Dear Teachers,

Every issue of Junior Scholastic connects today's headlines to events of the past. This special edition of JS brings history to life in another way: Inside, you'll find a 16-page insert featuring four plays about important events in U.S. and world history. Help students travel back in time and around the world with scripted classroom dramas about Cleopatra, Harriet Tubman, and Pearl Harbor. Plus, teach the 100th anniversary of the Russian Revolution with our amazing play! Visit the History Plays section at junior.scholastic.com for additional plays.

Jane Nussbaum, Executive Editor
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Issue Highlights: November 20, 2017

FEATuRES
Standoff in Spain, p. 4
International: Europe • Map Skills
Common Core: RH.6-8.4, RH.6-8.8, RI.6-8.1, RI.6-8.8
C3 (D2/6-8): Civ.2, Civ.6, Civ.11, Eco.1, Eco.15, Geo.4, Geo.5, His.1, His.2, His.3
NCSS: Power, authority, and governance; Global connections

Guns in America, p. 8
National: Government/Politics • Constitution
Common Core: RH.6-8.4, RH.6-8.7, RH.6-8.8, RH.6-8.9, RI.6-8.1, RI.6-8.2, WHST.6-8.1, WHST.6-8.4, WHST.6-8.7
C3 (D2/6-8): Civ.1, Civ.3, Civ.8, Civ.12, His.1
NCSS: Civic ideals and practices; Production, distribution, and consumption

History Plays (special insert)
World History: 1st Century B.C. • Ancient Egypt (Cleopatra)
U.S. History: 19th Century • Slavery (Harriet Tubman and the Underground Railroad)
World History: 20th Century • Europe (Russian Revolution)
U.S. History: 20th Century • World War II (Pearl Harbor)
Common Core: RH.6-8.1, RH.6-8.7, RH.6-8.10, RI.6-8.1, RI.6-8.2, RI.6-8.3, SL.6-8.1, SL.6-8.2, SL.6-8.5, SL.6-8.6, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.9
C3 (D2/6-8): Civ.6, Civ.14, Eco.1, Eco.2, His.1, His.3, His.5, His.14
NCSS: Power, authority, and governance; Time, continuity, and change; Individuals, groups, and institutions; Global connections

RESOURCES (Bonus skills sheets are available online.)

Lesson Plan (p. T-6)
Video: Climbing for Catalonian Pride
Skills Sheets:
• Test Prep: Know the News—Standoff in Spain (p. T-8)
• Evaluating Arguments: Break Up or Make Up? (p. T-9)
• Central Idea or Detail?: Quiz Wizard (p. T-16)
• Compare and Contrast: Understanding Similarities and Differences (online)
• Close Reading: Digging Into the Details (online)
• Analyzing Text Structures: Investigate the News (online)
Game: On the Road With Mapman* (online)

Lesson Plan (p. T-2)
Video: The Second Amendment
Skills Sheets:
• Test Prep: Know the News—Guns in America (p. T-10)
• Reading Graphs: Who Has Guns? (p. T-11)
• Chronological Order: Quiz Wizard (p. T-16)
• Crossword (online)
• Integrating Visuals: Close Reading of Photos and Graphics (online)
• Assess Prior Knowledge: Charting Your Knowledge (online)

Lesson Plan (p. T-4)
Video: Pearl Harbor
Skills Sheets:
• Analyzing a Primary Source: “Dear Harriet . . .” (p. T-12)
• Determining Key Ideas and Details: What’s the Story? (p. T-13)
• Building Vocabulary: Casting Call (online)
• Presentation Skills: Presentation Self-Assessment (online)
• Building Vocabulary: DIY Vocabulary (online)

Lexile Scores and Leveled Versions of all features available online!
Guns in America

The tragedy in Las Vegas has reignited the debate over America's gun laws

KEY STANDARDS
RH.6-8.4, RH.6-8.7, RH.6-8.8, RH.6-8.9, RI.6-8.1, RI.6-8.2, WHST.6-8.1, WHST.6-8.4, WHST.6-8.7

Before Reading

1 BACKGROUND VIDEO
(10 MINUTES)
Have students watch the Second Amendment video at junior.scholastic.com. Then have them share with a partner one fact they learned, one question they have, and one detail they found interesting.

Read & Analyze

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

3 CLOSE-READING QUESTIONS
(20 MINUTES)
Have students write their answers to each question, or use these prompts to guide a discussion.
• CAUSE AND EFFECT: What recently reignited America’s gun control debate?
(On October 1, Stephen Paddock shot and killed 58 people and wounded more than 500 in Las Vegas, Nevada. It was the worst mass shooting in modern American history.)

• CENTRAL IDEAS: Summarize the main arguments for and against gun control.
(Advocates for gun control say that the more people who carry weapons, the more likely it is that someone will use one to kill. They argue that closing gun control loopholes would still allow law-abiding people to have firearms, while resulting in fewer deaths. Gun rights advocates, meanwhile, see firearms possession as a matter of individual rights. They say that people have the right to arm themselves for hunting and sport—or just because they want to. Many gun owners also say that weapons can make society safer by giving people a way to defend themselves.)

• CITING TEXTUAL EVIDENCE: What role does the Second Amendment play in the gun control debate?
(The Second Amendment guarantees the right to “bear arms,” but Americans have long argued over how to interpret its words. Many people who support gun control believe that the right to bear arms refers to militias—citizen armies that existed to protect Americans before our national army was created. Those in favor of gun rights say the Second Amendment refers to an individual’s right to bear arms.)

• AUTHOR’S PURPOSE: Why might the author have written the article in a question-and-answer format?
(The question-and-answer format allows the author to break
down a complex topic so that she can address questions readers may have about the gun control debate. This format also allows the author to summarize both sides of the issue, rather than share her own opinions.)

• VOCABULARY IN CONTEXT: What is a loophole, as it relates to gun control?
(A loophole is a gap or an unclear aspect in a rule or law that allows for an exception to that rule or law. Concerning existing gun laws, the loophole is that while licensed gun dealers must conduct background checks on potential buyers, small-scale gun sellers who claim to be hobbyists do not need to do background checks.)

• EVALUATE: Consider the following quote by Wayne LaPierre of the National Rifle Association: “The only thing that stops a bad guy with a gun is a good guy with a gun.” Do you agree or disagree with this statement? Explain. (Answers will vary.)

Extend & Assess

4 ANALYZE GRAPHS
Have students consider the countries with the most and the fewest guns by having them complete the skills sheet Reading Graphs: Who Has Guns? (p. T-11).

5 WRITE A BUSINESS LETTER
Discuss the role of Congress as representatives of the people. Then have students write a letter to one of their legislators. Each student’s letter should explain his or her stance on gun control and urge the lawmaker to take action in support of that stance. Students should follow a formal business letter format.

6 ANALYZE POLITICAL CARTOONS
Explain that political cartoons often use elements such as irony, hyperbole, symbolism, and caricature. (Students may need some background on those terms.) Then have students consider whether any of those elements are used in the two cartoons on p. 10.

7 CONDUCT RESEARCH
Ask students to research the various kinds of lobbies in the U.S. and the role that such groups play in influencing lawmakers. Then have students write a paragraph weighing the pros and cons of lobbying in our government.

8 CLASS DISCUSSION
Explain to students that they will participate in a Socratic seminar about gun control. A Socratic seminar is not a debate, but a discussion using open-ended questions to analyze a topic or text. Instruct each student to write two open-ended questions that can be answered using supporting evidence from the text. Then lead the class in establishing ground rules for a group discussion. Suggestions include having a one-voice policy, maintaining good eye contact, using hand signals to demonstrate agreement, and setting clear expectations for participation. If possible, have students sit in a circle so that everyone can track who is speaking. Students take turns introducing questions into the discussion. After the discussion, students can reflect on both the quality of the discussion and any effect it had on their views on gun control.

9 ASSESS COMPREHENSION
Find out how well students understood the article by having them complete the skills sheet Test Prep: Know the News—Guns in America (p. T-10).

DIFFERENTIATING

Lower Level Provide students with sentence starters to help them develop questions for the Socratic seminar.

Higher Level Have students compile additional data to support their views on gun control to include in their letters. Have them consider the best way to present the data to support their argument.

ADDITIONAL RESOURCES

Lower-Lexile Version
• Available online

Video
• The Second Amendment

Skills Sheets
• Test Prep: Know the News—Guns in America (p. T-10)
• Reading Graphs: Who Has Guns? (p. T-11)
• Quiz Wizard (p. T-16)
• Crossword (online)
Before Reading

BUILDING BACKGROUND KNOWLEDGE
(10 MINUTES)
Have students preview a selected play by examining the title, pictures, captions, and maps. Discuss what they know about the people and events that appear to be the focus of the play.

Read & Analyze

FULL-CLASS READING
(20 MINUTES)
Assign roles and read the play aloud together. Encourage students to read their assigned roles with feeling.

CLOSE-READING QUESTIONS
(10 MINUTES)
Have students write their answer to each question, or use these prompts to guide a discussion. (Answers will vary, depending on the play selected.)
• COMPARE AND CONTRAST: Based on information about the setting, compare and contrast daily life then and now. How is life for us today different from that of the characters in the play? How is it similar?
• TEXT STRUCTURE: What is the purpose of the narrators in this play? How does the narrators’ role contribute to your understanding of the historical event?
• MAIN IDEA: What historical event or person is featured in this play?
• CAUSE AND EFFECT: What is the cause of the conflict in the play? What is the result of that conflict?
• CITING TEXTUAL EVIDENCE: Which character in the play could be described as either a hero or a villain? Cite evidence in the text that supports your answer.
• TEXT FEATURES: What is the purpose of the map that is included with the play? How do the art and

History Plays

Learn about legendary figures and moments in time with our four history plays—a special JS insert in this issue.

CURRICULUM CONNECTIONS

• Include “Egypt’s Last Queen” with a research project on women who made history.
• Integrate “Freedom Train!” into a discussion about the Underground Railroad.
• Use “The Russian Revolution” to introduce a unit on the Cold War and to mark the 100th anniversary of the Russian Revolution.
• Incorporate “Attack on Pearl Harbor!” into a lesson plan on the U.S. entering World War II.

KEY STANDARDS
RH.6-8.1, RH.6-8.7, RH.6-8.10, RI.6-8.1, RI.6-8.6.2, RI.6-8.3, SL.6-8.1, SL.6-8.2, SL.6-8.5, SL.6-8.6, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.9
photographs contribute to your understanding of the characters and events in the play?

• MAKING INFERENCES: In the play, characters or countries form alliances. Explain: Why do they choose to work together? What does each hope to accomplish?

• SUMMARIZING: Describe the lasting historical significance of the key event and/or historical figures featured in the play.

• DRAWING CONCLUSIONS: Are any issues or conflicts occurring today related to the people or events featured in the play?

Extend & Assess

4 ANALYZE A PRIMARY SOURCE
After students read “Freedom Train!,” assign the skills sheet Analyzing a Primary Source: “Dear Harriet . . .” (p. T-12)—an excerpt from an 1868 letter from Frederick Douglass to Harriet Tubman.

5 TEXT FEATURES
Assign the skills sheets Determining Key Ideas and Details: What’s the Story? (p. T-13), a graphic organizer for reviewing what they’ve read, and Building Vocabulary: Casting Call, key terms to know when discussing a play’s key characters and plot, found at junior.scholastic.com.

6 CONDUCTING RESEARCH AND CREATING A PRESENTATION
Ask students to research, create, and share a presentation on one of the historical figures or events featured in the play. Have students use the skills sheet Presentation Skills: Presentation Self-Assessment found at junior.scholastic.com to guide them in preparing their presentations and then to assess themselves after their presentations.

7 CREATE A MOVIE TRAILER
Divide students into four groups. Assign each group one of the plays to read and discuss. Ask them to imagine that their play is going to be produced as a movie. Have them write, produce, and record a trailer to promote the feature film. They may write a script, design a set, and prepare costumes for the production of their trailer.

8 CONNECTING THE PAST TO THE PRESENT: SUMMARIZING
Each of the plays has a sidebar connecting the historical events or figures to current events. Ask students to select a sidebar, then write a paragraph summarizing its main idea and supporting details.

9 WATCH THE VIDEO
Help students learn more about the attack on Pearl Harbor by watching the video “Pearl Harbor,” found at junior.scholastic.com.

10 PERFORM THE PLAY
Have students select one of the plays, then work in groups to rehearse and perform it. Encourage them to design a set, scenery, props, and costumes to enhance their performance.

DIFFERENTIATING

Lower Level Before students read a play, go over words that may be unfamiliar to them, such as chalice (Egypt play); abolitionist, fugitive (Tubman); provisional, regime (Russian Revolution); and infamy (Pearl Harbor).

Higher Level Ask students to imagine that they are interviewing one of the play’s main characters. Have them write a Q&A interview with that character. The questions should focus on events highlighted in the play, and the responses should be historically accurate.

ADDITIONAL RESOURCES

Video
• Pearl Harbor

Skills Sheets
• Analyzing a Primary Source: “Dear Harriet . . .” (p. T-12)
• Determining Key Ideas and Details: What’s the Story? (p. T-13)
• Building Vocabulary: Casting Call (online)
• Presentation Skills: Presentation Self-Assessment (online)
Before Reading

BUILDING BACKGROUND KNOWLEDGE
(10 MINUTES)
As a class, discuss how citizens can push for changes within their country—be it in the United States or abroad.

Read & Analyze

INDEPENDENT READING
(15 MINUTES)
Have students read the article on their own, underlining reasons people support or oppose Catalan independence.

CLOSE-READING QUESTIONS
(10 MINUTES)
Have students write their answers to each question, or use these prompts to guide a discussion.
- ANALYZING ARGUMENTS: Why do some Catalans want independence from Spain? Why do others oppose it? (Answers may include: People who support independence say the Spanish government has too much control over Catalonia’s affairs and that the wealthy region would be better off on its own. People who oppose independence say it’s unlikely that an independent Catalonia would be able to join the European Union, which could hurt the region’s economy and lead to the loss of jobs.)
- ANALYZING DETAILS: Why do members of the European Union oppose Catalan independence? (They fear that it could inspire other independence movements in Europe and threaten the strength of their alliance.)

Extend & Assess

EVALUATE CATALAN INDEPENDENCE
Assign the skills sheet Evaluating Arguments: Break Up or Make Up? (p. T-9). Go over the answers as a class.

DIFFERENTIATING

Lower Level Have students pause after reading each section to discuss the main ideas with the class.
Higher Level Have students debate the pros and cons of Catalan independence. They should choose a side and defend their stance in a classroom debate.

ADDITIONAL RESOURCES

- Lower-Lexile Version • Available online
- Video • Climbing for Catalonian Pride
- Skills Sheets • Test Prep: Know the News—Standoff in Spain (p. T-8) • Evaluating Arguments: Break Up or Make Up? (p. T-9) • Quiz Wizard (p. T-16)
- Game • On the Road With Mapman® (online)
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>
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<tbody>
<tr>
<td>China’s Space Spuds</td>
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<td>Making Waves</td>
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<td>A Global Popularity Contest</td>
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Test Prep

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  C. break
   B. 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.
Evaluating Arguments

Break Up or Make Up?

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.

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<thead>
<tr>
<th>Reasons for Catalan independence</th>
<th>Reasons against Catalan independence</th>
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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.
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  B supporters  C 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
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.?
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________

The top graph shows the nations with the most guns per 100 people. The bottom graph shows the nations with the fewest. Note the different scales used for the two graphs.

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.?
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.

**Rochester, N.Y., August 29, 1868**

Dear Harriet,

You ask for what you do not need when you call upon me for a letter of recommendation. . . . I need such words from you far more than you can need them from me. . . . The difference between us is very clear. Most that I have done and suffered in the service of our cause has been in public, and I have received much encouragement at every step of the way. You on the other hand have labored in a private way. I have [worked] in the day—you in the night. I have had the applause of the crowd and the satisfaction that comes of being approved by the multitude, while the most that you have done has been witnessed by a few trembling, scarred, and foot-sore bondmen and women, whom you have led out of the house of bondage, and whose heartfelt “God bless you” has been your only reward. . . . I know of no one who has willingly encountered more perils and hardships to serve our enslaved people than you have. . . . It is to me a great pleasure and a great privilege to bear testimony to your character and your works, and to say to those to whom you may come, that I regard you in every way truthful and trustworthy.

Your friend,

*Frederick Douglass*

**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.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
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? ____________________________________________________________
         ____________________________________________________________
         ____________________________________________________________
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         ____________________________________________________________

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? ____________________________________________________________
         ____________________________________________________________
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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.
**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.

| AUTHOR: Emily Duff Bartel  
Advanced Technologies Group, Uber | AUTHOR: Jamie Lincoln Kitman  
New York Bureau Chief, *Automobile* Magazine |
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<td>Author’s main claim or argument in the debate:</td>
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<td><strong>REASON 1:</strong> Cite one reason the author gives for her claim.</td>
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<td>List evidence the author gives to support <strong>REASON 1</strong>.</td>
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<td><strong>REASON 2:</strong> Cite another reason the author presents.</td>
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<td>Which persuasive devices does the author use?</td>
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<td>_____ Appeals to emotions</td>
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<td>_____ Uses data or scholarly research</td>
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<td>_____ Explains why the other side’s argument is weak</td>
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<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.
YE OLDE TURKEY TREK, P. 16

1. Both journeys involve traveling for longer than expected. Each eventually concluded with a Thanksgiving celebration.

2. The cartoonist may have wanted to poke fun by contrasting the Thanksgiving traffic that many Americans consider a hardship today with the dangerous journey that the colonists made to get to the New World.

3. Answers will vary.

4. The cartoonist exaggerates the amount of traffic on the road today by comparing it with the colonists’ treacherous two-month trek to reach the New World. He has the passengers in each situation say the same thing, despite the dramatic differences in the length and difficulty of their journeys.

KNOW THE NEWS: STANDOFF
IN SPAIN, P. T-8

Answers will vary.

KNOW THE NEWS: GUNS IN AMERICA, P. T-10

1. B
2. C
3. A
4. C
5. D

WHO HAS GUNS?, P. T-11

1. Yemen
2. 0.4
3. Serbia
4. 3.2 million (32 x 100,000)
5. Answers will vary.

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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.  
   CI

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

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

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.  
   O

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

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

19. The risks of driverless cars outweigh the benefits.  
   O

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

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