

## Trace Effects Teacher’s Manual Chapter Seven: Capital Challenges

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## Introduction to Chapter Seven

### Chapter Themes

- Peace
- Mutual understanding and cooperation
- Diplomacy
- Leadership

### Chapter Location

- Washington, D.C., U.S.A.



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### Chapter Summary

1. The opening video begins with Trace attempting to return to the future on the time machine, but in fact it is not fixed yet and Trace must stay. He finds out that his next mission is to travel to Washington, D.C., to help an international student, Paulo, study in the United States.
2. Trace travels to Washington, D.C., and finds Paulo. He talks with Paulo and realizes that Paulo is sad because he wants to stay in the United States. They decide they will try to find Rachel Rothman, who might be able to help Paulo stay in the country.
3. They find out where Rachel will be by listening to her voicemail message.
4. Trace and Paulo begin looking for Rachel all over Washington, D.C.
5. They find Rachel at a party, and she explains how Paulo can study in the United States.

### Chapter Main Characters

In addition to Trace, Professor Peterson, Eddie, and Kit, there are five other main characters in Chapter Seven: Rachel Rothman, Paulo, Abigail, Louisa, and Daniel.



**Rachel Rothman** is an international student adviser who helps international students study in the United States.

**Paulo** is a tourist from Brazil who is interested in studying in an American university.





**Abigail**  
is a docent, or  
educator, who  
works at the  
Lincoln  
Memorial.



**Louisa**  
is a librarian at  
the Library of  
Congress.

**Daniel**  
is a security  
guard at the Air  
and Space  
Museum.



## Chapter Seven Objectives and Tasks

### Action Words to Collect In-Game

**Put On:** This word is located in the Lincoln Memorial to the left of the statue of Lincoln.

**Hand Over:** This word is located in the Library of Congress near one of the doors.

**Sign With:** This word is located at the Lincoln Memorial to the right of the statue of Lincoln.

### Items to Collect In-Game

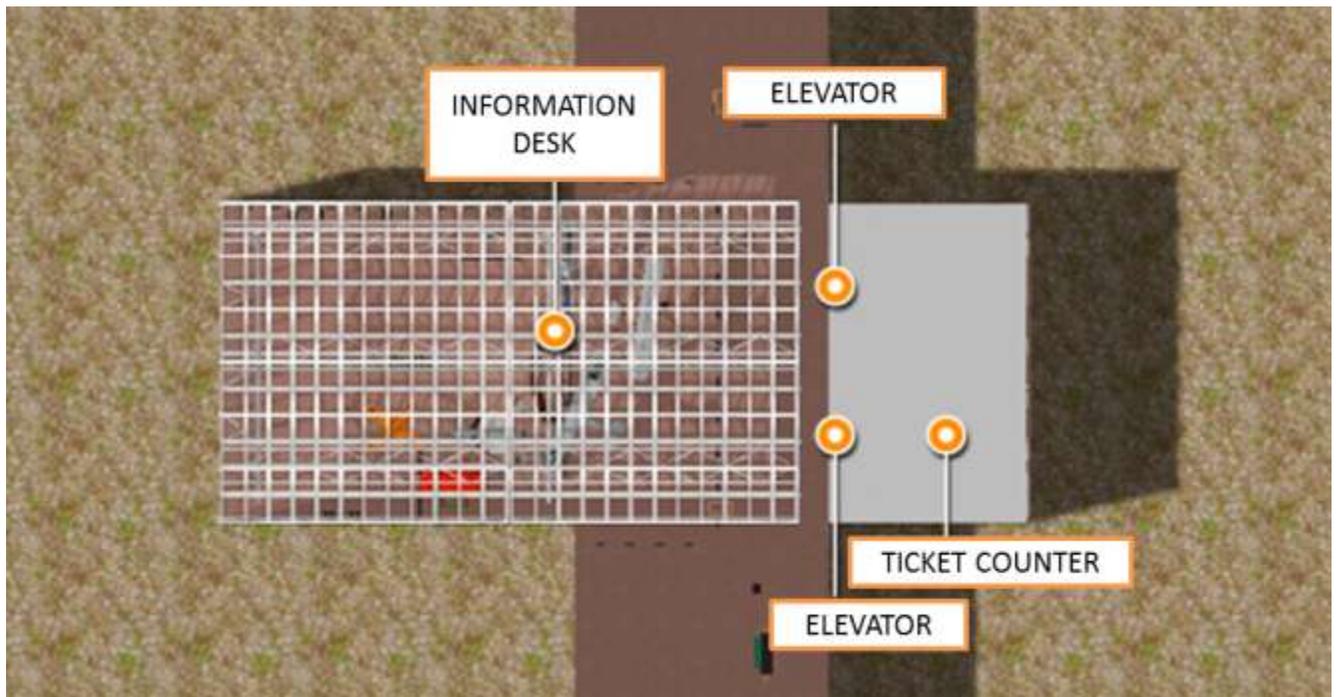
**Ticket:** This item is given to Trace by the librarian, Louisa.

**Pen:** This item is located at the party for the Center for Conflict Resolution, where Rachel is.

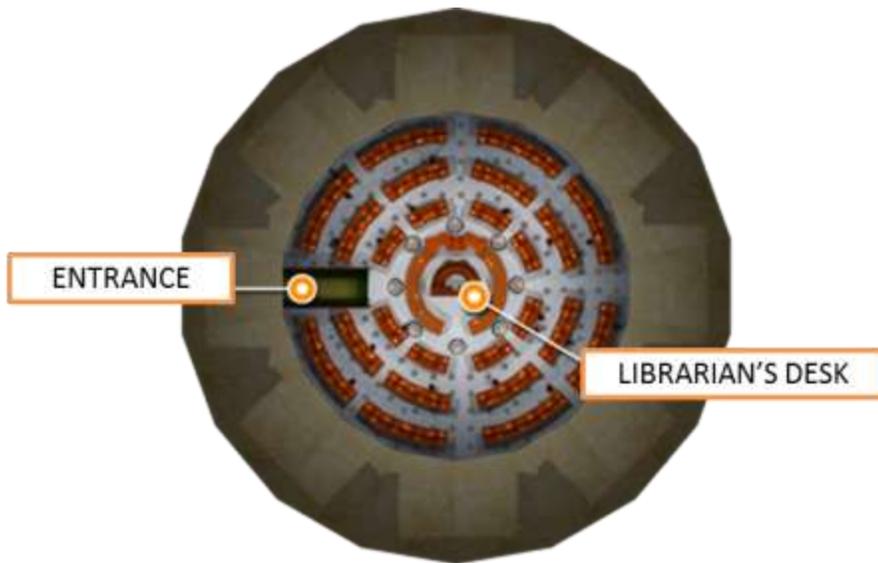
**Necktie:** This item is located in the Library of Congress in between rows of chairs.

### Maps in Chapter Seven

The Air and Space Museum:



The Library of Congress:



The Lincoln Memorial:



The Rooftop:



### Tasks that Trace Needs to Complete

1. Look for Rachel in the Air and Space Museum
2. Look for Rachel at the Library of Congress
3. Look for Rachel at the Lincoln Memorial
4. Look for Rachel at the party
5. Talk to Rachel

## Grammar in Chapter Seven

This table shows the main grammar points learned or reviewed in Chapter Seven. See the *Teacher's Manual* introduction for ideas on teaching grammar within Trace Effects.

Trace's Task	Grammar Point	Proficiency Level
<b>Look for Rachel in the Air and Space Museum</b>	<ul style="list-style-type: none"> <li>• Politely asking questions</li> <li>• Conditionals</li> <li>• <i>Let's</i> for expressing future intentions</li> </ul>	High-Intermediate to Advanced
<b>Look for Rachel at the Library of Congress</b>	<ul style="list-style-type: none"> <li>• Coordinating conjunctions</li> <li>• WH-questions</li> <li>• Future time</li> </ul>	High-Intermediate to Advanced
<b>Look for Rachel at the Lincoln Memorial</b>	<ul style="list-style-type: none"> <li>• Infinitives</li> <li>• Present vs. future time</li> <li>• <i>Ought to</i> for discussing obligation</li> </ul>	High-Intermediate to Advanced
<b>Look for Rachel at the Party</b>	<ul style="list-style-type: none"> <li>• <i>Had better</i> for stating advice</li> </ul>	High-Intermediate to Advanced
<b>Talk with Rachel</b>	<ul style="list-style-type: none"> <li>• Infinitives</li> <li>• Transitive verbs</li> </ul>	High-Intermediate to Advanced

## Vocabulary in Chapter Seven

Following are some words that your students might not know. These are all useful words for your students to learn, memorize, and review if they do not know these words. If you are teaching or reviewing these words, see the *Teacher's Manual* introduction for ideas on pre-teaching new words and helping students figure out new words while they play the game.

Word	Example from Trace Effects	Meaning of Word in Context
(To) Accept	“Could you <b>accept</b> that they're both equally important for different reasons?”	To agree with something (verb)
Accomplishment	“Air travel was a big <b>accomplishment</b> . Astronauts were airplane pilots first, remember.”	A great success, something very difficult and good (noun)
Activist	“I would have never considered myself an <b>activist</b> before, but now I want to make a difference in any way I can.”	A person who uses or supports strong actions (such as public protests) to help make changes in politics or society (noun)
Air travel	“ <b>Air travel</b> was definitely the bigger accomplishment!”	Flying in an airplane (noun)
Anytime!	“ <b>Anytime!</b> ”	Another way to say “You’re welcome”
(To) Apply for admission	“The next step is <b>to apply for admission</b> . After you're admitted, the university will send you documents.”	To send paperwork to a school with official information about yourself, such as your test scores and grades, in order to go to that school (verb)
Astronauts	“ <b>Astronauts</b> were airplane pilots first, remember.”	People who fly and live in space (noun)
(To) Calm someone down	“Yes, but I have <b>to calm</b> these two <b>down</b> before I can talk!”	To talk with a person to make him or her relax and not be angry (verb)
(To) Catch	“Too bad we didn't <b>catch</b> Rachel.”	To find someone when you are looking for him or her (verb)
Center for Conflict Resolution	“She'll be at the 5th anniversary party of the <b>Center for Conflict Resolution</b> .”	An organization that helps groups get along and work together without fighting
(To) Contemplate	“I agree they're beautiful. That's why I'd like <b>to contemplate</b> them in peace!”	To think about something (verb)
Conversation	“I'm right in the middle of a <b>conversation</b> now.”	When two or more people are talking together (noun)
Copies	“Excuse me, Matt, but do you need both <b>copies</b> ?”	Two of the same thing; for example, two books that are the exact same (noun)
Cowards	“To sin by silence when they should protest	When people act weak and not strong

	makes <b>cowards</b> of men."	(noun)
(To) Decide	"Sure thing! The first step is <b>to decide</b> where you'd like to study."	To choose (verb)
Device	"Do you use some sort of light <b>device</b> to reveal it?"	An object, machine, or piece of equipment that has been made for some special purpose (noun)
Docent	"You ought to ask the <b>docent</b> . She's around here somewhere."	Educators who teach museum visitors about cultural and historical collections in the museum (noun)
Documents	"After you're admitted, the university will send you <b>documents</b> ."	Official papers (noun)
Entrepreneurial	"Trace helped me convince my father to let me chase my <b>entrepreneurial</b> dreams."	Wanting to start a business and willing to risk loss in order to make money (adjective)
Equally	"Could you accept that they're both <b>equally</b> important for different reasons?"	The same amount (adverb)
(To) Explore	"We choose <b>to explore</b> space."	To look at something in a careful way to learn more about it; to study or analyze something (verb)
Eyes turned skyward	"Once you have tasted flight, you will walk the earth with your <b>eyes turned skyward</b> , for there you have been and there you will long to return."	Looking up into the sky
Fool	"It is better to remain silent and be thought a <b>fool</b> than to open one's mouth and remove all doubt."	A person who is not acting in a smart way, who is not being intelligent (noun)
Formal	"You have to wear a tie. This is a <b>formal</b> event."	Requiring or using serious and proper clothes and manners (adjective)
Free speech	"I have a right to <b>free speech</b> !"	The ability to say publicly what you are thinking about (noun)
Generous	"That's really <b>generous</b> of you!"	A person who is really thoughtful, kind, and giving (adjective)
Guest book	"Please sign the <b>guest book</b> , and you can go in."	The book people sign to say that they came to a party or event (noun)
(To) Have value	"I guess silence <b>has value</b> , too."	To be important in some way (verb)
Hypothesis	"We had tested this <b>hypothesis</b> successfully numerous times. I was sure we had the theory we needed."	An idea or theory that is not proven but that leads to further study or discussion (noun)
I appreciate your help	" <b>I appreciate your help</b> ."	Another way to say "Thank you"

Illustrated	“No, just the <b>illustrated</b> one.”	Having pictures in or on it (adjective)
(To) Introduce	“It’s our last chance <b>to introduce</b> you to Rachel!”	To help two people meet each other (verb)
(To) Invent	“We wouldn’t even have space travel if it wasn’t for air travel being <b>invented!</b> ”	To create something or make something up for the first time (verb)
Library of Congress	“Too bad we didn’t catch Rachel. Let’s see if she’s at the <b>Library of Congress.</b> ”	A U.S. government building that holds all the important U.S. history books and papers 
(To) Lift	“Exploring space improves our lives and <b>lifts</b> our national spirit.”	To increase or make stronger (verb)
(To) Long	“Once you have tasted flight, you will walk the earth with your eyes turned skyward, for there you have been and there you will <b>long</b> to return.”	To want very much to do something (verb)
Mask	“Are you wearing a <b>mask</b> to hide your [true identity]”	A covering for your face or for part of your face, often used to hide or disguise your face (noun)
Misunderstanding	“Yes. These stories are true. I believe that Trace is a good person and that there has just been a <b>misunderstanding.</b> ”	A usually minor argument or disagreement (noun)
Mock	“What on earth? That is preposterous. How dare you <b>mock</b> our questions with this nonsense.”	To criticize and laugh at someone or something for being bad, worthless, or unimportant (verb)
Module	“Your diagram is just missing the 7th <b>module.</b> This needs to be a seven-point star to create the proper space-time momentum field.”	One of a set of parts that can be connected or combined to build or complete something (noun)
National spirit	“Exploring space improves our lives and lifts our <b>national spirit.</b> ”	The way people feel when they think about their country’s good qualities (noun)
Nonsense	“What on earth? That is preposterous. How dare you mock our questions with this <b>nonsense.</b> ”	Words or ideas that are foolish or untrue (noun)
Nope!	“ <b>Nope</b> , sorry!”	An informal way to say “No”
Peace	“I agree they’re beautiful. That’s why I’d like to contemplate them in <b>peace!</b> ”	A state in which a person is not bothered by thoughts or feelings of doubt, guilt, worry, or anger (noun)
Peace studies	“Paulo wants to come back to study. He’s interested in American history and <b>peace</b> ”	A subject you can study to learn about ways that people can communicate without

	<b>studies.</b> ”	fighting (noun)
Petty	“Trace showed me that teamwork is more important than <b>petty</b> rivalries.”	Not very important or serious (adjective)
Pilot	“Air travel was a big accomplishment. Astronauts were airplane <b>pilots</b> first, remember.”	A person who flies an airplane or helicopter (noun)
Point	“That’s a good <b>point!</b> I never thought about it like that!”	An idea in a discussion (noun)
Possibilities	“But space travel brings so many more <b>possibilities.</b> ”	Things that you maybe can do (noun)
Preposterous	“What on earth? That is <b>preposterous.</b> How dare you mock our questions with this nonsense.”	Very foolish or silly (adjective)
(To) Protest	“To sin by silence when they should <b>protest</b> makes cowards of men.”	To say publicly that you do not like something, usually with the government (verb)
Reveal	“Do you use some sort of light device to <b>reveal</b> it?”	To show something plainly or clearly. To make something that was hidden able to be seen (verb)
Rivalries	“Trace showed me that teamwork is more important than petty <b>rivalries.</b> ”	A state or situation in which people or groups are competing with each other (noun)
Role	“I guess they both had their <b>role</b> in history.”	An important job (noun)
Sanity	“I have a right to my <b>sanity!</b> ”	Feeling healthy in your brain and mind, feeling calm (noun)
Sign	“Thank you. Please <b>sign</b> the guest book, and you can go in.”	To write your name on something, especially to show that you accept, agree with, or will be responsible for something (verb)
Silent	“The words are too beautiful to be kept <b>silent!</b> ”	With no sound, no speaking (adjective)
Silence	“To sin by <b>silence</b> when they should protest makes cowards of men.”	When there is no speaking or sound (noun)
(To) Sin	“ <b>To sin</b> by silence when they should protest makes cowards of men.”	To do something that is not right (verb)
(To) Sneak	Well, Trace from space... we’ve finally caught you, <b>sneaking</b> back to your spaceship, I’m sure.	To move quietly and secretly in order to avoid being noticed (verb)

Sorry to bother you.	“ <b>Sorry to bother you.</b> ”	A way to say “Excuse me”
Sorry to interrupt	“ <b>Sorry to interrupt.</b> I'd like to find Rachel Rothman. Do you know where she is?”	A way to say “Excuse me”
Space travel	“ <b>Space travel</b> brings so many more possibilities.”	Going to space in a space shuttle
Speech	“It's a <b>speech!</b> It was meant to be said aloud!”	A presentation, when someone says something to a group of people (noun)
Student adviser	“I am an international <b>student adviser.</b> I hope I can help.”	Someone who helps students find the right schools and classes (noun)
Sure thing	“ <b>Sure thing!</b> The first step is to decide where you'd like to study.”	An informal way to say “Yes”
(To) Taste	“Once you have <b>tasted</b> flight, you will walk the earth with your eyes turned skyward, for there you have been and there you will long to return.”	To try something, to get a sense of something (verb)
Text	“I just need the <b>text!</b> ”	The words in a book (noun)
That's a good point!	“ <b>That's a good point!</b> I never thought about it like that!”	A way to say “Great idea! You're right!”
That's quite all right	“ <b>That's quite all right.</b> ”	Another way to say “You're welcome”
Theory	“We had tested this hypothesis successfully numerous times. I was sure we had the <b>theory</b> we needed.”	An idea or set of ideas intended to explain facts or events (noun)
Ticket	“Do you have <b>tickets?</b> ”	A piece of paper that allows you to enter a place or a party (noun)
Tie	“You have to wear a <b>tie.</b> This is a formal event.”	A piece of clothing that a man wears around his neck (noun)
U.S. Embassy	“You take those to the <b>U.S. Embassy</b> in your country to apply for a visa.”	The building in a country where U.S. government employees work (noun)
Visa	“You take those to the U.S. Embassy in your country to apply for a <b>visa.</b> ”	An official mark or stamp on a passport that allows someone to enter or leave a country, usually for a particular reason



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## Quotes in Chapter Seven

Chapter Seven includes quotes that Trace can use to help characters cooperate and work toward a mutual goal. Here is information about the quotes.

### Michael Collins

Former U.S. Astronaut



*“It’s **human** nature to stretch, to go, to see, to understand. **Exploration** is not a choice, really; it’s an **imperative.**”*

#### MEANING

People will always explore space because of the way we are. We love to see and understand things.

#### BACKGROUND

Michael Collins was a U.S. astronaut and test pilot. He flew in space two times and even flew around the moon.

#### Space Fast Facts

- We live in the Milky Way galaxy, but there are billions of galaxies in space.
- In a space suit, there is oxygen that goes around in the helmet to keep the helmet clean and clear.
- Inside a space suit there is a middle layer that blows up like a balloon—the pressure keeps the astronaut’s body safe against the pressure outside in space.
- Space suit gloves have rubber fingertips so that the astronaut can feel things.

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## Emily Dickinson

Famous American Poet (1830-1886)

*“Saying nothing...  
sometimes says the  
most.”*



*The robin is the one  
That interrupts the morn  
With hurried, few, express reports  
When March is scarcely on.*

*The robin is the one  
That overflows the noon  
With her cherubic quantity  
An April but begun.*

*The robin is the one  
That speechless from her nest  
Submits that home and certainty  
And sanctity are best.*

--E. Dickinson

### MEANING

We do not always have to speak in order to tell others our opinions. Sometimes not speaking is the best way to show how we feel.

### BACKGROUND

Emily Dickinson is one of the most famous American poets. She wrote short poems that did not rhyme. She was a very quiet and private person.

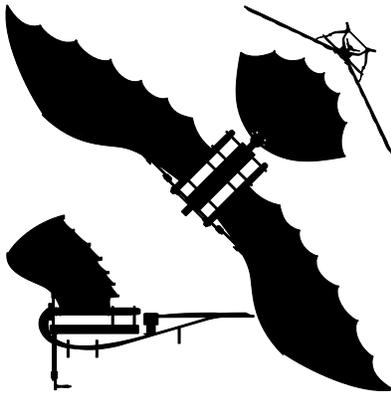


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*"Once you have **tasted flight**, you will walk the earth with your **eyes turned skyward**, for there you have been and there you will **long to return.**"*

## Leonardo da Vinci

People think that Leonardo da Vinci, the Italian artist and inventor, said this quote. But no one is exactly sure.



**MEANING**  
This means that once a person has been in an airplane or has ever been flying, he or she will always want to go fly again.  
  
This quote can also mean that once you have done something special in general, you will always want to do things that are special and different.

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## President Abraham Lincoln

U.S. President, 1861-1865

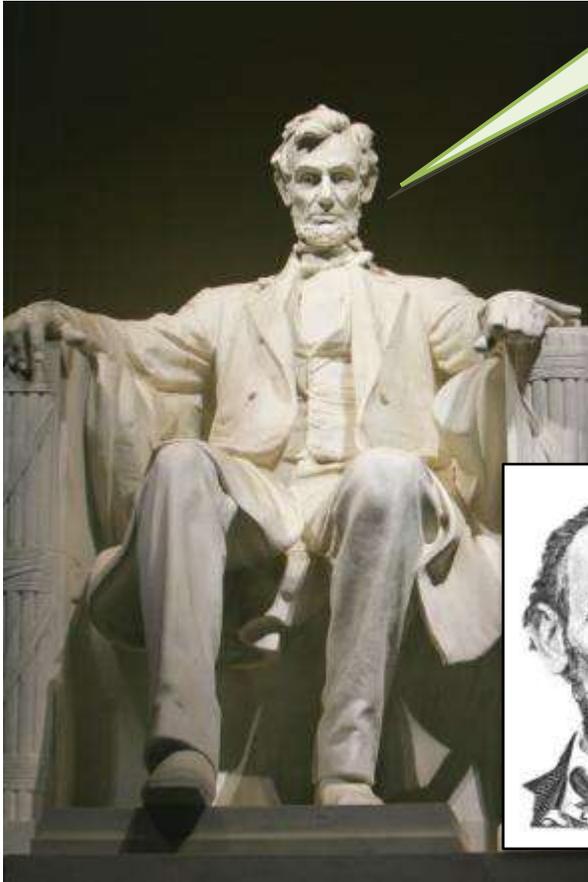


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*"To **sin by silence** when they should protest makes **cowards** of men."*

### MEANING

People should say something when they do not agree with what the government, an organization, or another person is doing.

### BACKGROUND

Lincoln repeated the words of his friend the Reverend James Smith. Rev. Smith said this during a speech.

### Gettysburg Address

The Gettysburg Address was a speech given by President Lincoln during the American Civil War after the Battle of Gettysburg in 1863. It talks about human equality and how the government should be for the people. It is considered one of the most important speeches in American history, but it was only about two minutes long.

*Here is the beginning of the speech:*

"Four score and seven years ago [87 years ago] our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition [idea] that all men are created equal..."

The speech goes on to say how important it is to remember the people who died and the ideas they died for. He concludes by reminding everyone that the United States needed to be one whole country and to stop fighting the Civil War.

## Chapter Seven Task Descriptions

### Task 1: Look for Rachel in the Air and Space Museum – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Talk to the visitors on the floor to find the security guard. 2. Ask the security guard where Rachel is. 3. Help the people arguing stop their argument by seeing both sides. 4. Find out that Rachel will be at the party of the Center for Conflict Resolution.	Students can understand the main idea and some details in messages and announcements on familiar topics.  Students can understand the main idea and some details when reading unfamiliar vocabulary.  Student can start, maintain, and end a conversation on a variety of familiar topics.	Students might not realize how polite Trace is being when he asks questions all through this chapter of the game.  Students might not know where to begin asking characters about Rachel Rothman. If they ask enough characters, one of them will suggest that he talk to the guard.
<b>Extension Activities</b> <b>a. "Let's go."</b> Trace and friends making lots of suggestions in this chapter: "Let's see if she's at the Library of Congress." "Let's keep an eye out for neckties." With students in pairs, ask them to come up with a list of such suggestions they would like to do over the weekend. For instance, "Let's play basketball," or "Let's get ice cream." For extra fun, give students a time limit. Find out which pair can come up with the most suggestions in, for example, three minutes. <b>b. Air and Space Travel.</b> Prepare students to participate in a discussion on air travel and space travel, including the necessary vocabulary (see the <i>Vocabulary for Chapter Seven</i> section). Show pictures of space shuttles and airplanes (inside and outside), and have students discuss what they know about air and space travel. Students can write a list of the advantages and disadvantages of air and space travel. After playing, have students compare their lists with a partner and then compare again with a different partner, writing down any new ideas from their partners. See who can make a list with the most advantages and disadvantages of both air and space travel.		

Below is how students can earn the most points in the *Look for Rachel in the Air and Space Museum* task:

Trace's comment or action (student chooses)	Response	Character	Points
<i>Trace may talk to other visitors before finding the security guard</i>			
Excuse me, but do you know where I	I don't know who she is. Sorry!	Visitor	3

can find Rachel Rothman?			
Excuse me, but do you know where I can find Rachel Rothman?	Nope, sorry! You should ask the guard over there.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Yes, but I have to calm these two down before I can talk!	Daniel	3
	Air travel is the bigger accomplishment!	Ben	
	No way! Space travel was more important!	Will	
	We wouldn't even have space travel if it wasn't for air travel being invented!	Ben	
	But space travel brings so many more possibilities. You can't travel to another planet in an airplane. Think about the future!	Will	
Michael Collins, the American astronaut, said, "It's human nature to stretch, to go, to see, to understand. Exploration is not a choice, really; it's an imperative."	That's a good point! I never thought of it like that!	Ben	0
Someone said, "Once you have tasted flight, you will walk the earth with your eyes turned skyward, for there you have been and there you will long to return."	That's a good point! I never thought about it like that!	Will	0
Could you accept that they're both equally important for different reasons?	Hmm. I think you may be right.	Ben	3
	Yeah, I guess they both had their role in history.	Will	
	Thanks for your help! Now what was it you were asking?	Daniel	
Glad I could help. Now, can you tell me where to find Rachel Rothman?	Oh, right! She's not here, but I know where she'll be tonight. She'll be at the 5th anniversary party of the Center for Conflict Resolution.	Daniel	3
Is the party at the Center for Conflict Resolution?	I don't know where it is. I do know you'll need a tie to get in. It's a formal event.	Daniel	3
Okay! I appreciate your help	Anytime!	Daniel	3
Too bad we didn't catch Rachel. Let's see if she's at the Library of Congress. She's supposed to go there next.	Sounds like a plan. And let's keep our eye out for neckties!	Paulo	2

## Task 2: Look for Rachel at the Library of Congress – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Politely ask visitors where Rachel is.</p> <p>2. Help resolve Matt and Megan's argument about the book they both want to borrow.</p> <p>3. Ask the librarian where Rachel is and get tickets from her for the party where Rachel will be.</p>	<p>Students can start, maintain, and end a conversation on a variety of familiar topics.</p> <p>Students can discuss and solve problems in uncomplicated situations.</p> <p>Students can understand the main idea and some details in messages and announcements on familiar topic.</p> <p>Students can express appreciation and gratitude and respond appropriately to others.</p>	<p>Trace will not be able to interact with any characters until he finds the Action Word "Hand Over" and the Action Item "Necktie."</p>
<p><b>Extension Activities</b></p> <p><b>a. "Exploration is an Imperative."</b> So says American astronaut Michael Collins. First, ask the class for opinions on what Collins means. Write two ideas on the board: "Exploration is often good," and "Exploration is often bad." Ask for examples of each. What have been some positive results of exploration? What have been some negative results of exploration? It might be worthwhile to set up a debate. Break students into groups now, and let them choose to support one side of the argument in a debate. Give the groups time to think of true examples that support their claim.</p>		

Below is how students can earn the most points in the *Look for Rachel at the Library* task:

Trace's comment or action (student chooses)	Response	Character	Points
<i>Trace talks to other visitors to find Rachel</i>			
Hi. Do you know where I could find Rachel Rothman?	Sorry. I never heard of her. Try the librarian at the desk.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Nope, sorry. But you could ask the librarian.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Yes, but I have to help these two students before I can talk.	Louisa	3
<i>Megan and Matt are fighting</i>			
	I was here first!	Megan	
	Hey, Megan, I was here first!	Matt	
	But, Matt, I can't finish my paper without it!	Megan	
	Well, I can't finish my art project without the illustrations!	Matt	

	But you already have a copy of the book!	Megan	
	Yeah, but it's not illustrated!	Matt	
Excuse me, Matt, but do you need both copies?	No, just the illustrated one.	Matt	2
Excuse me, Megan, why do you want the illustrated book?	I don't care if it's illustrated. I just need the text!	Megan	3
If Megan is okay with the text-only version, Matt, you could have the illustrated copy.	Oh, I guess that makes sense. Megan, is that okay with you?	Matt	3
	Mmm. I think that would work for me.	Megan	
	Let's do it!	Matt	
	Thanks for your help! Now what was it you were asking?	Louisa	
Sorry to bother you. I wonder if you could tell me where Rachel Rothman is.	Oh, yes. She's just left, but she'll be at the party for the Center for Conflict Resolution tonight. Why don't you meet her there? Do you have tickets?	Louisa	3
No, we don't have tickets. Do you know where the party is?	Hmm. I don't know. But take my tickets. I won't be able to attend tonight.	Louisa	0
That's really generous of you! We appreciate your help!	That's quite all right. Have a good time!	Louisa	3
We don't want to wait until tonight. Let's go to the Lincoln Memorial.	Yes, let's give it a try. Let's go there right away.	Paulo	3

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### Task 3: Look for Rachel at the Lincoln Memorial – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Politely ask visitors where Rachel is.</p> <p>2. Help resolve Nicholas and Abigail's argument about if Nicholas should be speaking publicly at the monument.</p> <p>3. Ask the docent, Abigail, where Rachel is, and find out from her where the party will be.</p>	<p>Students can discuss and solve problems in uncomplicated situations</p> <p>Students can express satisfaction or dissatisfaction and respond appropriately to the emotions of others.</p>	<p>Students may not understand that Nicholas and Abigail are arguing about if Nicholas should speak the Gettysburg Address at the Lincoln Memorial or if he should be quiet so that other people there can think quietly about how important President Lincoln was and what he said. Nicholas wants to say the speech out loud and Abigail wants him to be silent.</p> <p>Students will probably not be familiar with the Gettysburg Address.</p> <p>Students might not understand the meanings of the quotes that Trace cites. See the <i>Quotes in Chapter Seven</i> section for the meaning of the quotes. You can also print the worksheets to use in your classroom as aids.</p>
<p><b>Extension Activities</b></p> <p><b>a. Compromise.</b> Show students a picture of President Lincoln and of the Gettysburg Address and explain to the students what the situation of the United States was when President Lincoln gave this speech. See the <a href="#">Library of Congress website</a> for more information. Lincoln gave this speech in 1863 after the U.S. Civil War Battle of Gettysburg, when many lives were lost. Lincoln wanted to emphasize how important it was at that time for the United States to stop the Civil War, to treat all people in the country equally, and for the North and South to become one country again. Go to the <a href="#">Voice of America News</a> for an audio file and text about the speech. Then lead a class discussion about how Lincoln used language to bring people together, by focusing on their past common purpose of being a united country, the goals they were founded on, and their future as a united country that will not fight. After playing, students can discuss times in their lives when they have helped their friends, family, or neighbors compromise and get along.</p>		

Below is how students can earn the most points in the *Look for Rachel at the Lincoln Memorial* task:

Trace's comment or action (student chooses)	Response	Character	Points
<i>Trace looks for Rachel Rothman</i>			
Excuse me. I'm looking for Rachel Rothman. Do you know her?	Sorry. I don't know her. Why don't you ask around?	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Nope, sorry! Why not ask the docent? She's over there.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Yes, but I'm right in the middle of a conversation now.	Abigail (docent)	3
	It's a speech! It was meant to be said aloud!	Nicholas	
	It WAS said aloud! There's no need for you to do it, too!	Abigail	
	The words are too beautiful to be kept silent!	Nicholas	
	I agree they're beautiful. That's why I'd like to contemplate them in peace!	Abigail	
	I have a right to free speech!	Nicholas	
	I have a right to my sanity!	Abigail	
Didn't Lincoln say, "To sin by silence when they should protest makes cowards of men."	Hmm. That is a good point.	Abigail	0
Emily Dickinson said, "Saying nothing... sometimes says the most."	I guess silence has value, too.	Nicholas	0
How about if we let Nicholas perform the speech first, and then we can be silent for contemplation?	That sounds like a good idea.	Abigail	3
	I agree to that suggestion, too.	Nicholas	
	Why don't you go ahead, Nicholas?	Abigail	
	Thanks for your help! Now what was it you were asking?	Abigail	
I'm looking for Rachel Rothman. Do you know her?	Certainly, I do. She's just left the grounds, but she'll be at the party for the Center for Conflict Resolution tonight.	Abigail	0
Do you happen to know where the party is being held?	I don't know the name of the hotel, but I have the address. It's over near the White House.	Abigail	3
We appreciate your help. See you!	Good luck finding Rachel!	Abigail	3
We'd better go to that party! It's our last chance to introduce you to Rachel!	We'd better get there quickly! It's getting late!	Paulo	0

## Task 4: Look for Rachel at the Party

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Put on tie. 2. Enter the party. 3. Ask party guests if they know where Rachel is.	Students can have a simple conversation on a limited number of familiar topics.	Students may have difficulty with hearing the perfect tense, since the auxiliary verb ( <i>have, has, had</i> ) is pronounced as a contraction: "You' <u>d</u> better ask around."
<b>Extension Activities</b>  <b>a. "We'd better get there quickly. It's getting late."</b> That's what Paulo advises. "We'd better" means that he and Trace should or really need to do something. Students might also want to know the full form (e.g. "I had better go to bed") or an even shorter form (e.g. "I better call my mom"). Give students a few minutes to think of things they had better do today. They can work in pairs and write down their ideas. Tell students the information should be real—the truth about them. When you solicit examples from students, make sure to ask follow-up questions.  Example 1: "I had better buy a horse today." Follow-up: "Really? Why do you need a horse?" In this case the student is using correct vocabulary and structure only for the sake of using the structure—not for real communication about himself or herself.  Example 2: "I better visit my grandfather." "Really? Why?" The student may well have a real need or obligation to visit a grandparent. Find out what that could be.  This task lets students understand that they are learning English for real communication purposes, not only to practice grammar.		

Below is how students can earn the most points in the *Look for Rachel at the Party* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Welcome. Uh-oh. Do you have a tie?	Security Guard	
Action: Put On + Tie	Great! May I please have your tickets?	Security Guard	15
Action: Hand Over + Ticket	Thank you. Please sign the guest book, and you can go in.	Security Guard	15
Action: Sign With + Pen	Have a great evening!	Security Guard	15
Excuse me, but do you know where Rachel Rothman is?	Nope, sorry! You'd better ask around if you think she's here.	Party Guest	1
Excuse me, do you know Rachel Rothman?	Sure. She's over there.	Party Guest	1

## Task 5: Talk to Rachel

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Find Rachel and ask her if she can help Paulo study in the United States.</p> <p>2. Listen to Rachel's explanation of how to study at an American university and thank her for her help.</p>	<p>Students can exchange personal information using phrases and simple sentences.</p> <p>Students can discuss and solve problems in uncomplicated situations.</p> <p>Students can interact with others using simple language in everyday situations.</p>	<p>Students might find it difficult to understand Rachel's instructions to Paulo to study in the United States.</p> <p>The closing video might be difficult for some students to understand.</p>
<p><b>Extension Activities</b></p> <p><b>a. Study in the U.S.</b> Students can discuss Rachel's suggestions to Paulo and how they would complete each of her four steps: 1. Choose U.S. universities to apply to. 2. Apply to the universities. 3. Receive a university's acceptance information. 4. Apply for a visa. Teachers can help students understand the many steps inside each of these four general steps.</p> <p><b>b. Should He Stay or Should He Go?</b> Students can write letters to Trace about what he <i>could</i> do and <i>should</i> do. Students can use "could" to list options or possibilities, and they can use "should" for their own recommendations: what it would be a good idea for Trace to do. Do you think that Trace should stay in the present time or return to the future? Why or why not?</p>		

Below is how students can earn the most points in the *Talk to Rachel* task:

Trace's comment or action (student chooses)	Response	Character	Points
Excuse me. Would you happen to know Rachel Rothman?	That's me. Why are you looking for me?	Rachel Rothman	3
Paulo is visiting from Brazil. My friend Kit says you might be able to help him.	Well, I am an international student adviser. I hope I can help.	Rachel Rothman	3
Paulo wants to come back to study. He's interested in American history and peace studies.	That's great! There are many excellent universities, and international students are welcome.	Rachel Rothman	3
Could you please help him get started?	Sure thing! The first step is to decide where you'd like to study. The next step is to apply for admission. After you're admitted, the university will send you documents. You take those to the U.S. Embassy in your country to apply for a visa.	Rachel Rothman	3
Thank you for all your help! I have to leave now. Good luck, Paulo!	Bye, Trace! You've been great. Let me know if you ever come to Brazil!	Paulo	3

### Final Chapter Seven Video

In the final video for Chapter Seven and the game, Trace calls Professor Peterson to confirm that he has completed his final mission. He discovers that the time machine is fixed and he should come back immediately. On campus, Trace is confronted with students who think that he is an alien because of Henry Tattle. A campus official wants to take Trace to the authorities.

Kit and Eddie arrive, bringing with them the people Trace helped in previous chapters. Emma notes that Trace helped her stand up for what she believes in; Andre recalled that Trace helped him realize that you can do anything if you try; George Runningwater noted that Trace helped him clean the environment and educate his community about reducing and recycling waste; Neela tells about how Trace helped her convince her father to allow her to follow her dreams; Annie talks about how Trace taught her the value of teamwork; and Paulo thanks Trace for helping him study in the United States. The university official believes Trace's friends and takes Henry away, while Trace thanks all of his friends.

Trace prepares to travel back to the future, but he jumps off the time machine at the last second, letting the machine return to the future. Trace explains that he did not want to leave his new friends, so he stays in the past. Now, together they can continue to have adventures.

## Completing Chapter Seven

Congratulations! Chapter Seven is complete. Students will see a screen similar to the following:



From the screen, students can:

- See their scores;
- Review Trace's activities;
- Go to the Language Practice Activities;
- Download the graphic novel of Chapter Seven;
- Play Chapter Seven again; and
- Print a Level Complete Certificate for Chapter Seven.

*Now that students have completed Chapter Seven*

1. Have students complete the following exercises in the Language Practice section of Trace Effects.

Chapter Seven	Capital Challenges – Mutual Understanding	Skills
<b>Exercise 1</b>	Matching activity: Students review people and places found in the chapter	Reading
<b>Exercise 2</b>	Multiple choice listening activity: Students practice identifying the most polite or formal form	Listening Reading
<b>Exercise 3</b>	Fill in the blank sentence completion: Students practice listening and verbs	Listening Reading Writing
<b>Exercise 4</b>	Matching activity: Students review all the chapters of the game	Reading

2. Students can use the information they have learned in Chapter Seven to plan a week-long trip to Washington, D.C. They can use the [District of Columbia website](#) to find places they would like to visit, read about what they can do there, and decide how long they will stay in each place. They can write their dream trip up in a paper or present their trip to the class and then answer classmates' questions. Encourage them to use the new vocabulary and grammar they have learned as well as information they learned about the United States in this chapter and the other chapters and to include pictures in their paper or presentation.

3. Lead a class discussion on the whole Trace story and what everyone in class would do if they went back in time.

- What did Trace accomplish when he went back in time? (Answer: He helped Americans realize how important healthy food is; he helped save music and arts in the schools; he helped save the environment; he helped encourage women's education and entrepreneurship; and he helped the country realize the importance of science and teamwork.)
- What would students do if they could go back in time, and how long would they be gone?
  - Try to fix a social problem, such as poverty?
  - Help everyone go to school?
  - Talk with important leaders in their country or the world?
  - Learn as much as they could about their country and people?
- Trace was successful in his trip back in time because the world became a better place after his time travels. How would students know if they were successful in their trip back in time?
- Grammar note: This discussion is an opportunity for students to practice the new vocabulary they learned and the grammar structures from the game, particularly the conditional tense. Before leading the discussion, remind students of different ways to make conditional sentences and what they mean. For example, "If I went back in time, I would visit...."

4. Have the students read the graphic novel to remind them of the storyline, new words, and new grammar points.

## Congratulations on Completing Chapter Seven and the Trace Effects Game!

## Pictures of Washington, D.C.



*The U.S. Capitol Building*

*The National Mall*



*The Washington Monument*



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## Script for Chapter Seven

Following is the complete script for your reference. Please do NOT share this script with students. It is for teachers to use if needed.

Character	Line
Professor Peterson	I believe I have finally fixed the time machine! I'll turn it on.
Trace	Wow! You did it! I guess this is goodbye. Thanks for all your help, Professor Peterson, Kit, and Eddie! I'll miss you!
Kit	Our pleasure, Trace!
Eddie	Come back and visit sometime!
Professor Peterson	Hmm. I don't know what went wrong! Kit, I was sure we had this equation figured out...
Kit	We had tested this hypothesis successfully numerous times. I was sure we had the theory we needed.
Eddie	Your diagram is just missing the 7th module. This needs to be a seven-point star to create the proper space-time momentum field.
Professor Peterson	What?
Kit	How on earth?
Eddie	This looks just like the diagram in Trace's comic book. See? Right here where the time wizard discovers the League of Time Keeper's secret laboratory.
Kit	Eddie! Don't be ridiculous. This is serious scientific research...
Professor Peterson	Kit, don't speak so soon! I actually think Eddie is right!
Time Machine	Trace, I am so glad we were able to reach you! I see that the time machine has almost been fixed. However, there is one more critical mission to complete before you can return to the future! You must find Paulo at the National Mall in Washington, D.C., and help him study in the United States!
Kit	I know someone in Washington, D.C., that may be able to help! I'll give you her phone number, Trace. And the International Student Society is head to Washington, D.C., tomorrow! I'm not going on this trip. I need to stay and help the Professor. I'll ask if you can go in my place!

Character	Line
Trace	Thanks, everyone! I'll be back soon!
Trace	Hi, I'm Trace. I'm a student from Kansas. What brings you to Washington, D.C.?
Paulo	I'm a student, too. I'm visiting with some friends.
Trace	You look upset—what's the matter?
Paulo	I love D.C.! There's so much to see and so much to learn! I just don't want to leave. I wish I could come study here. I want to know more about President Lincoln and Dr. Martin Luther King!
Trace	You know, I think I know someone who can help you do that. My friend Kit told me to find Rachel Rothman.
Paulo	Really? If you find her, can you introduce me?
Trace	Sure! Let's call her. Do you have a phone?
Paulo	I sure do. Here!
Rachel Rothman	Hi. You've reached Rachel Rothman. I won't be in the office today, but if you need me, I'll be at the Air & Space Museum this morning, the Library of Congress at lunchtime, the Lincoln Memorial during the afternoon, and the party this evening.
Trace	Well, I didn't reach her, but I know where she's going to be today! We should go find her!
Paulo	Sounds great! Lead the way!
Trace	Excuse me, but do you know where I can find Rachel Rothman?
Daniel	Yes, but I have to calm these two down before I can talk!
Ben	Air travel is the bigger accomplishment!
Will	No way! Space travel is more important!
Ben	We wouldn't even have space travel if it wasn't for air travel being invented!
Will	But space travel brings so many more possibilities. You can't travel to another planet in an airplane. Think about the future!

Character	Line
Trace	Michael Collins, the American astronaut, said, “It’s human nature to stretch, to go, to see, to understand. Exploration is not a choice, really; it’s an imperative.”
Ben	That’s a good point! I never thought of it like that!
Trace	Someone said, “Once you have tasted flight you will walk the earth with your eyes turned skyward, for there you have been and there you will long to return.”
Will	That’s a good point! I never thought about it like that!
Trace	Could you accept that they’re both equally important for different reasons?
Ben	Hmm. I think you may be right.
Will	Yeah, I guess they both had their role in history.
Daniel	Thanks for your help! Now, what was it you were asking?
Trace	You’re welcome! I was looking for Rachel Rothman.
Daniel	Oh, right! She’s not here, but I know where she’ll be tonight. She’ll be at the 5th anniversary party of the Center for Conflict Resolution.
Trace	Do you know where the party is?
Daniel	No, but I do know you’ll need a tie to get in. It’s a formal event.
Trace	Thanks for helping me. See you later!
Daniel	No problem. Bye!
Trace	Too bad we didn’t catch Rachel. Let’s see if she’s at the Library of Congress. She’s supposed to go there next.
Paulo	Sounds like a plan. And let’s keep our eye out for neckties!
Trace	Excuse me, but do you know where I can find Rachel Rothman?
Louisa	Yes, but I have to help these two students before I can talk.
Megan	I was here first!

Character	Line
Matt	Hey, Megan, I was here first!
Megan	But, Matt, I can't finish my paper without it!
Matt	Well I can't finish my art project without the illustrations!
Megan	But you already have a copy of the book!
Matt	Yeah, but it's not illustrated!
Trace	Sorry to interrupt. Do you need both copies, Matt?
Matt	No, just the illustrated one.
Trace	Do you need the illustrated book, Megan?
Megan	No, I don't care at all about the illustrations.
Trace	She doesn't need the illustrated copy, so why don't you give her the copy you already have?
Matt	Oh, that makes sense. Let's do that.
Megan	Mmm. I think that would work for me.
Matt	Let's do it!
Louisa	Thanks for your help! Now what was it you were asking?
Trace	Sorry to bother you. I wonder if you could tell me where Rachel Rothman is.
Louisa	Oh, yes. She's just left, but she'll be at the party for the Center for Conflict Resolution tonight. Why don't you meet her there? Do you have tickets?
Trace	No, we don't have tickets. Do you know where the party is?
Louisa	Hmm. I don't know. But take my tickets. I won't be able to attend tonight.
Trace	That's really generous of you! We appreciate your help!
Louisa	That's quite all right. Have a good time!
Trace	Let's try at the Lincoln Memorial. Rachel was going there next.

Character	Line
Paulo	Okay. Maybe we can catch her there.
Trace	Excuse me, do you know Rachel Rothman?
Abigail	Yes, I know her, but I'm right in the middle of a conversation now.
Nicholas	It's a speech! It was meant to be said aloud!
Abigail	It WAS said aloud! There's no need for you to do it, too!
Nicholas	The words are too beautiful to be kept silent!
Abigail	I agree they're beautiful. That's why I'd like to contemplate them in peace!
Nicholas	I have a right to free speech!
Abigail	I have a right to my sanity!
Trace	Didn't Lincoln say, "To sin by silence when they should protest makes cowards of men."
Abigail	Hmm. That's a good point.
Trace	Emily Dickinson said, "Saying nothing... sometimes says the most."
Nicholas	I guess silence has value, too.
Trace	How about if we let Nicholas perform the speech first, and then we can be silent for contemplation?
Abigail	That sounds like a good idea.
Nicholas	I agree to that suggestion, too.
Abigail	Why don't you go ahead, Nicholas?
Abigail	Thanks for your help! Now what was it you were asking?
Trace	We really need to find Rachel Rothman. Could you help us find her?
Abigail	Certainly. She's just left the grounds, but she'll be at the party for the Center for Conflict Resolution tonight.

Character	Line
Trace	Do you happen to know where the party is being held?
Abigail	I don't know the name of the hotel, but I have the address. It is over near the White House.
Trace	Thanks very much. See you!
Abigail	Good luck finding Rachel!
Trace	We'd better go to that party! It's our last chance to introduce you to Rachel!
Paulo	We'd better get there quickly! It's getting late!
Security Guard	Welcome! Uh-oh. Do you have a tie?
Trace	Oh, we forgot to put them on!
Security Guard	You have to wear a tie. This is a formal event.
Trace (action)	Put On the Tie
Security Guard	Great! May I please have your tickets?
Trace (action)	Hand Over the Tickets
Security Guard	Thank you. Please sign the guest book, and you can go in.
Trace (action)	Sign With the Pen
Security Guard	Have a great evening!
Trace	Excuse me. Would you happen to know Rachel Rothman?
Rachel Rothman	That's me. Why are you looking for me?
Trace	Paulo is visiting from Brazil. My friend Kit says you might be able to help him.
Rachel Rothman	Well, I am an international student adviser. I hope I can help.
Trace	Paulo wants to come back to study. He's interested in American history and peace studies.
Rachel Rothman	That's great! There are many excellent universities, and international students are welcome.

Character	Line
Trace	Could you please help him get started?
Rachel Rothman	Sure thing! The first step is to decide where you're like to study. The next step is to apply for admission. After you're admitted, the university will send you documents. You take those to the U.S. Embassy in your country to apply for a visa.
Trace	Thank you for all your help! I have to leave now. Good luck, Paulo!
Paulo	Bye, Trace! You've been great! Let me know if you ever come to Brazil!
Trace	Hello, Professor. I have completed the last mission! Is the time machine fixed? Should I head back to the university campus?
Professor Peterson	Yes, Trace! Hurry back. Kit, Eddie, and I have fixed the time machine. It confirms that you have been successful and that all missions have been completed! The time machine just alerted us that it is ready to take you home to the future. Come to the lab immediately. We'll see you soon.
Trace	The time machine is ready to take me home... I guess my adventure is coming to an end...
Dean	Excuse me, young man, are you Trace?
Trace	Yes, sir. I am Trace.
Dean	It seems that your presence here has concerned this group of students. Henry Tattle has informed me that he has proof that you are an alien from space.
Henry Tattle	Well, Trace from space... we've finally caught you, sneaking back to your spaceship, I'm sure. Where is it? Is it invisible? Do you use some sort of light device to reveal it? Are you wearing a mask to hide your...
Dean	Now, I am not one to believe crazy stories, but the photos Henry has presented to me are quite convincing. Quite convincing, indeed. These students are also suspicious of you. It seems you have had a false student ID, have traveled with student groups you are not officially a member of, and have also influenced students and staff to take you places all over the United States. What do you have to say in your defense?

Character	Line
Trace	Sir, I am sorry for the confusion. I am not from space. I promise. The truth is that I traveled her from the future in a time machine. I am just trying to get home.
Dean	What on earth? That is preposterous. How dare you mock our questions with this nonsense. I am afraid I am going to have to trust my students and take you to the authorities to get to the bottom of this!
Eddie	Wait! Please, sir. Let us help explain. We are friends of Trace.
Kit	We have also gathered several people that Trace has helped while he has been visiting. Hopefully they can convince you that Trace is not a bad person.
Dean	Very well. I will listen to their stories.
Emma Fields	Trace helped me learn to stand up for what I believe in and make a difference locally. Now hundreds of students are discovering good nutrition!
Andre Marshall	Trace helped me, too. He made me realize that anything can be achieved if you put your mind to it. He helped my band organize a concert that raised money for our school music program. Now the program is funded! I would have never considered myself an activist before, but now I want to make a difference in any way I can.
George Runningwater	Trace helped the environment, too. Together we helped my town learn the value behind reducing waste, recycling, and reusing valuable natural resources. Plus, he was a great friend to me.
Neela Desai	I have a story, too. Trace helped me convince my father to let me chase my entrepreneurial dreams. My father let me enter a contest that I won! Now I have the chance to share my ideas with the world and be an instrument for change.
Annie Wang	My story is simple. Trace showed me that teamwork is more important than petty rivalries. I needed to open my eyes to the people around me and never be afraid to ask for help. My biggest competitor is now my greatest ally.

Character	Line
Paulo Silva	Trace helped me fulfill my dreams of going to school in the United States. His friendship and guidance gave me the confidence to achieve great things. Trace showed me the importance of seeing both sides. Trace is not a bad person—Trace is a great person! Please hear our stories. Please see both sides.
Dean	I indeed see both sides. These are very convincing stories. More convincing I must say than aliens and time machines. Professor Peterson, I see you are here to support Trace. Can you verify these stories as true?
Professor Peterson	Yes. These stories are true. I believe that Trace is a good person and that there has just been a misunderstanding.
Dean	Yes. Henry, I would like to see you in my office, please. We need to talk about this.
Trace	Thank you! Thank you, everyone. It was great of you to travel all this way just to help me.
Paulo Silva	Trace, it is our pleasure. You helped all of us out, so helping you is the least we could do. Have a safe journey home.
Professor Peterson	Let's go, Trace. We have to get back to the lab so you can finally go home!
Professor Peterson	All right, Trace. Please stand on the time machine, and I will activate the sequence.
Time Machine	Trace, our instruments inform us that you have completed the time machine's mission successfully. It also looks as if the time machine has been completely repaired. Video feed is now available.
Time Machine	Hello, Trace. Nice to see you in person. We are ready to bring you home. You are a hero here, and everyone is excited to meet you. Your life will never be the same.
Professor Peterson	Kit! Is that you?
Time Machine	Yes. Hello, Professor. It is great to see you again. I have so many things that I would like to say to you, but we have no time. Thank you for everything you taught me. And Eddie, keep reading those comic books. They really do come in handy.

Character	Line
Time Machine	Initiating time travel pairing sequence EDE-2112...pairing complete. Time travel in 5... 4... 3... 2...1...
Eddie	Trace! Why did you jump off the time machine? How will you get home?
Kit	Trace, do you realize that now you will never be able to travel back to your time? Now you will be stuck here with us?
Trace	If I went home, how would we go on more adventures together?
Professor Peterson	Well, it looks like we have a good deal of planning to do together, don't we, team?
Trace	We sure do.

## Links for Chapter Seven

### [America's Story: Washington, D.C.](#)

Explore Washington, D.C.!

### [Information on American Universities](#)

An official U.S. government website designed for prospective international college students and their families.

### [The White House 101 for Kids](#)

Presidents, facts, and pets are some of the features on this website.

### [U.S. Citizen and Immigration Center](#)

A comprehensive U.S. Citizenship guide, study materials, and welcome kit for those wishing to become American citizens.

### [Smithsonian IdeaLabs](#)

Online student tutorials that bring the museums to life, featuring American history, science, and culture.

### [American Memory Project](#)

Documents the American experience based on art and song, produced by the Library of Congress.

### [Ben's Guide to U.S. Government for Kids](#)

For kindergarten through high school students, this site by the U.S. Government Printing Office will help you learn about the U.S. Government.

### [Smithsonian History and Culture](#)

Lesson plans and resources for teaching and learning about American culture, art, and history.

### [iCivics](#)

Learn more about conflict resolution with these games and activities.

### [N.A.S.A. Rocket Science 101](#)

Create your own science project by building a rocket for space exploration.