Reading Between the Lines

Read each story on pp. 2-3, then complete this graphic organizer. In the second column, write an inference you made while reading. (An inference is a conclusion based on evidence or reasoning.) In the next column, cite a detail from the text that supports your inference. In the last column, explain your answer.

<table>
<thead>
<tr>
<th>ARTICLE</th>
<th>INFEERENCE</th>
<th>DETAIL FROM TEXT</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission to the Sun!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet the Robot Cop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which Countries Recycle the Most?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here are a few clues for you to puzzle over. Answers to starred clues are in the article on pp. 6-11 of JS. For the rest, you’re on your own!

Across

*1 Top exporting country of fast fashion

*4 “Clothing has become a really ____ form of entertainment.”

*6 The garment industry uses a huge amount of this resource.

*7 A 1911 workplace disaster took place in the Triangle ____ Company factory.

*9 Most overseas ____ workers are women.

*12 Discarded clothing piles up here.

*16 A top fast-fashion clothing store

*17 Some global clothing ____ are trying to be eco-conscious.

*18 A jacket made in 1 Across may cost $12.99 at ____ 21.

Down

1 U.S. spy agency (abbr.)

2 State between Nebraska and Illinois

3 Juneau is the capital of this state.

*4 About 70 percent of U.S. ____ is shipped overseas to make clothes.

5 A thing you write with

*7 “Better working conditions and ____ come at a price.”

8 Chemicals cause these in poorly ventilated factories.

10 Fast fashion takes a ____ on the environment.

11 To chew away on something

12 ____ costs are lower overseas for clothing manufacturers.

13 State between MO and LA (abbr.)

14 Polyester is a synthetic ____.

15 Country that exported $2 billion of clothing to the U.S. in 2016: Sri ____
What Do Your Clothes Really Cost?

In “The High Cost of Fast Fashion” (pp. 6-11), you read about some of the effects the fast fashion retail model has on workers in developing countries and on the environment. Using information from the article, complete the graphic organizer below.

**Synthesize It**

Using the points above, write a one-paragraph summary of the article on a separate sheet of paper.

### Analyzing Cause and Effect

**What are some of the factors that have caused fashion to become a $3 trillion global industry?**

<table>
<thead>
<tr>
<th>Effects of Fast Fashion on Workers</th>
<th>Effects of Fast Fashion on the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

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Uses: copy machine, opaque projector, or transparency master for overhead projector. Scholastic Inc. grants teacher-subscribers to Junior Scholastic permission to reproduce this page for use in their classrooms. ©2017 by Scholastic Inc. All rights reserved.
Know the News: The High Cost of Fast Fashion

Read the article on pp. 6-11, then answer these questions.

1. Which is a central idea of the article?
   A. Just 2 percent of clothing sold in the United States is manufactured here.
   B. The fashion industry is the world’s second largest polluter, after the oil industry.
   C. Producing fast fashion items has harmful effects on workers and on the environment.
   D. Garment workers risk illness to keep their jobs.

2. Which statement best supports that central idea?
   A. “Farming cotton accounts for a quarter of all the pesticides used in the U.S.”
   B. “Fast fashion items may not cost you much . . . , but they do come at a serious price.”
   C. “Global clothing production has more than tripled since 2000.”
   D. “[Many] garment workers live in China.”

3. According to the article, what is one obstacle to improving working conditions in garment factories?
   A. Some factories can’t afford to make the structural upgrades that are needed.
   B. Most garment workers are paid very little.
   C. Factory oversight programs have trained about 2 million workers in safety procedures.
   D. A garment factory fire in New Delhi, India, killed 13 people last year.

4. What does toil mean in this sentence?
   “Garment workers often toil in poorly ventilated rooms that are thick with fumes.”
   A. sleep  B. relax  C. work  D. eat

5. Which of these details should be included in a summary of the article?
   A. Trendy jackets cost as little as $14.99.
   B. H&M encourages shoppers to recycle.
   C. Most clothing production has shifted overseas, mainly to developing countries in Asia.
   D. Pesticides can cause asthma.

6. What is the tone of the section “Moving Fashion Forward”?
   A. excited  B. hopeful  C. angry  D. sad

7. Why might the author have included Taslima Aktar’s story?
   A. to provide an example of health care in Bangladesh
   B. to prove how hot it is in garment factories
   C. to illustrate how fearful garment workers are of losing their jobs, and how few rights they have
   D. to give an example of how fast fashion sometimes helps workers

8. According to the article, cheaper labor costs in clothing manufacturing have resulted in _____.
   A. improvements in clothing quality
   B. a slowdown in global clothing production
   C. an increase in the amount of clothing manufactured in the U.S.
   D. higher profits for retailers

9. What is the main purpose of the map on p. 11?
   A. to show all the countries that export clothing to China
   B. to identify countries that import large amounts of clothes
   C. to show the wealthiest countries in Asia
   D. to show where most clothes imported by the U.S. are manufactured

10. Details about the Triangle Waist Company factory disaster were most likely included to _____.
    A. illustrate how the event prompted changes to U.S. safety laws in the 20th century
    B. provide information about factory disasters in New York
    C. explain why the factory building had no sprinkler system
    D. show that the U.S. also has dangerous factories
Know the News: Fighting Fake News

Read the article on pp. 12-13, then answer these questions.

1. Which is a central idea of the article?
   A Tech companies are responsible for fact-checking news articles.
   B Some states are encouraging public schools to offer media literacy education.
   C Tech companies are developing strategies to stop the spread of fake news.
   D Most students get their news from social media.

2. Which statement best supports that central idea?
   A “The tech companies’ efforts aren’t likely to be very effective in stopping false info.”
   B “Google and Facebook—among people’s top sources for fake news—are rolling out strategies to combat it.”
   C “Companies should . . . be more aggressive about deleting fake accounts.”
   D “Fake news may be made-up, but it can have real effects.”

3. Which of these statements is an opinion?
   A Fake news can spread quickly.
   B According to Jonathan Anzalone, people need to think critically about what they’re reading.
   C Facebook may have as many as 138 million phony accounts.
   D Google is not doing enough to stop fake news.

4. According to Matthew A. Baum, tech companies should ____.
   A permanently disable all websites that publish fake news
   B fact-check more articles
   C rank any content from sites that consistently publish false stories low in search results
   D offer media literacy training to employees

5. What can you infer might happen if people accept fake news as the truth?
   A Newspapers might stop publishing the news.
   B Fake news may influence real events.
   C People will stop using social media.
   D Search results could become more reliable.

6. What does the word **skeptical** mean in this sentence? “The best way to stop fake news may be educating people to be skeptical about what they read.”
   A trusting
   B suspicious
   C happy
   D angry

7. Which strategy is Google **not** using to combat fake news?
   A linking users to fact-checks of disputed articles
   B pushing articles containing misleading information lower in search results
   C tasking employees with electronically flagging articles containing misleading information
   D restricting users’ access to all news articles

8. How does the section “Weak Solutions?” contribute to the article?
   A It explains how fake news is created.
   B It discusses why tech companies’ efforts to stop fake news may not be successful.
   C It describes how media literacy classes can help students.
   D It reports on Facebook’s efforts to stop fake news in Great Britain.

9. Why, according to Baum, is fact-checking individual articles not an effective way to stop fake news?
   A It takes too much time.
   B It’s too expensive.
   C Fact-checkers often make mistakes.
   D Fake news cannot be proved wrong.

10. How might media literacy classes help stop the spread of fake news?
    A Students learn how to delete fake news websites.
    B The classes require students to read only newspapers.
    C Students get practice in writing biased news.
    D The classes teach students how to analyze what they read and to be more skeptical of it.
## Agree? Disagree?

Complete the middle column of this chart before reading “Fighting Fake News” (pp. 12-13). After reading the story, fill in the last column.

### TABLE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>BEFORE READING</th>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>If an article is in the top five of your search results, it is reliable.</td>
<td>Agree or Disagree</td>
<td>Agree or Disagree</td>
</tr>
<tr>
<td></td>
<td>Why?</td>
<td>Evidence:</td>
</tr>
<tr>
<td>Tech companies aren’t doing enough to fight fake news.</td>
<td>Agree or Disagree</td>
<td>Agree or Disagree</td>
</tr>
<tr>
<td></td>
<td>Why?</td>
<td>Evidence:</td>
</tr>
<tr>
<td>Fake news can have real effects.</td>
<td>Agree or Disagree</td>
<td>Agree or Disagree</td>
</tr>
<tr>
<td></td>
<td>Why?</td>
<td>Evidence:</td>
</tr>
<tr>
<td>Only professionals and experts can post information on websites.</td>
<td>Agree or Disagree</td>
<td>Agree or Disagree</td>
</tr>
<tr>
<td></td>
<td>Why?</td>
<td>Evidence:</td>
</tr>
</tbody>
</table>

### Putting It All Together

In your view, what is the best way to combat the spread of fake news online? Write a paragraph explaining your answer, citing some of the evidence you’ve listed above.
**Foreign-Policy Challenges**

Read “Danger Zones” (pp. 14-17), then write a one- to three-sentence summary of the key foreign-policy challenges facing the United States in relation to each of the following countries.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Russia</td>
<td></td>
</tr>
<tr>
<td>2. North Korea</td>
<td></td>
</tr>
<tr>
<td>3. China</td>
<td></td>
</tr>
<tr>
<td>4. Iran</td>
<td></td>
</tr>
<tr>
<td>5. Mexico</td>
<td></td>
</tr>
</tbody>
</table>

**Putting It All Together** Choose two of the countries listed above. How are the challenges they present similar? How are they different? Write a paragraph explaining your answers.

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
Know the News: Danger Zones

Read the article on pp. 14-17, then answer these questions.

1. Which is a central idea of the article?
   A North Korea continues to test ballistic missiles.
   B The best foreign-policy strategy is to put “America first.”
   C America’s top foreign-policy challenges include Russia, North Korea, China, Iran, and Mexico.
   D Russian hackers may have tried to influence the 2016 U.S. presidential election.

2. Which statement best supports that central idea?
   A “From containing the spread of nuclear weapons to fighting terrorism around the globe, the United States currently faces a number of urgent foreign-policy challenges.”
   B “Still, the White House continues to engage with other nations on a regular basis.”
   C “The U.S. is a leader of [NATO].”
   D “The Trump administration is open to working toward a diplomatic solution [in North Korea].”

3. Based on context clues, what does deteriorated mean in this sentence? “Relations deteriorated further after President Trump issued an executive order temporarily barring immigration from Iran and several other Muslim-majority countries.”
   A became better
   B stayed the same
   C became worse
   D changed

4. Which of these happened first?
   A Trump said that he would build a wall along the U.S.-Mexico border.
   B NAFTA went into effect.
   C The flow of immigrants from Mexico to the U.S. began to slow.
   D The U.S., Iran, and five other nations signed a nuclear weapons agreement.

5. How does the political cartoon on p. 14 illustrate the U.S.-North Korea relationship?
   A It shows a friendly relationship.
   B It demonstrates a military alliance.
   C It shows the U.S. provoking North Korea.
   D It shows North Korea provoking the U.S.

6. According to the article, which is not a cause of current tensions between the U.S. and Russia?
   A Russia has been accused of interfering in the U.S. presidential election.
   B Russia and the U.S. are on opposing sides of issues concerning Syria and Iran.
   C The U.S. supports NATO, and Russia does not.
   D Russia supports North Korea’s use of nuclear weapons.

7. Which is an effect of North Korea’s ballistic missile tests?
   A China has cut off all aid to North Korea.
   B The U.S. has increased its military presence on the Korean Peninsula.
   C Kim Jong Un has stepped down as North Korea’s leader.
   D The U.S. and North Korea have reached a diplomatic solution.

8. Which of these statements is an opinion?
   A Iran can’t be trusted to keep its end of the nuclear agreement.
   B Chinese engineers have created artificial islands to use as military bases.
   C Many U.S. companies do business in China.
   D Mexico has refused to pay for a border wall.

9. Which of these statements should be included in a summary of the article?
   A Rex Tillerson is the U.S. secretary of state.
   B An estimated 11 million undocumented immigrants live in the U.S.
   C The U.S. faces several foreign-policy challenges.
   D Changing NAFTA could have negative effects.

10. Which conclusion can you draw from the article?
    A The U.S. faces few challenges in Asia.
    B The U.S. will need to make complex foreign-policy decisions in the coming months.
    C The U.S. must not engage with other nations.
    D America’s foreign policy is dominated by its relationship with just one country.
Know the News: Challenging Columbus

Read the article on pp. 18-21, then answer these questions.

1. Which is a central idea of the article?
   A. Conditions on Indian reservations are bleak.
   B. Christopher Columbus is considered a hero by the Italian-American community.
   C. Columbus thought he could reach Asia by sailing west through open sea.
   D. Americans are debating whether it is appropriate to celebrate Columbus Day.

2. Which statement best supports that central idea?
   A. “So was Columbus a villain or a hero? . . . Americans are struggling with that question.”
   B. “Columbus didn’t know that two continents would be in his way: the Americas.”
   C. “Columbus’s voyages transformed the world.”
   D. “[Columbus saw] this place as open and available for European possession.”

3. Which of these statements is an opinion?
   A. According to the U.S. Census Bureau, 28 percent of Native Americans live in poverty.
   B. Native Americans deserve their own day.
   C. Columbus claimed Hispaniola for Spain.
   D. After winning its independence, the United States looked west to expand.

4. How does the section “Columbus’s Voyages” contribute to the article?
   A. It explains the controversy over Columbus Day.
   B. It provides the historical background of Columbus’s exploration.
   C. It provides an explanation of the history of Columbus Day.
   D. It states the reason for Columbus’s treatment of Native Americans.

5. What does the word vision mean in this sentence? “It was his bold vision that enabled Europeans to brave the journey to a new land.”
   A. ability to imagine
   B. eyesight

6. Which statement does not describe an effect of Columbus’s journey to the New World?
   A. Many Native Americans died of smallpox.
   B. A link was established between the Old World and the New World.
   C. Spain claimed land in the New World.
   D. Italian immigrants were near the bottom rung in American society.

7. What does the image on p. 20 contribute to the article?
   A. It illustrates the conditions Columbus found in the New World.
   B. It shows how Columbus Day is celebrated.
   C. It shows that Native Americans are providing their own alternatives to Columbus Day.
   D. It depicts modern life on Indian reservations.

8. What was significant about President Benjamin Harrison’s proclamation of Columbus Day in 1892?
   A. It apologized to America’s indigenous people.
   B. It celebrated America’s diversity.
   C. It replaced Indigenous Peoples Day.
   D. It was the first national holiday in the U.S.

9. What conclusion can you draw from the map?
   A. Columbus spent the most time on San Salvador.
   B. Columbus made four voyages.
   C. Columbus didn’t reach what now is the U.S.
   D. Hispaniola is the Caribbean’s largest island.

10. What does William Connell mean in context by the statement “history is messy”?
    A. The legacy of Columbus’s journey is complicated and not simply good or bad.
    B. Columbus should be celebrated as a great explorer, period.
    C. The tragic fate of the Indians was a sad but necessary result of building the United States.
    D. Having two holidays back-to-back would be complicated but worth the trouble.
Comparing Primary and Secondary Sources

Know Your Sources

In “Challenging Columbus” (pp. 18-21), you read that Christopher Columbus praised the people of Hispaniola for their generosity. He did this in a letter to King Ferdinand of Spain. For us, this record of Columbus’s own words is a primary source. In this activity, you’ll analyze the importance of using a wide variety of materials and sources in your research.

Primary and secondary sources: A primary source is a document or an object created during the time period under study—in this case, the time of Christopher Columbus’s first voyage to the New World. A primary source is a firsthand account of an event or a time period. A secondary source is something that was created to analyze or describe an event, often using primary sources.

Identify which sources from the bank below would be considered primary or secondary sources for the voyage of Columbus.

A. Christopher Columbus’s ship log
B. A diary from someone in Columbus’s crew
C. A social studies textbook
D. An order issued by King Ferdinand of Spain to Columbus
E. A research paper on Columbus published by a university
F. An object that Columbus took back with him to Spain
G. A movie about Columbus’s voyage
H. The writings of a historian
I. A map of Hispaniola drawn by an indigenous person in 1492
J. An illustration drawn for an article about Columbus’s journey

Writing Prompts

1. Why is it important to use a variety of both primary and secondary sources when learning about current and past events? Why might each be useful in a way that the other is not?

2. Take an event that has happened in the news recently, then imagine a historian writing about it 50 years from now. What primary and secondary sources might be important to consult?
**Analyzing a Primary Source**

**Letter to King Ferdinand of Spain**

Christopher Columbus's historic 1492 voyage was financed by King Ferdinand and Queen Isabella of Spain, who hoped that the explorer would find a new route to the Indies in Asia (see “Challenging Columbus,” pp. 18-21). Columbus didn’t come close, getting only as far as the Caribbean Sea. But he claimed each island that he reached for the royal couple, including Hispaniola. (Today, that island is divided into Haiti and the Dominican Republic.)

During his trip back to Spain in 1493, Columbus wrote a letter to the king with detailed descriptions of the islands and their indigenous people. He also took at least seven of them with him as captives.

Read an excerpt from Columbus’s letter below, following the instructions in the margins. Then answer the questions on a separate sheet of paper.

---

**SIR:** Since I know that you will be pleased at the great victory with which Our Lord has crowned my voyage, I write this to you. . . . [In the Indies], I found very many islands, filled with innumerable people, and I have taken possession of them all for their Highnesses, done by proclamation and with the royal [flag] unfurled, and no opposition was offered to me. . . .

Hispaniola is a marvel. The [mountains and the plains] are so lovely and so rich for planting and sowing, for breeding cattle of every kind, for building towns and villages. The harbors of the sea here are such as cannot be believed to exist unless they have been seen, and so with the rivers, many and great, and of good water, the majority of which contain gold. . . .

The people of this island and of all the other islands which I have found . . . have no iron or steel or weapons, nor are they fitted to use them. This is not because they are not well built and of handsome stature, but because they are very marvelously [timid] . . . They are so guileless and so generous with all that they possess, that no one would believe it who has not seen it. . . .

As soon as I arrived in the Indies, in the first island [San Salvador] which I found, I took some of the natives . . . have no iron or steel or weapons, nor are they fitted to use them. This is not because they are not well built and of handsome stature, but because they are very marvelously [timid]. . . . They are so **guileless** and so generous with all that they possess, that no one would believe it who has not seen it. . . .

---

Questions

1. What does Christopher Columbus think about the outcome of his voyage? Why does he think the king would be pleased?

2. How does Columbus describe Hispaniola that would make it seem like a suitable “gift” for the royal couple?

3. What key words does Columbus use to describe the character of the indigenous people? How might these characteristics have allowed him and his men to take the islands with “no opposition”?

4. What contradictions might we see between the way Columbus was treated by the people he encountered and the way he treated them?

5. What might have been the purpose of Columbus’s letter to King Ferdinand?
In “Should We Raise the Minimum Wage?” (pp. 22-23), you read two arguments by U.S. senators regarding raising the federal minimum wage—currently set at $7.25 an hour. State and local governments can set higher rates, and 29 states and Washington, D.C., have done so. This map shows the minimum wage in each state. Study it, then answer the questions.

**Questions**

1. Which place has the highest minimum wage?
   - A Kansas
   - B Oklahoma
   - C Massachusetts
   - D Washington, D.C.

2. How much higher is the minimum wage in Hawaii than in Virginia?
   - A $1
   - B $1.50
   - C $2
   - D $2.50

3. Which of these statements is not true?
   - A The state minimum wage in California is $3.25 higher than in Texas.
   - B The minimum wage in Nebraska is $1 lower than in Arizona.
   - C The minimum wages in North Dakota and Alabama are higher than the federal level.
   - D Indiana and Idaho have the same minimum wage.

4. Which of these states have set their minimums higher than the federal level?
   - A Wyoming and Pennsylvania
   - B Georgia and Louisiana
   - C Colorado and Maine
   - D Wisconsin and Iowa

5. Which can you conclude based on this map?
   - A States with higher minimum wages have higher unemployment rates.
   - B States with higher minimum wages have lower unemployment rates.
   - C Mississippi will soon raise its minimum wage to $8.50 an hour.
   - D Several states in the Northeast have set their minimum wages higher than the federal level.
Read “Should We Raise the Minimum Wage?” (pp. 22-23), then use the prompts below to analyze each author’s claim and decide who you think makes a stronger case.

| AUTHOR: Senator Bernie Sanders  
Independent of Vermont | AUTHOR: Senator Ron Johnson  
Republican of Wisconsin |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s main claim or argument in the debate:</td>
<td>Author’s main claim or argument in the debate:</td>
</tr>
<tr>
<td>REASON 1: Cite one reason the author gives for his claim. List evidence the author gives to support REASON 1.</td>
<td>REASON 1: Cite one reason the author gives for his claim. List evidence the author gives to support REASON 1.</td>
</tr>
<tr>
<td>REASON 2: Cite another reason the author presents. List evidence the author gives to support REASON 2.</td>
<td>REASON 2: Cite another reason the author presents. List evidence the author gives to support REASON 2.</td>
</tr>
</tbody>
</table>

Which persuasive devices does the author use?  
_____ Appeals to emotions  
_____ Uses data or scholarly research  
_____ Explains why the other side’s argument is weak  
_____ Other: ____________________________  

Which persuasive devices does the author use?  
_____ Appeals to emotions  
_____ Uses data or scholarly research  
_____ Explains why the other side’s argument is weak  
_____ Other: ____________________________  

**Evaluate** Which author do you think makes his case more effectively? Do you spot any weaknesses—such as missing information—in either author’s argument? Explain your answers on a separate sheet of paper.
Quiz Wizard

How much do you know about what’s in this issue? Take this quiz to find out.

FACT OR OPINION?
The High Cost of Fast Fashion (pp. 6-11)

Label each statement F for fact or O for opinion.

___ 1. Many people work long hours in dangerous conditions to make fast fashion.
___ 2. Working in a clothing factory may not be ideal, but it is better than not having a job at all.
___ 3. Polyester, a synthetic fiber, releases dangerous gases when manufactured.
___ 4. H&M’s policy of offering store credit to customers who recycle clothing is a step in the right direction.
___ 5. Teens should raise awareness by using the hashtag #whomademyclothes.

CENTRAL IDEA OR DETAIL?
Fighting Fake News (pp. 12-13)

Label each statement CI for central idea or D for detail.

___ 6. A fake news story about the Pledge of Allegiance recently went viral.
___ 7. Made-up stories spread quickly online, making them hard to challenge.
___ 8. Google hopes to minimize the spread of fake news via its searches.
___ 9. Some states are considering passing laws that encourage media literacy education.

CONTEXT CLUES
Danger Zones (pp. 14-17)

Fill in the letter of the best definition for each bold-faced term.

11. The U.S. and Russia are also divided when it comes to NATO. The U.S. is a leader of this alliance. . . . Russia sees NATO as an adversary.
   A equal
   B opponent
   C superior
   D supporter

12. Tensions between the U.S. and this isolated Communist country have increased as North Korea’s reckless young dictator, Kim Jong Un, continues to test nuclear weapons and ballistic missiles in defiance of the U.S. and the United Nations.
   A cautious
   B clumsy
   C dangerously impulsive
   D inspiring

13. As the U.S. has withdrawn from major treaties on climate change and trade in recent months, China has rushed to fill a vacuum of leadership.
   A absence
   B clearing up
   C crowding
   D interference

14. The U.S. has been at odds with this Middle Eastern country for decades over its destabilizing actions in the region and its support for terrorist organizations.
   A continuing
   B developing
   C disruptive
   D unnecessary

15. Looking ahead, Mexico’s presidential election next year could further escalate tensions with the U.S.
   A increase rapidly
   B decrease rapidly
   C reduce
   D soothe

CHRONOLOGICAL ORDER
Challenging Columbus (pp. 18-21)

Number these events in the order in which they occurred, from 1st to 5th.

___ 16. The Taíno people are wiped out by slavery and disease.
___ 17. The U.S. begins expanding west across the continent.
___ 18. Christopher Columbus claims an island in the Caribbean Sea for Spain and calls it Hispaniola.
___ 19. President Benjamin Harrison proclaims a celebration of Columbus.
___ 20. Columbus arrives in the Bahamas, which he mistakes for the Indies.
Words to Know

Read the following definitions and example sentences of vocabulary words from this issue. Then find two other words from the issue to define, and give an example for each.

1. **developing country (n):** a nation in which people live on far less money and with fewer resources than those in industrialized nations
   • **example:** Relief agencies often respond to emergencies in developing countries like Haiti, which suffers from widespread poverty, high food insecurity, and frequent natural disasters.

2. **diplomatic (adj):** having to do with negotiations between nations
   • **example:** The U.S. shot down a Syrian jet fighter last summer, further straining diplomatic ties with Russia, Syria’s ally.

3. **exports (n):** goods shipped to other countries to be sold
   • **example:** The United States’ top exports include computers, aircraft, and cars.

4. **imports (n):** goods brought into a country to be purchased
   • **example:** Oil and other fuels made up more than 7 percent of all U.S. imports in 2016.

5. **indigenous (adj):** native to a particular region, environment, or people
   • **example:** The bald eagle, which is indigenous to the U.S., is often used as a symbol of freedom and the American spirit.

6. **infrastructure (n):** the physical structures and public works of a city or country, including transit systems and roads
   • **example:** Many experts warn that the country’s infrastructure of roads and bridges is crumbling.

7. **media literacy (n):** the ability to identify news and other forms of communication and understand the messages they are sending
   • **example:** According to a recent study by Stanford University, students at nearly all grade levels need to be taught media literacy so they can tell fake news from the real thing.

8. **NATO (n):** North Atlantic Treaty Organization, an alliance of the U.S. and European nations formed after World War II as a defense against the Soviet Union
   • **example:** The United States and the countries of NATO have combined forces to fight terrorist groups in the Middle East.

9. **sanction (n):** a measure used to punish a nation, often by restricting its trade
   • **example:** U.S. sanctions against Russia include freezing the American bank accounts of Russian companies and preventing those companies from doing business in the U.S.

10. **undocumented (adj):** lacking official papers for legal residence
    • **example:** Because Felipe’s father was undocumented, he was detained at the U.S. border after visiting family in Guatemala.

11. **word:** __________________________ ( ): ____________________________________________________________________________
____________________________________________________________________________________________________________________________________
    • **example:** ____________________________________________________________________________
____________________________________________________________________________________________________________________________________

12. **word:** __________________________ ( ): ____________________________________________________________________________
____________________________________________________________________________________________________________________________________
    • **example:** ____________________________________________________________________________
____________________________________________________________________________________________________________________________________
### What’s It All About?

Choose any two articles in this issue of *JS* and complete each graphic organizer below by filling in the central idea and three details. (The *central idea* is what an article is mainly about. *Details* support the central idea.)

**TIP:** A central idea is not necessarily the article’s first sentence. You can find the central idea by reading the text closely and asking yourself, “What does the author most want me to know?”

<table>
<thead>
<tr>
<th>ARTICLE 1</th>
<th>CENTRAL IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETAIL 1</td>
<td>DETAIL 2</td>
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</table>

<table>
<thead>
<tr>
<th>ARTICLE 2</th>
<th>CENTRAL IDEA</th>
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<tbody>
<tr>
<td>DETAIL 1</td>
<td>DETAIL 2</td>
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</table>

### Putting It All Together

Choose one of the articles you examined above and summarize it in three to four sentences on a separate sheet of paper.
Charting Your Knowledge

When you read an article, you might already be familiar with the topic, or it might be the first time you've ever heard of it. A KWL chart is a useful tool for reflecting on your own background knowledge of a topic or an event, so you can prepare to learn more and deepen your understanding.

Choose any article in this issue of JS. Before reading it, complete the K and W columns as best you can. After reading the article, fill out the L column. Then answer the critical-thinking question at the bottom of the page.

<table>
<thead>
<tr>
<th>K</th>
<th>What I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>What I Want to Know</td>
</tr>
<tr>
<td>L</td>
<td>What I’ve Learned</td>
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Critical Thinking
Are any of your W questions still unanswered? If so, which ones? How might you go about finding the answers? Explain.

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Close Reading Checklist

Reading an article closely involves thinking critically about the text—plus any photos, maps, graphics, and other elements—and considering how the author presents information. It often requires you to read a text multiple times. Reading closely will help you gain a deeper understanding of an article. But how do you do that? Choose any article in this issue of JS. Then use this guide to read it closely.

☐ **STEP 1:** Number each paragraph of the article. This will help you cite evidence from the text when answering questions or participating in a class discussion.

☐ **STEP 2:** Annotate the text. Jot down any comments or questions in the margins. Marking up the article as you read will help you pause, observe, and think critically rather than rushing through it.

* Place a star next to anything that seems important.

? Write a question mark next to words, phrases, or concepts you don’t understand.

! Put an exclamation point next to anything you find surprising or interesting.

☐ **STEP 3:** Write a brief summary of each chunk or subsection of the article. (Ask yourself: What is being said?)

☐ **STEP 4:** Write a brief analysis of each chunk or subsection of the article. (Ask yourself: What does this section add to the article? What might have been the author’s purpose for including it? Why does the author use particular words and phrases? What inferences can I make?)

☐ **STEP 5:** Examine the visuals. Write a brief explanation of what any photos, maps, graphics, and other visuals show. (Ask yourself: Why might the author have included them? What do they add to the information provided in the text?)

☐ **STEP 6:** Dig a little deeper. Reread the article and revise your analysis as necessary. Sometimes a text is like a puzzle, and you need to read it multiple times before you can see how all the pieces fit together.
Authors often incorporate quotes and statistics into their articles to support a claim or illustrate a point. Looking closely at these details and considering why they were included can help you understand the article—and the topic—on a deeper level.

Choose any feature article in this issue of *JS*. Then select three of its quotes or statistics to analyze using the table below.

<table>
<thead>
<tr>
<th>Quote or statistic (Include the page number.)</th>
<th>Summarize the quote or statistic in your own words.</th>
<th>Why might the author have included it?</th>
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**Putting It All Together**

What other types of quotes or statistics could have been included to support this article? Explain.

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Photos and graphics are powerful tools that help convey information that words alone cannot. As a reader, you’ll get more out of an article if you think about the visuals not as mere artistic elements but as additional sources of information. Choose any feature article in this issue of *JS*. Then select three of its visuals to analyze using the table below.

<table>
<thead>
<tr>
<th>Page Number</th>
<th>Summarize what the visual shows.</th>
<th>Choose a detail from the visual and explain what makes it interesting or surprising.</th>
<th>Explain how this visual adds to or enhances the information provided in the text.</th>
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**Putting It All Together**

1. Why do you think the editors chose to include these visuals?

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2. What other types of photos or graphics could have been included to support this article? Explain.

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Understanding Similarities and Differences

Choose two people, events, or ideas from any article in this issue of JS. Compare and contrast them using the Venn diagram below. List at least two differences on each side, and write any similarities in the overlapping section. Then respond to the writing prompt at the bottom of the page.

(Name of a person, event, or idea)  (Name of a person, event, or idea)

Put It All Together On a separate sheet of paper, write two to three paragraphs explaining these similarities and differences. Be sure to use compare-and-contrast transition words and phrases. Key words and phrases commonly used to express comparison include similarly, both, also, as well as, in the same way, and likewise. Key words and phrases commonly used to express contrast include although, while, but, as opposed to, however, and on the other hand.
DIY Vocabulary

Welcome to do-it-yourself vocabulary! We’re leaving it to you to teach yourself the meanings of unfamiliar words you encounter in any JS article. In the space provided below, write the title of the article you’re working on. Then find three words in that piece whose meanings you’re unsure of. Write each word in one of the gray tabs, followed by the number of the page on which it appears. Then write what you think the word means based on context clues. Next, look up the word in a dictionary and write down its definition. Last, use the word in a sentence.

ARTICLE: 

word: page: 
What I think the word means based on context clues: 
Dictionary definition: 
Example sentence: 

word: page: 
What I think the word means based on context clues: 
Dictionary definition: 
Example sentence: 

word: page: 
What I think the word means based on context clues: 
Dictionary definition: 
Example sentence:
The internet is full of useful information—as well as a lot of information that’s incorrect or biased. Sometimes telling the difference is harder than you might think.

When conducting research, it’s important to check whether your sources are credible and accurate. That’s especially true for online sources, because the web makes it easy for anyone to publish just about anything. (Remember: You should always have more than one source for any fact you use.) Here are some questions to help you determine whether your online source is trustworthy.

1. **Who created the website?** The site’s URL can help you figure this out. Sites that end in `.gov`, for example, were created by the federal government. Typically, `.edu` means the site is affiliated with a college or university, and `.org` means that an organization, such as a nonprofit, is behind the site.

2. **What are their credentials?** What qualifies this organization or individual to provide information on this topic? If a person runs the site, consider his or her occupation, years of experience, and education. If an organization runs the site, consider how long that group has been around, and if it exists only locally or has a national or worldwide presence.

3. **What is the site’s purpose?** Does the site exist solely to inform or teach, or is it selling a product or advocating for a particular cause? Is there evidence that the site is biased or prejudiced in favor of a certain outcome? (For example, a website that’s dedicated to attacking a specific political candidate will not be objective.)

4. **Is the site current and functional?** Try to find the date when the web page or site was last updated. (If it’s old, the data may no longer be accurate.) Are the links working properly? Broken links, spelling mistakes, and other errors are signs that a site may not be trustworthy.

Choose a topic in this issue of *JS* to examine further. Then pick two sources from your research to analyze below.

**WEB SITE 1:**

Author or agency/group and credentials: 

Purpose of site: 

When was it last updated? 

Is it a reliable source? Explain. 

**WEB SITE 2:**

Author or agency/group and credentials: 

Purpose of site: 

When was it last updated? 

Is it a reliable source? Explain. 

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**Putting It All Together** See if you can verify the information your online sources provide through a non-web-based source, such as a book, map, or other reference.
Are You Convinced?

When writing an argument, authors include reasons and evidence to support their claims. Choose a claim presented in this issue of JS. Then use the following prompts to analyze it.

**Author/Speaker’s Name:**

**Claim:**

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Is this piece of evidence relevant? (In other words, does it relate to this particular claim and help to support it?) Explain.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</table>

Did the author provide sufficient evidence? (Is it enough to support the claim, or is more information needed?) Explain.

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Is the author’s reasoning sound? (Is it accurate and logical? Is it based on facts, not opinions?) Explain.

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Overall, does the author successfully support his or her claim? Explain.

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Presentation Self-Assessment

An effective presentation has interesting content that’s delivered in an engaging way. The presenter should capture the audience’s attention by making eye contact and speaking at an appropriate volume. Any accompanying visuals should also be appealing, without too much text or any unnecessary details. Below is a checklist of five things to keep in mind when giving a presentation. Study this list before you give a presentation to remind yourself what to practice or include. Use it again after your presentation to assess how well you did. (You may want to ask a classmate to help you evaluate your performance.)

- Did I speak at an appropriate pace and volume?
- Did I make eye contact with the audience?
- Did I refrain from fidgeting, pacing, and other distracting body language?
- Did I use relevant visuals (poster, video, etc.) that enhanced my presentation?
- Did my visuals contain an appropriate amount of information that helped the audience understand the topic?

Comments

1. Explain one thing you think you did particularly well.

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2. Explain one thing you think you should work to improve for next time.

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Quote vs. Paraphrase

When you incorporate information from other sources into your writing, you may choose to quote the material or paraphrase it. A **quotation** is an exact copy of the words an author or speaker uses. A quotation should be surrounded by quotation marks. You should quote a source when the language is powerful and you want to retain the exact wording. To **paraphrase** is to put something written or spoken by someone else into your own words. Something that's paraphrased is not surrounded by quotation marks. You should paraphrase when you need to summarize a quote's meaning or the exact language isn't critical. When paraphrasing, be sure to rewrite the whole sentence; don't just swap out a word or two.

| **Example—quote:** According to the Library of Congress, “Abraham Lincoln was the second speaker on November 19, 1863, at the dedication of the Soldiers’ National Cemetery at Gettysburg. Lincoln was preceded on the podium by the famed orator Edward Everett, who spoke to the crowd for two hours. Lincoln followed with his now immortal Gettysburg Address.” |
|**Example—paraphrase:** President Abraham Lincoln delivered his now-famous Gettysburg Address on November 19, 1863. He spoke to the crowd at the dedication of the Soldiers’ National Cemetery. Edward Everett, a famous orator, addressed the audience first, delivering a two-hour speech. |

Choose any feature article in this issue of *JS*. Write a summary of the article on the lines below. Include at least two quotations from the article and two passages that you’ve paraphrased.

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A summary is a short statement or paragraph that tells what an article is mainly about. An objective summary does not include your opinions. (Remember that summarize means to sum up. When writing a summary, you’re summing up what an article says, not weighing in on it. An objective summary is different from a review, which includes your opinions.) Writing an objective summary can help you comprehend what you’ve read and teach other people about a topic. After all, if you can accurately explain the gist of an article to someone else in just a few sentences, it’s likely that you’ve understood what it’s about.

How do you craft an objective summary? Choose any article in this issue of JS. Then follow the steps below to summarize it.

**Step 1:** Write the main idea of the article here.

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**Step 2:** Find three key details from the article that support that main idea. Write them in your own words in two to three sentences here. (Hint: Avoid choosing minor details from just one section of the article. Instead, pick key details that support the article’s overall main idea.)

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**Step 3:** Combine your answers to steps 1 and 2 to form one cohesive paragraph. Make sure your sentences are free of opinions. Revise as necessary.

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**Challenge** On a separate sheet of paper, turn your objective summary into a review of the article. How do an objective summary and a review differ in terms of purpose, tone, and content?
Anatomy of a News Story

News stories should convey information in a clear, precise way. Review the elements of a news story below. Then look closely at any feature story in JS to answer the questions that follow.

| **Headline:** This is the main title of the story. A good headline attracts readers’ attention and suggests what the story is about. |
| **Subheads:** These are mini-headlines that separate sections of the story. Subheads break the story into shorter, more readable segments. |
| **Deck:** This appears below or next to the headline. It is usually a one- or two-sentence summary of what the story is about. |
| **Graphic elements:** Photographs, charts, maps, drawings, and diagrams are visual aids that help illustrate the story and provide extra information. |
| **Lead (pronounced leed):** This is the first sentence or paragraph of the story. A good lead piques readers’ interest so that they want to read more. It should connect quickly to the story’s main idea. |
| **Caption:** This is a phrase or a short explanation of what is shown in a photograph, illustration, chart, or map. |
| **Nut graph:** This paragraph sums up what the story is about. It usually follows the lead. |
| **Sidebar:** This is a short article that relates to, but is separate from, the main story. It may help put the main story in context—by providing historical background, for example—or present additional information about the topic of the main story. |

**Questions**

1. Find an example of a headline. After you’ve read the story, write a new headline for it.

2. Find an example of a subhead. What does the subhead tell you about the section that follows it?

3. Describe a graphic element that appears with the story. How does it help illustrate the main text?

4. Find an example of a caption. What does it tell you about the graphic element it accompanies?

5. Does the lead of the story pique your interest? Why or why not? After you’ve read the story, write a new lead.
When journalists write about a news event, they gather the most important information by answering the group of questions known as the five Ws and one H: Who? What? Where? When? Why? How? Choose any article in this issue of *JS*. Then use the graphic organizer below to record the answers to these questions.

**WHO?**

**WHAT?**

**WHERE?**

**WHEN?**

**HOW?**

**WHY?**

**EVENT**

Where in the text did you find the answers to these questions? Which ones were answered first? Why might the author have addressed them in that order? Explain.

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