### Making Inferences

#### Reading Between the Lines

Read each story on pp. 2-5, 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>INFERENECE</th>
<th>DETAIL FROM TEXT</th>
<th>EXPLANATION</th>
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<tbody>
<tr>
<td>Almost Human</td>
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<td>Set Free!</td>
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<td>Home Sweet Home</td>
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<td>Disconnected?</td>
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</table>
The framers of the U.S. Constitution realized that too much power can be dangerous. To prevent any part of the government from becoming too powerful, the Constitution created three separate branches of the federal government. The Constitution gives each branch its own powers. This separation of powers creates a system of checks and balances. Each branch can check (limit) the power of the other two. This helps maintain a balance of power among the three. Study the diagram to see how this works.

**Words to Know**
- **appropriate (v):** to set aside for a specific use
- **impeach (v):** to bring a charge of wrongdoing against a public official
Checks and Balances cont’d.

Questions

1. What does it mean to check the power of a branch of government?
   __________________________________________________________________________
   __________________________________________________________________________

2. Who can veto legislation passed by Congress?
   ____________________________________________________

3. How can Congress override a presidential veto?
   __________________________________________________________________________
   __________________________________________________________________________

4. Which branch has the power to appoint Supreme Court justices and other federal
   judges?
   __________________________________________________________________________

5. How does Congress check that power?
   __________________________________________________________________________
   __________________________________________________________________________

6. How can federal courts check the president’s power?
   __________________________________________________________________________

7. How can federal courts check the power of Congress?
   __________________________________________________________________________

8. What limits the president’s power to make treaties with other countries?
   __________________________________________________________________________

9. Suppose a law has been declared unconstitutional. What can be done to try to make it
   constitutional?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

10. What is meant by “separation of powers”?
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
Know the News: This Election Could Change Your Future

Read the article on pp. 8-13, then answer the questions.

1. Which is a central idea of the article?
   A Midterm elections are held halfway through a president’s four-year term.
   B Teens can get involved in midterm elections even if they are too young to vote.
   C This year, voters want congressional candidates to discuss guns and gun laws.
   D Women are trying to increase their presence in the U.S. Senate and House of Representatives.

2. Which of the following statements best supports that central idea?
   A Midterm elections generally bring out far fewer voters than presidential races.
   B More women are running for Congress than ever before.
   C Some volunteers aren’t old enough to cast a ballot, but they’re still making a big difference.
   D Many opinion polls suggest Democrats may win enough seats to gain control of the House.

3. Which of the following is not a job of Congress?
   A creating new taxes
   B nominating people for the Supreme Court
   C changing existing laws
   D debating proposals for new laws

4. Why does the author compare midterm elections to a report card for the president?
   A Midterm elections usually reflect what voters think about how a president is doing halfway through his four-year term.
   B Fewer people tend to vote in midterm elections than in presidential elections.
   C Voters want to hear candidates discuss major issues such as immigration and education.
   D Midterm elections take place in November.

5. Which word best describes how Diana Zaragoza feels about registering people to vote?
   A discouraged
   B indifferent
   C worried
   D passionate

6. What effect did experiencing gun violence have on Marcel McClinton?
   A It convinced him that guns should be banned.
   B It persuaded him to become a Sunday school teacher at his church.
   C It encouraged him to help register voters.
   D It motivated him to fight for stronger gun laws.

7. Which of these statements is an opinion?
   A All 435 seats in the U.S. House of Representatives are up for election.
   B Citizens have to register to vote before they can cast a ballot on Election Day.
   C All eligible voters should vote in the midterm elections.
   D Only members of the House of Representatives can declare war.

8. How does the sidebar “Tracking Turnout” on p. 12 contribute to the article?
   A It depicts the percentage of voters who are Democrats.
   B It shows the difference between voter turnout during midterm and presidential elections.
   C It predicts how many people will vote in the next presidential election.
   D It offers examples of how teens can get involved in politics.

9. Which best describes the tone of the section “Volunteer for a Candidate” on p. 13?
   A positive
   B sad
   C peaceful
   D angry

10. Which is currently true?
    A Republicans hold a majority of seats in the Senate and the House of Representatives.
    B The Senate is evenly split between the parties.
    C Democrats hold a majority of seats in the Senate and the House of Representatives.
    D Republicans control the Senate and Democrats control the House of Representatives.
Building Vocabulary

Crossword Puzzle

Here are a few clues for you to puzzle over. Answers to starred clues are in the article on pp. 8-13 of JS. For the rest, you’re on your own!

Across

*1 Midterms come halfway through a president’s _____-year term.

*3 States with more people get a greater _____ of representatives.

*5 If Republicans lose seats in Congress, it may affect President Trump’s ability to get this accomplished.

7 A repeated sound, such as when you yell in a tunnel

*8 Before you can vote, you must do this.

*11 Democrats could pick up enough seats in the midterms to control the _____ of Representatives.

*13 Proposals for new laws are called _____.

*15 Midwestern state electing a governor this year

*17 Only the 12 Down can approve or reject a nominee for Supreme Court _____.

18 What an ice cube does in the heat

*19 Being _____ is showing strong support for a particular side.

Down

*1 Congress is the lawmaking body of the U.S. _____ government.

*2 Midterms are often seen as a _____ card on the president.

*4 One of two states electing two senators this midterm

6 Fuel for most cars

*9 Where voters vote: the _____

*10 Congress serves as the _____ of the people.

*12 Every state elects an equal number of people to this house of Congress.

14 A very holy person or a New Orleans professional football player

*16 A record number of _____ are running for Congress this year.
One Country, Many Races

In this issue, you read about the U.S. midterm elections taking place on November 6 (see “This Election Could Change Your Future,” pp. 8-13). This map shows the key positions up for grabs in each state. (All 435 seats in the U.S. House of Representatives are up for election.) Study the map, then answer the questions.

Questions

1. How many states are electing a governor but not a U.S. senator?
2. Which key races are taking place in Washington?
3. How many key races are taking place in Nebraska?
4. Which states are electing two senators each?
5. Which state south of North Carolina and east of Louisiana is electing a governor and a U.S. senator?
6. Which state in the Northeast is electing a governor but not a U.S. senator?
7. Which states west of Missouri are electing a U.S. senator but not a governor?
8. How many U.S. representatives do Texas and California have combined?
9. Which position is up for election in Wyoming but not in Indiana?
10. Which map pattern would Arkansas change to if its governor’s race were canceled?
Know the News: Should This Fire Be Left to Burn?

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

1. Which is a central idea of the article?
   A. About 72,000 wildfires occur in the United States each year.
   B. Wildfires raged in California this past summer.
   C. Some scientists are urging officials to let remote wildfires burn.
   D. Flames from wildfires can reach 150 feet tall.

2. Which of the following does the article not give as a reason to let some wildfires burn?
   A. Wildfires clear out weaker trees and bushes.
   B. The smoke from wildfires can cause itchy eyes.
   C. The blazes are a natural part of the ecosystem in Yellowstone National Park.
   D. Some animals depend on burned forests for their habitat.

3. What does ignite mean in this sentence? “That includes regularly clearing leaves and other materials that can easily ignite during lightning storms from roofs, gutters, and porches.”
   A. blow away
   B. catch fire
   C. leave
   D. put out a fire

4. Which of the following is a key detail that should be included in a summary of the article?
   A. Wildfires play an important role in enriching the soil and promoting the growth of new trees.
   B. Jennifer Marlon is a professor at Yale University.
   C. A teen sparked a huge wildfire in Oregon last fall.
   D. The U.S. Forest Service is the federal agency in charge of the nation’s national forests.

5. Why might the author have mentioned black-backed woodpeckers?
   A. to encourage readers to learn about the birds
   B. to provide an example of an animal that benefits from wildfires
   C. to show that birds are an important part of the ecosystem in California
   D. to give a reason that officials should continue to battle wildfires in remote areas

6. How does the section “Blaze Benefits” contribute to the article?
   A. It provides background information about wildfires throughout history.
   B. It gives a description of a recent wildfire in Colorado.
   C. It tells how wildfires form.
   D. It explains how wildfires help the environment.

7. Which of the following statements is a fact?
   A. More states should allow wildfires to burn freely.
   B. People shouldn’t build homes in wooded areas.
   C. Fighting wildfires can cost up to $2 billion a year.
   D. Allowing wildfires to burn is a bad idea that could endanger people’s lives.

8. According to the article, which of the following was an effect of a recent wildfire near Redding, California?
   A. People stopped building homes in the area.
   B. Hundreds of black-backed woodpeckers died.
   C. More than 1,000 homes were destroyed.
   D. Many scientists began pushing for new laws regarding wildfires.

9. Which word best describes the tone of the article’s first few paragraphs?
   A. dramatic
   B. enraged
   C. gentle
   D. joyful

10. Based on your answer to question 9, which of the following statements best illustrates that tone?
    A. “Many animals also make their homes in burned-out forests.”
    B. “For one thing, scientists point out, forests need fires to stay healthy: The blazes clear the ground so new trees can grow.”
    C. “Allow certain wildfires to burn.”
    D. “As the blazes invade neighborhoods, tens of thousands of people are driven from their homes, forced to abandon almost everything they own.”
Questions

1. About how many acres burned in 2017?
   - A 10 million
   - B 8 million
   - C 6 million
   - D 10

2. About how many more acres burned in 2015 than in 2009?
   - A 8 million
   - B 4 million
   - C 8
   - D 4

3. Between which two years did the number of acres burned by wildfires increase the most?
   - A 2007 and 2008
   - B 2010 and 2011
   - C 2012 and 2013
   - D 2014 and 2015

4. In 1967, wildfires burned about 4.7 million acres. About how many times more acres did wildfires burn 50 years later, in 2017?
   - A more than four times more
   - B almost four times more
   - C more than two times more
   - D almost two times more

5. Which of these statements about wildfires is true?
   - A The number of acres burned in wildfires has sharply increased in the past decade.
   - B About the same number of acres burned in 2007 and in 2012.
   - C Half as many acres burned in 2011 than in 2013.
   - D all of the above
Know the News: “There’s No One Here But the Dead!”

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

1. Which is a central idea of the article?
   A. During World War I, soldiers spent much of their time in trenches.
   B. World War I had a profound impact on much of the world.
   C. The United States entered World War I in 1917.
   D. American women could not vote until after World War I.

2. Which statement best supports that central idea?
   A. “Europe lost those who might have been its scientists, its poets and its leaders,’ historian Margaret MacMillan has written of the conflict.”
   B. “On April 6, 1917, President Wilson asked Congress for a declaration of war.”
   C. “Despite the high death count, battles often resulted in little or no gain of territory.”
   D. “Women were unable to cast ballots in national elections until the 19th Amendment to the U.S. Constitution was ratified in 1920.”

3. Which of these statements is an opinion?
   A. The Great War was the world’s bloodiest conflict up to that point in history.
   B. Soldiers sometimes stayed in trenches for weeks or months.
   C. Germany had to accept blame for the war.
   D. The U.S. should have declared war right after the sinking of the *Lusitania*.

4. Which country was not one of the Allied Powers?
   A. France  C. United Kingdom
   B. Germany  D. Russia

5. What effect did the introduction of rapidly firing machine guns and artillery have on the war?
   A. Such weapons caused a historic loss of life.
   B. Armies developed poison gas in order to defend against the weapons.
   C. The *Lusitania* was sunk by them.
   D. Germany was forced to pay $33 billion because of the damage they caused.

6. What does the word *brutal* mean in the following sentence? “Soldiers described the brutal reality of life in the trenches: mud up to their knees, rats as large as cats, and the horrible smell of overflowing toilets.”
   A. dirty  C. very harsh
   B. frightening  D. uninteresting

7. What did the editors intend to show in the sidebar “If YOU Were a Kid in 1918” on p. 20?
   A. the severity of the Spanish flu epidemic
   B. the dangers Americans faced at home
   C. how different life was for kids in the U.S. a century ago
   D. that today’s movie tickets are overpriced

8. How did the sinking of the *Lusitania* by a German U-boat “bring the war home to Americans”?
   A. Many Americans felt like Germany had attacked the U.S. directly when they heard that innocent Americans had died on the *Lusitania*.
   B. The sinking of the ship cost U.S. taxpayers millions of dollars.
   C. U.S. President Woodrow Wilson immediately declared war on Germany.
   D. The incident brought Adolf Hitler to power.

9. Which conclusion can you draw from the article?
   A. The United States failed to become a world power after World War I.
   B. Americans have long disagreed on what role the U.S. should play in foreign conflicts.
   C. The current conflicts in Iraq and Afghanistan were brewing even before World War I.
   D. The invention of poison gas saved millions of Allied troops.

10. What does the map on p. 21 illustrate?
    A. why the Central Powers lost the war
    B. how U.S. troops were used in the war
    C. the reasons the war started
    D. how Europe was divided during the war
“Shells Were Falling Like Summer Rain”

Machine guns and heavy artillery made World War I (1914-1918) the deadliest war the world had ever seen (see “There’s No One Here But the Dead!,” pp. 18-21). Troops dug trenches for protection, but they could still be killed by enemy fire. And, sooner or later, they would have to leave the trenches.

In the letter below, British soldier Edward Henry Cecil Stewart describes his experiences fighting in France in 1915. He was killed a year later. Read the excerpt from his letter. Then answer the questions.

I was on [lookout] duty for a couple of hours, from 1 a.m. to 3 a.m. . . . I did not care for the idea of keeping my head above the trench and looking for beastly Germans. . . . It was quite [strange] to watch the enemy trench which appeared somewhat like a black wave and only 60 yards in front. Then you would suddenly see the flash of their rifles and machine guns. Immediately after would come [the sound of the shots and] nasty thuds on the sandbags which you might be resting against. I fired about five shots at their flashes (the only target to aim at) then another two shells which lodged in the parapet either side of my head leaving about two to three inches between me and certain death. . . .

[Later, we were sent to another battlefield and ended up in] a very pretty wood. We [started] digging reserve trenches just behind the front line . . . working all night and getting what sleep we could in the daytime. One morning we were awakened by the most awful [noise]. It seemed as though hell had broken loose, shells were falling like summer rain. . . . I, with three others, were ordered to start reinforcing. We went up in fours, it being considered safer that way, half a mile over open ground [which was] being swept [repeatedly] with shells. . . . The previous night, just in front of our reserve trenches was a beautifully green field, and the next morning it was . . . simply one mass of craters. . . .

I had gone about half the required distance when a shell fell only a yard from where I was. The force of the [explosion] pitched me several yards to my left and I came down rather heavily. However I reached the first line without any further mishap. . . .

Questions

1. How would you describe the tone and purpose of this letter?
2. What happened to Stewart while he was on lookout duty?
3. What do you think Stewart meant when he said the “shells were falling like summer rain”?
4. Why did Stewart leave the trench to crawl across open ground?
5. Based on the JS article and this letter, what words would you use to describe the experience of soldiers during World War I?

Read Stewart’s full letter or hear it read aloud at: nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/trenches-swept-continually-shells.
In “There’s No One Here But the Dead!” (pp. 18-21), you read about World War I, a conflict so massive that people referred to it simply as the Great War. Study this timeline to learn about some of the war’s important events, then answer the questions that follow.

### Questions

1. Whose assassination sparked World War I?
2. What happened on April 22, 1915, and why was it notable?
3. What effect did the sinking of the British ship *Lusitania* have on the war?
4. Which incident on this timeline shows a link between World War I and World War II? How?
5. Why might people of the time have referred to World War I as the Great War? Cite examples from the timeline to support your answer.
In “Jungle of Secrets” (pp. 6-7), you read about the recent discovery of Maya ruins in Guatemala and what the findings reveal about the ancient civilization. Using evidence from the text, write your answer to each question in the middle column. Then note where in the article you found the answer.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER (cite evidence from the text)</th>
<th>LOCATION (page and column number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did archaeologists find the Maya ruins and create a map of them?</td>
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<tr>
<td>2. Why were the Maya considered smart and hardworking?</td>
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<tr>
<td>3. What do the walls and fortresses found among the ruins suggest about the Maya?</td>
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<tr>
<td>4. Why might the Maya have built roadways connecting their cities?</td>
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<tr>
<td>5. What was the Maya calendar based on?</td>
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</tbody>
</table>
**Analyzing Authors’ Claims**

Read “Should Kids See Ads at School?” (pp. 22-23), 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: Cynthia Calvert</th>
<th>Author: David Monahan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owner and founder, Steep Creek Media</td>
<td>Campaign manager, Campaign for a Commercial-Free Childhood</td>
</tr>
</tbody>
</table>

**Author’s main claim or argument in the debate:**

**Reason 1:** Cite one reason the author gives for her claim.

List evidence the author gives to support **Reason 1**.

**Reason 2:** Cite another reason the author presents.

List evidence the author gives to support **Reason 2**.

Which persuasive devices does the author use?

- Appeals to emotions
- Uses data or scholarly research
- Explains why the other side’s argument is weak
- Other: ___________________________

**Reason 1:** Cite one reason the author gives for his claim.

List evidence the author gives to support **Reason 1**.

**Reason 2:** Cite another reason the author presents.

List evidence the author gives to support **Reason 2**.

Which persuasive devices does the author use?

- Appeals to emotions
- Uses data or scholarly research
- Explains why the other side’s argument is weak
- Other: ___________________________

**Evaluate** Which author do you think makes his 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.
Quiz Wizard
How much do you know about what’s in this issue? Take this quiz to find out.

CENTRAL IDEA OR DETAIL?
Jungle of Secrets (pp. 6-7)
Label each statement CI for central idea or D for detail.

1. Using lasers, archaeologists recently discovered more than 60,000 Maya ruins in a nature reserve.
2. The findings include thousands of homes, tombs, and other ruins.
3. The Maya were an American Indian people who lived from 250 A.D. to 900 A.D. in what is now Mexico and Central America.
4. Technology is giving archaeologists new ways to work.
5. The cities of the Maya were linked by roadways, which researchers believe were used to carry out trade between regions.

CONTEXT CLUES
This Election Could Change Your Future (pp. 8-13)
Fill in the letter of the best definition for each bolded term.

6. If voters are unhappy with the job he is doing, his party may lose congressional seats. This can seriously affect the president’s ability to get his agenda accomplished.

FACT OR OPINION?
Should This Fire Be Left to Burn? (pp. 14-17)
Label each statement F for fact or O for opinion.

7. You have to register to vote before you’re able to cast a ballot on Election Day.

8. Lucky for us, the shooter never came inside, but he killed one person and injured six outside. It was devastating.

9. I tried to forget about what happened, but videos of shootings on the news brought back the trauma.

10. As Americans decide who to vote for, they’ll be considering each candidate’s stance on key topics.

11. In all, more than 5.6 million acres have burned in wildfires so far this year.

12. Over the years, hundreds of firefighters have died trying to extinguish wildfires.

13. We should allow certain wildfires to burn.

14. Some beetles can detect forest fires from miles away and rush toward them to lay their eggs in just-burned trees.

15. Officials in some parts of the country—such as the Rocky Mountains—have begun to allow certain wildfires to burn.

CHRONOLOGICAL ORDER
“There’s No One Here But the Dead!” (pp. 18-21)
Number these events in the order in which they occurred, from 1st to 5th.

16. American soldiers began arriving in Europe to fight in World War I.

17. Germans’ rage over their country’s surrender helped Adolf Hitler rise to power.

18. A German submarine sank a British passenger ship called the Lusitania off the coast of Ireland.


20. Germany, the last of the Central Powers, agreed to a peace settlement.
Building Vocabulary

Words to Know

Read the following definitions and example sentences of vocabulary words from this issue. Then, on a separate sheet of paper, write a definition and an example sentence for two other words from the issue.

1. **archaeologist** *(n)*: a scientist who studies the remains of past human life
   - **example:** The work of archaeologist Leonard Woolley, who excavated the ancient city of Ur in Iraq in the 1920s, led to important findings about art, architecture, and religion in ancient Mesopotamia.

2. **artifact** *(n)*: an object, such as a tool or a weapon, that was made by people in the past
   - **example:** The gold carvings and other artifacts in King Tut’s tomb offer clues about the life of that ancient Egyptian ruler.

3. **artillery** *(n)*: large firearms, such as cannons, that are used to shoot over a long distance
   - **example:** The pirates used artillery to attack the cargo ship until they could get close enough to board it.

4. **ballot** *(n)*: a piece of paper or other object used in secret voting
   - **example:** In a private booth at the voting station, I marked a ballot to select the candidates I favored.

5. **biodiversity** *(n)*: the variety of living things in a particular place or in the world as a whole
   - **example:** The tourists who had spotted toucans, poison dart frogs, turtles, and an anteater all within the first hour of their visit were amazed at the biodiversity of the Amazon rainforest.

6. **civilian** *(n)*: a person who is not a member of the police or armed forces
   - **example:** Civilians were the only people on the Army base not allowed to carry weapons.

7. **ecosystem** *(n)*: all the living and nonliving things that interact with one another in a particular place
   - **example:** If the rhino goes extinct, its disappearance could have irreversible effects on Africa’s ecosystem.

8. **extinguish** *(v)*: to put out; to bring to an end
   - **example:** The coach extinguished the teammates’ argument by sending them to opposite ends of the locker room to calm down.

9. **federal** *(adj)*: of or relating to the national government of the United States
   - **example:** The mayor hoped to someday run for federal office to represent her state in Congress.

10. **moderate** *(adj)*: expressing political beliefs that are neither very liberal nor very conservative
    - **example:** The moderate voter refused to support the candidate who held extreme views, opting instead to vote for the one proposing a more balanced plan.

11. **neutrality** *(n)*: refusal to take part in a war between other powers
    - **example:** Switzerland hasn’t fought in a foreign war since it established its policy of neutrality in 1815.

12. **Ottoman Empire** *(n)*: a former empire of the Turks that occupied western Asia as well as parts of Europe and North Africa between the 1300s and the 1900s
    - **example:** The Ottoman Empire, which existed for more than 600 years, was one of the longest-lasting dynasties in history.

13. **partisan** *(adj)*: referring to strong support of a political party or cause
    - **example:** Members of a partisan group spent countless hours helping their fellow Republicans get elected to the state legislature.

14. **polls** *(n)*: the places where votes are cast in an election
    - **example:** On Election Day, people lined up outside the polls to cast their votes before going to work.

15. **remote** *(adj)*: far away; distant
    - **example:** It took the travelers 10 days by boat to reach a remote island in the Pacific Ocean.

16. **ruins** *(n)*: the remains of a building or other structure that has sustained great damage or decay
    - **example:** The lava flow from the erupting volcano destroyed everything in its path, leaving only ruins behind in nearby towns.
**Determining the Central Idea**

**What’s It All About?**

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

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

<table>
<thead>
<tr>
<th>ARTICLE 1</th>
<th>CENTRAL IDEA</th>
<th>DETAIL 1</th>
<th>DETAIL 2</th>
<th>DETAIL 3</th>
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<tr>
<th>ARTICLE 2</th>
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**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.

**KEY STANDARD**

RH.6-8.2
Charting Your Knowledge

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

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

<table>
<thead>
<tr>
<th>K</th>
<th>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>
</tr>
</tbody>
</table>

**Critical Thinking**

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

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Close Reading Checklist

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

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

- **STEP 2:** Annotate the text. Jot down any comments or questions in the margins. Marking up the article as you read will help you pause, observe, and think critically rather than rushing through it.
  
  * Place a star next to anything that seems important.
  
  ? Write a question mark next to words, phrases, or concepts you don’t understand.
  
  ! Put an exclamation point next to anything you find surprising or interesting.

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

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

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

- **STEP 6:** Dig a little deeper. Reread the article and revise your analysis as necessary. Sometimes a text is like a puzzle, and you need to read it multiple times before you can see how all the pieces fit together.
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>
</tr>
</thead>
<tbody>
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Putting It All Together

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

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## 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>
</tr>
</thead>
<tbody>
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</table>

### Putting It All Together

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

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   ___________________________________________________________________________
   ___________________________________________________________________________
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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.

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

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.

ARTICLE:

<table>
<thead>
<tr>
<th>word</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

What I think the word means based on context clues:

Dictionary definition:

Example sentence:

<table>
<thead>
<tr>
<th>word</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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</table>

What I think the word means based on context clues:

Dictionary definition:

Example sentence:
Not All Sources Are Created Equal

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.

<table>
<thead>
<tr>
<th>1. Who created the website?</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What are their credentials?</td>
<td>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.</td>
</tr>
<tr>
<td>3. What is the site’s purpose?</td>
<td>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.)</td>
</tr>
<tr>
<td>4. Is the site current and functional?</td>
<td>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.</td>
</tr>
</tbody>
</table>

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>Author or agency/group and credentials:</td>
<td>Author or agency/group and credentials:</td>
</tr>
<tr>
<td>Purpose of site: ______________________</td>
<td></td>
</tr>
<tr>
<td>When was it last updated? ____________</td>
<td>When was it last updated? ____________</td>
</tr>
<tr>
<td>Is it a reliable source? Explain. ______</td>
<td>Is it a reliable source? Explain. ______</td>
</tr>
</tbody>
</table>

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

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

Author/Speaker’s Name: 

Claim: 

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

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

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

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

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JUNIOR SCHOLASTIC
Presentation Self-Assessment

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

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

**Comments**

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

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

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Quote vs. Paraphrase

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

---

**Example—quote:** According to the Library of Congress, “Abraham Lincoln was the second speaker on November 19, 1863, at the dedication of the Soldiers’ National Cemetery at Gettysburg. Lincoln was preceded on the podium by the famed orator Edward Everett, who spoke to the crowd for two hours. Lincoln followed with his now immortal Gettysburg Address.”

**Example—paraphrase:** President Abraham Lincoln delivered his now-famous Gettysburg Address on November 19, 1863. He spoke to the crowd at the dedication of the Soldiers’ National Cemetery. Edward Everett, a famous orator, addressed the audience first, delivering a two-hour speech.

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

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**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.

**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.

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

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

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

5. Does the lead of the story pique your interest? Why or why not? After you’ve read the story, write a new lead.
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.