

Comprehension

Quiz Wizard

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

CONTEXT CLUES

Still Separate, Still Unequal (pages 4-9)

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

- Officials set up separate—and **inferior**—public schools for black kids.
Ⓐ better
Ⓑ equal
Ⓒ worse
- Banks **coordinated** with the federal government to deny loans to African Americans looking to buy homes.
Ⓐ hired workers
Ⓑ went to court
Ⓒ worked together
- In 1954, with the landmark case *Brown v. Board of Education*, the U.S. Supreme Court **unanimously** ruled that segregated public schools are unconstitutional.
Ⓐ informally
Ⓑ officially
Ⓒ with everyone's agreement
- [Busing], intended to overcome the fact that neighborhoods are often segregated, faced violent **backlash** by white families in some cities.
Ⓐ a strong negative reaction
Ⓑ a strong positive reaction
Ⓒ a successful result

- The group brings together young people from all backgrounds to organize rallies, call lawmakers' attention to the **devastating** effects of segregation, and demand solutions.

- Ⓐ disastrous
- Ⓑ helpful
- Ⓒ scary

FACT OR OPINION?

Why Everyone's Talking About the Census (pages 10-11)

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

- ___ 6. The U.S. Constitution requires that the federal government conduct a census every 10 years.
- ___ 7. Letting people answer census questions online is a big improvement.
- ___ 8. Laws require the U.S. Census Bureau to keep individual responses private.
- ___ 9. The 2020 Census won't include a question about citizenship status.
- ___ 10. The number of seats each state gets in the U.S. House of Representatives shouldn't be based on population.

CHRONOLOGICAL ORDER

Survivors (pages 14-19)

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

- ___ 11. Auschwitz, the Nazis' most notorious concentration camp, opened in Poland.
- ___ 12. World War II began.
- ___ 13. Adolf Hitler, head of the Nazi Party, became chancellor of Germany.
- ___ 14. A team of volunteers opened Kloster Indersdorf.
- ___ 15. Allied forces liberated concentration camp prisoners.

Knowledge Building

KEY STANDARD

RI.6-8.2

What I Learned: News Alert!

Read each of the stories on pages 2-3. Then complete these activities to reflect on what you learned.

Surprise!	<p>Which 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. amendment (n):** a change or an addition to a law or document, such as the U.S. Constitution (*p. 3*)
example: In 2018, voters in Florida passed an **amendment** to the state constitution that expanded voting rights.
- 2. Congress (n):** the lawmaking body of the U.S. government, made up of the Senate and the House of Representatives (*p. 3*)
example: One of **Congress's** main responsibilities is to write the nation's laws.
- 3. Constitution (n):** the official document that spells out the structure, powers, and duties of the U.S. government (*p. 3*)
example: Under the U.S. **Constitution**, the national government is divided into three branches.
- 4. debt (n):** something (often money) that a person is expected to repay (*p. 2*)
example: Carlotta's **debt** grew each time she borrowed money from her sister.
- 5. discrimination (n):** the unfair treatment of certain groups of people, especially because of their race, sex, religion, or age (*p. 3*)
example: The company was accused of racial **discrimination** because it rarely promoted people of color.
- 6. inequality (n):** an unfair situation in which some people have more than others (*p. 2*)
example: U.S. soccer star Alex Morgan has said that pay **inequality** between male and female soccer players is wrong.
- 7. minimum wage (n):** the lowest hourly rate an employer can legally pay its workers (*p. 2*)
example: Betsy works as a cook in Florida and earns the state **minimum wage** of \$8.56 an hour.
- 8. ratify (v):** to give legal or formal approval, often by a vote (*p. 3*)
example: After the teacher's union got the school district to agree to a new contract that included pay raises, teachers **ratified** it by a vote of 133 to 15.

.....

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.

Text Structure

KEY STANDARD

RI.6-8.5

Causes and Effects

In “Still Separate, Still Unequal” (pp. 4-9), you read about segregation in U.S. schools. Use information from the article to complete the missing causes and effects below.

CAUSE	EFFECT
<p>Low-income families generally pay less in state and local taxes than wealthy and middle-class families.</p>	<p>1.</p>
<p>2.</p>	<p>Students of color who go to segregated schools are less likely to graduate from high school and college.</p>
<p>3.</p>	<p>People of color were prevented from moving into white middle-class neighborhoods and sending their kids to schools there.</p>
<p>In 1954, the U.S. Supreme Court ruled that segregated public schools are unconstitutional, and the Civil Rights Act of 1964 outlawed segregation in schools. In the years that followed, many districts used busing to help integrate schools.</p>	<p>4.</p>
<p>5.</p>	<p>The nation’s schools are once again separate and unequal in terms of race and class. About three-quarters of black and Latinx students nationwide go to schools where most of their classmates are students of color.</p>

Textual Evidence

KEY STANDARD

RI.6-8.1

Close-Reading Questions: Still Separate, Still Unequal

Refer to the article on pages 4-9 to respond to the questions below. Include evidence from the text that supports your responses.

1. Explain the meaning of the title “Still Separate, Still Unequal.”

2. Why are many U.S. public schools segregated today?

3. What evidence supports the idea that integrated schools are better for children of all races?

Textual Evidence

Close-Reading Questions: Still Separate, Still Unequal (continued)

4. How have housing policies contributed to segregated communities and schools?

5. Summarize the section "Rapid Resegregation."

6. How are people trying to solve the problem of segregated schools?

Junior Scholastic®

How YOU Can Help

Even though segregated public schools have been unconstitutional for more than 65 years, many schools nationwide are once again divided by race and class. Inspired to learn more about the issue and how you can take action? Here are some ways to make a difference, regardless of your age.

STAY INFORMED

- **Research education inequality in your school or district** by browsing the Miseducation database from the nonprofit news organization ProPublica (projects.propublica.org/miseducation). Then compare the data with that for nearby schools or districts.
- **Learn more about the history of school segregation** and how it continues to affect students of all races and backgrounds. Visit Teaching Tolerance (tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us) for a timeline of school integration. Explore the Library of Congress (loc.gov/exhibits/brown/index.html) for background information about *Brown v. Board of Education*. And check out the nonprofit group EdBuild (edbuild.org) to read about funding differences in the nation's public schools.
- **Get inspired by what students like Tiffani Torres are doing** to help integrate schools by visiting the Teens Take Charge website (teenstakecharge.com) or following the group on Twitter (twitter.com/teenstakecharge) or Instagram (instagram.com/teenstakecharge).

SPREAD THE WORD

- **Help raise awareness about school segregation and education inequality.** 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 **#IntegrateNOW**, **#Integrate2020**, and **#JuniorScholastic**.
- **Write a letter to a member of your local school board**, your mayor, or your U.S. senators or representative. Tell them about the issue of school segregation today and how they should address it. (Find names and contact information for members of Congress at congress.gov/members.) Not sure exactly what to say? We'll walk you through the process with our Skill Builder **Speak Up!** Then send your note by mail or email.

Informative Writing Toolkit

After you read “Still Separate, Still Unequal” on pages 4-9, use this kit to respond to the “Write About It!” prompt on page 9.

STEP 1: Gather Text Evidence

**What are the causes of segregated schools today?
What are the effects?**

Use this organizer to gather evidence from the article.

CAUSES

EFFECTS

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 “Some of the main causes of segregation in schools are . . .”

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 schools, 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 causes and effects of segregation in schools. 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.

RANGSAN PAIDAEN/SHUTTERSTOCK (NOTEBOOK)

Transition Ideas

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

3 Conclusion

Write 2-3 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 the causes and effects of segregated schools?
- 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, punctuation, and spelling correct?

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

As I revise, I will work to improve _____

STEP 6: 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.

Comprehension

Know the News: Still Separate, Still Unequal

Read the article on pages 4-9, then answer the questions.

- Which is a central idea of the article?
 - Research shows that diverse classrooms improve critical-thinking and leadership skills.
 - Today, many students in the U.S. attend segregated schools.
 - Some schools in poor communities can't afford to buy new textbooks or computers.
 - Jim Crow laws made it legal to discriminate against African Americans.
- Which detail best supports that central idea?
 - About three-quarters of all black and Latinx kids nationwide go to schools where most of their peers are students of color.
 - School funding is tied to how much residents pay in state and local taxes.
 - Soon after the Civil War, many states set up separate, inferior schools for black students.
 - Kids of all backgrounds who go to integrated schools tend to do better academically than those who attend segregated schools.
- In *Brown v. Board of Education*, the Supreme Court ruled that _____.
 - segregated public schools are unconstitutional
 - separate schools for black kids and white kids are legal as long as they are equal
 - housing discrimination is unconstitutional
 - cities must use busing to integrate schools
- When did the Court issue the *Brown* ruling?

Ⓐ 1896	Ⓒ 1968
Ⓑ 1954	Ⓓ 1990
- Why does the author highlight the problem of segregated neighborhoods?
 - to push officials to enforce civil rights laws
 - to encourage people to move to diverse areas
 - to motivate teens to fight for integrated schools
 - to explain the main reason schools are segregated
- Which of these statements is an opinion?
 - Many people are working to integrate schools.
 - Government policies continue to influence where people live.
 - The government should offer financial rewards to districts that are trying to integrate.
 - Some white lawmakers shut down public schools for years to avoid integrating them.
- Which of these happened first?
 - The Supreme Court established the principle of "separate but equal."
 - The Civil War ended.
 - President Lyndon B. Johnson signed the Fair Housing Act.
 - The Supreme Court made it easier for school districts to stop trying to desegregate.
- Which pair of words from the article are most similar in meaning?
 - integrated* and *voluntary*
 - attended* and *forbade*
 - segregated* and *separate*
 - diverse* and *inferior*
- Details about how students in New Jersey are calling attention to education inequality today would best fit into which section of the article?
 - "A History of Discrimination"
 - "Ending School Segregation"
 - "Rapid Resegregation"
 - "Helping All Students Succeed"
- Which can you conclude based on this article?
 - There are few things young people can do to fight for integrated schools and racial equality.
 - School segregation remains a major problem.
 - In 1954, all Americans supported integrating schools.
 - Busing was not at all successful at integrating schools.

Argument Writing

KEY STANDARD

WHST.6-8.1

Speak Up!

In “Still Separate, Still Unequal” (pp. 4-9), you read about how many schools are still separated by race. How do you think leaders should respond? 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, a school board member, or another official 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 school segregation and explain why you care about it. 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 official 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 official to act.

Suggesting specific changes can make leaders more likely to act. For example, you could encourage them to enforce civil rights laws or redraw school zones to bring together students of different races. Then explain the difference it would make.

EXAMPLE: As a leader, 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: Still Separate, Still Unequal

- 1. amendment (n):** a change or an addition to a law or document, such as the U.S. Constitution (*p. 7*)
example: In 2018, voters in Florida passed an **amendment** to the state constitution that expanded voting rights.
- 2. civil rights (n):** protections allowing freedom and equal treatment under the law (*p. 7*)
example: Supreme Court rulings have protected such **civil rights** as being able to vote and attend school.
- 3. discriminate (v):** to treat a person or group of people differently in an unfair way (*p. 7*)
example: Some people claimed the company **discriminated** by race because no matter how many qualified black people applied for jobs, it hired only white workers.
- 4. federal (adj):** relating to the national government (*p. 8*)
example: My brother will be able to vote soon, so he wants to learn about the candidates for local, state, and **federal** elections.
- 5. inequality (n):** an unfair situation in which some people have more than others (*p. 7*)
example: U.S. soccer star Alex Morgan has said that pay **inequality** between male and female soccer players is wrong.
- 6. integrated (adj):** allowing all types of people to participate or be included (*p. 6*)
example: Tasha lives in a mostly white neighborhood but goes to an **integrated** after-school program with students of different races.
- 7. Jim Crow (adj):** referring to laws and practices that supported unfair, unequal treatment of African Americans (*p. 7*)
example: In many states, **Jim Crow** laws kept black people and white people from marrying each other and forced black people to use separate—and inferior—schools, hospitals, and water fountains.
- 8. prejudice (n):** unreasonable dislike, hostility, or unjust behavior toward others based on their race, religion, sex, nationality, or other characteristic (*p. 7*)
example: The company was accused of **prejudice** against women because few female employees had been promoted to top jobs.
- 9. segregated (adj):** separated from others, usually by race, religion, or gender (*p. 6*)
example: Many stores no longer have **segregated** toy sections with separate aisles for boys and girls.
- 10. Supreme Court (n):** the highest court of law in the United States (*p. 6*)
example: The protesters felt discouraged after the **Supreme Court** ruled against them, because there is no higher court to appeal to.
- 11. tax (n):** an amount of money paid to the government, usually based on income or purchases, that is mostly used to pay for public services (*p. 6*)
example: To raise money for a new park, a new sales **tax** requires people to pay a penny for each dollar they spend on certain items.

Building Vocabulary

Words to Know: Still Separate, Still Unequal (continued)

- 12. unconstitutional (adj):** not following the rules of the U.S. Constitution (*p. 7*)
example: The judge ruled that the law was **unconstitutional** because it limited people's right to free speech, which is guaranteed in the Constitution.
-

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: Why Everyone's Talking About the Census

1. **census (n):** an official count of the people living in an area (*p. 10*)
example: Marla helped with a **census** of students at her school to find out how many of them participate in after-school activities.
2. **Congress (n):** the lawmaking body of the U.S. government, made up of the Senate and the House of Representatives (*p. 11*)
example: One of **Congress's** main responsibilities is to write the nation's laws.
3. **Constitution (n):** the official document that spells out the structure, powers, and duties of the U.S. government (*p. 10*)
example: Under the U.S. **Constitution**, the government is divided into three branches.
4. **deportation (n):** the removal from a country of someone who was born in another country (*p. 11*)
example: After Ulrik was found guilty of breaking U.S. laws, the judge ordered his **deportation**, so he was sent back to Norway.
5. **Electoral College (n):** a group of 538 people from all 50 states and Washington, D.C., who formally elect the president and vice president of the U.S. (*p. 11*)
example: Some people want to get rid of the **Electoral College** and let the popular vote determine who is elected president and vice president.
6. **federal (adj):** relating to the national government (*p. 10*)
example: My brother will be able to vote soon, so he wants to learn about the candidates for local, state, and **federal** elections.
7. **House of Representatives (n):** one of the two chambers of the U.S. Congress; its 435 members serve two-year terms (*p. 11*)
example: The number of lawmakers who represent each state in the **House of Representatives** is based on population.
8. **Supreme Court (n):** the highest court of law in the United States (*p. 11*)
example: The protesters felt discouraged after the **Supreme Court** ruled against them, because there is no higher court to appeal to.
9. **tax (n):** an amount of money paid to the government, usually based on income or purchases, that is mostly used to pay for public services (*p. 10*)
example: To raise money for a new park, a new sales **tax** requires people to pay a penny for each dollar they spend on certain items.
10. **undocumented (adj):** not having official papers to legally stay in a country (*p. 11*)
example: Maria and her family are considered **undocumented** immigrants because they don't have permission from the U.S. government to live in this country.

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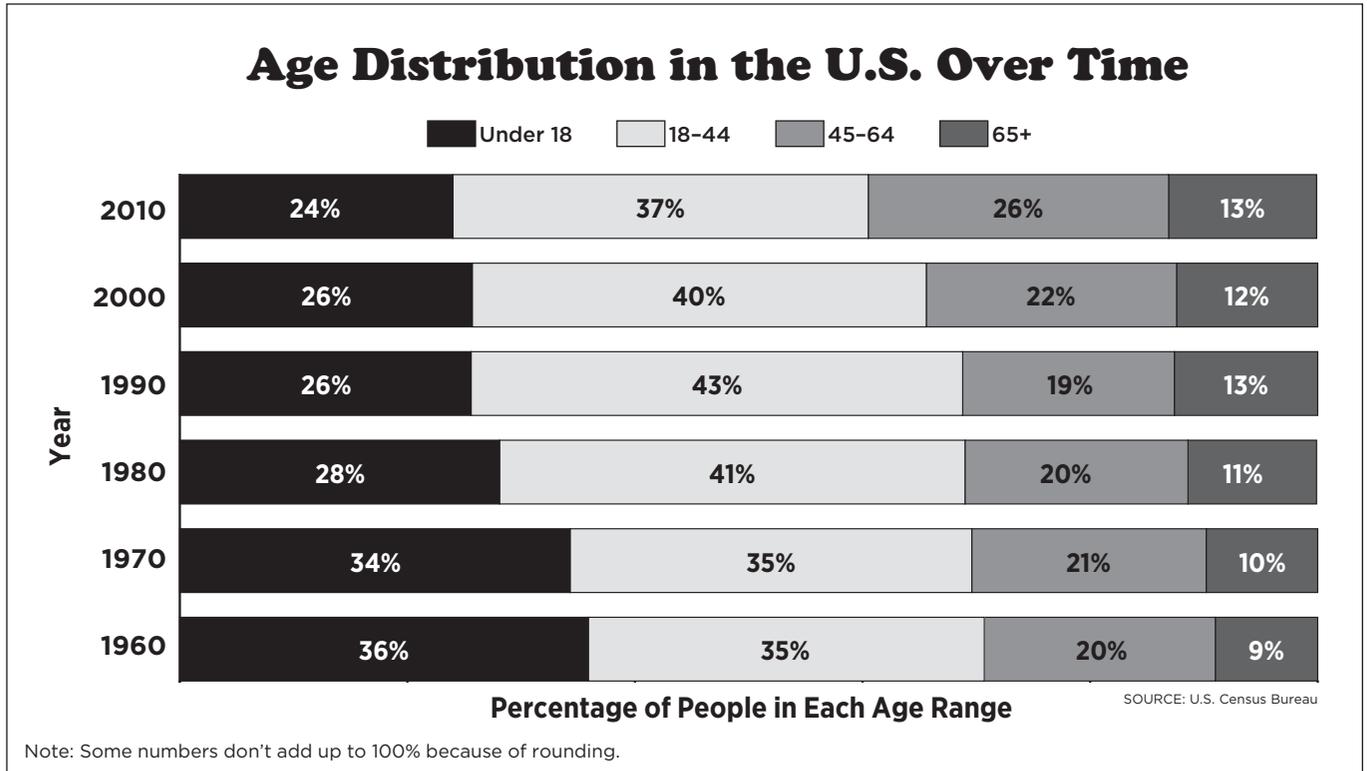
On the back, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.

Graph Reading

KEY STANDARD
RI.6-8.7

Counting Americans

In “Why Everyone’s Talking About the Census” (pp. 10-11), you learned that the federal government conducts a census every 10 years. This graph shows information about Americans’ ages since 1960. Study it and answer the questions.



Questions

- In 2010, what percentage of Americans were under 18?

- How has the percentage of Americans under 18 changed since 1960?

- In what year on the graph did the population of Americans 65 or over reach 10 percent?

- About how old would someone born in 1960 have been in 2010? In which section of the graph would that person be represented in 2010?

- In one or two sentences, summarize what the graph reveals about the U.S. population.

Textual Evidence

KEY STANDARD

RI.6-8.1

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

Refer to the article on pages 10-11 to respond to the questions below. Include evidence from the text that supports your responses.

1. What is the goal of the census?

2. How does the government use census data?

3. How will the census be different this time?

Comprehension

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

Read the article on pages 10-11, then answer the questions.

1. Which is a central idea of the article?

- Ⓐ Officials will begin releasing data from the 2020 Census in December.
- Ⓑ This year's census is offered in 13 languages.
- Ⓒ The U.S. Census Bureau plans to hire about 500,000 workers this year.
- Ⓓ Census responses give the government important data about the U.S. population.

2. Which statement about the census is true?

- Ⓐ The results determine how many seats each state gets in the U.S. Senate.
- Ⓑ It does not count U.S. military members deployed overseas.
- Ⓒ It asks respondents questions about their age, sex, and race.
- Ⓓ It can only be completed over the phone.

3. When does the 2020 Census officially begin?

- Ⓐ March 23 Ⓒ November 3
- Ⓑ April 1 Ⓓ December 1

4. The ____ requires the federal government to conduct a census every 10 years.

- Ⓐ Constitution
- Ⓑ Electoral College
- Ⓒ House of Representatives
- Ⓓ president

5. Census data helps the government determine how to distribute about how much in federal funds a year?

- Ⓐ \$135 billion Ⓒ \$435 billion
- Ⓑ \$350 billion Ⓓ \$675 billion

6. According to the article, the census aims to count all of the following people except ____.

- Ⓐ people in prison
- Ⓑ homeless people
- Ⓒ immigrants who live in the U.S.
- Ⓓ travelers visiting the U.S. from other countries

7. Which of these statements is an opinion?

- Ⓐ The Census Bureau keeps people's individual responses private.
- Ⓑ This year, people can answer census questions online for the first time.
- Ⓒ Helping the government determine how to distribute federal funds is the most important reason to respond to the census.
- Ⓓ Each state is allotted Electoral College votes based on the number of seats it has in Congress.

8. The photo at the bottom of page 11 best supports which detail from the article?

- Ⓐ "The U.S. Census Bureau uses data collected from the census for statistical purposes only."
- Ⓑ "The Bureau plans to hire about 500,000 workers to go door-to-door starting next month."
- Ⓒ "Respondents will *not* be asked whether they are U.S. citizens."
- Ⓓ "Businesses also use the data."

9. According to the article, the Supreme Court ____.

- Ⓐ uses census data to determine whether states gain or lose seats in the House of Representatives
- Ⓑ blocked the Trump administration from adding a citizenship question to the census
- Ⓒ ruled that the census had to count married and unmarried couples of the same sex
- Ⓓ decides where companies should open stores

10. Which detail would be *least* important to include in a summary of the article?

- Ⓐ The goal of the census is to count every person living in the United States.
- Ⓑ The next U.S. presidential election will take place in November.
- Ⓒ People can answer census questions online.
- Ⓓ The census involves a short questionnaire about U.S. residents and their households.

Make It Count

After you read “Why Everyone’s Talking About the Census” on pages 10-11, create a public service announcement (PSA) to encourage people to participate in the count. A PSA is a message that is designed to educate people or change their attitudes.

» REVIEW THE FACTS

Choose three important facts—from the article or from additional research—about the 2020 Census and how the data is used.

- _____

- _____

- _____

» DETERMINE YOUR MESSAGE

What do you want to make sure people know about the census? What message do you want your PSA to get across?

I want people to know that _____

» CHOOSE A FORMAT

How do you want to share your message? Choose one of these or come up with your own.

POSTER

VIDEO

RADIO AD

SOCIAL MEDIA POST

OTHER: _____

» CREATE YOUR PSA

Draft the words that you’ll include in the announcement. Think about what images will make your message as powerful as possible. Then create your final product and share it with your community.

Textual Evidence

KEY STANDARD

RI.6-8.1

Close-Reading Questions: Survivors

Refer to the article on pages 14-19 to respond to the questions below. Include evidence from the text that supports your responses.

1. What do you notice about the photos on pages 14-15? According to the article, what was their purpose?

2. What is a refugee? What does it mean to be displaced?

3. What are two reasons so many people were displaced during World War II?

Informative Writing Toolkit

After you read “Survivors” on pages 14-19, use this kit to respond to the “Write About It!” prompt on page 19.

STEP 1: Gather Text Evidence

**After World War II, what challenges did displaced children face?
How did other people help them?**

Use this organizer to gather evidence from the article.

CHALLENGES KIDS FACED

HOW OTHERS HELPED

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 “Displaced children faced many challenges, such as . . .”

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 World War II, 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 challenges children faced and how others helped them. 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.

RANGSAN 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 2-3 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 challenges displaced children faced and how other people helped them?
- 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, punctuation, and spelling correct?

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

As I revise, I will work to improve _____

STEP 6: Publish Your Work

Come up with an attention-grabbing 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.

Comprehension

Know the News: Survivors

Read the article on pages 14-19, then answer the questions.

- Kloster Indersdorf was a ____.**
 - concentration camp
 - children's center
 - hospital
 - university
- Which of the following sparked World War II?**
 - Adolf Hitler became chancellor of Germany.
 - A great wave of displaced people was created.
 - The Nazis opened Auschwitz.
 - Germany attempted to conquer the rest of Europe.
- Which is an example of a civilian?**
 - a police officer at a concentration camp
 - an Allied soldier
 - a Nazi soldier
 - Zoltán Farkas
- About how many Europeans were displaced in 1945?**
 - 6 million
 - 9.5 million
 - 11 million
 - 20 million
- Which statement about Kloster Indersdorf is accurate?**
 - It was run by the United Nations Relief and Rehabilitation Administration.
 - It was exposed to major battles during the war.
 - It was in Poland.
 - Many families appeared there after the war to reunite with their children.
- Which of the following happened first?**
 - Erwin and Zoltán Farkas were liberated by American troops.
 - The Nazis formalized the "Final Solution."
 - Kloster Indersdorf closed for good.
 - Greta Fischer brought a group of kids to Canada.
- Fischer once said that it was hard to get children to stop taking bread from the table and hiding it. Which detail best explains why?**
 - "First came the basics: nutritious food, medical care, clean clothing, and warm, dry beds."
 - "[Some children] couldn't stop reciting their stories over and over."
 - "The kids ate regular meals at tables using forks and knives."
 - "Most of them could not remember a time when they hadn't been forced to fight for every scrap of food."
- Why does the author include the stories of three teenagers in the section "A Center for Children"?**
 - to show specific ways children had been traumatized by the war
 - to explain the history of the different countries the children came from
 - to illustrate how many kids came through aid groups
 - to show how the young people adapted to the children's center
- Which text structure does the "Key Moments" sidebar on page 17 mostly use?**
 - compare/contrast
 - description
 - problem/solution
 - sequence
- According to the map on page 19, which of these countries was neutral during the war?**
 - Czechoslovakia
 - Italy
 - Sweden
 - United Kingdom

Analyzing a Primary Source

KEY STANDARD

RH.6-8.1

The March to Dachau

In “Survivors” (pp. 14-19), you read about how Zoltán Farkas survived the Holocaust. In January 1945, the concentration camp near Auschwitz where he and his brother Erwin were forced into slave labor was suddenly evacuated. For months, they were moved between other camps. Finally,

they were forced to walk dozens of miles toward Dachau. Thousands died on the death march. But the Farkas brothers were liberated in April.

In 1983, Zoltán (then age 55) told his story to the Bay Area Holocaust Oral History Project. Read the excerpt below, then answer the questions.

In the camp I had no concept of time, no concept of date, no concept of anything. I mean, I didn’t serve a term. I was there forever.

Then they decided to evacuate the camp. We knew that the reason they were taking us was because somebody’s coming. We didn’t really know the Russians were coming.¹ We were completely isolated. It sort of slowly sank into our heads that they weren’t going to let us alive in the hands of the Allies.

The SS² were very loose with shooting. I mean, anyone who wouldn’t go they just shot.

We all had to drag ourselves. I remember we stayed in the forest for a while. [Finally] my brother [and I] decided to lie down together. Then they took us into this huge barn. Suddenly, we noticed all the SS are gone. Didn’t know what happened. And suddenly we hear shooting.

And we ran out, and we saw tanks passing by shooting into the forest, and they had white stars. And I couldn’t understand it because I knew that the Russian Army had red stars. I didn’t know that [the U.S. Army] had white stars. I soon found out it was the Americans.

Of course, we were extremely elated. [We ran toward them] and they threw things at us like candy. I had wooden shoes. Don’t know whether I lost them or not. In any case, one tank, there was a German prisoner of war with boots. And the tank commander called me over, made him take off his boots, and gave them to me.

[Afterward, my brother and I were suddenly on our own, free but lost.] We came again to a barn. And then the two of us fell asleep in each other’s arms. And I don’t know how long we slept. We slept for a long time.

¹The Nazis evacuated camps as Allied armies approached, in part because they didn’t want prisoners to live and tell their stories. Because Russia was an important part of the Soviet Union, people would often refer to any Soviet person as a Russian.

²The SS were an elite part of the German military that ran the concentration camps.

Questions

- When Zoltán was at the concentration camp, what did he think might be taking place outside? What did the prisoners fear might happen to them?
- Why do you think Zoltán had “no concept of time” in the camp? What did it mean that he “didn’t serve a term”?
- How did Zoltán describe the SS guards?
- What surprised Zoltán when he saw the tanks outside the barn?
- How do you imagine Zoltán felt at different points of his narrative? What do you think he was experiencing at the end of this account?

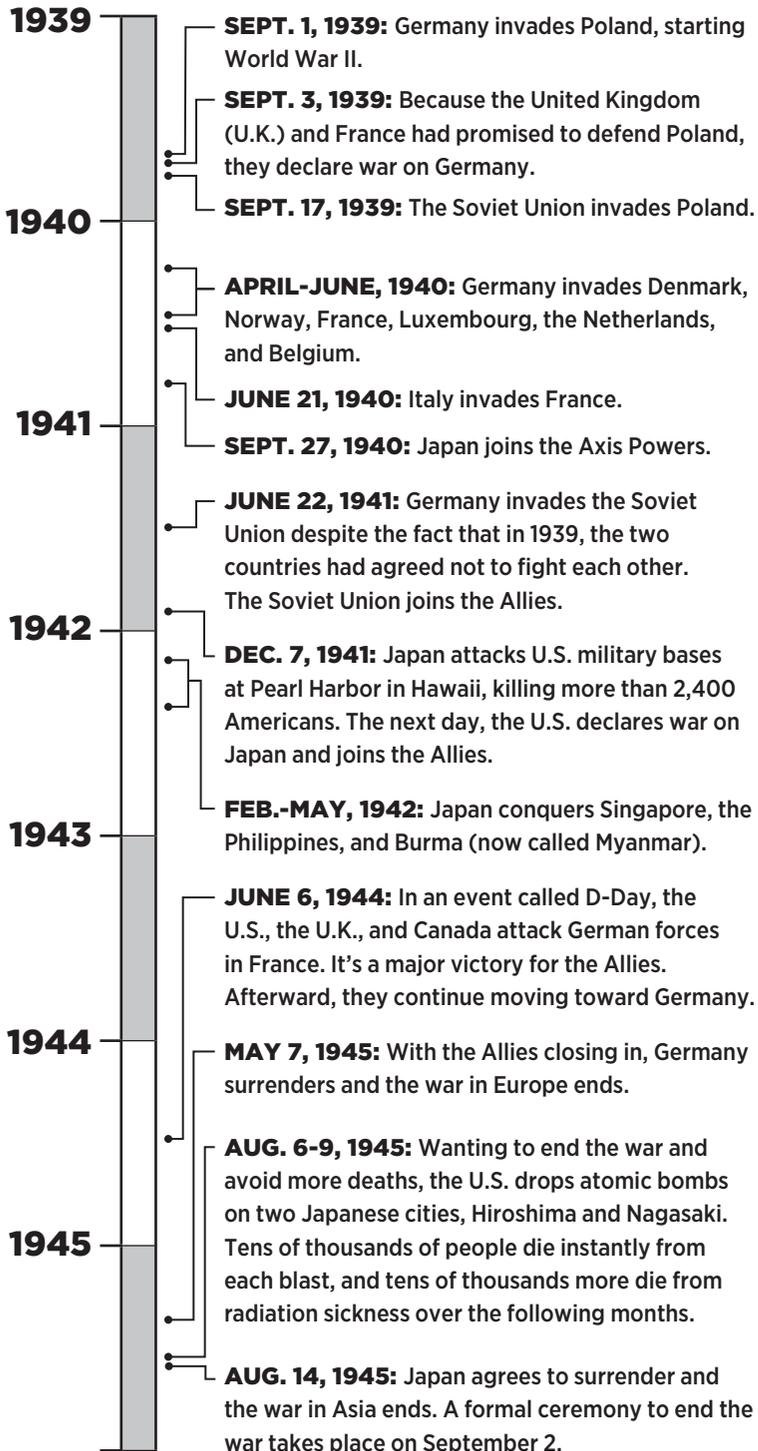
Reading a Timeline

KEY STANDARD

RI.6-8.7

World War II

In “Survivors,” you read about thousands of kids who lost their families and homes during World War II. Read this timeline to learn more about the conflict. Then answer the questions.



Questions

1. When did the Soviet Union join the Allies? Why?
2. When did the U.S. join the fighting? Why?
3. What happened on D-Day?
4. Only two atomic bombs have ever been used in war. Where and when were they dropped? Which country dropped them?
5. How does the timeline help you understand the article “Survivors”?

Building Vocabulary

KEY STANDARD

RI.6-8.4

Words to Know: Survivors

1. **Allies (n):** the U.S., the United Kingdom, the Soviet Union, and other countries that fought against the Axis Powers—led by Germany, Italy, and Japan—in World War II (*p. 16*)
example: World War II began in 1939, but the United States didn't join the **Allies** until Japan bombed Pearl Harbor in 1941.
2. **Axis Powers (n):** Germany, Italy, Japan, and other countries that fought against the Allies—led by the U.S., the United Kingdom, and the Soviet Union—in World War II (*p. 16*)
example: During World War II, the **Axis Powers** of Germany and Italy controlled much of Europe while Japan tried to dominate Asia.
3. **chancellor (n):** the leader of the government in Germany and some other countries, similar to a president (*p. 17*)
example: Germany's **chancellor** met with the French president to talk about how their countries can work together.
4. **civilian (n):** a person who is not an active member of the military, a police force, or a firefighting department (*p. 16*)
example: Some **civilians** were killed when the bomb hit the wrong target.
5. **concentration camp (n):** a prison or place of forced labor; it often refers to Nazi death camps during World War II (*p. 16*)
example: More than 1 million people were killed at Auschwitz, one of the most infamous **concentration camps**.
6. **dictator (n):** a person who rules with complete power, often in a cruel way (*p. 17*)
example: The **dictator** kept most people poor and put his enemies in prison.
7. **displaced (adj):** forced out of one's home by war, persecution, or other upheaval (*p. 17*)
example: When Hurricane Katrina hit the southeastern U.S. in 2005, it left more than 1 million **displaced** people struggling to survive.
8. **Nazi (adj):** related to a political party that was led by Adolf Hitler from 1921 to 1945 and wanted to take over Europe and destroy the Jewish people (*p. 16*)
example: **Nazi** materials such as books and movies often spread harmful lies about Jewish people.
9. **persecution (n):** cruel or unfair treatment because of someone's race, sex, religion, or political beliefs (*p. 18*)
example: The man faced **persecution** in his country because he practiced a religion that many of his neighbors didn't accept.
10. **quota (n):** an official limit on the number of something that is allowed (*p. 18*)
example: Many states have **quotas** that set limits on how many deer can be hunted each year.
11. **refuge (n):** a place that provides shelter or protection (*p. 17*)
example: On summer days, the trees in Ava's backyard provide a **refuge** from the sun.
12. **refugee (n):** a person forced to flee to another country because of danger or persecution (*p. 17*)
example: Millions of **refugees** have left Syria to escape the violence of war.

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 “Should Teens Have to Take Gym Every Day?” on pages 22-23, use this kit to respond to the “Write About It!” prompt on page 23.

STEP 1: Choose a Side

Should teens have to take gym every day?

Consider what you read in the article, as well as your own viewpoints. Check the box for what you will argue in your essay.

Yes, teens should have to take gym every day. No, teens should not have to take gym every day.

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 students should have daily PE, summarize the strongest arguments of people who disagree. If you are against daily PE, summarize the main reasons some people support it.

Then challenge those ideas, explaining why you disagree.

STEP 4: Craft Your Thesis (Central Claim)

The thesis should tell readers what your essay is about. It should be a clear statement of 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 that will grab your readers' attention. You might start with a surprising fact, a description of a gym class, or a rhetorical question (a question to which you don't expect an answer).
- Then summarize the issue 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 the body 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.