

Comprehension

Quiz Wizard

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

FACT OR OPINION?

The Teens Who Feed America
(pages 6-11)

Label each statement *F* for fact or *O* for opinion.

- ___ 1. The national minimum wage is \$7.25 an hour.
- ___ 2. U.S. law shouldn't allow 12-year-olds to work long hours harvesting crops.
- ___ 3. Raising pay for adult workers would be the most effective way to end child labor.
- ___ 4. Nearly 20 percent of farmworkers in the U.S. are migrants.
- ___ 5. It's unfair that laws allow agricultural workers to be paid less than minimum wage.

CENTRAL IDEA OR DETAIL?

Why Everyone's Talking About the Primaries
(pages 12-13)

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

- ___ 6. Democratic candidates include Elizabeth Warren, Joe Biden, Andrew Yang, Pete Buttigieg, and Bernie Sanders.
- ___ 7. President Donald Trump is expected to win the Republican nomination.
- ___ 8. Starting February 3, the two major political parties will hold state-by-state elections to choose their candidates for president.

- ___ 9. Delegates are political party members who represent voters from their state at their party's national convention.
- ___ 10. Votes for candidates who don't win the nomination can still have an impact because nominees often adopt some of their rivals' policy ideas or promises.

CONTEXT CLUES

Are You Being Watched?
(pages 14-16)

Fill in the letter of the best definition for each **bolded** term.

- 11. Groups are also concerned that using such technology in schools will lead kids to accept—and expect—that authorities will **monitor** everything they do.
 (A) a computer screen
 (B) ignore
 (C) watch
- 12. Many [police] departments say the tech allows them to track down suspects much faster than traditional **methods** do.
 (A) equipment
 (B) knowledge
 (C) ways of doing something
- 13. She says that the software's **shortcomings** could lead to innocent people being misidentified—and arrested.
 (A) high costs
 (B) strengths
 (C) weaknesses

- 14. If the police could use facial recognition to identify protesters, people might be afraid to openly **object** to government policies.
 (A) a thing
 (B) agree
 (C) express opposition

- 15. "If we move too fast with facial recognition, we may find that people's **fundamental** rights are being broken."
 (A) basic
 (B) suspicious
 (C) unusual

CHRONOLOGICAL ORDER

Spying on the South (pages 17-21)

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

- ___ 16. Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant.
- ___ 17. Confederate forces fired on Union-held Fort Sumter in South Carolina.
- ___ 18. Seven Southern states split from the Union and formed the Confederate States of America.
- ___ 19. The Union won a decisive battle at Gettysburg, Pennsylvania.
- ___ 20. All states in the North passed laws to eliminate slavery.

Knowledge Building

KEY STANDARD

RI.6-8.2

What I Learned: News Alert!

Read each of the stories on pages 2-5. Then complete these activities to reflect on what you learned.

Surprise!	<p>Which statistic or piece of information was most surprising to you?</p>	<p>The most surprising piece of information I learned about is that _____</p> <p>_____</p> <p>_____</p>
Look Closer	<p>Which image grabbed your attention most?</p> <p>Describe what's happening in it.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>It caught my attention because _____</p> <p>_____</p> <p>Write a caption that explains the image. _____</p> <p>_____</p> <p>_____</p>
A New Word	<p>Which article introduced you to a new word?</p> <p>Title: _____</p> <p>_____</p> <p>Examine context clues and look up the word in a dictionary. Then draw or paste in an image to help you remember it.</p>	<p>Word: _____</p> <p>Definition: _____</p> <p>_____</p> <p>_____</p> <p>Image: _____</p>
Share What You Know	<p>Which article are you most excited to share with a friend or family member?</p> <p>Write a recommendation for it. Explain what it was mostly about, and paraphrase the most important details.</p>	<p>I recommend the article “_____”</p> <p>_____”</p> <p>because it _____</p> <p>_____</p> <p>It is mostly about _____</p> <p>_____</p> <p>_____</p> <p>I learned that _____</p> <p>_____</p> <p>_____</p>

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: News Alert!

- 1. archaeologist (n):** a scientist who studies the remains of past human life (*p. 5*)
example: The famous **archaeologist** discovered fossils of human ancestors that were more than a million years old.
- 2. Arctic (adj):** relating to the large and very cold area around the North Pole (*p. 4*)
example: Canada's northernmost territory includes many islands in the **Arctic** region.
- 3. climate change (n):** a long-term change in Earth's typical weather conditions, including warmer average global temperatures, rising sea levels, and more extreme weather events (*p. 4*)
example: Most scientists agree that **climate change** is increasing the risk of wildfires, droughts, and more powerful storms.
- 4. emission (n):** an amount of gas, heat, or light that something gives off or sends out (*p. 5*)
example: **Emissions** from cars are a major source of air pollution.
- 5. global warming (n):** the rise in Earth's average temperature over the past 100 years, caused mainly by the increase of certain gases (such as carbon dioxide) in the air (*p. 5*)
example: Experts say that burning fossil fuels such as oil and coal is contributing to **global warming**.
- 6. gold rush (n):** a sudden movement of people to a place where something valuable has been discovered (*p. 4*)
example: In a famous U.S. **gold rush**, more than 300,000 people poured into California after gold was discovered there in 1848.
- 7. hieroglyphics (n):** a system of writing that uses pictures or symbols instead of letters (*p. 5*)
example: The treasure hunter studied the **hieroglyphics** on the ancient tomb's door, hoping to spot symbols that would point to a king buried inside.
- 8. Ice Age (n):** a long period of time, thousands of years ago, when ice covered a large part of Earth's surface (*p. 4*)
example: During the last **Ice Age**, which ended about 11,700 years ago, thick ice sheets covered about 30 percent of Earth's land area.
- 9. market (n):** an opportunity to sell a particular product or service (*p. 4*)
example: When Milo heard how strong the **market** for Star Wars action figures was, he decided to sell part of his collection.
- 10. microplastic (n):** an extremely small piece of plastic waste (*p. 2*)
example: Zelda stopped using a face wash with tiny plastic scrubbing beads because she's concerned about **microplastics** polluting the oceans.
- 11. strike (n):** a refusal to participate in school, work, or other activities as a type of protest (*p. 5*)
example: A teachers' **strike** in Chicago last year went on for 11 days before the district agreed to pay raises and other changes.
- 12. transatlantic (adj):** crossing the Atlantic Ocean (*p. 3*)
example: Teen climate activist Greta Thunberg took a **transatlantic** trip by boat from Europe to the United States in 2019.

Building Vocabulary

Words to Know: News Alert! (continued)

- 13. United Nations (n):** an international organization of countries set up in 1945 to promote peace, security, cooperation, and economic and social well-being (*p. 5*)
example: A **United Nations** report found that 1 million species are at risk of extinction, which could affect people around the world.

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Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.

“The Teens Who Feed America” Contest Entry Form

After you’ve read “The Teens Who Feed America,” write an essay in response to this question: What factors might contribute to young people having to work on farms? Explain your answer, using facts from the article as supporting evidence.

Five winners will each receive a copy of *Esperanza Rising* by Pam Muñoz Ryan.

Entries will be judged on:

- a clearly stated central idea • use of supporting text evidence
- appropriate transitions • organization • grammar, spelling, and punctuation

My name: _____

My grade: _____

Teacher’s name: _____

Teacher’s email address: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP code: _____

School phone number: _____

Parent’s or guardian’s signature: _____

Mail this form and your entry to:
JS Contest: “The Teens Who Feed America”
557 Broadway, 4th floor
New York, NY 10012

Entries must be postmarked by March 30, 2020

Complete Rules

“The Teens Who Feed America” Contest

NO PURCHASE NECESSARY TO ENTER OR WIN. To enter, submit an essay in response to this prompt: *What factors might contribute to young people having to work on farms? Explain your answer, using facts from the article “The Teens Who Feed America” as supporting evidence.* Entries must be submitted with the contest entry form (including your name, grade, and teacher’s name and email address—along with your school’s name, address, and phone number). Please print clearly.

Completed entries should be mailed to **JS Contest: “The Teens Who Feed America,” 557 Broadway, 4th floor, New York, NY 10012.** All entries must be postmarked by March 30, 2020. All entries become the property of *Junior Scholastic* and will not be returned. Scholastic shall have a nonexclusive license to edit, publish, use, adapt, or modify any entry online, in print, and in any other media now or hereafter known, for editorial, advertising, promotional, commercial, or any other purposes throughout the world, in perpetuity, without additional compensation or notification to, or permission of, the entrant, except as prohibited by law. Scholastic Inc. is not responsible for late, lost, stolen, misdirected, damaged, mutilated, postage-due, or incomplete mail or for illegible entries.

Contest is open to legal residents of the United States who are enrolled in grades 4-10. Employees, and members of their families living in the same household, of Scholastic Inc., its parent, subsidiaries, affiliates, and its advertising, promotion, and production agencies (“Related Entities”) are not eligible to enter. Void where prohibited by law.

One entry per person. By entering, entrants agree to abide by these rules, warrant and represent that their entry is their original work, and does not infringe upon the rights of any third party. The submitting teacher represents and warrants that he or she has the necessary rights to submit the entries and grant the rights granted herein. Winner’s parent/legal guardian may be required to sign and return an affidavit of eligibility and liability/publicity release within 5 days or an alternate winner may be selected.

Entries will be judged on the following equally weighted criteria: a clearly stated central idea; use of supporting text evidence; appropriate transitions; organization; and grammar, spelling, and punctuation. Five (5) winners will each receive a copy of the book *Esperanza Rising* by Pam Muñoz Ryan (est. retail value: \$6.99). Winners will be selected on or about May 11, 2020.

All entrants, as a condition of entry, agree to release the Related Entities, and their respective officers, directors, agents and employees, from any and all liability for injuries or damages of any kind sustained in connection with participation in this contest or through use of a prize once accepted. No cash substitutions, transfers, or assignments of prizes allowed, except by Scholastic in case of unavailability, in which case a prize of equal or greater value will be awarded. All decisions by Sponsor in connection with this Contest shall be final and binding.

Each winner grants to Scholastic the right to use his or her name, likeness, biographical information, and entry for purposes of advertising and promotion without further notice or compensation, except where prohibited by law.

For a complete list of winners, send a self-addressed stamped envelope after May 11, 2020, and before June 22, 2020, to: Winners List—JS Contest: “The Teens Who Feed America,” 557 Broadway, 4th floor, New York, NY 10012. Contest Sponsor: Scholastic Inc., 557 Broadway, New York, NY 10012

Textual Evidence

KEY STANDARD

RI.6-8.1

Close-Reading Questions: The Teens Who Feed America

Refer to the article on pages 6-11 to respond to the questions below. Include evidence from the text that supports your responses.

1. What evidence in the article supports the statement “it’s perfectly legal for kids to labor on farms for hours at a time”?

2. How does the sidebar “Understanding Child Labor Worldwide” support the article?

3. What are some of the reasons that so many young people work on farms?

Textual Evidence

Close-Reading Questions: The Teens Who Feed America (continued)

4. What are some of the dangers that young farmworkers face?

5. Summarize the section "Protecting Young Workers."

6. Which number in the article was most surprising to you? Why?

Junior Scholastic®

How YOU Can Help

Thousands of kids across the country migrate to work on farms each year. Many of them put their health, safety, and education at risk to grow the fruits and vegetables Americans eat every day. Inspired to learn more about the use of child labor in the U.S. agriculture industry and how you can take action?

Here are some ways to make a difference, regardless of your age.

STAY INFORMED

- **Learn about nonprofit organizations** that are helping young migrant farmworkers and their families—and how you can support the work they do. For example, Farmworker Justice (farmworkerjustice.org) advocates for higher wages, better working conditions, and other issues that affect farmworkers of all ages. The Migrant Legal Action Program (mlap.org) provides legal services to migrant families and pushes for policies that affect their housing conditions, health, education, and more.
- **Read more about the use of child labor** in the United States and abroad at Human Rights Watch (hrw.org/topic/childrens-rights/child-labor). You can also search for the term “child labor” at junior.scholastic.com.

SPREAD THE WORD

- **Help raise awareness about the use of child labor in the agriculture industry.** Share what you’ve learned from *Junior Scholastic* with your family and friends, both in person and online. If you post about the issue on social media, use the hashtags **#EndChildLabor** and **#JuniorScholastic**. Encourage other people to do the same.
- **Write a letter to your U.S. senators or representative.** Tell them why they should support laws that protect young migrant farmworkers and their families. Find their names and contact info at congress.gov/members, then send your note by mail or email. Not sure exactly what to say? We’ll walk you through the process with our Skill Builder **Speak Up!**

Informative Writing Toolkit

After you read “The Teens Who Feed America” on pages 6-11, use this kit to respond to the “Write About It!” prompt on page 11. If you’d like to enter our contest for a chance to win a copy of the book *Esperanza Rising*, have your teacher download the entry form and mail it along with your essay by March 30, 2020.

STEP 1: Gather Text Evidence

A factor is something that causes or influences a result.

What factors might contribute to young people having to work on farms?

Use this organizer to brainstorm factors and gather supporting evidence.

FACTORS

EXAMPLES OR EVIDENCE



Informative Writing Toolkit (continued)

STEP 2: Craft Your Thesis (Central Idea)

The thesis should tell readers what your essay is about. It should be a clear summary of your main point. The rest of your essay will support this idea. One way to start is “Many young people have to work on farms because they . . .”

STEP 3: Organize Your Essay

Refer to your notes from **Step 1** and think about what order makes the most sense for your details. Plan what you'll write in your body paragraphs below.

● **Section 1:** _____

● **Section 2:** _____

● **Section 3:** _____

STEP 4: Start Writing

Use the outline on the next page to help you organize your essay as you write a first draft.

Informative Writing Toolkit (continued)

Informative Essay Outline

1 Introduction

- Introduce the topic. You could begin with a surprising fact about farm work, a thought-provoking quote, or a description of a scene.
- End your introduction with your thesis from **Step 2**.

2 Body Paragraph(s)

- Use text evidence from **Step 1** to explain the factors that cause many young people to work on farms. Write 1-3 sentences that explain each point.
- Make sure to cite evidence properly. If you want to use exact words from the text, put quotation marks around them. Put most information into your own words.
- You can put your details together in one paragraph, or you can split them into a few paragraphs. It depends on how much you want to write about each point. Start each body paragraph with a topic sentence that tells what it will be about.

BRANGSAN PAIDAEN/SHUTTERSTOCK (NOTEBOOK)

Transition Ideas

- | | |
|------------------------------------|-------------------------|
| ● First, | ● For example, |
| ● To begin with, | ● For instance, |
| ● The article explains that | ● In particular, |
| ● According to the text, | ● To illustrate |
| ● The author also | ● Furthermore, |
| ● In addition, | ● Finally, |

3 Conclusion

Write two or three sentences that sum up your essay. You should explain why the topic is important. Make sure to finish with a strong final sentence that feels like an ending.

Informative Writing Toolkit (continued)

STEP 5: Read and Revise

Use this checklist to evaluate your essay, or exchange drafts with a classmate to check each other's work.

INTRODUCTION

- Does the first sentence grab readers' attention?
- Does the first paragraph introduce the topic?
- Is the last sentence a thesis that clearly states the central idea of the essay?

BODY

- Does it include text evidence to explain factors that cause young people to have to work on farms?
- Is text evidence quoted or put into your own words?
- Does each body paragraph have a topic sentence?
- Do all the details support the thesis?

CONCLUSION

- Does the last paragraph summarize the central idea but in different words?
- Does it feel like the essay has ended?
- Does the last sentence leave readers with a strong final impression?

GENERAL

- Do transitions help one idea flow smoothly into the next?
- Do the sentence structures and lengths vary?
- Are grammar, spelling, and punctuation correct?

Choose 1-3 areas to focus on as you revise.

As I revise, I will work to improve _____

STEP 6: Publish and Submit

Come up with a catchy or informative title. Write a final draft on a computer or use your best handwriting. If you'd like to enter the contest, remember to have your teacher download the entry form and submit it along with your essay.

Argument Writing

KEY STANDARD

WHST.6-8.1

Speak Up!

In “The Teens Who Feed America” (pp. 6-11), you read about child labor laws and young farmworkers. What do you think leaders should do about the situation? Tell them! Follow these steps to write a persuasive letter or email to a lawmaker—and make your voice heard.

STEP 1: Introduce yourself and the issue.

First, choose a lawmaker to contact. (Find contact information for members of Congress at congress.gov/members.) Begin your letter by explaining who you are. Then summarize the issue of child labor on farms in the U.S. and explain why you care about this topic. Remember to address your letter to a specific leader, followed by a colon (:).

EXAMPLE:

Dear _____:

My name is _____, and I'm in _____ grade at _____

I care about _____

because _____

STEP 2: Find facts to support your point of view.

What might convince this lawmaker to agree with you? Look for facts from reliable sources, including *Junior Scholastic*, books, and websites ending in .edu or .org. Come up with strong reasons and support them with evidence.

EXAMPLE: Did you know that _____

According to _____

Another reason is that _____

STEP 3: Ask the lawmaker to act.

Suggesting specific changes can make a leader more likely to act. For example, you could tell them how you think they should pass new laws that support young migrant farmworkers. Then explain the difference you think it would make.

EXAMPLE: As a legislator, you can help by _____

That would have a significant impact because _____

STEP 4: Edit your message.

Using your ideas above, write your letter on a computer or a separate sheet of paper. Include a closing such as “Sincerely,” before your name. Have someone read it and suggest improvements. After revising, proofread the letter before you send it.

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: The Teens Who Feed America

1. **advocacy (n):** support for a cause, proposal, or way of doing things (*p. 8*)
example: The mayor's **advocacy** for a new football stadium helped persuade city officials to approve the plan.
2. **agriculture (n):** the work or science of growing food and other crops and raising farm animals (*p. 8*)
example: If the drought doesn't end soon, it will hurt many people who work in **agriculture**.
3. **animal welfare (n):** the health and well-being of animals (*p. 10*)
example: Some people don't eat meat and dairy products because of concerns about **animal welfare**.
4. **bill (n):** a proposed law (*p. 10*)
example: The spending **bill** Congress approved became law after the president signed it.
5. **citizen (n):** a person who is a legal member of a particular country and has certain rights and protections there (*p. 8*)
example: Becoming a U.S. **citizen** meant Tariq could vote in the next election.
6. **Congress (n):** the lawmaking body of the U.S. government, made up of the Senate and the House of Representatives (*p. 8*)
example: One of **Congress's** main responsibilities is to write the nation's laws.
7. **federal (adj):** relating to the national government (*p. 9*)
example: My brother will be able to vote next year, so he needs to learn about the candidates for local, state, and **federal** elections.
8. **immigrant (n):** someone who comes to a new country and plans to stay permanently (*p. 8*)
example: Sarita's grandmother is an **immigrant**, having moved from India to the U.S. as a teen.
9. **migrant (n):** a person who goes from one place to another, especially to find work or better living conditions (*p. 8*)
example: Many farmworkers are **migrants** who travel based on planting and harvesting seasons.
10. **minimum wage (n):** the lowest amount an employer can legally pay for an hour of work (*p. 9*)
example: Betsy, who works as a cook in Florida, earns the state's **minimum wage** of \$8.56.
11. **pesticide (n):** a chemical used to kill insects or other animals that damage plants (*p. 10*)
example: Duncan added a **pesticide** to the soil to keep insects from eating his rosebushes.
12. **sub-Saharan (adj):** relating to the region south of the Sahara Desert, which divides North Africa from the rest of the continent (*p. 9*)
example: Gabon is a **sub-Saharan** country with coastline along the Atlantic Ocean.

On the back, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.

Textual Evidence

KEY STANDARD

RI.6-8.1

Close-Reading Questions: Why Everyone's Talking About the Primaries

Refer to the article on pages 12-13 to respond to the questions below. Include evidence from the text that supports your responses.

1. What is the difference between a primary and a caucus?

2. How would you explain this year's primary process to a friend?

3. What are some ways that people of all ages can participate in presidential elections?

Comprehension

Know the News: Why Everyone's Talking About the Primaries

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

- Who is expected to be the Republican nominee for president?
 - Joe Biden
 - Donald Trump
 - Mike Pence
 - Elizabeth Warren
- Which statement about caucuses is true?
 - They usually take place in July and August.
 - They are more common than primaries.
 - They involve people gathering to discuss the candidates before voting.
 - They work much like a general election.
- Why is it important for candidates to earn delegates in the primaries and caucuses?
 - A candidate needs a majority of delegate votes to win the party's nomination.
 - The delegate counts are tracked from February through June.
 - There is already a clear front-runner for the Republican Party.
 - The presidential election is in November.
- Which happens first?
 - Delegates vote at the national conventions.
 - Americans vote for U.S. president.
 - Americans vote in primaries and caucuses.
 - Democrats and Republicans announce their official presidential nominees.
- Why is the Democratic race not expected to be as straightforward as the Republican race?
 - There is no front-runner among Republicans.
 - A Democratic candidate is the incumbent.
 - Many Democrats have been competing for the nomination, but there is no clear front-runner.
 - The Democratic convention is in July, while the Republican convention is in August.
- What might happen if there is no clear winner going into the Democratic convention?
 - Delegates might do two rounds of voting.
 - The Democrats could choose two nominees.
 - States might hold another round of primaries.
 - The top vote-getter would win, even if he or she did not get a majority of delegate votes.
- What is the main idea of the section "Why are primaries and caucuses important?"
 - Primaries and caucuses are part of the U.S. presidential election process.
 - Social media plays a key role in elections.
 - Americans can influence change by supporting candidates who vow to address certain issues.
 - It is still anybody's guess who the Democratic nominee will be.
- Which statement best supports the answer to question 7?
 - The general election will be held in November.
 - The U.S. presidency is one of the most powerful positions in the world.
 - The state contests start on February 3.
 - Americans can raise awareness, donate money, and help with campaign efforts.
- What does *rival's* mean in this sentence? "Presidential nominees sometimes adopt a rival's policy ideas or promises."

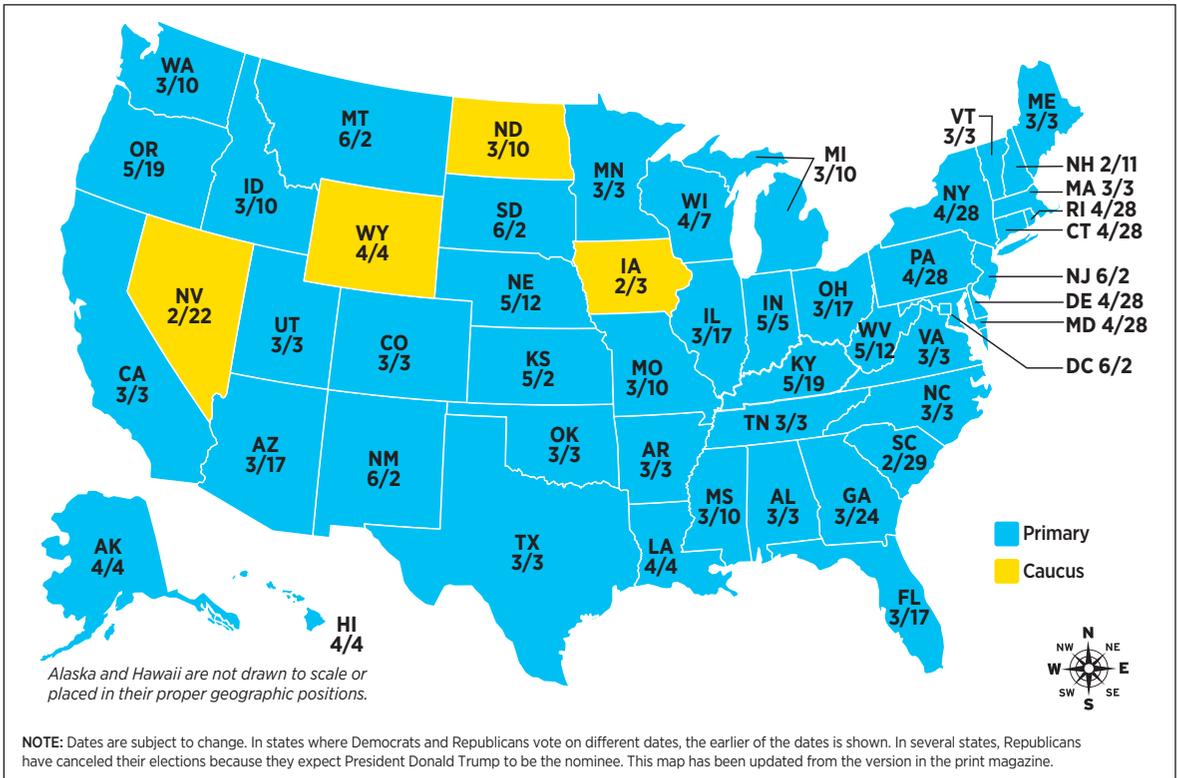
Ⓐ incumbent's	Ⓒ supporter's
Ⓑ opponent's	Ⓓ voter's
- The main purpose of the map on page 13 is to _____.
 - show when members of the major political parties in each state will vote
 - point out the need for more caucuses
 - highlight where the first caucuses and primaries will take place
 - argue that more contests should be in March

Map Reading

KEY STANDARD
RH.6-8.7

2020 Primaries and Caucuses

In "Why Everyone's Talking About the Primaries" (pp. 12-13), you read about upcoming state contests to choose each major political party's presidential nominee. This map shows the date of the first Democratic or Republican primary or caucus in each state. Study it and answer the questions.



Questions

- Which states have caucuses? _____

- Which state will have the first primary or caucus of 2020? _____
- Which state will vote second? _____
- Super Tuesday is March 3. Voters in how many states will vote on that date? _____
- When is the primary in New York? _____
- When will people vote in your state? _____
- Which places don't hold their first primary or caucus vote until June? _____

- True or false: The states along the west coast all vote in March. Explain. _____

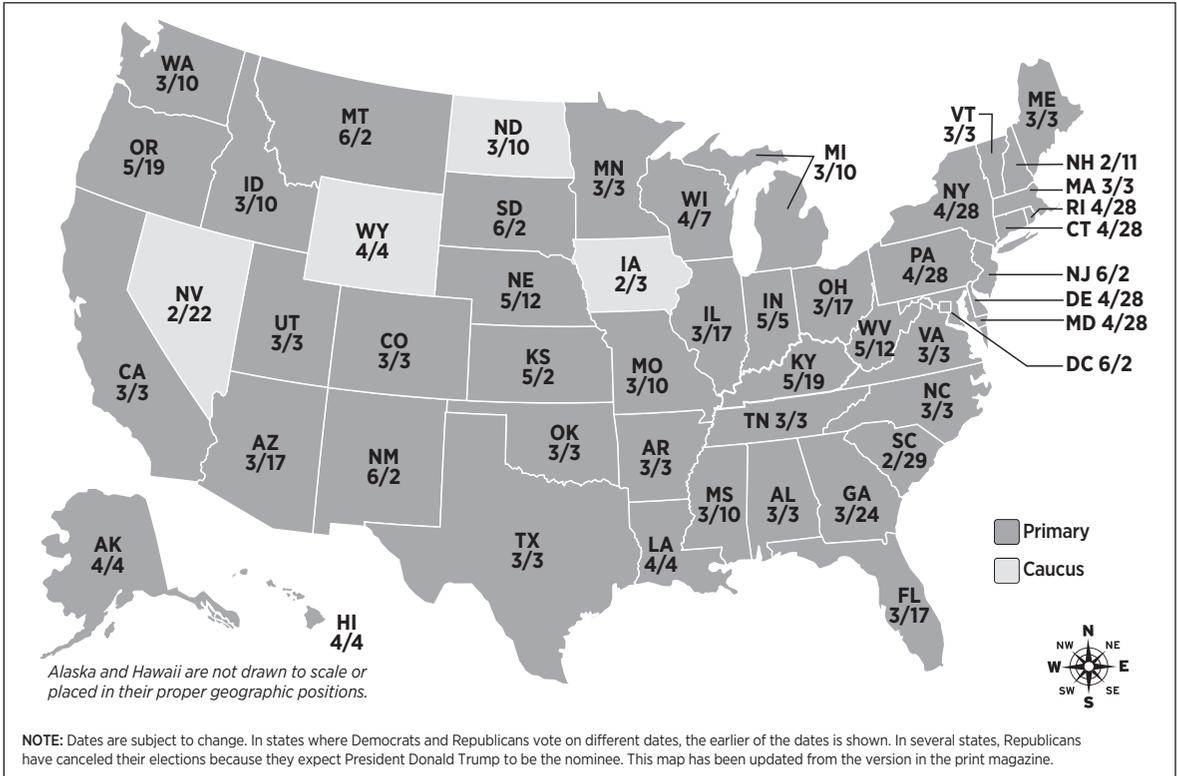
- When is the primary in the state directly north of Tennessee? _____
- When is the primary in the state directly south of Utah? _____

Map Reading

KEY STANDARD
RH.6-8.7

2020 Primaries and Caucuses

In “Why Everyone’s Talking About the Primaries” (pp. 12-13), you read about upcoming state contests to choose each major political party’s presidential nominee. This map shows the date of the first Democratic or Republican primary or caucus in each state. Study it and answer the questions.



MAP: JIM MCMAHON/MAPMAN®

Questions

- Which states have caucuses? _____

- Which state will have the first primary or caucus of 2020? _____
- Which state will vote second? _____
- Super Tuesday is March 3. Voters in how many states will vote on that date? _____
- When is the primary in New York? _____
- When will people vote in your state? _____
- Which places don't hold their first primary or caucus vote until June? _____

- True or false: The states along the west coast all vote in March. Explain. _____

- When is the primary in the state directly north of Tennessee? _____
- When is the primary in the state directly south of Utah? _____

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: Why Everyone's Talking About the Primaries

- 1. caucus (n):** a meeting held to decide which person voters will support in an election (*p. 12*)
example: At his local **caucus**, Malik and his neighbors debated the pros and cons of the presidential candidates until everyone decided which ones to support.
- 2. delegate (n):** someone who has been chosen to speak, vote, or make decisions for a group at a convention or other large meeting (*p. 13*)
example: Some local school boards have student **delegates** who represent the interests of all students or those at a particular school.
- 3. general election (n):** a regularly held election that involves voters and candidates throughout an entire country (*p. 13*)
example: In this year's **general election**, many voters will choose local leaders, statewide officials, members of Congress, and the vice president and president of the U.S.
- 4. incumbent (n):** the person currently holding an office or position (*p. 12*)
example: **Incumbents** often have an advantage in elections because voters are more likely to recognize their names.
- 5. national convention (n):** a meeting where people representing every U.S. state and territory decide who their political party's presidential and vice presidential candidates will be (*p. 13*)
example: Along with officially choosing candidates, people also listen to many speeches at **national conventions**.
- 6. nominee (n):** someone or something officially chosen as a candidate for a job, an award, or an election (*p. 12*)
example: Letty liked all the Oscar **nominees** for best animated movie, but she was happy that *Spider-Man: Into the Spider-Verse* won the award.
- 7. political party (n):** a group of people with similar ideas about how the country should be run who work to elect officials who support those ideas (*p. 13*)
example: Dante went door-to-door to encourage people to vote for his **political party's** candidate.
- 8. primary (n):** an election in which voters choose a candidate to represent their political party in a later election (*p. 12*)
example: Shelby had to win the Democratic **primary** before she could run against the Republican candidate for a Senate seat.

.....

On the back, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.

Argument Writing Toolkit

After you read “Are You Being Watched?” on pages 14-16, use this kit to respond to the “Write About It!” prompt on page 16.

STEP 1: Choose a Side

Would you be in favor of facial recognition technology being used in your town or school?

Consider what you read and your own viewpoints. Check the box for what you will argue in your essay.

Yes, I support use of the technology.

No, I am against use of the technology.

STEP 2: Gather Support

Come up with three reasons that support your claim. Then find a piece of evidence, such as a fact or an example, to support each reason.

Reason 1: _____

Evidence: _____

Reason 2: _____

Evidence: _____

Reason 3: _____

Evidence: _____

Argument Writing Toolkit (continued)

STEP 3: Acknowledge the Other Side

If you think facial recognition technology should be used in your town or school, summarize the strongest arguments of people who disagree. If you're against use of the technology, summarize the main reasons of those who support it.

Then challenge those ideas, explaining why you disagree.

STEP 4: Craft Your Thesis (Central Claim)

Now that you've thought about the details, it's time to write your thesis. It should tell readers what the essay is about and clearly state the opinion you chose in **Step 1**. The rest of your essay will support this idea.

STEP 5: Start Writing

Use the outline on the next page to help you organize your essay as you write a first draft.

Argument Writing Toolkit (continued)

Argument Essay Outline

1 Introduction

- Open with a hook to grab your readers' attention. You might start with a surprising fact, a description of a scene, or a rhetorical question (a question to which you don't expect an answer).
- Then summarize the situation for your readers. Assume that they haven't read the article.
- End your introduction with your thesis from **Step 4**.

2 Body Paragraph(s)

- Now write your supporting reasons and evidence from **Step 2**. For each reason, write 1-3 sentences that provide additional details.
- You can put your details together in one paragraph, or you can split them into a few paragraphs. It depends on how much you want to write about each point. Start each body paragraph with a topic sentence that tells what it will be about.

Tip: End with the reason you think is the strongest. Readers are most likely to remember that one.

Transition Ideas

- **First,**
- **From my point of view,**
- **One reason is that**
- **According to the text,**
- **The author also**
- **In addition,**
- **For example,**
- **Most important,**
- **Furthermore,**
- **However,**
- **Finally,**

3 Counterclaim

The counterclaim is where you acknowledge the other side of the argument. Use your ideas from **Step 3** to explain why you disagree with the opposing point of view. This will make your argument more convincing.

4 Conclusion

Write 2-3 sentences that sum up your essay. You should remind your readers of your main points, and you might urge them to take action. Make sure to finish with a strong final sentence that feels like an ending.

Argument Writing Toolkit (continued)

STEP 6: Read and Revise

Use this checklist to evaluate your essay, or exchange drafts with a classmate to check each other's work.

INTRODUCTION

- Does the first sentence grab readers' attention?
- Does the first paragraph introduce the topic?
- Is the last sentence a thesis that clearly states your central claim?

BODY

- Does it include strong reasons that support your point of view?
- Does evidence help develop each reason?
- Does each body paragraph have a topic sentence?
- Do all the details support the thesis?
- Does it acknowledge an opposing point of view and respond to it?

CONCLUSION

- Does the last paragraph summarize the central claim but in different words?
- Does it feel like the essay has ended?
- Does the last sentence leave readers with a strong final impression?

GENERAL

- Do transitions help one idea flow smoothly into the next?
- Do the sentence structures and lengths vary?
- Are grammar, punctuation, and spelling correct?

Choose 1-3 areas to focus on as you revise.

As I revise, I will work to improve _____

STEP 7: Publish Your Work

Come up with a catchy or informative title. Write a final draft on a computer or use your best handwriting. Think about whether you want to share your essay with a specific person or organization.

Textual Evidence

KEY STANDARD

RI.6-8.1

Close-Reading Questions: Are You Being Watched?

Refer to the article on pages 14-16 to respond to the questions below. Include evidence from the text that supports your responses.

1. What are at least three examples of how facial recognition technology is being used?

2. Summarize the privacy concerns about facial recognition technology expressed in the article.

3. Why is facial recognition technology less likely to accurately identify women and people of color?

Comprehension

Know the News: Are You Being Watched?

Read the article on pages 14-16, then answer the questions.

- Which is a central idea of the article?
 - Some cell phones rely on facial recognition.
 - The increasing use of facial recognition technology in the U.S. is causing controversy.
 - Facial recognition technology can help schools.
 - Airports use facial recognition technology.
- Which detail best supports the answer to question 1?
 - "[Some people] say being scanned by facial recognition software without their knowledge . . . violates their right to privacy."
 - "If you've ever unlocked your phone just by looking at it, you've used facial recognition software."
 - "Officials say the technology is used to spot people who aren't supposed to be at school."
 - "A 2016 study found that at least a quarter of state and local police departments have the ability to run facial recognition searches."
- Why was facial recognition technology used at a Taylor Swift concert?
 - to prove that the technology is safe
 - to determine how many people attended
 - to find people who might be threats to Swift
 - to discourage people from saying anything bad about Swift
- According to the article, some cities in California and Massachusetts recently _____.
 - installed cameras on all street corners
 - purchased new software for local police
 - banned police from using facial recognition technology
 - outlawed all uses of facial recognition software
- How long does facial recognition technology take to search through millions of images?
 - seconds
 - minutes
 - hours
 - days
- Which is *not* required for police to run facial recognition searches?
 - facial recognition software
 - an image of a suspect, such as from a security camera
 - images of people who have been arrested
 - permission from the people being reviewed
- What does *nab* mean in this sentence? "Facial recognition software has helped police nab suspected jewel thieves."
 - catch
 - misidentify
 - teach
 - watch
- Which is *not* a reason why some people are worried about facial recognition technology?
 - It has helped track down a mass shooter and many other criminals.
 - It is less accurate when attempting to identify people of color and women.
 - It could be used to track people who are not doing anything illegal.
 - It could be an invasion of privacy.
- What is the main purpose of the section "A Threat to Our Voices?"
 - to highlight technical problems with facial recognition searches
 - to explain concerns about civil liberties
 - to clarify the role of Congress
 - to persuade readers that safety is more important than privacy
- Which of these statements is a fact?
 - Banning facial recognition technology entirely would be a mistake.
 - Americans will be afraid to engage in free speech if they know they are being watched.
 - Facial recognition use is growing too quickly.
 - Facial recognition has been shown to make more mistakes in identifying people of color.

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: Are You Being Watched?

- 1. bill (n):** a proposed law (*p. 16*)
example: The spending **bill** Congress approved became law after the president signed it.
- 2. civil liberties (n):** basic rights and freedoms that are guaranteed by law or by the U.S. Constitution (*p. 15*)
example: After immigrating to the U.S. from a country where people can be arrested for criticizing the government, Ezra's father appreciated **civil liberties** like free speech.
- 3. Constitution (n):** the official document that spells out the structure, powers, and duties of the U.S. government (*p. 16*)
example: Under the U.S. **Constitution**, the government is divided into three branches.
- 4. facial recognition (n):** the ability to scan and identify human faces (*p. 15*)
example: Deanna had to take off her Halloween mask to unlock her phone because it uses **facial recognition** technology.
- 5. First Amendment (n):** a part of the U.S. Constitution that protects freedom of religion, speech, the press, and other forms of public expression (*p. 16*)
example: The **First Amendment** protects Americans' right to openly question or criticize U.S. lawmakers.
- 6. law enforcement (n):** people or government agencies responsible for making sure people follow laws and investigating crimes (*p. 15*)
example: The FBI, state troopers, sheriffs' departments, and local police departments are all examples of **law enforcement**.
- 7. regulate (v):** to make rules or laws to control something (*p. 15*)
example: The city council responded to noise complaints by **regulating** when and where people can play music in public areas.

.....

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.

Textual Evidence

KEY STANDARD

RI.6-8.1

Close-Reading Questions: Spying on the South

Refer to the article on pages 17-21 to respond to the questions below. Include evidence from the text that supports your responses.

1. How does the author create suspense (excitement about what will happen next) in the first paragraph?

2. What caused the Civil War?

3. What evidence supports the idea that no one was more important to Elizabeth Van Lew's spy ring than Mary Richards?

Comprehension

Know the News: Spying on the South

Read the article on pages 17-21, then answer the questions.

1. Which conclusion about Mary Richards can you draw from the article?
 - Ⓐ She worked to bring justice to black people after the Civil War.
 - Ⓑ She always tried to show her true self.
 - Ⓒ She was a secret Confederate sympathizer.
 - Ⓓ The Union couldn't have won the Civil War without her.

2. What was extremely rare about Richards's childhood in the South?
 - Ⓐ Little is known about her beginnings.
 - Ⓑ She lived in Richmond, the capital of the Confederacy.
 - Ⓒ She was born enslaved.
 - Ⓓ She was sent north to be educated.

3. Who was the president of the Confederacy?
 - Ⓐ Jefferson Davis
 - Ⓑ Ulysses S. Grant
 - Ⓒ Robert E. Lee
 - Ⓓ Abraham Lincoln

4. Which event happened last?
 - Ⓐ Confederate troops attacked Fort Sumter.
 - Ⓑ Mary Richards traveled to Africa as a missionary.
 - Ⓒ Northern troops marched triumphantly through Richmond, Virginia.
 - Ⓓ The Union Army laid siege to Petersburg, Virginia.

5. The turning point of the Civil War took place at the battle of _____.
 - Ⓐ Appomattox Court House
 - Ⓑ Fort Sumter
 - Ⓒ Gettysburg
 - Ⓓ Petersburg

6. According to the article, spies gathered intelligence at all of these places *except* _____.
 - Ⓐ the Confederate Senate
 - Ⓑ a Freedmen's Bureau school
 - Ⓒ the Confederate White House
 - Ⓓ a submarine engineer's home

7. Details about Civil War spies in other cities would best fit in which section of the article?
 - Ⓐ "The War Over Slavery"
 - Ⓑ "The Fight in Richmond"
 - Ⓒ "Richards in the Spy Ring"
 - Ⓓ "Life After Wartime"

8. Which statement about the 13th Amendment is true?
 - Ⓐ It said freed black people had to move to new states.
 - Ⓑ It abolished slavery in the U.S.
 - Ⓒ It ended the Civil War.
 - Ⓓ It allowed states that had seceded to rejoin the Union.

9. What does *elusive* mean in this sentence? "Mary Richards was 'the most fabled—and most elusive' of the Richmond spies."
 - Ⓐ famous
 - Ⓑ forgettable
 - Ⓒ mysterious
 - Ⓓ successful

10. Which statement is an opinion?
 - Ⓐ The Civil War could have been avoided.
 - Ⓑ Richards was unhappy as a missionary in Liberia.
 - Ⓒ Slavery was once common in the U.S.
 - Ⓓ Richards used many different names over the years.

Analyzing a Primary Source

KEY STANDARD

RH.6-8.9

“Do Us Justice”

In “Spying on the South” (pp. 17-21), you read about Mary Richards, a young black woman who was a Union spy in Richmond, Virginia, during the Civil War. After the Union victory, Richards gave talks in New York City describing her adventures.

Curiously, Richards used different names during the lectures, as if she were still undercover. In September 1865, the *Brooklyn Daily Eagle* reported on a talk by “Miss Richmonia R. St. Pierre” at a church. In it, she described visiting Union prisoners with Elizabeth Van Lew. Read an edited excerpt from the talk, written by an unknown reporter. Then answer the questions.

Brooklyn Daily Eagle

Monday, September 25, 1865

Miss St. Pierre has been in the secret service of the government; an announcement sufficient to account for the dense crowd which filled the church and assembled round the entrance to it unable to find admission. . . .

For two years she saw the progress of the Confederacy with almost a broken heart. . . . After **McClellan’s seven days fight**¹, the Southerners took pains to bring their own wounded into Richmond **with all possible dispatch**², and at the expiration of a week they brought in the wounded Unionists; they brought them in on common wagons and pitched them on the sidewalks. They did that for three successive days. (Groans) They brought them in and *threw* them down. This she had seen (groans) with her own eyes. (Groans.) If a person were to speak to these prisoners or to hand them a glass of water, it was **Castle Thunder**³ for them.

One of two Union women in Richmond was a

delicate Southern lady⁴, rich, well-known in the Confederacy, and who resided in a splendid white mansion in that city. This lady disguised herself as a beggar and visited these prisoners in company with the speaker. “Why, cousin John,” they would say, addressing one of the prisoners, the Confederate guard looking on meanwhile; or “Why, Mr. So and So, how came you to get in the Union army? I am ashamed of you!” . . .

In concluding, she advised all those who could to go South as missionaries among the freed people; not to talk sympathy so much, but to do something for their **colored**⁵ brethren and sisters. . . . She was half afraid that Northern **abolitionists**⁶ would do nothing more than talk, and that the colored race would not obtain justice. . . . “Do us justice,” she said in conclusion . . . “Or I say—Look out, look out! Else an **insurrection**⁷ worse than anything that has yet taken place will be the result.” After a few more words she sat down.

¹During the Seven Days’ Battles in the summer of 1862, Union troops got close to Richmond but were fought back by Confederate troops. General George McClellan was the Union commander.

²as quickly as possible

³an infamous Richmond prison

⁴Elizabeth Van Lew

⁵*Colored* was once a common term for African Americans but is now considered dated and offensive.

⁶people who opposed slavery

⁷an attempt to take control by force

Questions

- How does the reporter describe what “Miss St. Pierre” had been doing during the war?
- How did Richards contrast the treatment of wounded Confederate soldiers in Richmond with that of wounded Union prisoners?
- How was Elizabeth Van Lew able to speak with prisoners even as authorities tried to prevent it?
- What details does the reporter use to help readers feel like they were present at the lecture?
- When Richards says “Do us justice,” who was she talking about? What did she fear might happen, and what did she think would take place if justice didn’t come?

Presenting Information

KEY STANDARD

WHST.6-8.4

Create a Timeline

After you read “Spying on the South” on pages 17-21, create a timeline of key events from Mary Richards’s life and the Civil War.

➤ CHOOSE EVENTS FROM RICHARDS’S LIFE

Reread the article and select four events in Richards’s life that you think are most important. Mark them with the letters *MR*. Then collect information and write a summary of each below.

<p>Date:</p> <p>Key Event:</p> <p>Summary:</p>			
------------------------------------------------	------------------------------------------------	------------------------------------------------	------------------------------------------------

➤ CHOOSE EVENTS FROM THE CIVIL WAR

Select four events related to the Civil War that you think are most important. Mark them with *CW*. Then collect information and write summaries below.

<p>Date:</p> <p>Key Event:</p> <p>Summary:</p>			
------------------------------------------------	------------------------------------------------	------------------------------------------------	------------------------------------------------

➤ CREATE YOUR TIMELINE

Think about what you want your final timeline to look like. On a computer or another sheet of paper, set up a horizontal or vertical line and mark years on it. Then type or neatly write summaries of each event and draw lines to place them on the timeline. Include images to support the information if possible.

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: Spying on the South

- abolish (v):** to end completely (*p. 19*)
example: Some people want to **abolish** the testing of beauty products on animals.
- Civil War (n):** a conflict fought from 1861 to 1865 in the United States between the Union and the Confederacy, mainly over slavery (*p. 18*)
example: After four years of fighting, the **Civil War** ended when the Confederacy surrendered.
- Confederacy (n):** another name for the Confederate States of America, the 11 Southern states that attempted to separate from the United States in 1860 and 1861 (*p. 18*)
example: In 1861, Jefferson Davis became the president of the **Confederacy**.
- Congress (n):** the lawmaking body of the U.S. government, made up of the Senate and the House of Representatives (*p. 21*)
example: One of **Congress's** main responsibilities is to write the nation's laws.
- Constitution (n):** the official document that spells out the structure, powers, and duties of the U.S. government (*p. 21*)
example: Under the U.S. **Constitution**, the government is divided into three branches.
- economy (n):** a system for making, buying, selling, and distributing products and services within a country, region, or industry (*p. 19*)
example: Car sales are an important part of the U.S. **economy**.
- intelligence (n):** secret information collected about enemies or other governments (*p. 20*)
example: During months of undercover work, spies were able to send their government valuable **intelligence** about enemy plans.
- missionary (n):** a person sent to teach a religion to people, usually in another country (*p. 19*)
example: Lara moved to Papua New Guinea because her parents, both **missionaries**, were opening a Christian school.
- operative (n):** a person who does specific work, often in secret, for a group or a government (*p. 20*)
example: James Bond is a fictional **operative** for MI6, a British government agency.
- ratification (n):** the formal approval of something, often by a vote (*p. 21*)
example: Congress approved statehood for Hawaii in 1959, but it took effect only after **ratification** by Hawaiians and President Dwight Eisenhower's signature.
- secede (v):** to formally separate from a country or an organization (*p. 19*)
example: Some people in Texas want the state to **secede** from the United States and become an independent nation.
- siege (n):** in a siege, an army surrounds a place to try to force its people to surrender (*p. 20*)
example: During the Syrian civil war, different groups have used **sieges** to take control of cities.

Building Vocabulary

Words to Know: Spying on the South (continued)

13. sympathizer (n): a person who agrees with and supports a cause or a set of ideas (*p. 19*)
example: Terrorist groups often use social media to find and connect with **sympathizers** who are willing to help them.

14. 13th Amendment (n): the section of the U.S. Constitution that officially ended slavery in the United States in 1865 (*p. 21*)
example: The **13th Amendment** is only two sentences long, but it changed millions of lives by ending slavery.

15. Union (n): the Northern states during the Civil War; another term for the United States during that time (*p. 18*)
example: About 180,000 black soldiers fought for the **Union** during the Civil War.

.....

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.

Speaking and Listening

KEY STANDARD

SL.6-8.4

Let's Debate!

After you read "Should Instagram Get Rid of Likes?" on pages 22-23, get ready to participate in a debate. Use this page to help you express your ideas and take notes during the discussion.

BEFORE THE DEBATE

► Should Instagram hide, keep, or get rid of like counts?

I think Instagram should _____ because _____

► List three reasons that support your claim and give evidence for each one.

According to . . .
The article states that . . .
Based on my experience, . . .
For instance, . . .

REASON	EVIDENCE

DURING THE DEBATE

► Take notes on ideas that three classmates share.

- _____
- _____
- _____

► Think about an opposing view and plan a response to it.

I disagree with ____'s argument that . . .
It may be true that ____ but . . .

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: Should Instagram Get Rid of Likes?

- 1. detrimental (adj):** causing damage or injury (*p. 23*)
example: After reading about the **detrimental** effects of a high-sugar diet, Quincy decided to cut back on drinking soda.
- 2. mental health (n):** a person's emotional, psychological, and social well-being (*p. 23*)
example: Getting too little sleep or dealing with a lot of stress can affect someone's **mental health**.
- 3. preoccupied (adj):** unable to pay attention because of worry, excitement, or another distraction (*p. 23*)
example: Alan was so **preoccupied** with trying out for the soccer team that he forgot a friend's birthday.

.....

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: The Road to Election Day

- 1. caucus (n):** a meeting held to decide which person voters will support in an election (*p. 24*)
example: At his local **caucus**, Malik and his neighbors debated the pros and cons of the presidential candidates until everyone decided which ones to support.
- 2. Congress (n):** the lawmaking body of the U.S. government, made up of the Senate and the House of Representatives (*p. 24*)
example: One of **Congress's** main responsibilities is to write the nation's laws.
- 3. economy (n):** a system for making, buying, selling, and distributing products and services within a country, region, or industry (*p. 24*)
example: Car sales are an important part of the U.S. **economy**.
- 4. nominee (n):** someone or something officially chosen as a candidate for a job, an award, or an election (*p. 24*)
example: Letty liked all the Oscar **nominees** for best animated movie, but she was happy that *Spider-Man: Into the Spider-Verse* won the award.
- 5. political party (n):** a group of people with similar ideas about how the country should be run who work to elect officials who support those ideas (*p. 24*)
example: Dante went door-to-door to encourage people to vote for his **political party's** candidate.
- 6. primary (n):** an election in which voters choose a candidate to represent their political party in a later election (*p. 24*)
example: Shelby had to win the Democratic **primary** before she could run against the Republican candidate for a Senate seat.

.....

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.