**Making Inferences**

### 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>INERENCE</th>
<th>DETAIL FROM TEXT</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>China's Space Spuds</td>
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<tr>
<td>Making Waves</td>
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<tr>
<td>A Global Popularity Contest</td>
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</tbody>
</table>
Know the News: Standoff in Spain

Read the article on pp. 4-7, then answer the questions.

1. Which is a central idea of the article?
   A. The modern fight for Catalan independence gained strength in 1975.
   B. Catalonia's quest for independence has sparked heated debate and violence.
   C. Catalans speak a language different from what many other people in Spain speak.
   D. Francisco Franco suppressed Catalan culture.

2. Which statement best supports that central idea?
   A. “Many Catalans who oppose independence likely boycotted the referendum by not voting.”
   B. “Over time, the oppression led to a renewed sense of Catalan nationalism.”
   C. “Many Catalans have long considered their region to be separate from Spain.”
   D. “The vote . . . set off weeks of chaos and confusion.”

3. Which of these sentences is an opinion?
   A. The Spanish government says Catalonia’s referendum was illegal.
   B. Some Catalans who oppose independence say their views are being overshadowed.
   C. Real Madrid is a better soccer team than FC Barcelona.
   D. Catalonia is a key industrial center.

4. Which of these phrases provides the best example of suppressing a culture?
   A. “oversees its own police force”
   B. “considered their region to be separate”
   C. “gives too much money to the central government”
   D. “outlawed the Catalan language”

5. What does fracture mean in this sentence?
   “Never have Catalonia and Spain endured a fracture like [this].”
   A. reunion  B. break  C. celebration  D. friendship

6. What is the main purpose of the map on p. 7?
   A. to point out the capital of Portugal
   B. to illustrate how far Spain is from the U.S.
   C. to show where in Spain Catalonia is located
   D. to show the latitude and longitude of Seville

7. What is the European Union (E.U.)?
   A. a political and economic partnership of 28 European nations
   B. an independent country in Europe
   C. a small region in northeast Spain
   D. Catalonia’s top soccer team

8. According to the article, why do E.U. leaders oppose Catalan independence?
   A. Because many people in Catalonia do not support independence.
   B. They fear it could inspire other independence movements across Europe and threaten the strength of their alliance.
   C. Because King Felipe VI of Spain has been critical of Catalan leaders.
   D. They don’t get along with Catalan leaders.

9. What was one effect of Francisco Franco’s oppression of Catalonia?
   A. Major banks relocated their headquarters.
   B. Catalans developed a renewed sense of nationalism.
   C. The Spanish government allowed Catalonia to secede.
   D. Franco was removed from power.

10. Which can you infer from the article?
    A. All Catalans want independence from Spain.
    B. Spain will change its constitution to allow Catalan independence.
    C. Catalan independence could have serious consequences throughout Europe.
    D. Catalonia is too small to become an independent nation.
Break Up or Make Up?

Evaluating Arguments

In “Standoff in Spain” (pp. 4-7), you read about Catalonia’s push for independence from Spain. Using information from the text, cite reasons for and against Catalan independence.

<table>
<thead>
<tr>
<th>Reasons for Catalan independence</th>
<th>Reasons against Catalan independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

Putting It All Together Using the reasons you outlined above, write an argument essay in support of or opposed to Catalan independence. Be sure to counter the other side’s argument.
Here are a few clues for you to puzzle over. Answers to starred clues are in the article on pp. 8-11 of JS. For the rest, you’re on your own!

### Crossword Puzzle

**Across**

1. **_____ stocks can make a gun fire faster.**
2. **“The right to _____ arms”**
3. **Gun lobby group: National _____ Association**
4. **A term for various kinds of guns**
5. **An instrument to bang on**
6. **East Coast state with a gun ownership rate of 23 percent**
7. **People in _____ areas tend to favor protecting gun rights.**
8. **Most gun control _____ are at the state level.**
9. **Americans debate the meaning of “a well regulated _____,” cited in the Second Amendment.**
10. **Convicted _____ are prohibited from owning guns.**
11. **Midwest state with a gun ownership rate of 34 percent**
12. **One common purpose for owning guns**
13. **Site of the October mass shooting: Las _____**
14. **Site of a 2007 mass shooting: Virginia _____**
15. **Exclamation expressing pain**

**Down**

1. **American politics have become more _____**
2. **Most gun control _____ are at the state level.**
3. **A classic black-and-white sandwich cookie**
4. **Site of the October mass shooting: Las _____**
5. **Site of a 2007 mass shooting: Virginia _____**

*KEY STANDARD* RI.6-8.7
Test Prep

Know the News:
Guns in America

Read the article on pp. 8-11, then answer the questions.

1. Which is a central idea of the article?
   A) Federal law prohibits convicted felons and some other groups of people from owning firearms.
   B) A mass shooting in Las Vegas, Nevada, has reignited the national debate over gun control.
   C) Democrats and city dwellers tend to favor tighter restrictions on guns.
   D) Gun owners say weapons make society safer.

2. Which statement best supports that central idea?
   A) “The only thing that stops a bad guy with a gun is a good guy with a gun.”
   B) Republicans and people in rural areas tend to favor protecting gun rights.
   C) Following the Las Vegas shooting, a poll found that 64 percent of Americans want tighter gun laws, while 29 percent oppose more regulation.
   D) “Most of the gun violence that happens in this country is not because of bump stocks.”

3. Which statement is true?
   A) The Founders wrote the Second Amendment.
   B) Wisconsin recently enacted a 48-hour waiting period to buy a handgun.
   C) Australia has never had a mass shooting.
   D) Yemen has more guns than any other country.

4. What does advocates mean in this sentence?
   “Gun rights advocates see firearms possession as a matter of individual rights.”
   A) opponents C) supporters
   B) lawmakers D) manufacturers

5. Which of these statements is an opinion?
   A) The National Rifle Association is well funded.
   B) There was a mass shooting in Newtown, Connecticut, in 2012.
   C) The Supreme Court has ruled that individuals have a right to keep a firearm.
   D) The more people who carry weapons, the more likely it is that someone will use one to kill.

6. Which of these happened most recently?
   A) Licensed gun dealers had to start conducting background checks on potential buyers.
   B) The Founders wrote the Bill of Rights.
   C) There was a mass shooting at a nightclub in Orlando, Florida.
   D) The Supreme Court made its most recent ruling on the Second Amendment.

7. According to the article, what was an effect of the mass shooting in Australia in 1996?
   A) Australia passed laws banning many weapons.
   B) There have been 13 more mass shootings there.
   C) Australia loosened its gun regulations.
   D) More Australians have started carrying guns.

8. What is the main purpose of the map on p. 11?
   A) to encourage readers to learn more about guns
   B) to show gun ownership rates in each state
   C) to highlight that Hawaii’s gun ownership rates are higher than those of Arizona’s
   D) to point out where Ohio is in relation to Florida

9. Which of these is a key detail that should be included in a summary of the article?
   A) For many politicians, supporting gun rights is critical to getting reelected.
   B) More than two-thirds of guns used in crimes in New York City come from states with weaker gun laws.
   C) Supporters of gun control say tougher laws in other countries keep gun deaths down.
   D) The United States has more guns than any other developed country—and far more gun violence.

10. Based on the article, which type of regulation is Congress most likely to pass?
    A) a restriction on sales of bump stocks
    B) a ban on gun shows
    C) a restriction on sales of hunting rifles
    D) a ban on semiautomatic weapons
Who Has Guns?

In “Guns in America” (pp. 8-11), you read about the controversy surrounding gun control laws. While it’s impossible to pinpoint the exact number of privately owned firearms in the U.S., most estimates put the number at more than 270 million. And analysts say that figure is on the rise.

As the graphs below show, Americans own more guns than people in any other country. Study the graphs, then answer the questions.

1. Which country shown has about 55 guns per 100 people?

2. Ethiopia has how many guns per 100 people?

3. Which country has about 50 fewer firearms per 100 people than the United States does?

4. Sweden has a population of nearly 10 million. You can therefore conclude that the country has about how many firearms?

5. How do these graphs add to your understanding of the gun control debate in the U.S.?
## Evaluating Arguments

### Analyzing Authors’ Claims

Read “Are Driverless Cars a Good Idea?” (pp. 14-15), then use the prompts below to analyze each author’s claim and decide who you think makes a stronger case.

<table>
<thead>
<tr>
<th>AUTHOR: Emily Duff Bartel</th>
<th>AUTHOR: Jamie Lincoln Kitman</th>
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<tbody>
<tr>
<td><strong>Advanced Technologies Group, Uber</strong></td>
<td><strong>New York Bureau Chief, Automobile Magazine</strong></td>
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<tr>
<th>Author’s main claim or argument in the debate:</th>
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<th><strong>REASON 1:</strong></th>
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<tr>
<td>Cite one reason the author gives for her claim.</td>
<td>Cite one reason the author gives for his claim.</td>
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<tr>
<td>List evidence the author gives to support REASON 1.</td>
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<th>REASON 2:</th>
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<tr>
<td>List evidence the author gives to support REASON 2.</td>
<td>List evidence the author gives to support REASON 2.</td>
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Which persuasive devices does the author use?

<table>
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<th>Appeals to emotions</th>
<th>Uses data or scholarly research</th>
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<tr>
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<td>Explains why the other side’s argument is weak</td>
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<tr>
<td>Other: ___________________________</td>
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**Evaluate** Which author do you think makes his or her 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.
Casting Call

A play usually features different types of characters. Here are five terms that are important to know when discussing the key characters and plot of a play. Choose one of the four plays from this issue’s special insert and complete the items below.

Title of play: ____________________________________________________________

1. **protagonist:** the main character or one of the main characters

   Name the protagonist: ______________________________________________________

2. **antagonist:** the opponent or enemy of the main character. An antagonist can be a person or a thing.

   Name the antagonist: _____________________________________________________

3. **narrator:** a speaker who presents important information but has no active role

   Describe the narrators. How do they contribute to this play?
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

4. **conflict:** a struggle between opposing forces. A conflict may be external (between a character and another person, society, or a natural force) or internal (a struggle within the character).

   What is the primary conflict for the main character(s) in this play? Does it get resolved? Why or why not?
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

5. **characterization:** the means through which a character’s personality is revealed—either by his or her actions or through another character’s description

   Describe the characterization of the protagonist. What do you learn about his or her personality over the course of the play? Use evidence from the text in your answer.
   ________________________________________________________________________
   ________________________________________________________________________
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   ________________________________________________________________________
Harriet Tubman and Frederick Douglass both escaped from slavery in the South, then devoted their lives to helping liberate other enslaved people. Tubman led more than 300 slaves north to freedom by way of the Underground Railroad. Meanwhile, Douglass used his skills as a public speaker and author to inspire other people to join the abolitionist (antislavery) movement. They knew of and admired each other's work.

In 1868, Tubman asked Douglass to write a statement in support of her soon-to-be-published biography. He responded with a letter comparing Tubman's courage in leading slaves to freedom with his own efforts as an abolitionist.

Read this excerpt from Douglass's letter, then answer the questions.

**Questions**

1. Why does Douglass think that Tubman's actions are more praiseworthy than his own work? 

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Douglass describes Tubman as brave. What had she done that he considers courageous? 

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What does Douglass mean when he says “I have [worked] in the day—you in the night”? What is the importance of this distinction? 

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Compare and contrast how Douglass's and Tubman's efforts were acknowledged by the people they encountered. 

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. What is Douglass's opinion of Tubman? Cite evidence from the text in your answer. 

   __________________________________________________________
   __________________________________________________________
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   __________________________________________________________
Determining Key Ideas and Details

What’s the Story?

Use this skills sheet with any of the plays in JS to review what you’ve read.

Play title: ____________________________________________________________

1. What is the theme (main focus or idea) of this play? ____________________________________________________________

   ____________________________________________________________

2. Where and when did the play’s events take place? ____________________________________________________________

   (a) Which characters were real people? ____________________________________________________________

   ____________________________________________________________

   (b) Why were they important? ____________________________________________________________

   ____________________________________________________________

3. Summarize the action or events in the play. ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   (a) What was the cause of the main event or key incident in the play? ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   (b) What was the most important effect of that event or incident? ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

Reflect How is reading a play about a time in history different from reading a textbook about it? Does a play give you a different perspective of a time period or historical figures? Write a one- to two-paragraph response.
Quiz Wizard

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

**CAUSE AND EFFECT**

In the News (pp. 2-3)

Fill in the letter of the phrase that accurately completes each statement.

1. Potatoes may be able to grow on the moon if they receive enough ____.
   - A carbon dioxide
   - B hydrogen
   - C oxygen

2. China’s potato-growing mission is an early step toward figuring out whether ____.
   - A the moon has enough water for growing crops
   - B silkworm eggs will hatch in space
   - C people could live on the moon someday

3. Indonesia has pledged that, by 2025, it will ____.
   - A reduce its pollution by 70 percent
   - B establish a marine wildlife preserve to protect sea horses
   - C ban the sale of cotton swabs

4. If the global population grows to about 9 billion by 2050, as predicted, food production will have to ____.
   - A double
   - B increase by 70 percent
   - C stay steady

5. In Germany, social media companies can be fined $57 million if they don’t ____.
   - A delete racist or illegal posts within 24 hours
   - B flag racist or illegal posts to help users recognize them
   - C report racist or illegal posts to the police within 24 hours

**CENTRAL IDEA OR DETAIL?**

Standoff in Spain (pp. 4-7)

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

6. The Spanish region of Catalonia recently voted to become an independent country.
   - C

7. The Spanish government says that the referendum on independence was illegal.
   - D

8. Only 43 percent of eligible voters cast ballots in the October referendum on independence for Catalonia.
   - D

9. Catalonia’s withdrawal from Spain would have huge implications for Spain and the rest of Europe.
   - C

10. Catalonia has a distinct language, culture, and history.
   - C

**CHRONOLOGICAL ORDER**

Guns in America (pp. 8-11)

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

11. Shooting from the window of a Las Vegas hotel, Stephen Paddock kills 58 people and wounds many others.

12. A requirement that licensed gun dealers conduct background checks on potential buyers goes into effect.

13. The Supreme Court rules that the Second Amendment protects an individual’s right to keep a firearm.

14. The right to “bear arms” becomes one of the amendments in the Bill of Rights.

15. A mass shooting takes place at a nightclub in Orlando, Florida.

**FACT OR OPINION?**

Are Driverless Cars a Good Idea? (pp. 14-15)

Label each statement F for fact or O for opinion.

16. People are too distracted by their phones to be safe drivers.

17. To increase safety on the roads, phones should be disabled in moving cars.

18. The majority of car accidents are due to human error.

19. The risks of driverless cars outweigh the benefits.

20. Many people use ride-sharing services instead of owning cars.
Building Vocabulary

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. **autonomous** *(adj)*: having the freedom to govern itself or control its own affairs  
   • *example*: Hong Kong, an autonomous territory of China, has its own economic and political systems, but is subject to Chinese foreign policy and is defended by China’s military.

2. **boycott** *(v)*: to refuse, as an act of protest, to participate in a certain event or buy particular products  
   • *example*: Students called on their community to boycott a local carpeting shop until it agreed to stop selling rugs made with child labor.

3. **developed country** *(n)*: a nation with a generally high level of economic security and growth (The United States and the nations of Western Europe are considered developed countries.)  
   • *example*: With Europe’s highest per capita GDP, Liechtenstein is one of the world’s most prosperous developed countries.

4. **ecosystem** *(n)*: all the living and nonliving things that interact with one another in a particular place  
   • *example*: The Florida Everglades ecosystem is home to many plant and animal species that are unique to the area and dependent on one another for survival.

5. **lobby** *(n)*: a group organized to influence legislators or the public on an issue, often using large sums of money to achieve its goals  
   • *example*: The U.S. Chamber of Commerce, the nation’s top-spending lobby, spent more than $103 million last year in support of the interests of many business organizations throughout the country.

6. **partisan** *(adj)*: referring to strong support of a political party or cause  
   • *example*: Political talk shows on TV and radio have become increasingly partisan, with guests and callers either firmly supporting or firmly opposing the president’s policies.

7. **referendum** *(n)*: a vote by the people to decide a single political question, such as independence  
   • *example*: In 2016, people of the United Kingdom turned out to vote in a referendum on whether or not to withdraw from the European Union.

8. **secede** *(v)*: to formally withdraw from a country or group and become independent  
   • *example*: In one of the key events in the lead-up to the Civil War, South Carolina became the first state to secede from the Union, on December 20, 1860.

9. **word**: _____________________________________________ *(   )*:  
   _________________________________________________________  
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10. **word**: _____________________________________________ *(   )*:  
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JUNIOR SCHOLASTIC • NOVEMBER 20, 2017
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>ARTICLE 2</th>
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<tbody>
<tr>
<td><strong>CENTRAL IDEA</strong></td>
<td><strong>CENTRAL IDEA</strong></td>
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<td>DETAIL 1</td>
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<td>DETAIL 2</td>
<td>DETAIL 2</td>
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<tr>
<td>DETAIL 3</td>
<td>DETAIL 3</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.

### Charting Your Knowledge

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know</td>
<td>What I’ve Learned</td>
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</table>

**Critical Thinking**

Are any of your W questions still unanswered? If so, which ones? How might you go about finding the answers? Explain.
Close Reading

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.
Digging Into the Details

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.

_______________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________
Close Reading of Photos and Graphics

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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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.

**Putting 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.

<table>
<thead>
<tr>
<th>Article:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>word:</th>
<th>page:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I think the word means based on context clues:</td>
<td></td>
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</table>

| Dictionary definition: |

| Example sentence: |

<table>
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<tr>
<th>word:</th>
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<td>What I think the word means based on context clues:</td>
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| Dictionary definition: |

| Example sentence: |

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<tr>
<td>What I think the word means based on context clues:</td>
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</table>

| 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.

<table>
<thead>
<tr>
<th>WEBSITE 1:</th>
<th>WEBSITE 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author or agency/group and credentials:</strong></td>
<td><strong>Author or agency/group and credentials:</strong></td>
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<td><strong>Purpose of site:</strong></td>
<td><strong>Purpose of site:</strong></td>
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<td><strong>When was it last updated?</strong></td>
<td><strong>When was it last updated?</strong></td>
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<tr>
<td><strong>Is it a reliable source? Explain.</strong></td>
<td><strong>Is it a reliable source? Explain.</strong></td>
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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 J.S. 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>
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<td>1.</td>
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<td>2.</td>
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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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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.
**Writing an Objective Summary**

**Summarizing 101**

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.

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**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.

**Deck:** This appears below or next to the headline. It is usually a one- or two-sentence summary of what the story is about.

**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.

**Nut graph:** This paragraph sums up what the story is about. It usually follows the lead.

**Subheads:** These are mini-headlines that separate sections of the story. Subheads break the story into shorter, more readable segments.

**Graphic elements:** Photographs, charts, maps, drawings, and diagrams are visual aids that help illustrate the story and provide extra information.

**Caption:** This is a phrase or a short explanation of what is shown in a photograph, illustration, chart, or map.

**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.
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   __________________________________________
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2. Find an example of a subhead. What does the subhead tell you about the section that follows it?
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3. Describe a graphic element that appears with the story. How does it help illustrate the main text?
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4. Find an example of a caption. What does it tell you about the graphic element it accompanies?
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5. Does the lead of the story pique your interest? Why or why not? After you’ve read the story, write a new lead.
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Investigate the News

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.

Putting It All Together 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.