Dear Teacher,

Here at Junior Scholastic, we’re always thinking about how we can help students become informed and active members of their communities. Our article “Why Everyone’s Talking About the Primaries” will answer students’ questions about these important elections and show them how people of all ages can get involved. For students who want to contact lawmakers after reading about young migrant farmworkers in “The Teens Who Feed America,” our Skill Builder Speak Up! will guide them as they write.

We also have a special contest for that article. Use the Informative Writing Toolkit to help students answer the “Write About It!” prompt, and then send us their essays for a chance to win a copy of the book Esperanza Rising. And don’t forget: There are just a few days left to enter this year’s Eyewitness to History contest. Submit your entries by January 31, 2020.

We always love hearing about how your students are inspired to take civic action after reading Junior Scholastic. Please email us, share your stories in our Facebook community, and use #JuniorScholastic if you post about them on social media.

Jane Nussbaum, Executive Editor
junior@scholastic.com

DON’T MISS OUR MUST-SEE VIDEO!

Inspire your students to help end child labor worldwide by sharing our video interview with Margaret Wurth, an expert at Human Rights Watch. The video pairs perfectly with our cover story, “The Teens Who Feed America.”

Go to: junior.scholastic.com
Activate with your access code
The Teens Who Feed America

Hundreds of thousands of kids nationwide work on farms, putting in long hours under dangerous conditions for incredibly low pay. And it’s all perfectly legal.

About the Article

LEARNING OBJECTIVE
Students will read, discuss, and write about the use of child labor on farms in the U.S.

CURRICULUM CONNECTIONS
• Child Labor
• Migration
• Agriculture
• Fair Labor Standards Act
• Minimum Wage

KEY SKILLS
Social Studies:
• Understand how laws affect the work people do
• Study the production and distribution of goods
• Raise awareness about the use of child labor

English Language Arts:
• Examine causes and effects
• Cite text evidence to support ideas
• Summarize information
• Write an informative essay

KEY CCSS STANDARDS
RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.9, RI.6-8.1, RI.6-8.4, RI.6-8.7, RI.6-8.10, SL.6-8.1, SL.6-8.4

Your Teaching Support Package
Find your full suite of materials at junior.scholastic.com

Lower-Lexile Version
• Differentiate instruction

Video
• Ask an Expert: Child Labor

Bonus Resource
• How You Can Help

Skill Builders
• Words to Know: The Teens Who Feed America
• Close-Reading Questions: The Teens Who Feed America
• Informative Writing Toolkit
• “The Teens Who Feed America” Contest Entry Form and Rules
• Speak Up!
• Know the News: The Teens Who Feed America
• Quiz Wizard
1. Preparing to Read
Engage and Share Opinions
Have students respond to this prompt as a Do Now:
At what age do you think children should be allowed to work? Should there be any limits on what kind of work they can do or how much time they can spend working? Explain your thinking.
Have students stand up and place themselves on a continuum, from “Children of All Ages Should Be Able to Work” to “No Children Under 18 Should Be Able to Work.” Invite students to share their views and let those listening know that they can choose to adjust where they stand.

Preview Vocabulary
Use the online Skill Builder Words to Know: The Teens Who Feed America to preteach the domain-specific terms migrants, advocacy, immigrants, Congress, agriculture, citizens, federal, minimum wage, sub-Saharan, pesticides, bill, and animal welfare.
Have students refer to the Skill Builder as they read.

2. Reading and Discussing
Read the Article
Read the article aloud or have students read it independently or in pairs. As students read, direct them to underline any details that reinforce or change the ideas they expressed during the Do Now task. After reading, you can have students place themselves on the continuum again and discuss whether the article changed anyone’s views.

Answer Close-Reading Questions
Have students write their responses or use the questions to guide a discussion.

• What evidence in the article supports the statement “it’s perfectly legal for kids to labor on farms for hours at a time”? (Text Evidence)
Agricultural labor is excluded from many rules in the Fair Labor Standards Act, which limits child labor. Children as young as 12 can work unlimited hours on farms outside the school day. When working on their own families’ farms, children of any age can work and they can even use hazardous equipment.

• How does the sidebar “Understanding Child Labor Worldwide” support the article? (Text Features)
The sidebar provides context for the article. While the article focuses on child labor on farms in the U.S., the sidebar explains that child labor is a worldwide problem that involves about 152 million kids.

• What are some of the reasons that so many young people work on farms? (Cause and Effect)
Hundreds of thousands of young people like Reyes work so they can earn money for their families. Many young migrant farmworkers are the children of immigrants. Often, their parents have limited schooling and work in low-paying jobs. Plus, minimum wage laws don’t apply to farmworkers, so multiple generations often work together to maximize their earnings.

• What are some of the dangers that young farmworkers face? (Key Details)
Young farmworkers often spend 10 to 12 hours a day working, which can keep them from getting enough sleep. Being around pesticides for long periods of time can cause dizziness, brain damage, and cancer. Furthermore, dangerous equipment like chain saws, hay balers, and forklifts can injure children.
• **Summarize the section “Protecting Young Workers.”** (Summarizing)

According to experts, raising wages for adult farmworkers would be one of the best ways to reduce the number of children who have to work on farms. Enacting federal laws that increase the minimum age at which kids can work on farms or limit their hours are other ways that young people could be protected. Raising awareness about how fruits and vegetables get to people’s plates is also important.

• **Which number in the article was most surprising to you? Why?** (Analyzing Statistics)

Responses will vary.

3. **Skill Building**

**Watch a Video**

Play the video “Ask an Expert: Child Labor.” Then have students discuss these questions with a partner:

Based on the article and the video, what do you think are the most important issues related to child labor? What do you think is the best way for kids to help?

**Read a Map**

Have students complete the map activity on page 11 independently or in pairs. Challenge fast finishers to write two other questions and swap with a classmate. Review answers as a class. Don’t forget to check out Map Skills Boot Camp at junior.scholastic.com for more geography practice.

**Enter Our Informative Essay Contest**

Use the Informative Writing Toolkit to help students respond to the “Write About It!” prompt at the end of the article. To enter the contest for a chance to win a copy of the book Esperanza Rising, download the entry form and rules and submit essays by March 30, 2020.

**Assess Comprehension**

Assign the 10-question quiz Know the News: The Teens Who Feed America, available in PDF or interactive forms. You can also use Quiz Wizard to assess comprehension of this article and three others from the issue.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Students on the Move, p. 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. California</td>
<td></td>
</tr>
<tr>
<td>2. grapes, lettuce, and strawberries</td>
<td></td>
</tr>
<tr>
<td>3. 32,600 students</td>
<td></td>
</tr>
<tr>
<td>4. Responses will vary.</td>
<td></td>
</tr>
<tr>
<td>5. blueberries, pears, and potatoes</td>
<td></td>
</tr>
<tr>
<td>6. true</td>
<td></td>
</tr>
<tr>
<td>7. Maine, New Hampshire, Vermont, and Massachusetts</td>
<td></td>
</tr>
<tr>
<td>8. Florida</td>
<td></td>
</tr>
<tr>
<td>9. northeast</td>
<td></td>
</tr>
<tr>
<td>10. about 1,400 miles</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiate and Customize**

**For Struggling Readers** Have students examine visual information, such as the photos and map, using the Skill Builder Analyze Images from the Graphic Organizer Library on the home page of junior.scholastic.com.

**For Advanced Readers** If students want to read a longer, more advanced version of the article, have them visit psmag.com/social-justice/the-young-hands-that-feed-us. A Spanish translation and audio read-aloud are also available. Ask: How are the two versions of the article similar and different? How do the authors meet the needs of their audiences?

**For Activists** Have students read the online sidebar “How You Can Help” to learn about ways students can help young farmworkers. If students want to write to a lawmaker to share their views, download the Skill Builder Speak Up!

**For Researchers** Have students research child labor in another country, such as India, Ghana, or China. Direct students to find out how many child laborers work in that country, what kind of work they do, and what laws govern their work. Encourage them to present their findings in a blog post, speech, news article, podcast, or slideshow.
Why Everyone’s Talking About the Primaries

State contests to choose the official Democratic and Republican presidential candidates start in February. Here’s what you need to know.

About the Article

LEARNING OBJECTIVE
Students will learn about and discuss the presidential election process and analyze a map.

CURRICULUM CONNECTIONS
• Elections
• Political Parties
• Civic Involvement
• Current Events

KEY SKILLS
Social Studies:
• Study the ideals and practices of citizenship
• Understand how democratic processes influence public policy
• Analyze structures of power and governance

English Language Arts:
• Learn and use domain-specific vocabulary
• Determine central ideas and key details
• Integrate information from diverse formats

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

Your Teaching Support Package
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Lower-Lexile Version
• Differentiate instruction

Video
• Unboxing the Presidency

Skill Builders
• Words to Know: Why Everyone’s Talking About the Primaries

Essential Questions
• How does the U.S. elect a president?
• Why are primaries and caucuses important?

• Close-Reading Questions: Why Everyone’s Talking About the Primaries
• Map Reading: 2020 Primaries and Caucuses
• Know the News: Why Everyone’s Talking About the Primaries
• Quiz Wizard
1. Preparing to Read

Engage and Build Vocabulary
Assess background knowledge with this Do Now prompt: What do you know about the 2020 presidential election? What questions do you have about it? Discuss responses. Then distribute the Skill Builder Words to Know: Why Everyone’s Talking About the Primaries.

2. Reading and Discussing

Read the Article
Read the article aloud or have students read it independently or in pairs. As students read, have them use sticky notes to write a one-sentence answer to each of the questions on page 13.

Answer Close-Reading Questions
Have students write their responses or use the questions to guide a discussion.

• What is the difference between a primary and a caucus? (Domain-Specific Vocabulary)
  In a primary, voters choose their candidate on a secret ballot. In a caucus, voters get together to talk about the candidates and then cast their votes either publicly or by secret ballot. Primaries are much more common; only a few states have caucuses.

• How would you explain this year’s primary process to a friend? (Summarizing)
  Between February and June, states hold primaries and caucuses to help determine the presidential candidates for the two major political parties. At each party’s convention, delegates vote based on their state’s primary or caucus results to select the nominee. President Donald Trump is expected to be the Republican nominee. The Democratic outcome is much less certain.

• What are some ways that people of all ages can participate in presidential elections? (Key Details)
  People of all ages can learn about the candidates and issues and promote the ones they care most about. Even those who aren’t old enough to vote can choose a candidate to support, raise awareness of key issues, and help with other campaign efforts.

3. Skill Building

Analyze a Map
Download the online Skill Builder Map Reading: 2020 Primaries and Caucuses to have students answer 10 questions about the map on page 13.

Watch a Video
As students watch "Unboxing the Presidency," have them create a list of the president’s responsibilities. Then use Think-Pair-Share to have students discuss which tasks they think would be most challenging.

Assess Comprehension
Assign the 10-question quiz Know the News: Why Everyone’s Talking About the Primaries. You can also use Quiz Wizard to assess comprehension of this article and three others from the issue.

Differentiate and Customize

For Struggling Readers Have students play the Win the White House game from iCivics at icivics.org/games/win-white-house to learn about how primaries work before reading the article.

For News Lovers Guide students to search reputable sources for the latest news about the primaries. Have partners choose an article to read and summarize together. Then form small groups to have pairs share their work.
Are You Being Watched?
Facial recognition technology can identify people’s faces—and may make Americans safer. But is it also threatening our privacy?

About the Article
LEARNING OBJECTIVE
Students will consider benefits and drawbacks of facial recognition technology and write an argument about it.

CURRICULUM CONNECTIONS
• Technology
• Law Enforcement
• Civil Liberties
• Race and Gender
• The First and Fourth Amendments

KEY SKILLS
Social Studies:
• Question the role that technology plays in society
• Discuss individual rights and limits of authority
• Understand civic ideals and practices

English Language Arts:
• Use domain-specific and academic vocabulary
• Identify and examine reasons and evidence
• Write an argument essay

KEY CCSS STANDARDS
RH.6-8.1, RH.6-8.2, RH.6-8.4, WHST.6-8.1, WHST.6-8.4, WHST.6-8.5, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.8, RI.6-8.10, SL.6-8.1

Your Teaching Support Package
Find your full suite of materials at junior.scholastic.com

Lower-Lexile Version
• Differentiate instruction

Skill Builders
• Words to Know: Are You Being Watched?
• Close-Reading Questions: Are You Being Watched?
• Argument Writing Toolkit

Essential Questions
• How do technological advances affect society?
• What are civil liberties?
• How should the government balance public safety and individual privacy?
1. Preparing to Read
Engage and Build Vocabulary
Have students respond to this prompt as a Do Now: How many times a day do you think you’re recorded on camera somewhere? Where do you think cameras should and should not be allowed? Why? Discuss responses as a class. Then distribute the online Skill Builder Words to Know: Are You Being Watched?

2. Reading and Discussing
Read the Article
Read the article aloud, or have students read it independently or in pairs. As students read, have them mark benefits of facial recognition technology with a B and drawbacks with a D.

Answer Close-Reading Questions
Have students write their responses or use the questions to guide a discussion.

• What are at least three examples of how facial recognition technology is being used? (Text Evidence)
  Sample response: Concert venues are using facial recognition technology to look for people considered threats; some schools are using it to scan people entering their buildings; police are using it to find and arrest suspected criminals.

• Summarize the privacy concerns about facial recognition technology expressed in the article. (Summarizing)
  People who are concerned about facial recognition technology worry that it can violate civil liberties, such as the right to privacy. Some people worry that using it in schools will make students more likely to accept and expect that they’ll be monitored most of the time. The technology could also make people less likely to protest or publicly object to government policies if they know they’re being watched.

• Why is facial recognition technology less likely to accurately identify women and people of color? (Cause and Effect)
  According to experts, the people who created facial recognition software were mostly white men. They used many images of people who looked like themselves to train the software. The databases didn’t include as many images of women or people of color, so the software is significantly more likely to make mistakes when identifying them.

3. Skill Building
Write an Argument
Download the Argument Writing Toolkit to guide students to respond to the “Write About It!” prompt at the end of the article.

Assess Comprehension
Assign the 10-question quiz Know the News: Are You Being Watched?, available in PDF or interactive forms. Use Quiz Wizard to assess comprehension of this article and three others from the issue.

Differentiate and Customize

For Struggling Readers Preteach or discuss additional terms that students may be less familiar with, such as images, potential, violates, secure, authorities, monitor, significantly, misidentified, openly, and fundamental.

Project-Based Learning Have students look into how facial recognition technology is being used in your area. Then have groups create a PSA, write a petition, suggest a new law, or come up with other ways to use it.
Spying on the South
During the Civil War, a young black woman born into slavery helped the Union defeat the Confederate South—and end enslavement in America.

About the Article

LEARNING OBJECTIVE
Students will read and analyze primary and secondary sources to learn about slavery and the Civil War.

CURRICULUM CONNECTIONS
• The Civil War
• Slavery
• Jefferson Davis, Robert E. Lee, and Ulysses S. Grant
• The 13th Amendment
• The Freedmen’s Bureau
• Virginia

KEY SKILLS
Social Studies:
• Study the past and its legacy
• Analyze the causes and consequences of events
• Use sequence to establish a sense of order and time
• Evaluate historical accounts

English Language Arts:
• Analyze author’s craft and figurative language
• Cite text evidence to support ideas
• Integrate information from text features

KEY CCSS STANDARDS
RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, RH.6-8.9, WHST.6-8.2, WHST.6-8.4, WHST.6-8.9, RI.6-8.1, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.7, RI.6-8.9, RI.6-8.10, SL.6-8.1

Your Teaching Support Package
Find your full suite of materials at junior.scholastic.com

Lower-Lexile Version
• Differentiate instruction

Skill Builders
• Words to Know: Spying on the South
• Close-Reading Questions: Spying on the South
• Create a Timeline
• Primary Source: “Do Us Justice”
• Know the News: Spying on the South
• Quiz Wizard
1. Preparing to Read

Develop Social-Emotional Learning
Have students respond to this prompt as a Do Now:
Describe a time you took a risk. What made it risky?
How did you decide the risk was worth taking? Looking
back, would you do anything differently? Discuss
responses as a class and explain that students will read
about a young black woman who took risks as a spy
during the Civil War.

Preview Vocabulary
Use the Skill Builder Words to Know: Spying on the
South to preteach the terms Civil War, Confederacy,
Union, missionary, abolished, economies, secede,
sympathizer, intelligence, operatives, siege, ratification,
13th Amendment, Constitution, and Congress. Have
students refer to the Skill Builder as they read.

2. Reading and Discussing

Read the Article
Read the article aloud or have students read it
independently or in pairs. Tell students that they
will create a timeline after reading. Direct them to
underline key dates and sequence words and phrases
such as “within days” as they read.

Answer Close-Reading Questions
Have students write their responses or use the
questions to guide a discussion.
• How does the author create suspense
(excitement about what will happen next)
in the first paragraph? (Author’s Craft)
   Tonya Bolden begins by describing Mary Richards’s
   heart rate, which makes readers wonder why she’s
   excited or scared. Sensory details describing the
   sounds of a knock, silence, and a creaking door also
   create suspense, as in a scary story or movie. The last
   sentence of the paragraph makes readers wonder
   what the “next mission” might be.
   • What caused the Civil War? (Cause and Effect)
     Tensions over slavery were the main cause of the
     Civil War. By 1804, all Northern states had passed
     laws to ban slavery. Southern states worried that
     slavery could be abolished nationally. They feared
     that the end of slavery would hurt their economies,
     which relied on enslaved people to grow cotton. The
     issue “reached a fever pitch” as seven states seceded
     between November 1860 and February 1861 and
     formed the Confederate States of America. War broke
     out when Confederate forces fired on Fort Sumter in
     South Carolina on April 12, 1861. By June, Virginia
     and three more states had joined the Confederacy.
   • What evidence supports the idea that
     no one was more important to Elizabeth
     Van Lew’s spy ring than Mary Richards?
     (Text Evidence)
     According to the article, Richards “was said to possess
     a photographic memory,” which would have helped
     her remember important details from maps and other
documents so that she could pass them along. She
     was also an important spy because white people often
     underestimated black people like Richards and spoke
     openly around them. Richards passed coded messages
     and gathered fresh intelligence, as when she snuck
     into the Confederate Senate and listened to a secret
     session from a closet. In her diary, Van Lew wrote that
     Richards “never fails.”
   • How did the Civil War and slavery come to
     an end? (Key Details)
By the summer of 1864, Union troops were fighting in Petersburg, Virginia, only 25 miles from the Confederate capital of Richmond. They cut off supplies to the city. On April 2, 1865, Union troops broke through Confederate lines at Petersburg, and the Confederate Army retreated from Richmond. One week later, Confederate General Robert E. Lee surrendered. In December 1865, the ratification of the 13th Amendment abolished slavery nationally.

• What does the author mean when she writes that Richards was “always hiding in plain sight”? (Figurative Language)

The author means that many people around Richards didn’t really notice or acknowledge her because she was black. The article says that she was “a nobody, invisible in the eyes of most white people.” Many white people wrongly assumed that black people were less intelligent and unable to understand sensitive information. Richards took advantage of this by playing dumb, as she did when Confederate President Jefferson Davis caught her searching drawers in his house.

• How does the map on page 21 support the article? (Text Features)

The map supports the article because it shows which states seceded to form the Confederacy. It also shows which states allowed slavery during the war. In addition, the map shows where the events explained in the sidebar on page 20 took place and helps readers visualize some of the troop movements described in the article.

3. Skill Building
Read a Primary Source

Download the Skill Builder Primary Source: “Do Us Justice” to have students read a newspaper account of one of Mary Richards’s lectures in New York City in 1865. Guide students to analyze it by answering the questions individually or in pairs.

Create a Chronology

Use the online Skill Builder Create a Timeline to have students select and organize key dates in Mary Richards’s life and the Civil War. To help students visualize the time between events, you can use string or yarn to make a timeline across your classroom and have students stand where key events occurred.

Assess Comprehension

Assign the 10-question quiz Know the News: Spying on the South, available in PDF or interactive forms. Use Quiz Wizard to assess comprehension of this article and three others from the issue.

Differentiate and Customize

For Struggling Readers Build background knowledge before reading the article by having students watch the video “America’s Civil War” at junior.scholastic.com. Search for it by title. As students watch the video, have them use two-column notes to record information about key dates, people, and events.

For Advanced Readers Have students learn about another woman who had an active role in the Civil War by searching for “Mary Walker’s War” at junior.scholastic.com. Ask: What did Mary Richards have in common with Mary Walker? How were the women different?

For Map Readers To have students answer questions about a map similar to the one on page 21, use the Skill Builder A Nation Divided from our December 9, 2019, issue. Search for it by title at junior.scholastic.com. You can also reinforce geography skills with our Map Skills Boot Camp curriculum. Find it by clicking “Map Skills” in the top menu.

For Writers Have students write an informative essay responding to the “Write About It!” prompt on page 21. Make sure students introduce the topic clearly and provide a concluding statement.
The Big Read, pp. 6-11

The Teens Who Feed America

Hundreds of thousands of kids nationwide work on farms, putting in long hours under dangerous conditions. And it’s all perfectly legal.

Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.9, RI.6-8.1, RI.6-8.4, RI.6-8.7, RI.6-8.10, SL.6-8.1, SL.6-8.4

NCSS: People, Places, and Environments • Power, Authority, and Governance • Production, Distribution, and Consumption

JS Explains, pp. 12-13

Why Everyone’s Talking About the Primaries

State contests to choose the official Democratic and Republican presidential candidates start in February.

Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.7, WHST.6-8.4, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.7, SL.6-8.1

NCSS: Individuals, Groups, and Institutions • Power, Authority, and Governance • Civic Ideals and Practices

Spotlight, pp. 14-16

Are You Being Watched?

Facial recognition technology may make Americans safer, but is it also threatening our privacy?

Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.4, WHST.6-8.1, WHST.6-8.4, WHST.6-8.5, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.8, RI.6-8.10, SL.6-8.1

NCSS: Power, Authority, and Governance • Science, Technology, and Society • Civic Ideals and Practices

Flashback, pp. 17-21

Spying on the South

During the Civil War, a young black woman helped defeat the Confederate South—and end enslavement in America.

Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, RH.6-8.9, WHST.6-8.2, WHST.6-8.4, WHST.6-8.9, RI.6-8.1, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.7, RI.6-8.9, RI.6-8.10, SL.6-8.1

NCSS: Time, Continuity, and Change • Individual Development and Identity • Civic Ideals and Practices