Ready for Testing Season?

Dear Teacher,

As the coming spring brings warmer temperatures, we know that testing season is also heating up for many of you. Junior Scholastic can help you prepare! Here are some ideas for how you can use our resources to make sure your students are ready to do their best.

- Use our Writing Toolkits (find them at junior.scholastic.com) to guide students through the writing process as they craft essays that include text evidence. Most issues include an Argument Writing Toolkit and an Informative Writing Toolkit.
- Close-Reading Questions offer students great practice in citing text evidence. You can display them from our website by clicking the button at the end of each article in presentation view—or download the Skill Builders for students to write their responses.
- Build geography skills with our Map Skills Boot Camp. Find a complete curriculum of 13 lessons by clicking “Map Skills” in the top menu at junior.scholastic.com.
- Help students practice responding to document-based questions with our collection of primary sources. Choose from more than 50 in our online archive by doing a keyword search for “primary sources.”

We hope your students have everything they need to succeed this spring!

Jane Nussbaum, Executive Editor
junior@scholastic.com

March is Women’s History Month! Our Women’s Rights text set contains 15 articles about the fight for gender equality. Find it by clicking “Text Sets” in the top menu at junior.scholastic.com. It pairs perfectly with this issue’s history article, “These Girls Broke Barriers!”

Go to: junior.scholastic.com
Activate with your access code

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On the Road to Extinction

Humans are changing the planet so rapidly that 1 million species are now at risk of disappearing forever. Can we survive without them?

About the Article

LEARNING OBJECTIVE
Students will read about species at risk of extinction before analyzing a world map and a political cartoon.

CURRICULUM CONNECTIONS
• Ecosystems
• Endangered Species
• Population Growth
• Climate Change
• Conservation
• Science and Society

KEY SKILLS
Social Studies:
• Analyze data in a map
• Study environments and the relationship between humans and the natural world
• Understand global connections and identify opportunities for civic action

English Language Arts:
• Identify causes and effects
• Research a topic and integrate information from multiple sources
• Write an argument

KEY CCSS STANDARDS
RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.5, RI.6-8.7, RI.6-8.10, SL.6-8.1, SL.6-8.2

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

Lower-Lexile Version
• Differentiate instruction

Video
• 5 Ways Humans Put Other Species at Risk

Bonus Resource
• How You Can Help

Skill Builders
• Words to Know: On the Road to Extinction
• Close-Reading Questions: On the Road to Extinction
• Political Cartoon: Who’s Next?
• Species Specifics
• Argument Writing Toolkit
• Know the News: On the Road to Extinction
• Quiz Wizard
1. Preparing to Read

Build Vocabulary
Distribute the online Skill Builder Words to Know: On the Road to Extinction. Direct students to rate their knowledge of each term using a four-point scale: 1—I’ve never heard it; 2—I’ve heard it but I’m not sure what it means; 3—I think I know what it means; 4—I could explain it to someone else. Have students read all the definitions and write sentences using two terms they feel less confident about.

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 mark ways that human activities harm plants and animals with an X. Have them mark ways human activities can help with a check mark.

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

• How do the first four paragraphs relate to the rest of the article? (Text Structure)
  The first four paragraphs tell a story about ecologist Brad Lister. The author uses his story about wondering what happened to the butterflies in a Puerto Rican rainforest to introduce the topic of extinctions. After telling his story, the article widens its focus and explains other recent research and reasons for losses like those of the insect populations in Puerto Rico.

• How are human activities putting species at risk? (Identifying Causes)
  As the human population has doubled over the past 50 years to 7.7 billion, human activity has affected more of the planet. People have significantly changed about three-quarters of Earth’s land area by clearing land, cutting down trees, mining minerals, and other actions. Other threats include overfishing, tourism, pollution, illegal hunting, and global warming. These activities affect ecosystems and destroy natural habitats where plants and animals live.

• What does Sandra M. Díaz mean when she says “Life on Earth is an intricate fabric”? (Figurative Language)
  Díaz is using a metaphor to compare life on Earth to a woven fabric. She means that each species on Earth is like a thread in a fabric. If one thread is lost, the fabric can fray. Similarly, losing one species can affect the others on Earth. Each one has an important role to play in its ecosystem.

• How might extinctions affect humans? (Identifying Effects)
  Losing species could threaten the food, water, and air that humans need to survive. Trees and other plants help reduce pollution in the air, and wetlands help purify some water. Additionally, many crops depend on animals like bees and bats to pollinate them. The food supply could also be threatened because the number of crop species is falling and many animals used in agriculture are threatened.

• What interventions could help prevent extinctions? (Key Details)
  Stopping illegal logging, hunting, and fishing could help prevent extinctions. Governments can also work to limit global warming and its effects. Experts are urging leaders to protect 30 percent of land and 30 percent of the oceans by 2030 by setting up more nature reserves and wilderness areas. Individuals can
help by reducing food waste, using less water, and buying sustainable products. They can also use their voices to ask government leaders to enact some of the interventions mentioned above.

**• How does the sidebar “Comeback Creatures” support the article? (Text Features)**

The sidebar “Comeback Creatures” supports the article by showing three examples of how conservation efforts have prevented extinctions. Laws banning pesticides helped save the bald eagle, protections against hunting the gray wolf helped its population rebound, and an international treaty protected sea otters. The sidebar also supports ecologist Pamela McElwee’s point that the decisions people make in the next few decades could help “species to recover or send them into a complete spiral.”

3. **Skill Building**

**Watch a Video**

Before students watch the video “5 Ways Humans Put Other Species at Risk,” have them set up a page to take notes about the five causes. After watching the video, have students discuss these questions with a partner: Which cause do you think is most harmful? Why? What is something people could do differently that would help?

**Read a Map**

Read aloud the description of the map at the top of page 11. Then have students answer the questions about it independently or in pairs. Challenge fast finishers to write two other questions and swap with a classmate.

**Analyze a Political Cartoon**

Use the online Skill Builder Political Cartoon: Who’s Next? to have students read a cartoon about the United Nations extinction report. Have students answer the questions independently or in pairs.

**Assess Comprehension**

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

### Answers 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

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**Differentiate and Customize**

**For Struggling Readers** Partner with one of your students’ science teachers to find out what students have learned about endangered species in science classes. Point out connections between texts, knowledge, and vocabulary.

**For Advanced Readers** Have students read the debate “Should We Bring Back Extinct Species?” (Find it at junior.scholastic.com by searching for the title.) After students read each point of view, have them discuss these questions: Which argument do you think is stronger? Why? How does the debate relate to the article?

**For Researchers** Use the online Skill Builder Species Specifics to guide students to choose and research an endangered species. Two places to start are fws.gov/endangered and worldwildlife.org/species. You might have students share their work with younger students, a science class, or a local environmental group.

**For Writers** Download the Argument Writing Toolkit to help students respond to the “Write About It!” prompt on page 11. The kit will guide students through every step of the writing process, from brainstorming to publishing.
A Day in the Life of a . . .

Presidential Candidate

Running for president is a grueling process that can take months—or even years. Find out what a day as a candidate for the nation’s highest office might be like.

About the Article

LEARNING OBJECTIVE
Students will integrate information from an article and a video to learn about the presidency.

CURRICULUM CONNECTIONS
• Elections
• Three Branches of Government
• Civic Engagement

KEY SKILLS
Social Studies:
• Understand the importance of elections
• Study the ideals and practices of citizenship

English Language Arts:
• Use domain-specific vocabulary
• Support ideas with text evidence

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

Your Teaching Support Package
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Video
• Unboxing the Presidency

Skill Builders
• Words to Know: Presidential Candidate
• Close-Reading Questions: Presidential Candidate
• Voting Vocabulary
• Quiz Wizard

Essential Questions
• How do people campaign for public office?
• Why are elections important?
• What are the responsibilities of the president of the United States?
1. Preparing to Read
Engage and Preview Vocabulary
Have students respond to this prompt as a Do Now:
What do you think running for president is like? What parts might be the most fun and the most challenging? Discuss responses as a class. Then distribute the online Skill Builder Words to Know: Presidential Candidate.

2. Reading and Discussing
Read the Article
As students read the article as a class, independently, or in pairs, have them put an ! next to any surprising information and a ? next to any information they have questions about.

Answer Close-Reading Questions
Have students write their responses, or use the questions to guide a discussion.
• **What evidence supports the idea that “running for president is a grueling process”?** (Text Evidence)
The candidate’s day starts at 8 a.m. and doesn’t end until 9 p.m., which is a 13-hour workday. The article also shows that the candidate spends a lot of time traveling to different states and attends multiple events in one day. Additionally, the candidate even works during mealtimes, campaigning at a diner during lunch and preparing for a debate during dinner.

• **How are middle school students involved in the campaign?** (Key Details)
A group of seventh-graders volunteered for the campaign and helped register voters. Even though they can’t vote yet, they got involved because they know the next president will affect their futures.

• **How does the candidate try to connect with voters?** (Central Ideas)
The candidate used a town hall meeting to listen to people’s concerns and answer their questions directly. Social media is a way that the candidate can connect with voters across the country. Shaking hands and posing for selfies gives voters one-on-one time with a candidate. Finally, a rally gave thousands of people a chance to hear the candidate speak.

3. Skill Building
Watch a Video
Play the video “Unboxing the Presidency” to learn more about the president’s job. Then use Think-Pair-Share to discuss this question: Based on what you read and saw, why is the presidency such an important job?

Build Vocabulary
Download the Skill Builder Voting Vocabulary to help students practice using terms from the article.

Assess Comprehension
Use Quiz Wizard to assess comprehension of this article and three others from the issue.

Differentiate and Customize

**For English Learners** Point out words with multiple meanings, such as running, swing, shape, key, fielding, and record. Discuss definitions and explain which ones are being used in the article.

**For Map Readers** To have students read and answer questions about a map showing caucus and primary dates, download the Skill Builder 2020 Primaries and Caucuses from the January 27, 2020, issue.
The Brink of War?

Recent hostilities between the United States and Iran have threatened to spiral into a war. What caused the crisis—and what will happen next?

About the Article

LEARNING OBJECTIVE
Students will analyze, discuss, and write about events involving the U.S. and Iran that are described in an article, a timeline, and a political cartoon.

CURRICULUM CONNECTIONS
• Iran and the Middle East
• Foreign Policy
• Global Conflicts
• Nuclear Power and Weapons
• Economic Sanctions

KEY SKILLS
Social Studies:
• Investigate causes and consequences of events
• Analyze a political cartoon
• Read a timeline

English Language Arts:
• Analyze text structure
• Identify an author’s purpose and points of view
• Support ideas with text evidence
• Determine tone

KEY CCSS STANDARDS
RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, WHST.6-8.2, WHST.6-8.5, RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.6, 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: The Brink of War?
• Close-Reading Questions: The Brink of War?
• Timeline: A Tense Relationship
• Claims and Evidence
• Informative Writing Toolkit
• Know the News: The Brink of War?
• Quiz Wizard
1. Preparing to Read

Build Background Knowledge

Use the interactive atlas and almanac to display information about Iran. (At junior.scholastic.com, select “Atlas & Almanac” in the top menu, then click “World Atlas.” Zoom in on Iran and click its name to display information.) Have students write three sentences with facts about Iran as a Do Now. Preselect five students to stand and share one of their sentences.

Preview Vocabulary

Use the Skill Builder Words to Know: The Brink of War? to preteach the domain-specific terms drone, Middle East, militia, terrorist, airstrikes, embassy, foreign policy, Congress, national security, nuclear weapons, European Union, sanctions, economy, volatile, cyberwarfare, coup, Islamic, and diplomatic. 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 number events that have contributed to recent hostilities between the U.S. and Iran.

Answer Close-Reading Questions

Have students write their responses, or use the questions to guide a discussion.

• How is the article organized? How do text features support it? (Text Structure)
  
  After an introduction, the article is broken into five sections. Each one has a question as a subheading that lets readers know what that section will be about. The images on pages 14 and 15 show what the presidents of Iran and the U.S. (who are discussed in the article) look like. The maps on page 16 show the locations of Iran and the Middle East region. The sidebar “Key Moments” supports the article by providing information about the “history of distrust” between the U.S. and Iran.

• Summarize the events in December and January that led to “a crisis point” between the U.S. and Iran. (Summarizing)
  
  In December, an American was killed when a militia supported by Iran attacked a military base in Iraq. In response, the U.S. attacked an Iranian-backed militia in the Middle East and killed 25 of its members. Then protesters broke into the U.S. embassy in Iraq and started fires. In January, U.S. President Donald Trump ordered a drone strike that killed Iran’s top military leader, Major General Qassim Suleimani.

• What is the author’s purpose for writing the article? How does the author include different points of view? (Point of View)
  
  The author’s purpose is to inform readers about recent events in the Middle East and to explain why the U.S. and Iran have long had a tense relationship. Steph Smith includes different points of view when she writes that “U.S. foreign policy experts and officials disagree about whether it was wise to kill Suleimani.” She explains some of the arguments on each side and includes data from polls to show the American public’s point of view.

• How did events in 1979 affect the relationship between the U.S. and Iran? (Key Details)
  
  In 1979, Iranians overthrew the country’s leader, known as the shah, who the U.S. had helped put in
place in 1953. After the U.S. offered to protect the shah, militants took control of the U.S. embassy in Iran and held dozens of Americans hostage for more than a year. These events contributed to the tense relationship between the U.S. and Iran and caused the U.S. to cut off diplomatic ties with Iran.

• Reread the last paragraph of the article. How would you describe the speaker’s tone? (Tone)
The Iranian general’s tone is proud. He is almost bragging about his country. His tone is also somewhat threatening because he says “we do not consider the conflict with the United States over,” indicating that Iran could decide to take further action against the U.S.

3. Skill Building
Analyze a Political Cartoon
Have students turn to the back page of the magazine. Guide students to answer the questions about the cartoon on page 24 independently or in pairs.

Read a Timeline
Use the online Skill Builder Timeline: A Tense Relationship to have students read and answer questions about a timeline that explains key events in the relationship between the U.S. and Iran.

Cite Text Evidence
Download the Skill Builder Claims and Evidence to have students practice identifying evidence that supports claims in the article. Guide students to reflect on which evidence they think is strongest.

Assess Comprehension
Assign the 10-question quiz Know the News: The Brink of War?, available in PDF or interactive forms. You can also use Quiz Wizard to assess comprehension of this article and three others from the issue.

Answers

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.
These Girls Broke Barriers!

Meet four young women who challenged injustice in their communities—and whose actions made lasting impacts on the country.

About the Article

LEARNING OBJECTIVE
Students will read, discuss, and write about four young women who fought injustice.

CURRICULUM CONNECTIONS
• Discrimination
• Gender and Race
• Advocacy
• The Civil Rights Movement
• The First Amendment
• LGBTQ Rights
• Disabilities
• Alabama, Maryland, Mississippi, and New York

KEY SKILLS
Social Studies:
• Analyze a primary source
• Understand how institutions control individuals and how people can change them
• Recognize civic ideals that support individual dignity and the common good

English Language Arts:
• Identify central ideas and key details
• Write objective summaries
• Conduct a research project and write an informative text

KEY CCSS STANDARDS
RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.9, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, RI.6-8.1, RI.6-8.2, RI.6-8.4, RI.6-8.10, SL.6-8.1, SL.6-8.6

Essential Questions
• What is equality?
• How can people challenge injustice?
• How can one person make the world better for others?
1. Preparing to Read
Engage and Build Vocabulary
Have students respond to this prompt as a Do Now: Think of a time you’ve experienced, seen, or heard about an injustice. What happened? How did people respond? Looking back, what do you think would have been the best way to respond? Invite volunteers to share responses. Then distribute the online Skill Builder Words to Know: These Girls Broke Barriers!

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 the central idea of each section.

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

• What do the four young women in the article have in common? (Integrating Ideas)
Each of the young women faced discrimination when she was a teen. They all decided to fight back and used the legal system to defend their rights. Each woman was successful and paved the way for others.

• How was each of the young women discriminated against? (Key Details)
Alice de Rivera was discriminated against because a top high school refused to accept female students like her. Claudette Colvin was arrested because she refused to give up her bus seat to a white woman. The discrimination Constance McMillen faced was based on her sexual orientation and involved her principal refusing to allow her to attend prom with her girlfriend. Tatyana McFadden was discriminated against because her school wouldn’t allow her to compete in track meets using her racing wheelchair.

• Explain how one of the women’s actions made a lasting impact on the country. (Text Evidence) Responses will vary.

3. Skill Building
Write Objective Summaries
Use the Skill Builder Summarizing Stories to help students summarize each section. After reading a model, students will write three summaries. You might have partners compare summaries and collaborate to integrate their ideas in a second version.

Read a Primary Source
Download the Skill Builder Primary Source: The Right to Ride to have students analyze suggestions co-written by Martin Luther King Jr. for black bus riders after the Montgomery bus boycott.

Assess Comprehension
Assign the 10-question quiz Know the News: These Girls Broke Barriers!, 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 fluency by reading the article multiple times using different strategies for sections. After modeling fluency with a read aloud, you can use choral or echo reading, partner reading, or online audio support.

For Writers and Researchers Guide students to respond to the “Write About It!” prompt on page 21. Share a model of each biography format, and make sure students cite multiple sources accurately.
## Issue Highlights: February 24, 2020

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