

SUGGESTED ANSWERS TO STUDENT REPRODUCIBLES AND STUDENT JOURNEY BOOK

Note: Please be advised that in some Student Journey Book and Student Reproducible exercises, student answers will vary according to individual experience, and the responses provided below are meant only as a guide. The suggested answers for the Student Journey Book correlate to the "Explore Your Ideas" section.

Teaching Guide Suggested Answers

Page 9: *Answers will vary.*

Page 11: *Part I:* Possible answers: 1. My sports team; 2. There is always someone to talk to; 3. Being there to help siblings, parents, etc.; to communicate; to help out and take responsibility; 4. My swim club; 6. Fun and exercise; 7. Practice, show up for all the meets, always do my best; *Part II:* Possible answers: 1. A group of people can accomplish more than just one individual on his or her own; 2. Collaborating on an assembly; 3. Raising money for a needy citizen; 4. State: Being a delegate at a political convention; Nation: Creating charities to fight world hunger.

Page 13: *Scenario 1:* 1. Police siren; fact; 2. *Possible answers:* Maybe he's scared, maybe he was late for an appointment; the answer is an opinion because the scenario doesn't mention why; 3. *Possible answers:* I live in a quiet suburb where police sirens are rare; it would scare me to hear a siren. *Scenario 2:* 1. She said, "hello"; fact; 2. *Possible answers:* Because the clerk scared her, because she forgot to do something; the answer is an opinion because the scenario doesn't mention why; 3. *Possible answers:* I have never been in a convenience store, I live in a big city where customers don't say hello to shop owners. *Scenario 3:* 1. Loud music; fact; 2. *Possible answers:* She was acting snobbish; the answer is an opinion because the scenario doesn't mention why; 3. *Possible answers:* I think kids who go to malls might not understand kids who listen to loud music, etc.

Page 15: 1. A girl named Mary; Mary fell off her bicycle; A street corner in Mary's neighborhood; When Mary was riding home; Mary swerved to avoid a crack in the sidewalk. 2. Mary describes how she was feeling; the onlookers only describe what happened. 3. Yes; the event happened to her; she might be influenced by her fear, the memory of getting hurt, and her need to rush home. 4. Someone else might have rushed over to help Mary, remembering a time when he or she fell off a bicycle and got help right away from a neighbor. 5. Yes, if Mary seemed badly hurt, the bystanders should have offered help. 6. Someone who knew Mary would have a closer relationship with her than a stranger, so they might act more urgently and emotionally to give her help. 7. Fear plays a large role; it can make it difficult

for a person to act. 8. The closer you are to an event, the more acutely you might feel the emotions associated with the event. 9. I would have run over to help Mary; I would have called for help. If I knew her family, I would have run to tell them.

Page 17: 1. David actually witnessed the event first-hand. 2. Because Ann Marie practices the same religion as the hijackers, some students may wrongly blame her. It's unfair because most Muslims are peaceful and do not support the actions of the hijackers. 3. People may listen to him because he is a world champion boxer and celebrity as well as a Muslim. 4. President Bush was closer to the event than the Irish president. 5. Words like "my Mum" and the fact that Bobby goes to school indicate that it's a young person speaking; the President speaks as a leader on behalf of the Irish people.

Page 19: *Answers will vary.*

Page 21: 1. Because she became withdrawn and shy in her new, unfamiliar surroundings. 2. Yes; she didn't "speak up" for herself again until she was in college because she was feeling hurt. 3. They did not know she had played violin since first grade; that she had been selected for private instruction; that she was thinking of becoming a concert violinist; and that she had been a vocal proponent of women's rights. 4. The stereotype is that a black girl from a relatively dangerous neighborhood must not be smart, outspoken, and talented. This teaches us that being viewed as a stereotype can damage a person's self-esteem for many years, possibly for life. 5. They could have taken the time to get to know her as an individual, a young girl, and find out her identity and her interests. 6. These kinds of actions make individuals feel more understood, more complete as a person, and if teachers and administrators take the time to understand all their students, the whole school community would benefit from a greater sense of accomplishment and well-being.

Page 23: 1. Jayne. 2. Stacy. 3. The other four girls. Since they giggled and stared at Stacy, we can assume they went along with Jayne and may even have been afraid of what would happen to them if they didn't. 4. I would tell Jayne that her behavior is intimidating; I'm not going to let someone bully me.

Page 25: *Quotes:* 1. Discrimination; 2. Prejudice; 3. Stereotype. *Questions:* 1. The word *all* suggests that this act was one of overall discrimination against a group; the mayor singled out “Japanese Americans” even though there were other nationalities involved. That indicates that he had a specific prejudice against Japanese Americans that did not extend to the other nationalities (even others that were enemies of the United States); the use of the phrase “they all” indicates that the Deputy D.A. used a stereotype to judge Japanese citizens. 2. Stereotypes feed discrimination; discrimination often starts with a stereotype that is perpetuated.

Page 27: *Answers will vary.*

Student Journey Book Suggested Answers

Page 3: 1. To be liked. 2. Because she looks Japanese or Asian. 3. Probably not. 4. Jeanne knows how to speak and read English; it is part of her identity; for someone to doubt that is stunning to her.

Page 5: 1. The weight of 15 people is greater than one person; the weight of the group keeps the house down. 2. They all clasp hands and walk toward the part of the house that is lifting off the ground. 3. Teamwork, determination, unity, courage, obedience, etc. 4. *Answers will vary.* 5. Since the nation is a group of communities, then the positive qualities we display are reflected in our nation as a whole; community can solve many of our nation’s problems, such as poverty, homelessness, hunger, war, etc.

Page 7: *Answers will vary.*

Page 9: 1. Mrs. Schnitzer called the police and mentioned the problem at her synagogue. The synagogue leaders chose not to speak out. 2. Mrs. Schnitzer talks to a local paper. The police officer advises the Schnitzers to take down their menorah. Mrs. McDonald relates to the Schnitzer’s situation; she calls her pastor with an idea to have families display pictures of menorahs throughout Billings. 3. A group of local painters repaired hate crime damage; the chief of police encouraged community action. 4. The risk of not doing anything was greater than the risk of taking action; 5 and 6. *Answers will vary.*

Page 11: 1. *Answers will vary.* 2. Zaki is an American Muslim; he’s from Sterling, Virginia; he’s 12. 3. The events of 9/11 and hate-crime vandalism at his family’s mosque; they are concerned about anti-Muslim feelings. 4. After 9/11, Zaki’s mother wants to help those in need; later, she feels this might be unsafe. 5. Zaki is angry, then comes to understanding. 6. “Peace be upon you”; Zaki knows his religion is a peaceful one.

Page 13: Heather was having fun, and she wanted Shanterey to have fun too; the others were pretending to be nice but really wanted to single out Shanterey. 2. Shanterey feels prejudged, singled out, picked on, due to the stereotypes made by the girls. 3. She should know how to dance like Michael Jackson. 4. Jenny could have stayed in the classroom; she could have defended her friend; she could have told Heather to stop. 5. Jenny feels that the treatment is wrong, but does not have the courage to stand up for what is right.

Page 15: 1. “All Arabs are Muslims”; according to the quote, the majority of Arabs are Christian. 2. This statement might make a person feel demeaned, hopeless, angry, depressed, or sad; they might not want to participate in school. 3. That Americans are intolerant and they focus only on themselves; not true because many Americans are not intolerant and are very giving to others. 4. That Native Americans wear lots of feathers, ride ponies, and shoot arrows; not true because many Native Americans do not look or act like this.

Page 17: 1. Troy and Mike. 2. Jeremy gives his glasses to Troy; he doesn’t try to get his glasses when they play keep-away; he speaks meekly. Instead, Jeremy could have refused to give his glasses; fought back; spoken less meekly; asked the bus driver or another student for help. 3. The narrator chooses not to get involved in any way. 4. They probably felt very bad, maybe guilty. 5. The bus driver might have been able to get the bullies to stop tormenting Jeremy; later, she might have been bullied by them too.

Page 19: 1. Many Americans cannot tell the difference between a person of Japanese and Chinese descent. 2. They are whispering to their children, but they are also whispering in fear of being arrested and interned with Japanese citizens. 3. *Similarities might include:* both are stories of discrimination and prejudice against people of foreign descent; groups of people are being stereotyped as the “enemy” even though they are innocent; these two events unjustly cause fear and trauma for the groups of people in question. *Differences might include:* Zaki’s heritage differs from that of Nellie Wong; the hate crimes in Zaki’s community were the work of an unknown group of people, whereas the unjust internment of the Japanese was approved by the U.S. government.

Page 21: 1. No one was left because everyone has already been taken. 2. By not taking action or not speaking out at the appropriate moment, we risk grave danger to ourselves and others. 3. *Answers will vary.*