFTER READING**

**Respond to the Article**

Have students write a journal or blog entry about whether they think Mokele-Mbembe is real. Ask students: Do you believe this monster is living in Africa? What facts from the article support your opinion? What could you do to prove your opinion true?

**DIFFERENTIATED INSTRUCTION**

Ask students to write riddles about animals, sports, classroom objects, or other subjects of interest. Have partners take turns reading and guessing the answers to their riddles. Encourage them to discuss how clues in the riddles and their previous knowledge helped them make inferences and solve the riddles.

**ENGLISH LANGUAGE LEARNERS**

Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. *Hey, Al*, by Arthur Yorinks, is the story of a man named Al who works as a janitor. One morning a bird calls to Al and tells him he has a solution to all of his problems.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 3 as a Compare-and-Contrast Chart. Have students write the headings *Mokele-Mbembe*, *Both*, and *N’yamala* in the boxes at the top of the three columns. Then tell students to write each descriptive phrase below in a box under the appropriate heading. Use the chart to discuss how the monsters are alike and different.

- brownish-grey
- blood-red eyes
- long neck
- huge mouth
- one tooth
- smooth skin

---

UNIT 3  Critical Reading  Teacher Guide  217
**Unit 3, Lesson 21**

**Monsters**

“Dragons,” pages 186–193

<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Fire-breathing dragons with long, barbed tails, scaly armor, and batlike wings may live only in people’s imaginations, but these dragons of legend were likely based on descriptions and pictures of present-day reptiles. Many of these reptiles, such as the ancient Roman draco, the crocodile, and the Indian cobra, have characteristics that people began to associate with dragons. That’s probably why so many people agreed on what this nonexistent creature looked like.</td>
</tr>
</tbody>
</table>

| **BEFORE READING** |  |
| **Build Vocabulary** | List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students. |
| incinerate: burn to ashes | rational: reasonable |
| parallel: equal | drawing: pulling |
| evolved: developed |  |
| 1. What word goes with “fire”? (incinerate) | 4. What word goes with “coiling snake”? (drawing) |
| 2. What word goes with “decision or explanation”? (rational) | 5. What word goes with “the very oldest to the very newest”? (evolved) |
| 3. What word goes with “one thing that is like another”? (parallel) |  |

| **Activate Prior Knowledge** |  |
| 1. Have students make a Word Web for dragons. Ask them to include descriptive words, characteristics, and names of dragons they have read about or seen in movies. | Build Background Reptiles are a class of vertebrate, cold-blooded animals that have scales and lungs to breathe. Examples of reptiles include lizards, snakes, turtles, crocodilians (alligators and crocodiles), and tuataras, which are closely related to extinct dinosaurs. Reptiles vary in size from very small, like the 1-inch gecko, to huge, like the 30-foot python or the 1,500-pound leatherback turtle. There are more than 8,000 species of reptiles living in almost every possible habitat of the world, from desert to ocean. These animals have adapted to hibernate in places with chilly winters, but they are unable to survive in the coldest regions, such as Antarctica and the polar oceans. The oldest reptile fossils are more than 300 million years old. Reptiles such as the fishlike ichthyosaurs, birdlike pterosaurs, and the famous dinosaurs lived between 251 and 65 million years ago in the Age of Reptiles. |
| 2. Ask students to name reptiles and to tell which remind them of dragons. |  |

| **Preview** | Ask students what clues the title of the article, the illustration, photograph, and captions provide. What predictions about the article might students make? (Possible answer: This article will be about both imaginary dragons, like the one on the treatise on alchemy, and real dragons, like the Draco volans, found in the Malay Islands.) |

| **DURING READING** |  |
| **Cause and Effect** | A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why? |
| **ENGLISH LANGUAGE LEARNERS** | Have students work with partners to name causes and effects. Model by saying a cause, such as “The traffic light at the busy intersection is broken.” Ask a volunteer to give an effect for that cause: “There is a big traffic jam.” Then have partners take turns naming causes and possible effects. |

| **DIFFERENTIATED INSTRUCTION** |  |
| Have students write a few paragraphs about personal experiences that have had cause-and-effect relationships. Ask them to include at least three cause-and-effect relationships. Suggest they use clue words to signal at least one of them. Then ask students to exchange and read each other’s paragraphs. Have them discuss the cause-and-effect relationships. |  |

| **AFTER READING** | Respond to the Article Have students write a journal or blog entry about their responses to dragons. Ask students: Which dragon would you rather meet—a dragon from the West or from the East? Why? What do you visualize when you imagine what a dragon looks like? Write a description. |

| **GRAPHIC ORGANIZERS** | Use Graphic Organizer 1 as a Main Idea-and-Details Chart. Ask students to write the following main idea in the center bubble. Then have them write details that support the main idea in the outer bubbles. Many ordinary creatures have characteristics that people associate with dragons. |  |
Monsters
Unit 1 Assessment Article

Directions: Read this article. Then answer each question that follows. Circle the letter of your answer.

Beware the Bunyip!

According to Australian legend, a fearsome creature called a bunyip lived in the rivers, lakes, and swamps. The native people, known as Aborigines, dreaded this creature—and with good reason.

2 The bunyip protected its watery home from those who ventured near. Bunyips would gulp down unwelcome intruders, both human and animal. After sundown, bunyips hunted for women and children, eager to devour their prey. The bunyip’s bellowing roar terrified all who heard it. At night, the Aborigines would stay away from any body of water that might be home to the fierce bunyip.

3 Exactly what a bunyip looked like is open to question. The Aborigines described a large creature having flippers and tusks like a walrus and a tail like a horse. Some said that bunyips had feathers like a bird or scales like a crocodile.

4 In the 1800s, many white settlers in Australia claimed to have seen bunyips, either on land or, more commonly, swimming in lakes, swamps, or other bodies of water. They described two different kinds. One had a face like a dog and a long-haired body. The second kind had a long neck and a mane. Some reports blended many of these elements, while other versions compared the bunyip to a snake or said the creature had a furry, human-like appearance. Although sightings were common all through the 1800s, there have been few reports since then.

5 Some scientists believe that the bunyip was actually a now-extinct animal called a diprotodon. The diprotodon was a large mammal distantly related to the kangaroo but resembling a rhinoceros. Since a diprotodon could be 10 feet long and weigh over 4,000 pounds, it’s not surprising that anyone who saw one would be terrified!

6 Another theory is that the creatures some people identified as bunyips were in fact seals. Because witnesses often saw only heads above the surface of the water, this is a possibility. However, it does not explain the various other descriptions of bunyips seen on land.

7 One other thought is that at least some of the supposed bunyips were actually just criminals hiding from the law. Fugitives often fled into the swamps and lagoons, taking cover underwater when they heard someone approaching. Returning to the surface, the fugitive would be a wet and mucky mess—and probably a scary sight to anyone who happened to see him.

8 So, was the bunyip of Aboriginal legends real or not? No one can say for sure. Perhaps the creature was purely imaginary. Or perhaps it was real but is now extinct. Or, just maybe, there are still bunyips lurking in the Australian swamps.
Monsters

Unit 1 Assessment Questions

1. Which sentence states the main idea best?
   a. The bunyip is a legendary creature inhabiting Australian bodies of water.
   b. The bunyip was a frightening creature that hunted women and children.
   c. Australia’s native people were afraid of the bunyip.

2. Some scientists think that the bunyip was really a now-extinct animal that looked like a
   a. kangaroo.
   b. rhinoceros.
   c. crocodile.

3. Which answer is probably true?
   a. The bunyip legend was started by criminals fleeing from law officers.
   b. Today, bunyips can be found in other parts of the world besides Australia.
   c. It’s unlikely that the bunyips people claimed to have seen were all seals.

4. What is the meaning of the underlined word?
   Bunyips would gulp down unwelcome intruders, both human and animal.
   a. those who are invited to come somewhere
   b. those who go where they are not wanted
   c. those who live in a particular place

5. The main purpose of paragraph 5 is to
   a. present a scientific theory about bunyips.
   b. describe the size and weight of bunyips.
   c. explain that bunyips are now extinct.

6. Which answer correctly restates this sentence from the article?
   In the 1800s, many white settlers in Australia claimed to have seen bunyips, either on land or,
   more commonly, swimming in lakes, swamps, or other bodies of water.
   a. During the 1800s, white settlers swimming in Australia’s waters said they saw bunyips.
   b. In the 1800s, bunyips in Australia roamed among the white settlers.
   c. In the 1800s in Australia, white settlers said they saw bunyips on land and in water.

7. The Aborigines feared the bunyip because the creature
   a. ate human beings.
   b. drowned victims in lakes and swamps.
   c. had tusks like a walrus.

8. Into which of the following categories would this article best fit?
   a. articles that describe unusual places to visit
   b. accounts of events that may be fact or fiction
   c. reports of important scientific discoveries

9. Based on the article, readers can most likely conclude that
   a. bunyips continue to pose a danger.
   b. the Aborigines never believed in bunyips.
   c. the full truth about bunyips may never be known.

10. According to the author, why was the diprotodon scary?
    a. because of its large size
    b. because it was extinct
    c. because it was a mammal
Godzilla, King of the Monsters

He is huge—rising up more than 160 feet and weighing 20,000 tons—with a terrifying, high-pitched roar. He has the head and body of a prehistoric reptile, complete with a long, powerful tail. His eyes are cold and blank, with no trace of pity. No guns, tanks, or missiles can harm him. He is the fearsome, dinosaur-like Godzilla, called “king of the monsters.”

Fortunately for us all, Godzilla is a movie monster, a human-made creation designed to frighten an audience. In the 1954 Japanese movie where he first appeared, Godzilla stomps through Tokyo, trampling people and buildings, smashing bridges and trains. The massive monster with his fiery radiation breath leaves behind a trail of death and destruction as he reduces the city to smoking rubble and sends screaming victims running for their lives.

Godzilla was a product of the Atomic Age, the period of history associated with the use of atomic energy. Atomic, or nuclear, energy has positive uses, such as electricity production. However, it also has the power to cause great destruction. In 1945, during World War II, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The bombs helped end the war, but they killed many thousands of people and left the cities largely in ruins. Many more people died as a result of radiation poisoning.

In the Japanese movie, a scientist deduces that Godzilla is a prehistoric creature that he believes had been asleep in the sea until underwater bomb tests conducted by the United States awakened it. In this way, the movie presents Godzilla as a symbol to warn people of the dangers of atomic weapons.

Just as atomic bombs had destroyed Hiroshima and Nagasaki, Godzilla’s rampage demolishes Tokyo. Ishiro Honda, the movie’s director and a former Japanese soldier, explained the monster this way: “Most of the visual images I got were from my war experience…. I took the characteristics of an atomic bomb and applied them to Godzilla.”

At the end of the movie, a super weapon finally manages to kill Godzilla, but the message to viewers is clear. As one scientist comments, “I can’t believe Godzilla is the only survivor of its species. If we continue testing H-bombs, another Godzilla will one day appear again, somewhere in the world.”

Even though Godzilla died in the 1954 Japanese film, the idea for the monster did not. In fact, some 25 Godzilla movies have been made since the original, starting with a low-budget 1956 American version that blended the previous film with new scenes that were inserted. The creature continues to live on in the world’s imagination.
Monsters
Unit 2 Assessment Questions

1. Which sentence states the main idea best?
   a. Godzilla is a movie monster inspired by the Atomic Age.
   b. Godzilla is a dinosaur-like creature who first appeared in 1954.
   c. Numerous movies have been made about the frightening monster known as Godzilla.

2. The 1954 Japanese film ends with
   a. the monster being killed.
   b. America bombing Japanese cities.
   c. Godzilla returning to the sea.

3. Which answer is probably true?
   a. Godzilla is modeled on an actual dinosaur-like creature that attacked Japan.
   b. Godzilla movies have not been very popular with the public.
   c. Ishiro Honda's wartime experiences made a big impression on him.

4. What is the meaning of the underlined word?
   In the Japanese movie, a scientist deduces that Godzilla is a prehistoric creature that he believes had been asleep in the sea until underwater bomb tests conducted by the United States awakened it.
   a. disproves
   b. concludes
   c. denies

5. What is the author's purpose for writing this article?
   a. to warn that Godzilla is real
   b. to describe historical events
   c. to explain the origin of Godzilla

6. Which answer correctly restates this sentence from paragraph 5?
   Just as atomic bombs had destroyed Hiroshima and Nagasaki, Godzilla's rampage demolishes Tokyo.
   a. Godzilla wrecks Tokyo in a way that reminds viewers of the bombing of Hiroshima and Nagasaki.
   b. Japanese cities were left in ruins not only by atomic bombs but also by the monster Godzilla.
   c. Attacks on Japan caused the widespread destruction of several cities.

7. As a symbol, the Godzilla monster had special meaning for Japan's people because
   a. many Godzilla films followed the original.
   b. the monster rises up from the ocean.
   c. atomic bombs took many Japanese lives.

8. What is the most likely reason for including the quotations in paragraphs 5 and 6?
   a. to show that the Godzilla film was more than just a monster movie
   b. to suggest that the author disapproves of atomic energy
   c. to express regret that Japan and the United States had fought a war

9. The main purpose of the first two paragraphs is to
   a. encourage readers to see the movie.
   b. help readers picture Godzilla.
   c. explain why the film was made.

10. Into which of the following categories would this article best fit?
    a. detailed accounts of World War II battles
    b. articles providing background information
    c. reports of unusual scientific occurrences
Monsters

Unit 3 Assessment Article

Directions: Read this article. Then answer each question that follows. Circle the letter of your answer.

Danger at Sea: The Gigantic Kraken

Throughout history, the sailor’s occupation has been regarded as a perilous one. Pirate attacks, devastating storms, unseen rocks, the risk of fire aboard ship—all these threatened a sailor’s life.

2 Frightening as such dangers were, however, there was one other that was even more chilling: sea monsters. Of all the legendary sea monsters, perhaps the most terrifying was the kraken.

3 The kraken was said to be an enormous creature with many long, muscular arms—arms long enough to reach the top of a ship’s mast. A kraken would suddenly appear, wrap itself around the hull, and overturn the ship. The screaming sailors would either drown in the ocean or be eaten by the bloodthirsty monster.

4 Most reports of the kraken suggested a beast that looked like a huge octopus or squid. However, some accounts described a creature resembling a gigantic crab or lobster, with claws powerful enough to crack a ship in half.

5 Just how large was the kraken? According to some stories, the creature was so immense that when it wasn’t moving, it looked like a floating island! Indeed, at times, ships would drop anchor alongside the kraken, the sailors not realizing the danger. Even if the kraken did not attack, it might submerge so forcefully that a whirlpool powerful enough to suck down both ship and crew would form.

6 Although the word kraken first appeared in print in the work of Carolus Linnaeus, an 18th-century Swedish botanist, tales of this mighty beast seem to trace back to 12th-century Norway. Over the years, the kraken has been blamed for the loss of many ships at sea, especially in Scandinavian waters.

7 In more modern times, stories of a monstrous sea creature have become less fantastic and more believable. We now know of real sea creatures that are extremely large and fit some of the descriptions of the kraken. It’s generally thought that what the sailors called a kraken was probably either a giant squid or the even larger colossal squid. These scary-looking, multi-armed creatures have huge eyes, which help them hunt their prey in the darkness of deep ocean waters. Scientists say they may reach a length of 40 feet or more—longer than a whale—although some reports suggest they can grow far larger. During World War II, a British sailor claimed to have seen a squid that was more than 175 feet long!

8 Could a massive squid capsize a ship? In the 1930s, a giant squid attacked a 15,000-ton naval tanker, wrapping its arms around the ship’s steel hull. Unable to get a firm hold on the slick surface, the creature slipped off. But what might have happened had the ship been smaller or more easily gripped? Then perhaps the fearsome kraken might have claimed more victims.
Monsters

Unit 3 Assessment Questions

1. Which sentence states the main idea best?
   a. According to legend, the huge kraken could use its long arms to destroy a ship.
   b. Sailors considered the kraken the most frightening sea monster of all.
   c. The legendary sea monster known as a kraken was probably a gigantic squid.

2. According to the article, the kraken was so large it was sometimes mistaken for
   a. an island.
   b. a ship.
   c. a whale.

3. Which answer is probably true?
   a. Sailors were generally not very brave.
   b. A giant squid could probably overturn a small boat.
   c. Carolus Linnaeus was the first person to actually see a kraken.

4. What is the meaning of the underlined word?
   Could a massive squid capsize a ship?
   a. devour
   b. shatter
   c. tip over

5. What is the purpose of the last paragraph?
   a. to suggest that some reported kraken attacks might very well be true
   b. to make clear that sea monsters existed only in people’s imagination
   c. to indicate that squids grew larger in the 1930s than they do today

6. Which answer correctly restates this sentence from the article?
   Indeed, at times, ships would drop anchor alongside the kraken, the sailors not realizing the danger.
   a. The kraken would not be aware of the danger when ships stopped beside it.
   b. Sailors sometimes did not know why it was dangerous to drop anchor.
   c. Not suspecting any danger, ships would sometimes stop right next to a kraken.

7. According to the article, when a kraken submerges, it can create a
   a. dangerous whirlpool.
   b. 40-foot wave.
   c. strong current.

8. Which conclusion is most reasonable based on information in the article?
   a. Sailors created accounts of imaginary sea monsters to entertain one another.
   b. Reports of sea monsters were probably exaggerated stories based on real creatures.
   c. Sea monsters even larger than squids are commonly found in the ocean.

9. According to paragraphs 1 and 2, life at sea is dangerous because
   a. sailors face many different risks.
   b. krakens threaten ships daily.
   c. ships’ crews are not well prepared.

10. Into which of the following categories would this article best fit?
    a. accounts of historic ocean voyages
    b. articles distinguishing fact from fiction
    c. descriptions of unusual occupations
Monsters

Unit 1 Language Development Activity: Prefixes

Activity Steps:

1. Review the article “The Cyclops” (Unit 1, Lesson 1, p. 14) with the class. Distribute the blank activity sheets.
2. Write the prefix over- in your sketch of Unit 1 Activity Sheet: Prefix Diagram (from step 1 of Teacher Preparation) on the board, in the first box on the left. Students fill in their activity sheets with this prefix.
3. Read the sentence on the board aloud. Guide students to recall where this sentence fits in the article. (Ulysses and his men had escaped the Cyclops and had just returned to the ship.)
4. The class lists meanings of the word over. (Possible responses: above, past a limit, more than normal) Ask what they think overjoyed means in the context of the sentence on the board. (Possible response: The crew felt more than ordinary joy; the crew was full of more joy than they could hold.)
5. Volunteers suggest definitions of the prefix over-based on step 4 and the sentence from the article.
6. Write in the left-hand box of your sketch: over- (“more than”). Students fill in their organizers.
7. Write in the middle boxes of your sketch: joy(ed) (“full of joy”). Students fill in their activity sheets.
8. In the right-hand boxes, write overjoyed. Students fill in their activity sheets.
9. Students pair off.
10. Partners collaboratively create a definition for overjoyed and write it in their diagrams. (more than full of joy; extremely happy)
11. Partners create a list of other words that begin with over- and choose a Note Taker to write the words down. Note that over- can also mean “too much.” (Possible responses: overdone, overflowing, overconfident, overworked, overcharge, overestimate, overlook, overnight)
12. Partners write sentences using the words they listed in step 12 and check each other’s answers. Circulate to assess students’ work. Point out to the class that over- can be combined with nouns, adjectives, and verbs.
13. Volunteers read their group’s sentences to the class.

Activity Highlights

1. Activity sheet (prefix diagram): partners, whole class
2. Discussion/analysis: partners
3. Collaboration in making a list: small group
4. Reader and Note Taker: individual student roles
5. Writing original sentences: partners

Teacher Preparation

1. Review the article “The Cyclops” (Unit 1, Lesson 1, p. 14). Print one copy of Unit 1 Activity Sheet: Prefix Diagram for each student and a copy of Unit 1 Activity Sheet Answers: Prefix Diagram for yourself.
2. Draw the blank prefix diagram on the board.
3. For each group of four students, provide a dictionary.
4. Write this sentence on the board: When [Ulysses and his men] arrived, the crew on board was overjoyed.

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce this page for classroom use.
Activity Steps:

1. Review the article “Frankenstein’s Monster” (Unit 2, Lesson 9, p. 84) with the class.

2. Review the following terms and definitions:
   possessive adjective (an adjective that modifies a noun and indicates possession: my, his, her, their, our);
   adverb (a word that modifies a verb or another adverb)
   Note that adverbs sometimes come before verbs and sometimes after.

3. Students pair off. Give a copy of Unit 2 Activity Sheet: Sentence Models (from step 2 of Teacher Preparation) to each student.

4. Partners choose one sentence model per pair (that is, one row on the chart). Tell students that they will make sentences about the article using the row they chose. If students cannot make sentences about the article, they may make other sentences.

5. Partners skim the article to search for words they can use to fill in the blanks in the row they chose, according to the parts-of-speech labels at the top of each box. Each student creates an original sentence with assistance from his or her partner. Either partner may share prior knowledge of parts of speech. Circulate to assist students as necessary.

6. Each student writes his or her original sentence in his or her chart.

7. Each partner reads his or her approved sentence to the class.

8. Partners choose a second sentence model and repeat steps 5–7, each creating an original sentence, preferably without using one that other pairs have read to the class.

9. Partners repeat steps 5–7 with the third sentence model (the only one they have not yet used), each creating an original sentence.

   (Possible responses:
   #1 Frankenstein/ feared/ his/ monster.
   #2 His/ brother/ died/ quickly.
   #3 The/ monster/ wept/ bitterly.)
Monsters

Unit 3 Language Development Activity: Vocabulary Review

ESL/DI Skill | Vocabulary Review: preposterous, mortally, strictly, in league with, proclaimed

Activity Highlights

1. Reading sentences aloud: individual
2. Constructing word meanings from context: whole class
3. Note taking, summarizing: individual
4. Personal responses/summary of partner’s responses: individual
5. Optional game: whole class

Interview Questions:

1. Do you think that the idea of werewolves is preposterous? Why or why not?
2. Describe a movie or a book in which someone was mortally wounded. What happened?
3. Is the atmosphere of your school or workplace strictly business, or is it more personal? Explain.
4. In your experience, who are politicians usually in league with? Give examples.
5. Were you ever proclaimed winner of a contest or an election? If so, tell the story.

Activity Steps:

1. Review the article “Werewolves” (Unit 3, Lesson 19, p. 170) with the class.
2. Write on the board or otherwise present the Lesson 19 vocabulary words: preposterous (“absurd”); mortally (“fatally”); strictly (“solely”); in league with (“united with”); proclaimed (“declared to be”)
3. Review the interview questions below and have a copy on hand.
4. In your experience, who are politicians usually in league with? Give examples.
5. Were you ever proclaimed winner of a contest or an election? If so, tell the story.
6. Students write down the question as they hear it. Then the class discusses the meaning of the question.
7. Partners ask each other the question and take notes on each other’s answers. (Possible responses: People can’t change form, so the idea of werewolves is preposterous; the idea of werewolves is unlikely but not preposterous, just like the idea of space aliens.)
8. The second partner summarizes the first partner’s answers to him or her. The first partner suggests any corrections that may be necessary.
9. Students pair off.
10. Repeat the process with the second question: Describe a movie or a book in which someone was mortally wounded. What happened?
11. As an option, extend the activity into a game of “Who Am I?” in which you ask permission to read one or more interview responses aloud and the class guesses who provided the responses.

Teacher Preparation

1. Review the article “Werewolves” (Unit 3, Lesson 19, p. 170).
2. Write on the board or otherwise present the Lesson 19 vocabulary words: preposterous (“absurd”); mortally (“fatally”); strictly (“solely”); in league with (“united with”); proclaimed (“declared to be”)
3. Review the interview questions below and have a copy on hand.
4. In your experience, who are politicians usually in league with? Give examples.
5. Were you ever proclaimed winner of a contest or an election? If so, tell the story.
6. Students write down the question as they hear it. Then the class discusses the meaning of the question.
7. Partners ask each other the question and take notes on each other’s answers. (Possible responses: People can’t change form, so the idea of werewolves is preposterous; the idea of werewolves is unlikely but not preposterous, just like the idea of space aliens.)
8. The second partner summarizes the first partner’s answers to him or her. The first partner suggests any corrections that may be necessary.
9. Partners reverse the process so that each partner has acted as interviewer once.
10. Repeat the process with the second question: Describe a movie or a book in which someone was mortally wounded. What happened?
11. As an option, extend the activity into a game of “Who Am I?” in which you ask permission to read one or more interview responses aloud and the class guesses who provided the responses.