### STUDENT EDITION

**SPECIES AT RISK, P. 11**
1. sub-Saharan Africa
2. 86 species
3. 30-90 addaxes
4. Europe
5. South and Southeast Asia
6. deforestation
7. Europe
8. Mesoamerica
9. Oceania has 71 more critically endangered species than North America.
10. 1,599 species

**NO WAY OUT?, P. 24**
1. The soldier is stuck in a dangerous situation that he can't escape. His cheerless expression shows that he is frustrated about being unable to move forward. Also, his legs are mostly buried in quicksand.
2. The soldier’s comment reveals that he believed he was about to leave the Middle East but now has to stay. The word they could refer to the U.S. government, the soldier’s commanders, or the overall situation in the Middle East.
3. The symbol of quicksand applies because the U.S. is trapped in a seemingly inescapable situation in Iraq and Afghanistan. It is still fighting there and now is further stuck in the Middle East because of the situation in Iran.
4. The cartoon relates to the idea that conflicts with Iran almost led to war. It also shows how some of the U.S. soldiers already stationed in the Middle East might feel about the U.S. sending 3,500 more troops there.

### ONLINE SKILL BUILDERS

**NEWS ALERT!**

**WHAT I LEARNED: NEWS ALERT!**
Responses will vary.

**ON THE ROAD TO EXTINCTION**

**SPEAK UP!**
Responses will vary.

**WHO'S NEXT?**
1. The elephant represents all of the 1 million plant and animal species that the United Nations report says are at risk of extinction.
2. The artist might have chosen an elephant because it is endangered, well-known, and large. Its size makes the animal hard for people, including the man in the cartoon, to ignore. Also, the artist could be referencing the common idiom “the elephant in the room,” sometimes used when people are ignoring a problem.
3. The elephant is saying that the person in the cartoon, who represents all humans, will be the next to become extinct.
4. Extinctions might affect humans because other species are important for the air, water, and food that we need to survive. Certain species are also used to make medicine and to pollinate crops.

**SPECS SPECIFICS**
Responses will vary.

**ARGUMENT WRITING TOOLKIT**
Responses will vary.

### KNOW THE NEWS: ON THE ROAD TO EXTINCTION

1. A 6. C
2. C 7. D
3. D 8. C
5. B 10. C

### A DAY IN THE LIFE OF A ... PRESIDENTIAL CANDIDATE

**VOTING VOCABULARY**

**Meanings**
- sway: to persuade
- nationwide: throughout a country
- visibility: the ability of others to see something
- commander in chief: the leader of a country’s military

**Examples**
Responses will vary.

**THE BRINK OF WAR?**

**A TENSE RELATIONSHIP**
1. The U.S. helped overthrow Iran’s prime minister in 1953 and reinstall an ally, the shah. The U.S. started helping Iran develop nuclear power for peaceful purposes in 1957.
2. In 1979, Iranians overthrew the shah, and Ayatollah Ruhollah Khomeini created a new government based on Islamic values. After the U.S. took in the shah, Iranians attacked the U.S. embassy and took people hostage for more than a year.
3. The U.S. helped Iran develop nuclear power for peaceful purposes in the 1950s. As the U.S. started to suspect that Iran might be building nuclear weapons in the 1990s, it imposed sanctions on Iran. The U.S. signed an agreement in 2015 to limit Iran’s nuclear program but pulled out of it three years later.
4. The timeline helps readers understand the article by providing more background about events that have shaped the relationship between the U.S. and Iran. It provides more details about some of the events in the “Key Moments” sidebar and helps explain the “history of distrust” discussed in the article.

5. According to the article, risks of armed conflict seem to have passed. However, Iranian-backed militias could strike U.S. targets. Iranian cyberattacks against the U.S. are also likely to continue, experts say.

CLAIMS AND EVIDENCE

1. The U.S. killed Iran’s top military leader in a drone strike in January. The countries came close to war. Iran promised to take “forceful revenge” for the general’s death and fired missiles at bases that house U.S. troops.

2. National security expert Michael Doran claims that the world is safer now because Suleimani was “its most accomplished and deadly terrorist.” Other experts and officials say the killing was too risky and not based on enough evidence that Suleimani had been planning new attacks on Americans.

3. In 1953, the U.S. helped overthrow Iran’s democratically elected leader and install an ally, the shah. In 1979, Iranians overthrew the shah, attacked the U.S. embassy, and took dozens of Americans hostage. The U.S. and other nations reached a deal limiting Iran’s nuclear program in 2015, but the U.S. pulled out of the deal in 2018.

4. Iranian-backed militias in the Middle East could attack U.S. troops.

5. Experts say Iran will probably continue to use computer attacks against the U.S. Tensions could reach a crisis point again, and an Iranian general said his country does “not consider the conflict with the United States over.”

INFORMATIVE WRITING TOOLKIT

KNOW THE NEWS: THE BRINK OF WAR?

1. D  6. A
2. B  7. B
3. B  8. A
5. C  10. A

THE RIGHT TO RIDE

1. They meant that integrating the buses was a victory for African Americans who no longer had to give their bus seats to white passengers, but it was also a win for the whole city and the region. The Supreme Court decision was an important step toward achieving civil rights for all people everywhere. When everyone is treated equally, the world is a better place for people of all races.

2. Their suggestions for nonviolence include: be polite and follow the rules; do not retaliate if cursed at, pushed, or struck; ride the bus with a friend; and if you see someone being harassed, pray for the harasser, but do not get involved. The civil rights leaders likely knew that the whole country would be watching the integration of Montgomery’s buses. They probably worried that any violence or bad behavior on the part of African Americans could strengthen the arguments of people who thought the South should remain segregated.

3. Suggesting that some people might want to “walk for another week or two” shows that some African Americans probably worried that the whole country would be watching the integration of Montgomery’s buses. They probably worried that any violence or bad behavior on the part of African Americans could strengthen the arguments of people who thought the South should remain segregated.

THESE GIRLS BROKE BARRIERS!

SUMMARIZING STORIES

Claudette Colvin: In 1955, Claudette Colvin was arrested for refusing to give up her bus seat to a white woman in Montgomery, Alabama. Several months later, Rosa Parks had a similar experience. In response, African Americans boycotted city buses. Claudette joined the Browder v. Gayle lawsuit that challenged the Jim Crow policy of segregating black people from white people on buses. The U.S. Supreme Court ruled in 1956 that segregation on public buses was unconstitutional.

Tatyana McFadden: In the 2004 Paralympic Games, Tatyana McFadden won two medals in Greece. However, her high school in Maryland refused to let her compete in races against able-bodied runners, saying that her racing wheelchair made it easier for her to win. After Tatyana won a lawsuit against her school district, a law was passed in Maryland that said all students with disabilities have to be allowed to play school sports. She helped the rules become federal law in 2013.

Constance McMillen: As part of the first openly gay couple at her high school, Constance McMillen asked if she could attend prom with her girlfriend. The principal said no. After the American Civil Liberties Union asked the school to change its decision, the district canceled prom. The ACLU won a lawsuit arguing that the district had violated Constance’s First Amendment rights. Even though Constance didn’t get to go to prom, she helped encourage the school district to adopt a policy that says LGBTQ students can’t be discriminated against.
Americans might have been feeling scared or hesitant about riding integrated buses so soon after the court ruling. Some of them might have worried about being verbally or physically attacked by riders who opposed integration—and remaining calm and nonviolent in response.

4. Responses will vary.
5. The tone could be described as calm, educational, or hopeful. The words “unpleasantness,” “violence,” and “incident” suggest a cautious tone. The suggestion to “be loving enough to absorb evil” has a religious tone.

KNOW THE NEWS: THESE GIRLS BROKE BARRIERS!
1. C 6. A
2. B 7. D
3. D 8. B
4. A 9. D
5. A 10. B

SHOULD TEEN WORKERS BE PAID LESS THAN ADULTS?

ANALYZING AUTHORS’ CLAIMS
Responses will vary.

QUIZ WIZARD
1. A 11. 4th
2. C 12. 2nd
3. A 13. 5th
4. B 14. 1st
5. A 15. 3rd
6. F 16. D
7. O 17. D
8. O 18. D
10. O 20. CI