Dear Teachers,

Welcome to Junior Scholastic! This issue tackles America's top foreign-policy challenges as well as other national and international topics. It also features map-reading activities, a history feature, a debate, and more. Make the most of it with this Teacher's Guide, which includes lesson plans and skill-building activities, plus our suite of online resources.

We’re also thrilled to reveal an all-new website. Test-drive the fresh interface, improved search function, and enhanced features—including lower-Lexile versions of all feature articles—at junior.scholastic.com. While you’re there, be sure to check out Map Skills Boot Camp, our new digital geography skills hub, which features 13 step-by-step lessons in foundational map-reading skills.

Jane Nussbaum, Executive Editor
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Before Reading

STUDENT ENGAGEMENT
(10 MINUTES)
Ask students to check the label on one piece of clothing they are wearing to identify where it was made. As a class, brainstorm ideas on why clothing might be manufactured in those countries.

Read & Analyze

INDEPENDENT READING
(20 MINUTES)
Have students read the article on their own, and ask them to complete a 3-2-1 exercise as they read. (In a 3-2-1, students write three things they learned, two facts or ideas they found interesting or surprising, and one question they still have about the article.)

CLOSE-READING QUESTIONS
(20 MINUTES)
Have students write their answers to each question or use these prompts to guide a discussion.
- FIGURATIVE LANGUAGE: What is meant by the phrase “the high cost of fast fashion”?

The High Cost of Fast Fashion

The latest trends have never been more affordable—but all those cheap clothes come at a price for impoverished workers around the world.

LEXILE SCORE: 1060L

KEY STANDARDS
RH.6-8.10, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.7, WHST.6-8.4, WHST.6-8.7

CURRICULUM CONNECTIONS
- Pair this article with a lesson about the global economy or child labor.
- Use this article to spark a discussion about the possible effects of students’ purchasing decisions.

(The “high cost” that the headline refers to is not the dollar amount on the price tag, but the toll clothing manufacturing takes on factory workers and the environment.)

- CAUSE AND EFFECT: Until the 1970s, most clothing worn by Americans was made in the U.S. Today, just 2 percent is. Why did U.S. clothing manufacturing move overseas, and what was the effect of that shift? (Developing countries have lower labor costs. The shift overseas led to lower production costs and higher profits for clothing companies. It also resulted in lower costs for shoppers, who then bought more clothes. These changes helped turn fashion into a $3 trillion global industry.)

- CITING TEXTUAL EVIDENCE: What are some of the dangers workers face in garment factories? (Answers will vary but may include that workers may be exposed to fumes from chemicals, lack access to medical care, and work in buildings that are structurally unsafe.)

- COMPARE AND CONTRAST, MAKING INFERENCES: Taslima Aktar died while working in a garment factory in Bangladesh. Why was she unable to receive medical help? How do you think her
situation might compare with that of U.S. workers? (Aktar’s manager refused to give her time off to go to a doctor. She was fearful of losing her job, so she accepted the decision. Some U.S. workers have sick leave and health-care benefits, which allows them to take time off to seek medical help without fear of losing their jobs.)

• ANALYZING DETAILS: The article suggests that unsafe working conditions still persist. Identify some of the obstacles to improving factory conditions for workers. (Some factories can’t afford to make the upgrades needed to be safe. Other factories have had to reduce their production to afford higher pay for employees and building repairs. As a result, big companies may eventually shift clothing production to even poorer countries with fewer regulations.)

• CITING TEXTUAL EVIDENCE: How has fast fashion helped people in developing countries? (The clothing industry provides employment opportunities for people in developing countries, particularly women.)

• CITING TEXTUAL EVIDENCE: What evidence does the article provide about the impact of fast fashion on the environment? (Answers will vary but may include that the fashion industry uses large amounts of water and other natural resources to make its products; clothing production releases dangerous gases into the air; and discarded clothing is piling up in landfills or being burned.)

• SUMMARIZING: Summarize some of the ways in which consumers can help remedy the problems of fast fashion. (Answers will vary but may include that consumers can swap clothes with friends or shop at secondhand stores, invest in eco-friendly and ethically made clothing, and draw attention to where their clothes are made to hold brands accountable.)

Extend & Assess

4 WATCH A VIDEO
Help students learn more about the effects of fast fashion by watching our video “Fashion Victims” online.

5 ANALYZE THE TEXT
Ask students to share their responses to the 3-2-1 activity. Then, as a class, identify the most important ideas in the text.

6 IDENTIFY CAUSE AND EFFECT
Assign the skills sheet Analyzing Cause and Effect: What Do Your Clothes Really Cost? (p. T-9). Go over the answers as a class.

7 REINFORCE MAP SKILLS
Have students analyze the map on p. 11 and complete the questions.

8 DO FURTHER RESEARCH
Pair students and assign each group a country shown on the map on p. 11. Have each pair research conditions for garment workers in their assigned country. (For example: Is child labor a problem? What rights do workers have?) They should share their findings with the class.

Differentiating

Lower Level Have students read the article one section at a time, stopping to discuss it with a partner.

Higher Level Ask students to survey the clothes in their closets and identify where they were manufactured. Using the data, students should create a graph illustrating where their own clothes are produced and write a one-paragraph summary of the results.

Additional Resources

Lower-Lexile Version • Available online
Video • Fashion Victims
Skills Sheets • Test Prep: Know the News—The High Cost of Fast Fashion (p. T-8)
• Analyzing Cause and Effect: What Do Your Clothes Really Cost? (p. T-9)
• Quiz Wizard (p. T-15)
• Crossword (online)
Game • On the Road with Mapman* (online)
Before Reading

1 BACKGROUND KNOWLEDGE
(10 MINUTES)
Define foreign policy as a government’s strategy in dealing with other nations. Then locate the five countries outlined in the article on a map. Discuss the impact of geographic location on a nation’s foreign policy.

Read & Analyze

2 INDEPENDENT READING
(10 MINUTES)
Have students read the article on their own, writing down any comments or questions. Instruct students to pay particular attention to the ways in which the foreign-policy challenges related to each country are similar or different.

3 CLOSE-READING QUESTIONS
(15 MINUTES)
Have students write their answers to each question or use these prompts to guide a discussion.
- EXPLICIT INFORMATION: What obstacles exist in creating a positive relationship between the United States and Russia?
- MAKING INFERENCES: What might be some potential unintended consequences of building a wall along the U.S.-Mexico border?
- CAUSE AND EFFECT: What has caused the increase in tensions between the U.S. and North Korea?
- COMPARE AND CONTRAST: In what ways are U.S. leaders’ concerns regarding Iran and North Korea similar?
- (U.S. officials are investigating whether Russian hackers tried to influence the U.S. presidential election in an attempt to undermine our democracy. Russia backs Syria and Iran, which the U.S. says cause conflict in the Middle East. The U.S. and Russia also have opposite positions on NATO.)
- (Answers will vary but may include that animal migration routes could be disrupted, undocumented immigrants could find alternate ways of entering the U.S., and private property could be encroached upon, etc.)
- (North Korea has continued to test nuclear weapons and ballistic missiles despite warnings from the U.S. and the United Nations.)
- (Iran and North Korea have both shown interest in developing nuclear weapons.)

CURRICULUM CONNECTIONS

- Read the article as part of an analysis of America’s post-Cold War foreign policy.
- Integrate the article into a foreign-policy debate on intervention vs. isolation.
• DRAWING CONCLUSIONS: What might be some of the advantages of finding diplomatic solutions to foreign-policy challenges? (Answers will vary but may include that diplomacy avoids armed conflict and the need for economic sanctions, which can negatively affect a country’s citizens.)

• MAKING INFERENCES: What might be some consequences if the U.S. is unable to resolve these conflicts? (Answers will vary but may include that a military conflict with North Korea could be “tragic on an unbelievable scale.” Changing NAFTA could have negative economic consequences for both the U.S. and Mexico.)

**Extend & Assess**

4 **COMPARE AND CONTRAST**
Assign the skills sheet Compare and Contrast: Foreign-Policy Challenges (p. T-11). Then lead a class discussion to create a list of generalizations regarding America’s current foreign-policy challenges.

5 **IDENTIFY MULTIPLE PERSPECTIVES**
Have students consider these challenges from the perspective of one of the nations in the article. Instruct students to think about what their chosen country might see as a difficulty in its relationship with the U.S. Allow students to share their ideas with the class.

6 **EVALUATE APPROACHES TO FOREIGN POLICY**
Explain the policies of intervention and isolation. (A policy of intervention means getting involved in other countries’ affairs. A policy of isolation means cutting off one’s country from other nations.) Instruct students to look for specific examples of policies in the article that relate to intervention or isolation. Ask students to reflect in writing on the advantages and disadvantages of each approach.

7 **ANALYZE POLITICAL CARTOONS**
Explain that political cartoons often use elements such as irony, hyperbole, symbolism, and caricature. (Students may need some background information on these terms.) Ask students to identify whether any of these elements are used in the cartoon on p. 14. Instruct students to find a statement in the article that connects to the political cartoon. (“North Korea’s reckless young dictator, Kim Jong Un, continues to test nuclear weapons and ballistic missiles in defiance of the U.S.”) Then have students work in small groups to create a political cartoon depicting the relationship between the U.S. and one of the other countries in the article.

8 **CLASS DEBATE: WHO POSES THE GREATEST THREAT?**
Label areas of the room with each country mentioned in the article. Instruct students to move to the area that represents the country they believe poses the greatest threat to the U.S. Allow each group to prepare and present one argument as to why they think that country poses the greatest threat. Other groups should be given a chance to respond with one rebuttal.

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**DIFFERENTIATING**

**Lower Level** Provide students with suggested pairings for the extension activity on the compare/contrast skills sheet. Suggested pairings include Iran and North Korea, Iran and Mexico, or Mexico and China.

**Higher Level** Have students research the history of the relationship between the U.S. and one of the countries in the article. Areas of research could include past alliances, treaties or agreements, and conflicts.

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**ADDITIONAL RESOURCES**

**Lower-Lexile Version**
- Available online

**Skills Sheets**
- Test Prep: Know the News—Danger Zones (p. T-10)
- Compare and Contrast: Foreign-Policy Challenges (p. T-11)
- Quiz Wizard (p. T-15)
- Writing an Objective Summary: Summarizing 101 (online)
- Building Vocabulary: DIY Vocabulary (online)
- Assess Prior Knowledge: Charting Your Knowledge (online)
- Integrating Visuals: Close Reading of Photos and Graphics (online)
**Before Reading**

1. **ACTIVATE PRIOR KNOWLEDGE** (10 MINUTES)
   - Have students complete the second column of the skills sheet Citing Textual Evidence: Agree? Disagree? (p. T-12).

2. **INDEPENDENT READING** (10 MINUTES)
   - Ask students to read the story and identify facts that support or challenge what they know about fake news.

3. **CLOSE-READING QUESTIONS** (10 MINUTES)
   - Have students write their answers to each question or use these prompts to guide a discussion.
     - **DRAWING CONCLUSIONS:** Based on what you read, what do you think is the most effective approach to combat fake news? Why? (Answers will vary but may include references to tech companies' efforts and the push for media literacy education in schools across the country.)
     - **VISUAL LITERACY:** Where did most American teens get their news, according to the graph? Where do you get your news? (Social media; answers will vary.)
     - **CAUSE AND EFFECT:** How can sharing fake news stories online cause them to spread? (The more a story is clicked on and viewed, the higher it is ranked by search engines, making it easier to find.)

**Extend & Assess**

4. **CREATE A PSA**
   - Ask students to create a public service announcement to share tips for spotting fake news.

5. **COMPLETE THE SKILLS SHEET**
   - Have students fill out the last column of the skills sheet on p. T-12. Then lead a discussion about how the article may have changed their thinking.

**Differentiating**

- **Lower Level** Allow students to work with a partner to complete the skills sheet on p. T-12.
- **Higher Level** Have students study the cartoon on p. 12 of the magazine and write a new caption for it.

**Additional Resources**

- **Lower-Lexile Version** Available online
- **Skills Sheets**
  - Citing Textual Evidence: Agree? Disagree? (p. T-12)
  - Quiz Wizard (p. T-15)
  - Test Prep: Know the News—Fighting Fake News (online)
  - Evaluating Sources: Not All Sources Are Created Equal (online)
Challenging Columbus

Christopher Columbus’s journey to the New World transformed the globe. But many Americans are now taking a hard look at his legacy.

LEXILE SCORE: 1030L

KEY STANDARDS
RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.9, RI.6-8.1, RI.6-8.6

Before Reading

STUDENT ENGAGEMENT
(5 MINUTES)
Ask students to brainstorm things they associate with the voyage of Christopher Columbus to the Americas—both the good and the bad. Ask a few students to share their ideas with the class.

Read & Analyze

INDEPENDENT READING
(15 MINUTES)
Have students read the article on their own, writing down any comments or questions.

CLOSE-READING QUESTIONS
(15 MINUTES)
Have students write their answers to each question or use these prompts to guide a discussion.

• MAIN IDEA: Why are many Americans questioning the celebration of Columbus Day?
  (In the past, Columbus was celebrated for “discovering” America. Now many people think instead that his journey represents the beginning of a long history of forcing the indigenous people of the Americas off their land.)

• EVALUATE: Would observing both Indigenous Peoples’ Day and Columbus Day be a solution to the controversy?
  (Answers will vary but should be supported by facts.)

CURRICULUM CONNECTIONS

• Teach this article as part of a lesson on the Age of Exploration.
• Integrate the article into a study of Native Americans and America’s westward expansion.

Extend & Assess

ANALYZE A PRIMARY SOURCE
Assign the skills sheet Analyzing a Primary Source: Letter to King Ferdinand of Spain (p. T-13).

DIFFERENTIATING

Lower Level After reading each section, ask students to write a brief statement summarizing that portion of the text.

Higher Level Have students research other challenges facing Native Americans today.

ADDITIONAL RESOURCES

Lower-Lexile Version
• Available online

Video
• Christopher Columbus

Skills Sheets
• Analyzing a Primary Source: Letter to King Ferdinand of Spain (p. T-13)
• Quiz Wizard (p. T-15)
• Comparing Primary and Secondary Sources: Know Your Sources (online)
• Test Prep: Know the News—Challenging Columbus (online)
Know the News: The High Cost of Fast Fashion

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

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


### Effects of Fast Fashion on Workers

1. 
2. 
3. 

### Effects of Fast Fashion on the Environment

1. 
2. 
3. 

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

__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________
### Citing Textual Evidence

**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>
<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.
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 by force, in order that they might learn and might give me information of whatever there is in these parts. And so it was that they soon understood us, and we them, either by speech or by signs, and they have been very [helpful]. At present, those I bring with me are still of the opinion that I come from Heaven.

**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?
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.

### Evaluating Arguments

#### Analyzing Authors’ Claims

| AUTHOR: Senator Bernie Sanders  
Independent of Vermont | AUTHOR: Senator Ron Johnson  
Republican of Wisconsin |
<table>
<thead>
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<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></td>
<td></td>
</tr>
<tr>
<td><strong>REASON 1:</strong> Cite one reason the author gives for his claim.</td>
<td><strong>REASON 1:</strong> Cite one reason the author gives for his claim.</td>
</tr>
<tr>
<td>List evidence the author gives to support <strong>REASON 1</strong>.</td>
<td>List evidence the author gives to support <strong>REASON 1</strong>.</td>
</tr>
<tr>
<td><strong>REASON 2:</strong> Cite another reason the author presents.</td>
<td><strong>REASON 2:</strong> Cite another reason the author presents.</td>
</tr>
<tr>
<td>List evidence the author gives to support <strong>REASON 2</strong>.</td>
<td>List evidence the author gives to support <strong>REASON 2</strong>.</td>
</tr>
<tr>
<td>Which persuasive devices does the author use?</td>
<td>Which persuasive devices does the author use?</td>
</tr>
<tr>
<td>_____ Appeals to emotions</td>
<td>_____ Appeals to emotions</td>
</tr>
<tr>
<td>_____ Uses data or scholarly research</td>
<td>_____ Uses data or scholarly research</td>
</tr>
<tr>
<td>_____ Explains why the other side’s argument is weak</td>
<td>_____ Explains why the other side’s argument is weak</td>
</tr>
<tr>
<td>____ Other: ____________________________</td>
<td>____ Other: ____________________________</td>
</tr>
</tbody>
</table>

**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.

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.
WHERE YOUR CLOTHES COME FROM, P. 11
1. Dhaka
2. $5.3 billion
3. Bangladesh, China, Indonesia, Vietnam
4. Indonesia
5. China
6. $17 billion
7. Malaysia
8. Malaysia, Philippines, Thailand
9. Indonesia
10. India and Pakistan

HISTORIC ACCIDENT, P. 21
1. latitude
2. the prime meridian
3. Palos de la Frontera, Spain
4. San Salvador
5. the Tropic of Cancer
6. December 5, 1492
7. Cuba
8. 28°N
9. 30°W
10. London, England; Europe

HOW CHEAP IS IT, REALLY?, P. 24
1. The cartoonist has listed sweat and blood as if they were literally elements of the shirt; it’s his way of showing us the unseen suffering that went into the garment’s production.
2. Bangladesh was the site of a horrific factory collapse that killed 1,100 workers in 2013.
3. The shopper could be showing surprise or even shock that this cheap shirt had such a high human cost.
4. Answers will vary.

TEACHER’S GUIDE
KNOW THE NEWS: THE HIGH COST OF FAST FASHION, P. T-8
2. B  7. C
3. A  8. D
5. C  10. A

WHAT DO YOUR CLOTHES REALLY COST?, P. T-9
Possible answers include:
Factors that have caused fashion to become a $3 trillion global industry:
Manufacturers have moved clothing production to developing countries where low wages allow retailers to charge a lot less for clothing and make higher profits. The cheap prices have also led consumers to buy more clothing.

Effects of fast fashion on workers:
Factory workers are exposed to toxic fumes and chemicals; they labor in structurally unsafe buildings; workers risk losing their jobs if they miss a day, so they may not seek medical help when they are ill.

Effects of fast fashion on the environment:
Manufacturing clothes uses massive amounts of water and other natural resources; dangerous gases and chemicals are released into the environment during clothing production;

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Polar Maps
discarded clothing is filling up landfills, where it can take hundreds of years to break down.

KNOWS THE NEWS: DANGER ZONES, P. T-10
1. C 6. D
2. A 7. B
3. C 8. A
5. D 10. B

FOREIGN-POLICY CHALLENGES, P. T-11
Possible answers include:
1. Russia: U.S. officials are investigating possible Russian interference in the 2016 U.S. presidential election. Russia supports regimes that the U.S. says cause conflict in the Middle East. The U.S. and Russia are also on opposing sides when it comes to NATO.

2. North Korea: North Korea’s leader continues to test nuclear weapons and ballistic missiles, and to make threats against the U.S. and its allies in Asia.

3. China: In recent decades, China has increased its military presence in the Pacific and struggled with the U.S. for global influence. In terms of trade, the U.S. says China places unfair burdens on foreign companies attempting to do business in the Asian nation.

4. Iran: President Trump signed an executive order temporarily banning immigration from Iran and several other Muslim-majority nations. Also, the U.S., Iran, and five other countries reached a deal in 2015 to curb Iran’s pursuit of nuclear weapons. The Trump administration doesn’t trust that Iran will uphold its end of the agreement.

5. Mexico: President Donald Trump wants to build a wall along the U.S.-Mexico border—and make Mexico pay for it—and renegotiate NAFTA.

Putting It All Together: Answers will vary.

AGREE? DISAGREE?, P. T-12
Answers will vary.

LETTER TO KING FERDINAND OF SPAIN, P. T-13
1. Columbus describes his voyage as a “great victory.” He has “taken possession” of the islands, their people, and all their riches for “their Highnesses”—the king and queen.

2. Columbus portrays Hispaniola as an excellent place for “building towns and villages” and “planting and sowing”—in other words, for being settled. It is blessed with good farmland, harbors for ships, and many rivers, “the majority of which contain gold.”

3. The explorer describes the indigenous people as timid, guileless, and generous. These terms indicate that the people were unlikely to put up a fight and were entirely trusting that the newcomers wouldn’t do them any harm.

4. It seems that the people of the islands welcomed Columbus and his men and were “generous with all that they possess.” Yet Columbus “took some of the natives by force” and even took some captives back to Spain with him.

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