

## Lesson 1A

### Answer Key

#### Think and Discuss

1. They are lighting candles for Earth Hour, an event that encourages people to conserve electricity.
2. Answers will vary. A movement is usually considered successful if it becomes popular, and it is generally spread by members who believe in it and work hard to make it well known.

#### Pre-reading

- A.** Answers will vary. Possible qualities include: strength, commitment, dedication, purpose, belief, sense of justice, communication skills, public appeal, likeability, etc.
- B.** Answers will vary.
- C.** Predictions will vary. The passage is about how leaders inspire us.

#### Getting the Main Ideas

1. what they believe; 2. It is important for followers to share the same beliefs as leaders.

#### Identifying Supporting Ideas

- A.** The following words should be underlined:  
**Paragraph 2:** For example; **Paragraph 3:** To illustrate this; **Paragraph 4:** for instance.
- B.** 1. b; 2. c; 3. a
- C.** 1. SI; 2. MI; 3. SI; 4. SI; 5. SI

#### Understanding References

1. great leaders; 2. King's followers; 3. Apple's followers; 4. people who lead/people we follow

#### Building Vocabulary

- A.** 1. showed up; 2. in other words; 3. focus; 4. attract
- B.** 1. c; 2. a; 3. d; 4. b

#### Getting Meaning from Context

To be “easily led” means that you are quick to follow others, suggesting that you lack independent thought.

#### Critical Thinking

1. Answers will vary; 2. Answers will vary. Possibilities include: TV stars, musicians, editors of popular online websites, bloggers.

## Lesson 1B

### Answer Key

1. CD Baby was a company started by Derek Sivers to sell independent music online; 2. The lessons he learned from starting, managing, and selling a business; 3. Guesses will vary. The people are dancing and getting others to join, illustrating the stages of starting a movement.

#### Part 1

##### Previewing

- A.** Guesses will vary. Actual answers are: **a.** 6; **b.** 2; **c.** 5; **d.** 4; **e.** 1; **f.** 3
- B.** **a.** 4; **b.** 3; **c.** 2; **d.** 1; **e.** 5

##### Getting the Main Ideas

- A.** 1. T; 2. F; 3. T
- B.** Those who don't join might be ridiculed.

##### Critical Thinking

Answers will vary.

#### Part 2

##### Previewing

The following should be underlined: the shirtless guy who was first

#### Recognizing Main Ideas

- A.** c
- B.** Students' points on the chart will vary. General answers are: 1. red area; 2. red area; 3. yellow-orange area; 4. blue area; 5. yellow-orange area

#### Getting Meaning from Context

People who are “sitting on the fence” are undecided about whether to join or not. “The tipping point” refers to the moment that a new movement or trend becomes popular.

#### Identifying Tone and Attitude

Sivers uses a humorous tone to communicate his ideas about how movements are made.

#### Critical Thinking

Both Sivers and Sinek talk about the importance of the role of followers. Both point out that followers are making their own choices when joining a leader. Sinek talks about how followers must already share the same beliefs as their leader while Sivers explains that followers, especially the early ones, might actually do more to lead the movement than the leader.

## Lesson 2A

### Answer Key

#### Think and Discuss

**A.** Answers will vary. Possibilities include:  
**1.** Rain forests provide a home for a majority of the world's plants and animals. The plants there absorb a lot of the world's carbon dioxide; **2.** logging, development, agriculture, ranching, etc.

#### Pre-reading

**A. 1.** The top layer has high temperatures and wind. Plant life is limited. The bottom layer also has limited plant life, but because it is dark; **2.** The canopy has the easiest living conditions, including plentiful sunlight and shelter from the wind.

**B.** Answers will vary. She is climbing to the top of a tree to view (and study) the rain forest canopy.

**C.** Answers will vary, however students should recognize the reading is on the destruction of the rain forests.

#### Getting the Main Ideas

The following should be checked: 2, 4.

#### Understanding Key Details

**1.** forests; **2.** mosses; **3.** canopy; **4.** roots, host; **5.** nutrients, water; **6.** slowly

#### Scanning for Information

**1.** 28,000; **2.** 100 feet/30 meters; **3.** over 20 years

#### Building Vocabulary

**A. 1.** a, c, d; **2.** a, b, d; **3.** b, c, d; **4.** d

**B.** mysterious; layers; damage; survive

#### Understanding Meaning from Context

**1.** b; **2.** b

#### Critical Thinking

**1.** Answers will vary. Possibilities include: writing about it, taking pictures of it, teaching people directly, etc.

**2.** Answer will vary. Nadkarni wants people to feel connected to the trees so they care about them. She believes that if people care about the trees, they will help to save them.

## Lesson 2B

### Answer Key

- Nadkarni's interest in trees began when she was a child, and she climbed them for fun.
- She was inspired by a trip with Nadkarni to the Costa Rican rain forest.
- middle-school children from the inner-city

#### Part 1

##### Previewing

Guesses will vary. She sees various wildlife and plant life, as well as the views of forest and deforestation around her.

##### Recognizing Purpose

**B.** a

**C.** a, b

##### Critical Thinking

Answers will vary. Both the height and size of the canopy likely present issues for the camera crew and filmmakers.

#### Part 2

##### Previewing

**A.** Guesses will vary. Nadkarni talks about how she's created a program with prisons to have inmates grow mosses.

**B. 1.** grow; **2.** help; **3.** nature; **4.** time

#### Understanding the Main Ideas

**B.** The following should be underlined: organic gardens, worm cultures, recycling, water catchment, beekeeping.

**C.** 3

#### Recognizing Supporting Evidence

**A. 1.** statistic **2.** comparison **3.** example

**B.** The following should be underlined: **1.** 265-million-dollar industry; **2.** is a lot more than; **3.** organic gardens, worm cultures, recycling, water catchment, beekeeping

#### Critical Thinking

**1.** Answers will vary. The wardens probably like the project because it gives the prisoners a chance to do meaningful work and have a positive influence on society.

**2.** Answers will vary. Nadkarni is not the first ecologist to focus on the rain forests, but her movement is specifically about saving the rain forest canopies. Her followers are likely people who feel a connection with and care about trees and the future of our planet's forests.

#### Explore More

Nadkarni also talks about a program to save tree frogs in the Pacific Northwest in the United States.

# Lesson 3A

## Answer Key

### Think and Discuss

- Answers will vary. Possibilities include: electricity, the Internet, the wheel, the printing press, the plow, etc.
- Answers will vary. Possibilities include: poverty, pollution, deforestation, illnesses, etc.

### Pre-reading

**A.** Guesses will vary. Actual answers are: **Liquid Lenses 1.** They allow individuals to adjust the strength of the lenses of their own glasses.; **2.** You turn a dial on the side of the glasses and add or subtract liquid.

**Fuel Briquettes 1.** to provide a safer form of fuel for indoor kitchen fires; **2.** in the developing world; **3.** farming families and those in their community; **Disaster Shelters 1.** to provide homes that are easy to transport and assemble; **2.** in places where a natural disaster has destroyed people's homes; **3.** They provide an affordable way to begin to rebuild homes and communities after a natural disaster.

### Getting the Main Ideas

- a; **2.** a, b, d

### Understanding Key Details

Problem	Solution	Inventor	Main Material	Main Benefit
12. Not enough optometrists	1. Liquid lenses	<i>Joshua Silver</i>	6. Liquid	9. Easy to adjust lenses
4. Smoke from indoor cooking	10. Fuel briquettes	5. Amy Smith	2. Farm waste	<i>Cleaner burning</i>
11. Poor shelters for disaster victims	<i>Disaster shelters</i>	7. Michael McDaniel	8. Plastic	3. Lightweight and easy to transport

### Understanding Visuals

- a, c; **2.** a. 80; b. 8; c. 6; **3.** 2 minutes or less

### Making Inferences

The following should be checked: 1, 3, 5, 6, 8

### Building Vocabulary

- A.** 1. affordable; 2. plentiful; 3. adjust; 4. estimates  
**B.** 1. b; 2. b; 3. b; 4. a

### Getting Meaning from Context

**A.** a; **B.** They help people make money.

### Critical Thinking

Answers will vary.

## Lesson 3B

### Answer Key

1. She studied infant mortality in connection to premature babies.; 2. If premature infants aren't warm enough, they don't develop normally, causing long-term health problems.; 3. Expensive, high-tech solutions to health issues are not practical for people who live in rural areas, far away from hospitals.

#### Part 1

##### Previewing

A. electricity, rural, hot-water bottles, lightbulbs, unsafe

##### Identifying Solutions

A. Hot-water bottles and lightbulbs have been used in the past. These solutions perhaps work temporarily but don't succeed at regulating body heat over a long period of time, which is what is needed. Neither solution is the safest choice for a premature infant.

B. 2, 3, 6

##### Critical Thinking

1. The problems Chen describes also relate to the developing world and the affordability of certain technology.; 2. Answers will vary.

#### Part 2

##### Understanding Details

1. b; 2. a; 3. It can be melted with only hot water and maintains the same temperature for four to six hours. It is an easy way to regulate the body temperature of the babies in need.

##### Visualizing a Process

1. phase-change material; 2. 37 degrees, pocket; 3. baby; 4. 4–6 hours

##### Critical Thinking

When parents anticipate that their children will all survive as babies, they have fewer children.

## Lesson 4A

### Answer Key

#### Think and Discuss

1. Answers will vary. Popular types of online game include action games, sports-related games, role-play games, action-adventure games, simulation games, and strategy games; 2. Answers will vary. Online gaming provides a social community and allows players to interact in the comfort of their own homes. Most gamers enjoy the entertainment and the challenge of playing online games.

#### Pre-reading

A. 1. Answers will vary. Successful players are often quick to react, smart strategists, and good collaborators.  
B. 1. 1.2 billion gamers worldwide; 700 million online gamers; Western Europe and North America have the largest groups of active gamers.; 2. Answers will vary.  
C. Answers will vary.  
D. Yes. McGonigal thinks the skills that gamers exhibit while playing games can be useful for solving world problems.

#### Getting the Main Ideas

1. Players work together toward the same goal. They also feel socially acceptable and less alone.;  
2. memory and planning; 3. virtuoso gamers (those who play more than one hour every day)

#### Understanding Key Details

1. T; 2. T; 3. T; 4. T; 5. F

#### Analyzing Pros and Cons

A. 1. social/thinking skills; 2. thinking/social skills; 3. problem solvers; 4. time/money; 5. money/time; 6. obesity  
B. The article focuses mostly on the positive side, only offering negative points at the very end, which have already been disputed in the main content.

#### Understanding Data

1. 18 percent; 2. 22 hours; 3. North America and Europe; 4. China; 5. \$70 billion; 6. Answers will vary.

#### Building Vocabulary

A. 1. characteristics; 2. significant; 3. involved; 4. predict  
B. 1. b, c; 2. c; 3. b, c; 4. a, c

#### Getting Meaning from Context

extraordinary; a person or experience that is better and more exciting than most

#### Critical Thinking

1. Answers will vary. Games have become more advanced and complicated, which likely attracts an older audience. And as the first generation of gamers gets older, they continue to play games as adults.;  
2. Answers will vary.

## Lesson 4B

### Answer Key

1. She thinks that collectively we should spend 21 billion hours a week for ten years; 2. global problems like poverty, climate change, and obesity

#### Part 1

##### Previewing

Gamers struggle to bring the same motivation that they have in online games to the real world.

##### Getting the Main Ideas

A. Gamers don't believe they are as good at solving real-life problems as they are with problems in games. We give up quickly after failing, but in the game world we keep trying.  
B. The following should be checked: overwhelmed, anxious, depressed, frustrated, cynical  
C. Answers will vary. Possibilities include: the way they approach real-world problems; their motivation in the real world; their attitude about failure in real life.

##### Critical Thinking

She wants online games to influence how we behave

and act in the world. She wants games to shape a new world by getting gamers to solve current major problems.

#### Part 2

##### Summarizing

**World Without Oil: Problem:** the world has run out of oil/has a shortage of oil; **Goal:** to survive an oil shortage; **Effect on Players:** many players keep habits they learned playing the game  
**Superstruct: Problem:** humans have only 23 years left on the planet; **Goal:** to invent the future of energy, food, health, security, and the social safety net; **Effect on Players:** players came up with about 500 (insanely) creative solutions

##### Recognizing Tone and Message

1

##### Critical Thinking

1. Answers will vary; 2. Answers will vary.

## Lesson 5A

### Answer Key

#### Think and Discuss

1. Answers will vary; 2. Answers will vary.

#### Pre-reading

**A.** Answers will vary. As students get closer to the age of independence, when they'll find jobs and support themselves, many start to feel less connected to the school environment and the traditional learning process found in most schools.

**B.** 1. The Da Vinci School combines traditional education with practical on-the-job training.; 2. It is likely that they don't have homework because they also have jobs.; 3. A personal coach helps guide and advise an individual to help that person succeed, in this case at meeting their learning goals.

#### Getting the Main Ideas

1. teacher-centered, test-focused, academic learning; 2. b; 3. b; 4. academic learning, practical training

#### Supporting Ideas with Evidence

1. 56 percent; 2. one-third; 3. 300; 4. 80 percent; 5. more than 40

#### Finding Similarities and Differences

**Traditional Schools:** c, d, e, j

**Both:** a, h

**Studio Schools:** b, f, g, i

#### Getting Meaning from Context

He means that what is normal is turned upside-down and changed completely.

#### Critical Thinking

1. Answers will vary; 2. Answers will vary.

#### Building Vocabulary

**A.** relevant; approach; indicated; engage; determined

**B.** 1. b; 2. c; 3. a

#### Explore More

In Renaissance times, a studio was a place where learning and working were combined.

## Lesson 5B

### Answer Key

1. The smartest kids are not the ones who get the best grades; 2. There is one factor that affects engagement in school; 3. People are excited by her ideas. Her various honors and grants demonstrate this.

#### Part 1

##### Previewing

Answers will vary somewhat. Duckworth says that the students who do well in school are often not the smartest ones. And some of her worst learners were in contrast very smart individuals.

##### Getting the Main Idea

The following should be checked: 1, 3, 6

##### Critical Thinking

Answers will vary. She reveals in the second part of her talk that grit is the major factor affecting success.

#### Part 2

##### Understanding the Overall Message

1. c; 2. a

##### Understanding Terms

1. a, b; 2. When students realize that the human brain grows in response to challenges, they are

more likely to keep trying when a challenge or difficulty arises.

##### Summarizing the Talk

e, c, a, f, b, d

##### Getting Meaning from Context

She means that we must see life as a long journey with ups and downs that we must persevere through instead of expecting quick and easy success.

##### Critical Thinking

1. Both say that traditional learning is not the best for all students. Duckworth focuses on a character trait that she wants to develop more in students, while Mulgan focuses on how schools can engage learners by changing the way teaching and learning happen; 2. Answers will vary. However, Duckworth researched various areas of life and found grit was the key factor for success in all of them.

##### Explore More

In her research at Chicago public schools, she discovered that grittier kids were more likely to graduate.

## Lesson 6A

### Answer Key

#### Think and Discuss

1. Answers will vary.; 2. Answers will vary.  
Possibilities include: headaches, joint problems, digestive problems, illnesses like cancer and diabetes, limited ability to concentrate, mood swings, etc.

#### Pre-reading

A. 1. United States, the U.K., Australia; 2. Kids don't understand about individual foods because the meals they eat are processed.

B. 1–2. Predictions will vary. Actual answers are:  
1. In 2009, Huntington had the highest obesity rate in America.; 2. Oliver's movement aims to improve people's eating habits and health.

#### Understanding the Main Ideas

A. 1  
B. He wants people to use fresh ingredients and stay away from processed foods.

#### Identifying Problems and Solutions

A. Problems: 2, 3, 4; Solutions: 5, 6

#### B. Problems with Food and Eating

**At Home:** not learning about food, cooking, and eating; dinners not cooked with fresh ingredients anymore; convenience foods have replaced homemade meals

**At School:** not learning about food, cooking, and eating; processed foods common; unhealthy food mass-produced; low cost of food valued over nutrition

**On Main Street:** not learning about food, cooking, and eating; fast food is too high in sugar and fat; portion sizes in restaurants are too big; food labeling is unclear in supermarkets

C. home cooks share simple recipes with each other; supermarkets become "food ambassadors"; food brands provide better labeling; schools serve healthier meals

#### Understanding Infographics

1. fruits and vegetables; 2. out of (the) home; 3. won't know how to cook; 4. year; 5. sick

#### Building Vocabulary

A. 1. replace; 2. nutrition; 3. urge; 4. consumer

B. 1. c; 2. a; 3. –; 4. d; 5. b; 6. –

#### Getting Meaning from Context

1. to start to do something regularly in your daily life  
2. Answers will vary, but convenience foods are not prepared from fresh ingredients and are usually processed. Possibilities include: any fast food, junk food like potato chips, frozen foods, foods made from processed ingredients like hot dogs, etc.

#### Critical Thinking

1. Answers will vary.; 2. Answers will vary.  
Possibilities include: Encourage customers at the supermarket to use fresh ingredients by holding cooking classes, offering demonstrations, and sharing recipes; ensuring the supermarket sells products with clear labeling.

#### Explore More

The centers teach topics such as cooking skills, how to make easy homemade meals, food shopping skills, etc.

## Lesson 6B

### Answer Key

1. His parents owned a restaurant and pub.;  
2. funding; 3. to educate people about food and improve their lives

#### Part 1

##### Previewing

A. 1. c; 2. e; 3. f; 4. a; 5. b; 6. d

B. 1. purpose; 2. health; 3. kids; 4. important

##### Getting the Main Idea

B. 1. if they don't know what it is, they won't eat it;  
2. educating kids about food in schools

#### Part 2

##### Previewing

Predictions will vary. He is showing the audience how much sugar schoolchildren consume from drinking flavored milk two times a day.

#### Getting the Main Idea

1. flavorings, colorings, and sugar; 2. so kids will drink it; 3. the same amount; 4. He thinks giving flavored milk to children is a bad idea.

#### Critical Thinking

1. Children who get used to eating without cutlery will think eating fast food is normal.; 2. Answers will vary.

#### Part 3

##### Understanding Key Details

A. The following should be checked or circled: 1, 4

B. Answers will vary. Oliver seems to feel very strongly about what he is saying

#### Critical Thinking

Answers will vary.

## Lesson 7A

### Answer Key

#### Think and Discuss

1. Answers will vary. Possibilities include: posture, gestures, eye contact, etc.; 2. Answers will vary. Students will learn in the unit that we convey messages about our power through body language.

#### Pre-reading

A. 1. Answers will vary. Possibilities include: triumphant, victorious, happy, joyous, strong, powerful, proud, etc.  
B. 1. Bolt is making a tall-and-proud pose that shows strength.; 2. The infographic shows us how people see us and how we view ourselves while using various non verbal expressions.  
C. c  
D. a; In skimming, students should note that each paragraph begins with information and evidence about the research. Students should also pick up vocabulary that helps them infer that the topic is research.

#### Getting the Main Ideas

1. b; 2. a. the way we view ourselves and are viewed by others; b. people didn't perform well in an interview; c. people performed well in an interview

#### Getting Key Details

A. 1. it may be; 2. not told; 3. no difference at all; 4. brain  
B. nonverbal communication

#### Recognizing the Structure of a Text

A. 1. method; 2. conclusion; 3. hypothesis; 4. results  
B. **High-Power Pose:** powerful, confident, positively  
**Low-Power Pose:** powerless, stressed and less positive, negatively

#### Building Vocabulary

A. 1. stressed; 2. cope; 3. releases; 4. confident  
B. 1. b; 2. a; 3. d; 4. c

#### Critical Thinking

1. She means the energy and manner with which they present themselves to others. 2. Answers will vary.

## Lesson 7B

### Answer Key

1. She was involved in a car accident.; 2. Her male MBA students had different body language from her female students, and were more successful.;  
3. Answers will vary. It is a topic that crosses many disciplines and areas of life. Cuddy offers some easy ideas about improving your power, which may appeal to many.

#### Part 1 Previewing

A. 2

#### Getting the Main Ideas

1. She is showing what body language can reveal about someone and how it can change our perception of that person.; 2. a; 3. how we judge others; how they judge us; 4. She means ourselves. The way we think about ourselves is also influenced by our body language.

#### Critical Thinking

Answers will vary. Cuddy focuses especially on public presentations. Other possibilities include: meeting people for the first time, dates, or job interviews.

#### Part 2 Getting the Main Point

A. To "fake it till you make it" means to pretend to be good at something until you actually are.  
B. b

#### Critical Thinking

People who feel powerful have a higher tolerance for risk. Confident people are more comfortable with risk.

#### Part 3

#### Recognizing Sequence

a. 4; b. 7; c. 2; d. 6; e. 1; f. 5; g. 3

#### Understanding Key Details

A. These people probably feel uncomfortable pretending to be something they are not. Cuddy's point though is that in pretending to be that something, you actually become it.  
B. 1. b; 2. to fake it; 3. She became more confident and the kind of student she wanted to be.

#### Identifying Purpose

b, c

#### Summarizing

power-posing, powerless, high-power, outcome

#### Critical Thinking

1. In this case, the student did not just experience success at what she wanted to do, she changed her personality and became the type of high-power person that she wanted to be. As a result, she changed her life.  
2. Answers will vary.



## Lesson 8A

### Answer Key

#### Think and Discuss

1. Answers will vary. To generate electricity, a heat engine converts heat to energy. The most commonly used heat engine in the world is a steam turbine. The majority of the world's heat engines get their heat source from fossil fuels such as natural gas, coal, and oil.; 2. Renewable energy is becoming more popular because it doesn't deplete the planet's resources. Examples include solar power, wind power, geothermal power, and hydropower.

#### Pre-reading

**A.** Answers will vary. Wind is used to turn a turbine, converting kinetic energy to mechanical energy in the process. A generator in the turbine then converts the mechanical energy to electricity.  
**B. 1–2.** Guesses will vary. Actual answers are: 1. The energy kite is a new way to harness wind energy; 2. It is tethered and flown high up to where winds are strong. The smaller turbines on it generate the energy.  
**C.** The infographic explains that the kite does not have a tower, so it costs less to make and uses less material. And the tether on the kite lets it reach high altitudes and be used in many places across the globe.

#### Getting the Main Ideas

1. F (energy kites reach stronger winds); 2. T; 3. T; 4. T; 5. F (fewer materials)

#### Scanning for Specific Information

1. one; 2. 15; 3. 300; 4. 1,000

#### Building Vocabulary

**A.** 1. visible; 2. traditional; 3. source; 4. generate  
**B.** 1. altitudes; 2. consistent; 3. surface; 4. practical

#### Making Comparisons

1. blades, shaft; 2. tether; 3. altitude

#### Getting Meaning from Context

1. b; 2. a

#### Critical Thinking

1. Answers will vary. Possibilities include: Companies that create traditional turbines and countries that have invested in using them; pilots with low-flying planes  
2. Answers will vary.

## Lesson 8B

### Answer Key

1. Malawi; 2. a terrible famine; 3. He helped his family grow more food. He also helped his community.

#### Part 1

##### Previewing

Guesses will vary. Actual answers are: 1. drop out of; 2. receive; 3. read; 4. learn

##### Recognizing Main Points

1. He wanted to save his family from starvation, and he wanted to return to school; 2. He went to the library to study.

##### Understanding Causes and Effects

d, b, f, e, a, c

##### Critical Thinking

Answers will vary. He is explaining why he is giving a second speech on the same topic. He is also making himself relatable to many Africans in rural areas by explaining that even as a poor farmer with limited English skills, he was still able to have an impact on

others. He is also trying to give others hope with his success story.

#### Part 2

##### Previewing

**A. 1.** He read that it could be used for irrigation and to generate electricity; **2.** Answers will vary. He says in his talk that he used an old bicycle, a tractor fan, pipes, and a shock absorber.

##### Visualizing a Process

**A. In the scrap yard:** bicycle frame and dynamo, tractor fan, PVC pipes, copper wire, switch; **In the fields:** tree branches

**B.** 5, 1, 4, 2, 3

##### Critical Thinking

Answers will vary. Possibilities include: Both inventions helped people in a deadly situation. Kamkwamba worked alone to make his invention, while Chen worked with a team. Both made affordable inventions, and both succeeded in saving people's lives.

## Lesson 9A

### Answer Key

#### Think and Discuss

1. Answers will vary. Possible answers include: happy, excited, exhilarated; 2. Answers will vary.

#### Pre-reading

A. Answers will vary. See **Teaching Notes** for a detailed explanation of autism.

B. c

C. 1. Answers will vary. Animals can be unpredictable, and sometimes even dangerous. It may be hard for most people to understand how animals think and why they behave in certain ways.; 2. Answers will vary.

#### Scanning for Information

1. The cause of autism is unknown; 2. Scientists believe it begins in the early stages of brain development; 3. Boys are four times more likely than girls to have autism; 4. A person with autism may have delayed and disordered language, impaired social interaction, repetitive behavior, and/or a restricted range of interests.

#### Getting the Main Ideas

1. a; 2. b; 3. b

#### Understanding Key Details

thinks in pictures, remembers all items and visualizes them; can categorize and arrange images in a specific order; can animate images into little movies

#### Building Vocabulary

A. 1. affect; 2. simulations; 3. visually; 4. welfare

B. 1. b; 2. a; 3. b; 4. a

#### Getting Meaning from Context

It's a practice try or trial run to test something out before putting it to use.

#### Critical Thinking

1. **Inferring.** She means that autistic thinkers have helped solve problems that have pushed human progress forward.

2. **Reflecting.** Answers will vary. She presents individuals with autism as people with unique skills that are very useful, instead of as people with a disability.

## Lesson 9B

### Answer Key

1. due to a serious illness; 2. She felt they saw her as a person with limited mobility, and therefore didn't take time to get to know her; 3. Answers will vary.

#### Part 1

##### Previewing

A. Guesses will vary. Actual answers are: new freedom, toy, changed, see.

B. Austin felt happy and excited to be able to move around again.

##### Getting the Main Idea

B. She explains that she began to believe their reactions and feel as if she really was limited and restricted by the wheelchair. The reactions began to negatively affect her perception of herself.

##### Critical Thinking

**Inferring.** She means she wanted to stop being influenced by other people's limiting views (of people in wheelchairs) and reconnect with who she really is as an individual.

#### Part 2

##### Understanding Main Ideas

A. Answers will vary.

B. 1. a; 2. c

##### Recognizing Tone and Message

1. Seeing her in the chair underwater gives people a new way to view wheelchairs. They see being in a wheelchair as a valuable and different experience, not one related to limitation and loss; 2. b, c

##### Critical Thinking

**Comparing.** Both Grandin and Austin are challenging the standard thinking that a physical or mental disability is a kind of limitation. Instead, both women show us how disabilities actually create an exciting diversity of people, which lead to new ideas and new ways of thinking. Both TED speakers show that extraordinary individuals are extraordinary individuals, no matter the circumstances.

## Lesson 10A

### Answer Key

#### Think and Discuss

1. The map shows GDP, and its growth, by country;
2. Answers will vary. For some, seeing data and information visually helps them understand it more quickly.

#### Pre-reading

- A. The following should be checked: 1, 2, 3
- B. It shows how and when rising sea levels, due to the melting of ice sheets, will cover major world cities.
- C. Answers may vary, but most will likely agree that the infographic is interesting and accurate while offering an attractive design that's easy to read.
- D. Answers will vary. McCandless explains that the hidden connections, patterns, and stories in information is what makes it beautiful. This is what he tries to show in his infographics.

#### Getting the Main Ideas

1. b; 2. b

#### Understanding Details

- A 3, 4, 5, 7
- B. Answers will vary.
- C. a. data from various sources;

- b. connections, patterns, and stories within data; c. interesting and useful infographics

#### Understanding Infographics

1. The size represents the country's GDP relative to others, while the color shows the average GDP per person in that country; 2. The black dots show the size of the GDP in 1980, while all the dots (light and dark) show the GDP in 2009; 3. c; 4. The map and the dots are the graphic representations of the information, while the key and the notes on the map help explain it.

#### Getting Meaning from Context

- A. "Data glut" refers to the overwhelming amount of data accessible to us today; B. information overload (the first line of Paragraph 4)

#### Building Vocabulary

- A. 1. b; 2. c; 3. a; 4. a
- B. created; visualize; connection; appreciate

#### Critical Thinking

1. Since we read so much of the information we take in, an infographic gives our eyes and brain a break, and a new way of looking at things.
2. Answers will vary.

## Lesson 10B

### Answer Key

1. He does not have formal training in design or in computer graphics; 2. Both a journalist and an infographic designer have to research and gather information, and then convey the information to others in a meaningful way; 3. He had looked at many visuals during his research as a journalist, which gave him a basic understanding of good design.

#### Part 1

##### Previewing

- A. A "break-up" refers to the end of a romantic relationship. There are likely easier times to break up with someone, such as before Spring Break, than others, like Christmas Day.
- B. Guesses will vary. Actual answers are: look, numbers, patterns.

#### Getting the Main Idea

1. They took data from 10,000 Facebook status updates about break-ups.
2. He says they ask the right kinds of questions and work the data in the right kind of way. He means that he asks specific questions to find connections and patterns that focus his data search.

#### Critical Thinking

1. Answers will vary.; 2. Data is like oil because it is something humans have come to depend on and to mine. Data is like soil because it provides a platform from which to cultivate and grow interesting ideas. We are sowing this "soil" by finding the connections, patterns, and stories in it that McCandless talks about.

#### Part 2

##### Understanding Main Ideas

b

##### Understanding Key Details

- A. 1. F (more); 2. F (many studies); 3. F; 4. T
- B. 1. d; 2. b; 3. a; 4. c

#### Critical Thinking

1. Answers will vary. He means that the information can change our thinking because it can show us a more well-rounded and representative picture by helping us see connections and patterns that we might not otherwise have noticed.
2. Answers will vary.

