

Collection	Collections Selection	Achieve3000 Lesson	Discussion Questions
1	Rogue Wave	Trapped on a Mountain	In both "Rogue Wave" and "Trapped on a Mountain," young people escape dangerous situations. Talk with students about the hazardous circumstances described in both readings. Ask: Which do you think is more important when trying to escape danger: experience or quick thinking? Provide details from the readings to support your ideas.
	Close Reader: Big Things Come in Small Packages	Rescue on the Sea!	In "Rescue on the Sea!" and "Close Reader: Big Things Come in Small Packages," people are rescued from the water. Ask students: What do these two rescues have in common? What are some differences between them? In both the Achieve3000 lesson and the Collections selection, a third party assists with a rescue. What is different about this third party in "Big Things Come in Small Packages"? Why would the author choose to include this rescuer?
	Comparing Media: Covering Issues in the News—Ship of Fools	Sailing the World	"Comparing Media: Covering Issues in the News—Ship of Fools" and "Sailing the World" are both about teenagers who attempted to sail around the world. Ask students: How do the tones of the two selections differ? How do you think the purpose of each selection informed the tone that the writer used? Cite examples from the readings to support your ideas.
	Close Reader: Finding Your Everest	On Top of the World	"On Top of the World" and "Close Reader: Finding Your Everest" both focus on a teen's effort to climb Mount Everest. Point out that some people objected to the fact that Jordan Romero's parents supported his efforts to make this ascent. Ask: Do you think parents should support all of their children's goals? Is there a point at which parents should set limits? Explain your thoughts, using details from the readings and your own background knowledge.
	Arachne	Making Art, One Stitch at a Time	"Arachne" and "Making Art, One Stitch at a Time" are both about women who create beautiful things. Ask students to discuss the similarities and differences between the way Arachne and Daneta Kauley view the value and origin of their talents. What are some details in each selection that reveal each artist's point of view?
	Women in Aviation	A Woman Who Flew High	Both "A Woman Who Flew High" and "Women in Aviation" are about early aviators who encountered sexism and racism. Ask students to consider the following questions: Suppose someone asked you to summarize the greatest achievements of these women, not including their feats in aviation. What would you say? How might Earhart, Coleman, and Quimby have impacted women of later generations?
2	The People Could Fly	Turner's Rebellion	In the Collections selection and the Achieve3000 lesson, students read about people trying to "rise up" and overcome hardships. Ask: In the lesson, what inspired Nat Turner to lead his rebellion? What was the outcome? How might a folktale like the "The People Could Fly" affect people who are dealing with extremely difficult circumstances like this?

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2	Close Reader: Saving the Lost	Look, New Hands!	“Close Reader: Saving the Lost” and “Look, New Hands!” both discuss new medical technologies. Engage students in a discussion about the advantages and disadvantages of innovative technologies used in medicine. Ask: Why should technologies such as neuroimaging and bionic hands be further studied and developed? Why should they not be? Cite specific evidence from the texts and your own prior knowledge to support your arguments.
	Media: Pavement Chalk Art	Trees That Wear Sweaters	“Media: Pavement Chalk Art” and “Trees That Wear Sweaters” discuss public art projects located in different communities. Ask students: In what ways do people benefit from public art projects? Cite examples from the readings and your own prior knowledge to support your ideas.
	Another Place, Another Time	A Kid on a Cow	After students have read “Another Place, Another Time” and “A Kid on a Cow,” ask them to compare the two selections to find a common theme—i.e., the idea of flouting convention to achieve a dream. Then, ask students to consider people who think in unconventional ways. Ask: What qualities do these people have? Is unconventional thinking important to success? Why or why not? Use details from the readings to support your ideas.
	Sorry, Wrong Number	Sprint Isn't Sorry	In “Sorry, Wrong Number,” a woman repeatedly asks the telephone company for assistance but never receives satisfactory service, eventually resulting in tragic consequences. In “Sprint Isn't Sorry,” students learn about a company's decision to release customers who call customer service too often. Engage students in a discussion about whether or not they agree with the saying, “The customer is always right.” Ask: Is there a point at which a company should put limits on customer service? Do you believe the companies in the textbook selection and the lesson should have acted differently? Why or why not? Use details from the readings to support your ideas.
	Close Reader: Comparing Versions of A Christmas Carol	Winning Words (And Pictures)	After students have read “Close Reader: Comparing Versions of A Christmas Carol” and “Winning Words (and Pictures),” ask them to consider the role of illustrations in stories and whether some stories are more suited than others to a particular style of art. Ask: Why do you think author Philip C. Stead had a particular illustrator in mind for his book? How does the text-only version of “A Christmas Carol” convey the transformation undergone by Scrooge? Is reading about this transformation more or less effective in the illustrated version? Cite evidence from the texts to support your answer.
3	from Polar Dream	Leave the Bears Alone?	In the Collections selection “from Polar Dream,” the author describes her encounter with a polar bear. In the Achieve3000 lesson “Leave the Bears Alone?,” students learn about a lawsuit filed to protect polar bears' critical habitat. Engage students in a discussion about both texts, comparing different people's views about polar bears. Ask: How can a person's experience with a wild animal affect that person's perception of the species? Cite evidence from the readings and your own prior knowledge to support your response.

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3	Allied With Green	Green TV!	After reading “Allied With Green” and “Green TV!,” ask students to identify similarities and differences between Lucy’s approach to environmentalism and that of the Planet Green network. Ask: How do you think Lucy would feel about the Planet Green network’s “lighter” approach to environmentalism? Why? Use details from the readings to support your ideas.
	Compare Poems: Ode to Enchanted Light	Walking Above the Rain Forest	In the poem “Ode to Enchanted Light,” Pablo Neruda describes light shining through a tree and the sounds of a cicada. In “Walking Above the Rain Forest,” the author describes the sights and sounds of Ghana’s rain forest. After reading both selections, ask students: How does poet Neruda’s “picture” of nature differ from the picture that is painted in the lesson about the rain forest? How is it similar?
	Compare Poems: Sleeping in the Forest	A School of Mud and Leaves	The Collections selection “Compare Poems: Sleeping in the Forest” and the Achieve3000 lesson “A School of Mud and Leaves” both focus on people’s relationship with nature. After students have read both texts, ask: What do these readings say about the connection that people have with nature? Cite specific evidence from the texts to support your answer.
	Close Reader: Poems about Nature—Tornado at Talladega	The Storm Chasers	The Collections selection “Close Reader: Poems about Nature—Tornado at Talladega” and the Achieve3000 lesson “The Storm Chasers” both spotlight nature as a very powerful and often destructive force. Observers of nature in these two readings have different motivations. Ask students to compare the people described at the end of the poem with the storm chasers described in the lesson. Ask: What are some different purposes that people have for observing tornadoes? How might the description of the people in the poem apply to the storm chasers in the lesson? Use details from the readings in your response.
4	Remarks at the Dedication of the Aerospace Medical Health Center	Space Bugs	In “Remarks at the Dedication of the Aerospace Medical Health Center,” students read the 1963 speech made by President John F. Kennedy in which he outlined a vision for America’s space program. In “Space Bugs,” students learn about salmonella that was launched into space and returned as a stronger and deadlier breed. After students have read both selections, ask: What do both of the texts say about how research done in space may help people on Earth? How are the scientists in the lesson helping to realize the vision outlined in Kennedy’s speech? Use details from the readings to support your ideas.
	Close Reader: Is Space Exploration Worth the Cost?	Getting Ready To Live on Mars	“Close Reader: Is Space Exploration Worth the Cost?” and “Getting Ready To Live on Mars” both discuss the potential future of space exploration. Engage students in a discussion about the key points of both texts. Then ask: Based on what you’ve read, is space exploration worth the risks and financial costs? Why or why not? Cite details from both of the readings to support your claim.

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4	Why Exploring the Ocean is Mankind's Next Giant Leap	Making the Oceans Count	In "Why Exploring the Ocean is Mankind's Next Giant Leap," author Phillippe Cousteau makes a compelling case for spending time and resources to explore the world's oceans. In "Making the Oceans Count," students read about scientists who were conducting the Census of Marine Life, which had already revealed the discovery of many rare and new species. Ask: How could Cousteau use information from the Census of Marine Life project to help strengthen his argument? Cite details from both readings to support your response.
	from Living in the Dark	In the Deep, Cold Sea	The Collections excerpt "from Living in the Dark" and the Achieve3000 lesson "In the Deep, Cold Sea" both describe deep-sea species and their specialized habitats. Engage students in a discussion about the kinds of unexpected things that scientists are learning about the deep sea and the life forms that exist there. Ask: What information from each of the readings reveals the interplay between deep-sea species, their adaptations, and their habitats? Cite specific details from the readings to support your answer.
	Close Reader: Stinging Tentacles Offer Hint of Oceans' Decline	What's Happening to Sea Stars?	Have students read "What's Happening to Sea Stars?" and "Close Reader: Stinging Tentacles Offer Hint of Oceans' Decline." Then, ask students to compare and contrast the phenomena described in the two readings. Ask: What is causing the decline of the sea stars? What is the cause of the overabundance of jellyfish? In what way can the state of a marine species be an indicator of the health of the oceans? Explain, using evidence from the texts.
	Your World	Lena Horne: More Than Just a Great Singer	The poem "Your World" describes taking risks to become successful. "Lena Horne: More Than Just a Great Singer" discusses Lena Horne, a woman who overcame prejudice to become a successful singer and actress. Let students know that both the poet, Georgia Douglas Johnson, and Lena Horne battled racial segregation to emerge as artists during the Harlem Renaissance movement. Then, launch a class discussion about the poem's meaning as it relates to Horne's life. Ask: In what ways did Horne break through the barriers that were described in the poem? Use examples from the poem and the Achieve3000 lesson to illustrate your ideas.
5	from Life at Home in the Twenty-First Century	These New TVs Will Grab You	After students have read "These New TVs Will Grab You" and "from Life at Home in the Twenty-First Century," launch a class discussion about the role of television in our lives today. Mention that in the Collections selection, the author states, "For all of its influence on the design and organization of space, the TV may as well be a hearth." Discuss the meaning of the quote with students. Then ask: Do you agree with the author about the powerful influence that TVs have on families, including the idea that they are considered essential appliances in our homes? Explain your thoughts, using details from both readings.

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5	Teenagers and New Technology	Fun Without Computers? LOL	After students have read “Teenagers and New Technology” and “Fun Without Computers? LOL,” begin a discussion with students about the advantages and disadvantages of being immersed in a world filled with technology. Ask: Based on what you read and what you know, what would be the rewards of giving up technology for an extended period of time? What would be the drawbacks? Cite relevant examples from the readings to support your ideas.
	Always Wanting More from I Want That!	Not Your Granny's Sewing Club	After students have read “Not [Our] Granny's Sewing Club” and “Always Wanting More from I Want That!,” prompt them to reflect on the ideas about consumerism presented in both readings. Ask: In the Collections selection, what are author Thomas Hine's criticisms of materialism? How do you think he would react to the growing interest in making and repairing your own clothes described in the Achieve3000 lesson? Use examples from the readings to illustrate your ideas.
	Close Reader: Labels and Illusions	Shopping With the Stars	The textbook selection “Close Reader: Labels and Illusions” describes the ways in which deceptive labels on food packages have contributed to society's obesity problem. The Achieve3000 lesson “Shopping With the Stars” explains why a health organization wants to improve food labeling to make it easier to understand. After discussing both texts with students, ask: Do you read food product labels? Why or why not? Do food product labels influence what you choose to eat? Should there be more restrictions placed on food manufacturers to ensure that their labeling is clear and accurate? Cite specific examples from the texts and from your knowledge to support your opinion.
	Compare Texts: Dump	Everything Old Is New Again	In the Collections poem, the author describes the trash that people throw away and how it continues to pile up in dumps. The Achieve3000 lesson “Everything Old Is New Again” describes Freecycle, an alternative method of dealing with unwanted items. Ask students: How could programs like Freecycle help to solve the problem of too much trash described in the poem? What are some things you could do to reduce the amount of trash you dispose of each year?
6	Close Reader: from “The Most Daring of [Our] Leaders”	Women Who Changed the World	In the textbook selection, students read about Diane Nash's brave fight to eliminate segregation in the South. The Achieve3000 lesson discusses other female activists who worked tirelessly to achieve the same outcomes as Nash, risking their own safety to help achieve equal rights for all people. Ask students: In what ways did the actions of these women help the civil rights movement? Cite evidence from the readings to support your response.

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6	Close Reader: Speech from the Democratic National Convention	Equal Rights for All Men	In John Lewis' speech at the Democratic National Convention, he refers to the struggles that African Americans have faced and continue to face in trying to exercise their right to vote. Use the Achieve3000 lesson "Equal Rights for All Men" to provide background information about the fight for African-American men to get the right to vote. Engage students in a discussion about the Fifteenth Amendment and the restrictions it put on voting rights. Ask: How have voting rights for African Americans changed since the Fifteenth Amendment passed in 1876? What did John Lewis mean when he said, "We have come too far together to ever go back"? Cite evidence from the texts and any prior knowledge you have to support your response.
	Close Reader: Doris is Coming	Teen Takes Her Place in History	The textbook passage is a fictionalized account of one young woman's nonviolent protest against segregation at a lunch counter. The Achieve3000 lesson tells of Claudette Colvin, a teen who played a critical role in advancing civil rights by refusing to surrender her bus seat. After students have read both texts, ask: How was nonviolent protest used to fight segregation? Why was it critical to the success of the civil rights movement? Cite evidence from the readings and any prior knowledge you may have to support your answer.
	Craig Kielburger Reflects on Working Toward Peace	Not Only Soccer—Smiles, Too	In "Craig Kielburger Reflects on Working Toward Peace," the author recounts his experiences interacting with children living in poverty around the world, including playing soccer with homeless children in San Salvador. In "Not Only Soccer—Smiles, Too," students read about a group of young boys living in poverty in Haiti who traveled to the U.S. to play soccer. Engage students in a discussion about the 1997 report from the United Nations, cited by Kielburger in his essay, that states, "The world has the materials and natural resources, the know-how, and the people to make a poverty-free world a reality in less than one generation." Ask: Based on what you learned by reading both texts, do you agree or disagree with the statement made in the United Nations report? Support your opinion by citing specific evidence from the readings.
	A Poem for My Librarian, Mrs. Long	Libraries, Wow!	In "A Poem for My Librarian, Mrs. Long," students read an account of growing up in the racially segregated South. The author, Nikki Giovanni, credited a librarian with opening up a world to her that she had not known before. In "Libraries, Wow!," students read that today's libraries are able to adapt by offering patrons much more than books alone. Ask: Do you think the additional services offered today by libraries may also help "open up the world" for patrons as library books did for Giovanni? Why or why not? Cite examples from the readings to support your ideas.

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