

**Comprehension**

## Quiz Wizard

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

**CENTRAL IDEA OR DETAIL?**

**"I Had to Run for My Life"**  
(pages 6-11)

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

- \_\_\_ 1. More than 25 million refugees worldwide have been forced from their homes, including Marie Claire Kaberamanzi.
- \_\_\_ 2. In Zambia, kids threw rocks at Marie Claire and made fun of her.
- \_\_\_ 3. After coming to the U.S., Marie Claire had to get used to new customs, traditions, and food.
- \_\_\_ 4. Marie Claire often thinks about her mother and friends she left behind.
- \_\_\_ 5. Marie Claire was invited to speak at the United Nations about her experiences as a refugee.

**CONTEXT CLUES**

**A Day in the Life of . . .**  
**A Member of Congress**  
(pages 12-13)

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

- 6. Overall, this **ensures** both large and small states are fairly represented.
  - Ⓐ is unsure
  - Ⓑ makes certain
  - Ⓒ weakens

- 7. A **majority** of representatives agree with your proposal, and before you know it, it's time to vote.

- Ⓐ exactly half
- Ⓑ minority
- Ⓒ most

- 8. You've got to eat, but you also have work to do too—so you **wolf down** a sandwich at the James Madison Memorial Building.

- Ⓐ howl at
- Ⓑ gobble down
- Ⓒ skip a meal

- 9. The House has 20 different committees that **consider** bills and oversee programs and agencies, such as the FBI and NASA.

- Ⓐ think about
- Ⓑ sign into law
- Ⓒ vote against

- 10. Holding frequent elections is a way to **encourage** members of Congress to listen to the people they represent.

- Ⓐ elect
- Ⓑ motivate
- Ⓒ not allow

**FACT OR OPINION?**

**Was This Statue Stolen?**  
(pages 14-16)

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

- \_\_\_ 11. Easter Island is 14 miles long and 2,200 miles away from Chile.
- \_\_\_ 12. Moai are considered sacred by Rapa Nui people.
- \_\_\_ 13. Hoa Hakananai'a is one of the British Museum's most popular exhibits.
- \_\_\_ 14. Explorers should not have taken artifacts from distant lands.
- \_\_\_ 15. Museums are the best place for fragile ancient treasures.

**CHRONOLOGICAL ORDER**

**Girl Hero of the American Revolution**  
(pages 17-21)

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

- \_\_\_ 16. British troops destroyed the town of Danbury.
- \_\_\_ 17. Settlers established the 13 Colonies in North America.
- \_\_\_ 18. Britain began to pass a series of heavy taxes on the colonies.
- \_\_\_ 19. Sybil Ludington died.
- \_\_\_ 20. Congress approved the formation of a Continental Army.

**Building Vocabulary**

KEY STANDARD

**RI.6-8.4**

## Words to Know: News Alert!

- 1. autonomous (adj):** able to operate or exist without outside control; self-operating (*p. 5*)  
*example:* Scotland is part of the United Kingdom, but it is somewhat **autonomous** because it has its own parliament.
- 2. Congress (n):** the lawmaking body of the U.S. government, composed of the Senate and the House of Representatives (*p. 3*)  
*example:* Members of the U.S. **Congress** debated whether to pass a law that would set new food-safety regulations.
- 3. habitat (n):** the natural home or environment of an animal, a plant, or another living thing (*p. 2*)  
*example:* Many people think elephants belong in their natural **habitats** instead of zoos.
- 4. lobby (v):** to try to influence government officials to take a particular stance or vote a certain way (*p. 3*)  
*example:* The students **lobbied** their state officials to increase funding for public schools.
- 5. 19th Amendment (n):** the provision that guaranteed the right to vote to women (*p. 3*)  
*example:* Congress ratified the **19th Amendment** on August 18, 1920, guaranteeing women the right to vote.
- 6. poach (v):** to illegally hunt wild animals (*p. 2*)  
*example:* Three hunters were arrested for **poaching** rhinos for their horns.
- 7. polls (n):** the places where votes are cast in an election (*p. 3*)  
*example:* On Election Day, people lined up outside the **polls** to vote before going to work.
- 8. reserve (n):** an area of land set aside for a special purpose (*p. 2*)  
*example:* The U.S. government has set aside millions of acres of public lands as **reserves** for native plants and animals.
- 9. STEM (adj):** an acronym (word formed using the first letter of key words in a phrase) for science, technology, engineering, and mathematics; used to describe schoolwork or jobs related to those areas (*p. 5*)  
*example:* Mel worked to improve his grades in his **STEM** classes because he wants to design race cars.
- 10. suffragist (n):** someone who works in support of voting rights, especially for women (*p. 3*)  
*example:* American **suffragists** celebrated when women were able to vote in the 1920 presidential election.
- 11. summit (n):** the highest point of a hill or a mountain (*p. 4*)  
*example:* The **summit** of Britton Hill, the highest natural point in the state of Florida, is only 345 feet above sea level.

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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 example sentence for each word.

**Knowledge Building**

KEY STANDARD

**RI.6-8.2**

## What I Learned: News Alert!

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

<b>Surprise!</b>	<p>Which article was most surprising to you?</p> <p>Title: _____</p> <p>_____</p>	<p>The most surprising fact I learned is that _____</p> <p>_____</p> <p>_____</p>
<b>Look Closer</b>	<p>Which photograph grabbed your attention most?</p> <p>Describe what's happening in it.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I noticed that _____</p> <p>_____</p> <p>The photo made me wonder _____</p> <p>_____</p> <p>_____</p>
<b>A New Word</b>	<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 write an example sentence that uses it.</p>	<p>Word: _____</p> <p>Definition: _____</p> <p>_____</p> <p>_____</p> <p>Example Sentence: _____</p> <p>_____</p> <p>_____</p>
<b>Sum It Up!</b>	<p>Which article contained the most information that was new to you?</p> <p>Write an objective summary of the article. Explain what it was mostly about, and paraphrase the most important details.</p>	<p>The article “ _____ ” focuses on _____</p> <p>_____</p> <p>The writer reports that _____</p> <p>_____</p> <p>_____</p> <p>According to the text, _____</p> <p>_____</p> <p>_____</p>

**Building Vocabulary**

KEY STANDARD

**RI.6-8.4**

## Words to Know: “I Had to Run for My Life”

- 1. advocacy (n):** support for a cause, proposal, or way of doing things (*p. 10*)  
**example:** Her **advocacy** work focused on convincing people to vote for a plan to improve public schools.
- 2. civilian (n):** a person who is not an active member of the military, a police force, or a firefighting department (*p. 8*)  
**example:** Some **civilians** were killed when the bomb hit the wrong target.
- 3. displace (v):** to expel or force someone to flee from their home, region, or country (*p. 9*)  
**example:** Wildfires **displaced** thousands of people from their homes last year.
- 4. equator (n):** an imaginary line, also known as 0° (zero degrees) latitude, that circles the globe halfway between the North and South poles (*p. 11*)  
**example:** The **equator** crosses the South American countries of Ecuador, Colombia, and Brazil.
- 5. militia (n):** a group of citizens who form a fighting force but are not part of a permanent army (*p. 8*)  
**example:** The first American soldiers who fought against the British during the American Revolution were part of a **militia** in the Boston area.
- 6. persecution (n):** cruel or unfair treatment because of someone’s origin, characteristics, or political or religious beliefs (*p. 8*)  
**example:** The man faced **persecution** in his country because he practiced a religion that many of his fellow citizens didn’t accept.
- 7. prejudice (n):** unreasonable dislike, hostility, or unjust behavior toward others based on their race, religion, nationality, or other characteristic (*p. 10*)  
**example:** Women are still fighting to end **prejudice** against them in the workplace.
- 8. prime meridian (n):** an imaginary line, also known as 0° (zero degrees) longitude, that runs from the North Pole to the South Pole through London, England (*p. 11*)  
**example:** Between the North Pole and the South Pole, the **prime meridian** crosses three countries in Europe and five in Africa.
- 9. rebel (adj):** opposing or fighting against a government, authority, or controlling force (*p. 8*)  
**example:** Many movies and video games feature **rebel** groups fighting to save the world from zombies or space aliens.
- 10. refugee (n):** a person forced to flee to another country because of danger or persecution (*p. 7*)  
**example:** Millions of **refugees** have left Syria to escape the violence of war.
- 11. undocumented (adj):** not having official papers to legally stay in a country (*p. 8*)  
**example:** Because Daniel was **undocumented** and didn’t have a driver’s license, renting an apartment was challenging.
- 12. United Nations (n):** an international organization of countries set up in 1945 to promote international peace, security, cooperation, and economic and social well-being (*p. 9*)  
**example:** A **United Nations** report found that 1 million species are at risk of extinction.

**Building Vocabulary**

## Words to Know: “I Had to Run for My Life” (continued)

- 13. visa (n):** an official approval permitting entry into and travel within a particular country (*p. 9*)  
*example:* Most foreign tourists need a visa to visit China or Russia.

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

Textual Evidence

KEY STANDARD  
RI.6-8.1

## Close-Reading Questions: “I Had to Run for My Life”

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

1. What is the purpose of the article’s opening paragraphs? Why might the author have chosen to start the article this way?

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2. Why did Marie Claire Kaberamanzi and her family have to leave their home in the Democratic Republic of the Congo?

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3. How are immigrants and refugees similar and different? Are all immigrants refugees?

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**Textual Evidence**

## Close-Reading Questions: “I Had to Run for My Life” (continued)

4. Summarize the section “A New Life in America.”

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5. Reread the last paragraph of the article. How do you think Marie Claire wanted to be treated when she first came to the U.S.?

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6. How does the map on page 11 support the article?

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## Informative Writing Toolkit

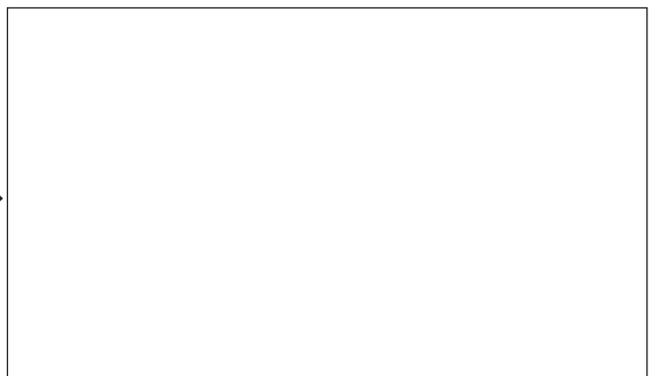
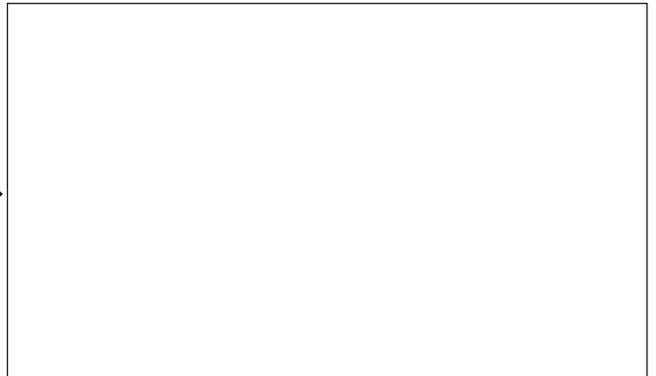
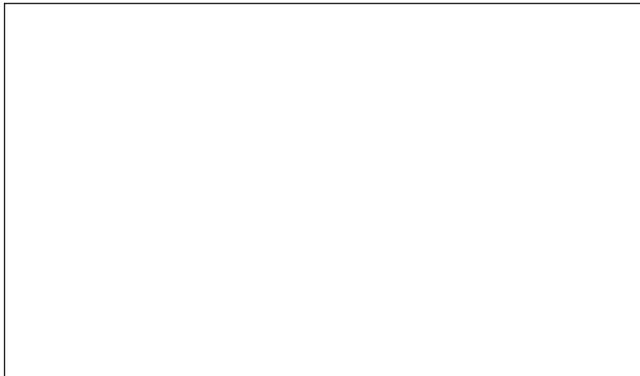
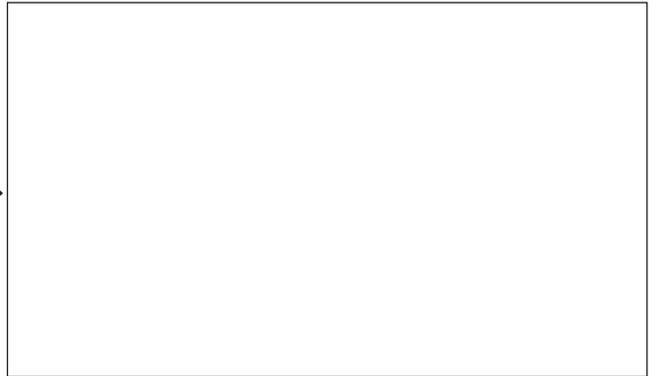
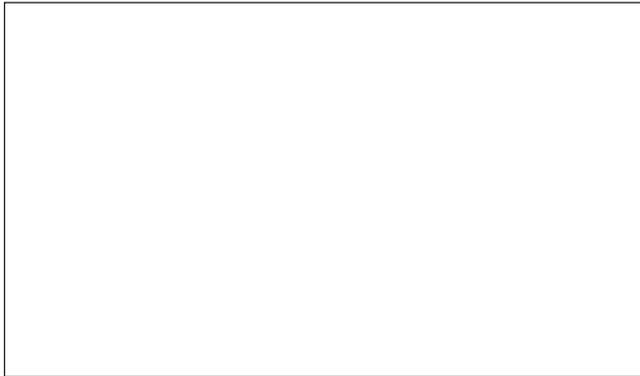
After you read “I Had to Run for My Life” on pages 6-11, use this kit to respond to the “Write About It!” prompt on page 10. If you’d like to enter our contest for a chance to win *We Are Displaced*, have your teacher download the entry form and submit it along with your essay by November 4, 2019.

### STEP 1: Gather Text Evidence

What challenges did Marie Claire Kaberamanzi face? How did she overcome them? Use this organizer to gather information about three main challenges.

#### CHALLENGE

#### HOW SHE OVERCAME IT



## Informative Writing Toolkit (continued)

### STEP 2: Reflect on Marie Claire's Quote

Marie Claire says: "I never wanted to be a refugee. But I'm proud I am one."

I think Marie Claire means that she \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Marie Claire might be proud that she is a refugee because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### STEP 3: 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 idea is "Although Marie Claire never wanted to be a refugee, . . ."

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### 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 refugees, a thought-provoking quote, or a description of a scene.
- Decide where you want to explain Marie Claire's quote from the writing prompt. You could use your reflection from **Step 2** here or in a body paragraph.
- End your introduction with your thesis from **Step 3**.

#### 2 Body Paragraph(s)

- Use the text evidence from **Step 1** to explain the challenges Marie Claire faced and how she overcame them. For each challenge, write 1-3 sentences that provide additional details.
- Make sure to include descriptive details that will help the reader see, hear, smell, taste, and feel what you're writing about.
- 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.

#### Transition Ideas

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

#### 3 Conclusion

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

## Informative Writing Toolkit (continued)

### STEP 5: Read and Revise

Use this checklist to evaluate your essay, or exchange drafts with a classmate.

#### 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 at least three challenges Marie Claire faced and how she overcame them?
- Do descriptive details bring ideas to life for the reader?
- 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 and Submit

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

# Marie Claire Contest Entry Form

Marie Claire says: "I never wanted to be a refugee. But I'm proud I am one."  
Explain how this statement applies to her story. How did she overcome the challenges she faced? Use details from the article to write an essay explaining your answer.

**Five winners will each receive a copy of *We Are Displaced* by Malala Yousafzai.**

## Entries will be judged on:

- a clearly stated central idea
- use of supporting text evidence
- descriptive details
- organization
- grammar, spelling, and punctuation

My name: \_\_\_\_\_

My grade: \_\_\_\_\_ My home phone number: \_\_\_\_\_

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Teacher's name: \_\_\_\_\_

Teacher's email address: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP code: \_\_\_\_\_

School phone number: \_\_\_\_\_

Parent's or guardian's signature: \_\_\_\_\_

Parent's or guardian's email address: \_\_\_\_\_

Mail this form and your entry to:  
JS Marie Claire Contest, 557 Broadway, 4th floor, New York, NY 10012  
Or have your teacher email them to us

**Entries must be postmarked or emailed to us by November 4, 2019**

# Complete Rules Marie Claire Contest

NO PURCHASE NECESSARY TO ENTER OR WIN. To enter, submit an essay in response to this prompt: *Marie Claire says: "I never wanted to be a refugee. But I'm proud I am one." Explain how this statement applies to her story. How did she overcome the challenges she faced? Use details from the article to write an essay explaining your answer.* Entries must be submitted with the contest entry form (including your name, grade, and teacher's name—along with your school's name, address, and phone number). Please print clearly.

Completed entries should be mailed to **JS Marie Claire Contest, 557 Broadway, 4th floor, New York, NY 10012**, or teachers can email them to us. All entries must be postmarked or emailed by November 4, 2019. All entries become the property of *Junior Scholastic* and will not be returned. Scholastic shall have a non-exclusive license to edit, publish, use, adapt, or modify any entry online, in print, and in any other media now or hereafter known, for editorial, advertising, promotional, commercial, or any other purposes throughout the world, in perpetuity, without additional compensation or notification to, or permission of, the entrant, except as prohibited by law. Scholastic Inc. is not responsible for late, lost, stolen, misdirected, damaged, mutilated, postage-due, or incomplete mail or for illegible entries.

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

One entry per person. By entering, entrants agree to abide by these rules, warrant and represent that their entry is their original work, and grant to Scholastic the non-exclusive right to edit, publish, promote, and otherwise use their entries without further notice or compensation. The submitting teacher represents and warrants that he or she has the necessary rights to submit the entries. Winner's parent/legal guardian may be required to sign and return an affidavit of eligibility and liability/publicity release within 5 days or an alternate winner may be selected.

Entries will be judged on the following equally weighted criteria: a clearly stated central idea; use of supporting text evidence; descriptive details; organization; and grammar, spelling, and punctuation. Five (5) winners will be selected on or about December 16, 2019, and will each receive a copy of *We Are Displaced* by Malala Yousafzai (Approximate Retail Value: \$18.99).

All entrants, as a condition of entry, agree to release Scholastic, its affiliates, subsidiaries, distributors, and agencies from any and all liability for injuries or damages of any kind sustained in connection with participation in this contest or through use of a prize once accepted. No cash substitutions, transfers, or assignments of prizes allowed, except by Scholastic in case of unavailability, in which case a prize of equal or greater value will be awarded.

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

For a complete list of winners, send a self-addressed stamped envelope after January 4, 2020, and before February 18, 2020, to: Winners List—JS Marie Claire Contest, 557 Broadway, 4th floor, New York, NY 10012.

Contest Sponsor: Scholastic Inc., 557 Broadway, New York, NY 10012

**Comprehension**

## Know the News: “I Had to Run for My Life”

Read the article on pages 6-11, then answer the questions.

1. Marie Claire Kaberamanzi is *not* a \_\_\_\_\_.
  - Ⓐ civilian
  - Ⓑ displaced person
  - Ⓒ militia member
  - Ⓓ refugee
  
2. Which is a central idea of the article?
  - Ⓐ Marie Claire is one of more than 25 million refugees worldwide.
  - Ⓑ Marie Claire and her family lived in a one-room house in Lusaka, Zambia.
  - Ⓒ An immigrant is someone who moves to a new country with the intention of staying permanently.
  - Ⓓ Marie Claire was born in 1996.
  
3. Which of these statements is an opinion?
  - Ⓐ Refugees sometimes have trouble adjusting to life in a new country.
  - Ⓑ The U.S. has agreed to accept 30,000 refugees in 2019, the fewest in decades.
  - Ⓒ Some people say refugees place too much of a burden on local communities.
  - Ⓓ More kids should reach out to refugees to make them feel welcome in the U.S.
  
4. Which best describes the structure of the section “Life on the Run”?
  - Ⓐ compare and contrast
  - Ⓑ description
  - Ⓒ problem and solution
  - Ⓓ sequence
  
5. What is the main purpose of the sidebar “Understanding The Refugee Crisis”?
  - Ⓐ to state the number of refugees the U.S. has agreed to accept in 2019
  - Ⓑ to put Marie Claire’s experience in context of the global refugee crisis
  - Ⓒ to point out that a violent conflict is happening in Syria
  - Ⓓ to tell readers that half of refugees are children
  
6. Which of the following could be described as “grueling” (page 8)?
  - Ⓐ a relaxing day at a park
  - Ⓑ an easy homework assignment
  - Ⓒ a 30-mile hike on a summer day
  - Ⓓ a delicious three-course meal
  
7. What is the main purpose of the article’s last two paragraphs?
  - Ⓐ to show the prejudice that some refugees experience
  - Ⓑ to describe Marie Claire’s life today
  - Ⓒ to share Marie Claire’s goal of encouraging compassion
  - Ⓓ to offer advice to other refugees
  
8. Which detail would be *least* important to include in a summary of the article?
  - Ⓐ About 1.2 million refugees are from Myanmar.
  - Ⓑ Marie Claire had to escape her homeland when she was just a toddler.
  - Ⓒ Marie Claire and her family fled to Zambia before settling in Pennsylvania.
  - Ⓓ Worldwide, millions of refugees have been forced to flee for their lives.
  
9. Which word best describes Marie Claire?
 

Ⓐ hopeless	Ⓒ motivated
Ⓑ impatient	Ⓓ uncomfortable
  
10. Which detail best supports your answer to question 9?
  - Ⓐ “When Marie Claire stepped off the plane in the U.S., she was amazed.”
  - Ⓑ “Simple tasks, such as shopping for groceries or using a microwave, were overwhelming.”
  - Ⓒ “. . . she was constantly on edge, terrified that she’d do or say the wrong thing and embarrass herself.”
  - Ⓓ “A few months after settling in Pennsylvania, she became the first person in her family to graduate from high school . . .”

**Building Vocabulary**

KEY STANDARD

**RI.6-8.4**

## Words to Know: A Member of Congress

1. **bill (n):** a proposed law (*p. 12*)  
*example:* The spending **bill** was sent to the president for his signature after Congress voted to approve it.
2. **climate change (n):** a long-term change in Earth's climate, including an increase in the average global temperature, rising sea levels, and more extreme weather events (*p. 12*)  
*example:* Most scientists agree that burning fossil fuels contributes to **climate change**.
3. **Constitution (n):** in the United States, the official document that states the powers and duties of the government and guarantees certain rights to the people. (In general, a constitution is a set of laws by which a country, state, or organization is governed.) (*p. 13*)  
*example:* The powers and responsibilities of the president of the United States are spelled out in Article II of the U.S. **Constitution**.
4. **district (n):** an area represented by an elected official (*p. 12*)  
*example:* She was elected to represent our state's eighth congressional **district**.
5. **executive branch (n):** the branch of government responsible for enforcing laws. In the United States, the president, vice president, and the Cabinet make up the executive branch. (*p. 13*)  
*example:* The **executive branch** is led by the U.S. president and includes agencies such as the departments of Defense, Justice, Education, and Agriculture.
6. **House of Representatives (n):** one of the two chambers of the U.S. Congress; its 435 members serve two-year terms (*p. 12*)  
*example:* According to the U.S. Constitution, the number of officials who represent each state in the **House of Representatives** is based on population.
7. **judicial branch (n):** the branch of government responsible for dealing with all legal cases involving the government (*p. 13*)  
*example:* The national courts, including the U.S. Supreme Court, make up the **judicial branch** of the federal government.
8. **legislative branch (n):** the branch of government having the duty and power of making laws. In the United States, Congress is the legislative branch. (*p. 12*)  
*example:* Article I of the U.S. Constitution, which focuses on the **legislative branch**, spells out the powers and responsibilities of Congress.
9. **Senate (n):** one of the two chambers of the U.S. Congress; its 100 members serve six-year terms (*p. 12*)  
*example:* According to the U.S. Constitution, each state elects two people to the **Senate**.
10. **U.S. Congress (n):** the lawmaking body of the U.S. government, composed of the Senate and the House of Representatives (*p. 12*)  
*example:* Members of the **U.S. Congress** debated whether to pass a law that would set new food-safety regulations.

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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 example sentence for each word.

Textual Evidence

KEY STANDARD

RI.6-8.1

## Close-Reading Questions: A Member of Congress

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

1. How is the article structured? Why do you think the author chose to organize it this way?

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2. Explain in sequence what steps the member of Congress took to work on the climate change bill.

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3. What do you think would be the most challenging part of being a lawmaker? Use text evidence to support your response.

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Reading a Diagram

KEY STANDARD  
**RH.6-8.7**

# The Three Branches of Government

The U.S. Constitution created a national government with three branches. Each branch has its own powers and can check (or limit) the powers of the other two. Read the diagram and answer the questions.



**MAKES LAWS**

## Legislative

Congress is made up of the two chambers below. Congress writes and passes bills (proposals for new laws). Bills that are passed by both chambers and then signed by the president become law.

### Senate

**100**  
Senators

- Senators are elected to **six-year terms**. Each state has **two** senators.
- The Senate **approves or rejects top-level nominations**, such as Supreme Court justices.

### House of Representatives

**435**  
Representatives

- Representatives are elected to **two-year terms**. The number of representatives per state is **based on each state's population**.
- Bills that deal with raising revenue (money) for the **federal budget** begin in the House.



**ENFORCES LAWS**

## Executive

This branch handles the business of government, including the enforcement of federal laws. It is led by the president, who can sign (pass into law) or veto (reject) bills passed by Congress.

### President



- The president is elected to a **four-year term**.
- He or she **nominates Supreme Court justices**, federal judges, Cabinet members, and other officials.
- The president submits a proposed **federal budget** to Congress.
- He or she is **commander in chief** of the military.

### Vice President



- The vice president is elected to a **four-year term** on the same ticket as the president. The vice president **takes over** if the president dies or leaves office.
- He or she **presides over the Senate**, casting the deciding vote in the event of a tie.

### Cabinet



- These advisers include the leaders of **15 federal departments**, such as Defense, Justice, and Education.



**EVALUATES LAWS**

## Judicial

The federal court system is headed by the U.S. Supreme Court. The Supreme Court's nine justices review cases to determine whether laws violate the Constitution, and they can overturn laws that do.

### Supreme Court

A Supreme Court justice's **term of office lasts for life**. Justices serve until death, retirement, or their removal.



The Supreme Court **hears appeals** (requests for new rulings) of decisions made by lower federal courts. **Its decisions are final.**

### Other Federal Courts



The **94 U.S. District Courts** are where federal cases are tried.

The **13 Courts of Appeals** hear cases on appeal from District Courts.

Reading a Diagram

## The Three Branches of Government (continued)

### Questions

1. Who can veto bills passed by Congress?
2. Which branch is responsible for enforcing federal laws?
3. How are the executive and legislative branches involved in selecting Supreme Court justices?
4. Explain how the judicial branch can limit the power of the other branches.

**Building Vocabulary**

KEY STANDARD

**RI.6-8.4**

## Words to Know: Was This Statue Stolen?

- 1. archaeologist (n):** a scientist who studies the remains of past human life (*p. 16*)  
*example:* One of the world's most famous **archaeologists**, Louis Leakey, discovered fossils of human ancestors more than a million years old in East Africa.
- 2. artifact (n):** an object, such as a tool or a weapon, that was made by people in the past (*p. 15*)  
*example:* The gold carvings and other **artifacts** in King Tut's tomb offer clues about the life of that ancient Egyptian ruler.
- 3. heritage (n):** something (such as property, traditions, traits, or beliefs) that has been passed down from previous generations (*p. 16*)  
*example:* Trina's love of music was as much a part of her **heritage** as the cello she played, which once belonged to her grandmother.
- 4. indigenous (adj):** native to a particular region or environment (*p. 15*)  
*example:* Alaska is home to several **indigenous** groups, including the Aleuts and the Iñupiat.

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

Textual Evidence

KEY STANDARD

RI.6-8.1

## Close-Reading Questions: Was This Statue Stolen?

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

1. Summarize how Hoa Hakananai'a ended up in the British Museum. Explain the dispute over it.

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2. Who is Sergio Rapu? Why do you think the authors included him in the article?

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3. What is the purpose of the sidebar "Finders Keepers?" How does it connect to the article?

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Analyzing Reasons

KEY STANDARD

RI.6-8.8

## Seeing Both Sides

As you read “Was This Statue Stolen?,” look for reasons that support each side and mark them with an *R*. Then complete the chart and evaluate the reasons for each claim.

MAIN QUESTION: Should the British Museum return Hoa Hakananai’a to Easter Island?	
Main Claim of Most Rapa Nui People:	Main Claim of British Museum Officials:
Reason 1:	Reason 1:
Reason 2:	Reason 2:
Reason 3:	Reason 3:

### Questions

1. Which of the Rapa Nui people’s reasons do you think is the strongest? Why?
  
  
  
  
  
  
  
  
  
  
2. Which of the museum officials’ reasons do you think is the strongest? Why?

## Argument Writing Toolkit

After you read “Was This Statue Stolen?” on pages 14-16, use this kit to respond to the “Write About It!” prompt on page 16.

### STEP 1: Choose a Side

#### Does Hoa Hakananai’a belong on Easter Island or in the British Museum?

Consider what you read in the article, as well as your own viewpoints. You can use the Skill Builder “Seeing Both Sides” to analyze reasons in the article. Check the box for what you will argue in your essay.

The moai should be returned to Easter Island.

The moai should remain in the British Museum.

### 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 the statue should be returned to Easter Island, summarize the strongest arguments of those who disagree. If you think the statue should remain in the museum, summarize the main reasons some think it should not.

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Then challenge those ideas, explaining why you disagree.

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### 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.

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### 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 Hoa Hakananai'a, or a rhetorical question (a question to which you don't expect an answer).
- Then summarize the situation for your readers. Assume that they haven't read the article.
- End your introduction with your thesis from **Step 4**.

### 2 Body Paragraph(s)

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

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

#### Transition Ideas

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

### 3 Counterclaim

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

### 4 Conclusion

Write two or three 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.

#### INTRODUCTION

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

#### BODY

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

#### CONCLUSION

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

#### GENERAL

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

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

As I revise, I will work to improve \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### STEP 7: Publish Your Work

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

Comprehension

## Know the News: “Was This Statue Stolen?”

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

- Easter Island is part of which country?**
  - (A) Chile
  - (B) England
  - (C) France
  - (D) the United States
- Which is a central idea of the article?**
  - (A) Tourists sometimes damage statues.
  - (B) Rapa Nui leaders recently announced that they want a statue taken from Easter Island returned.
  - (C) The moai on display at the British Museum is one of the institution’s most popular exhibits.
  - (D) Some of the statues are actually buried up to their shoulders in centuries of dirt.
- How is the statue at the British Museum different from most others on Easter Island?**
  - (A) It represents an ancient leader.
  - (B) It was carved hundreds of years ago.
  - (C) The Rapa Nui people carved it.
  - (D) It is made of basalt.
- Which detail supports the claim that returning artifacts to their countries of origin is an idea that “is gaining support throughout the world”?**
  - (A) “. . . France’s President Emmanuel Macron called for thousands of artworks in French museums to be returned to the countries in Africa from which they were taken . . .”
  - (B) “For most people, a museum offers the only chance to see famous works of art in person . . .”
  - (C) “Many experts also say that fragile ancient treasures are safer in museums.”
  - (D) “Although nothing was decided, both sides agreed to continue the discussion.”
- Which of these happened first?**
  - (A) A British captain took a moai from Easter Island.
  - (B) A British official named Lord Elgin took dozens of marble sculptures from the Parthenon.
  - (C) An archaeologist found a painted sculpture of Queen Nefertiti and took it to Germany.
  - (D) Queen Victoria gave a moai to the British Museum.
- In the fourth paragraph, what does *native* mean?**
  - (A) adopted
  - (B) new
  - (C) original
  - (D) temporary
- Which is *not* mentioned in the article as a threat to moai statues on Easter Island?**
  - (A) vandalism
  - (B) rain
  - (C) volcanoes
  - (D) high winds
- Which of these statements is an opinion?**
  - (A) Few people can make the long, expensive journey to Easter Island.
  - (B) The majority of Easter Island’s nearly 6,000 residents want Hoa Hakananai’a back.
  - (C) Many experts believe certain artifacts should remain in museums.
  - (D) Hoa Hakananai’a belongs on Easter Island.
- Which pair of words from the article are most similar in meaning?**
  - (A) *residents* and *inhabitants*
  - (B) *massive* and *indigenous*
  - (C) *ancestors* and *descendants*
  - (D) *artifacts* and *disputes*
- Which detail would be *least* important to include in a summary of the article?**
  - (A) A moai called Hoa Hakananai’a was taken from Easter Island in 1868 by a British captain.
  - (B) While most of Easter Island’s moai face inward, a few look out to sea to guide travelers to land.
  - (C) More people around the world are calling for countries to return artifacts to the places they came from.
  - (D) In 2018, Easter Island residents announced that they want a moai on display at the British Museum returned to them.

Building Vocabulary

KEY STANDARD

RI.6-8.4

## Words to Know: Girl Hero of the American Revolution

- 1. boycott (v):** to refuse to participate in an event or to buy particular products as an act of protest (*p. 19*)  
*example:* Students called on their community to **boycott** a local shop until it agreed to stop selling rugs made using child labor.
- 2. civilian (n):** a person who is not an active member of the military, a police force, or a firefighting department (*p. 19*)  
*example:* Some **civilians** were killed when the bomb hit the wrong target.
- 3. colonist (n):** a member of a government-backed group that settles in a new country or region, often already occupied by another group (*p. 18*)  
*example:* The astronauts who are training to build a settlement on Mars hope to become the planet's first **colonists**.
- 4. Continental Army (n):** the fighting force established by the Continental Congress in 1775, after war broke out between the 13 American Colonies and Great Britain (*p. 18*)  
*example:* Under George Washington's command, the **Continental Army** overcame severe losses to defeat the mighty British army in the American Revolution.
- 5. Continental Congress (n):** the group that governed the 13 American Colonies and then the newly independent United States from 1774 to 1789 (*p. 19*)  
*example:* With its approval of the Declaration of Independence in July 1776, the **Continental Congress** established the 13 Colonies as "free and independent states."
- 6. Great Depression (n):** a period of severe economic hardship that began in 1929 and lasted about 10 years (*p. 21*)  
*example:* At the lowest point of the **Great Depression**, more than 20 percent of Americans were unemployed.
- 7. militia (n):** a group of citizens who form a fighting force but are not part of a permanent army (*p. 18*)  
*example:* The first American soldiers who fought against the British during the American Revolution were part of a **militia** in the Boston area.
- 8. occupy (v):** to control a city or a country with an army (*p. 19*)  
*example:* The conquering troops **occupied** the city for two years during the war.
- 9. Parliament (n):** the national legislature of Great Britain during the time of the American Revolution (Today, Parliament is the lawmaking body for the United Kingdom, a nation made up of England, Scotland, Wales, and Northern Ireland.) (*p. 19*)  
*example:* **Parliament** has two chambers: the House of Commons, whose members are elected by the people, and the House of Lords, whose members are appointed by the queen (with the advice of the prime minister).
- 10. Patriot (n):** a colonist who supported the fight for independence during the American Revolution (*p. 18*)  
*example:* In 1776, **Patriots** rejected British rule of the American Colonies and declared the United States an independent country.

**Building Vocabulary**

## Words to Know: Girl Hero of the American Revolution (continued)

**11. tax (n):** an amount of money paid to the government, usually based on income or purchases, that is used to support government operations (*p. 19*)  
**example:** Many Americans resented the higher **taxes** passed by the British government in the 1760s and 1770s.

**12. treaty (n):** an agreement between two or more governments that is formally signed by their leaders (*p. 21*)  
**example:** The **treaty** that officially ended the American Revolution was signed in France in 1783.

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

Textual Evidence

KEY STANDARD

RI.6-8.1

## Close-Reading Questions: Girl Hero of the American Revolution

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

1. How would you describe Sybil Ludington? Include text evidence to support your choices.

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2. What does it mean that Americans objected to “taxation without representation”?

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3. How did women and young people contribute to the American Revolution?

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Analyzing a Primary Source

KEY STANDARD

RH.6-8.9

# The Declaration of Independence

On July 4, 1776, the Continental Congress approved the Declaration of Independence. It formally announced the separation of the 13 American Colonies from Great Britain (see “*Girl Hero of the*

*American Revolution*,” pp. 17-21). Written by a committee of five men, including Thomas Jefferson, it listed the reasons why the colonies were rebelling. Read the excerpts and answer the questions.

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another . . . a **decent respect to the opinions of mankind**<sup>1</sup> requires that they should declare the causes which **impel**<sup>2</sup> them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain **unalienable**<sup>3</sup> rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, **deriving their just powers from the consent of the governed**<sup>4</sup>. That whenever any form of government becomes destructive of these ends,

it is the right of the people to alter or to abolish it, and to institute new government . . .

The history of the present King of Great Britain is a history of repeated injuries and **usurpations**<sup>5</sup>, all having in **direct object**<sup>6</sup> the establishment of an absolute **tyranny**<sup>7</sup> over these states. . . .

We, therefore, the representatives of the United States of America . . . do, in the name, and by authority of the good people of these Colonies, solemnly publish and declare that these united Colonies are, and of right ought to be free and independent states . . . And for the support of this declaration, with a firm reliance on the protection of **divine providence**<sup>8</sup>, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

<sup>1</sup> The writers are saying that they wish for all people (mankind) to respect this extreme act they are taking by declaring independence.

<sup>2</sup> to strongly force into action

<sup>3</sup> impossible to take away from any person

<sup>4</sup> A government can have authority only if the people give the government that power.

<sup>5</sup> Things taken away by force. The writers are referring to the colonists’ power to choose their own representatives and make their own laws, which the King and Parliament took away.

<sup>6</sup> purpose

<sup>7</sup> the unfair control of a people by a government or a dictator

<sup>8</sup> the will of God

## Questions

1. What “unalienable rights” do the authors say that all people have?
2. How do the authors say people should treat a government that does not protect their rights?
3. What were the “political bands” that the writers mention in the first paragraph? What did the document say should happen with those bands?
4. What did the representatives who signed the Declaration pledge to each other? Why would that pledge have been important during the American Revolution?
5. What do you think the authors meant by the phrase “all men are created equal”? Do you think the writers truly believed this? Explain.

Comprehension

## Know the News: Girl Hero of the American Revolution

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

- Which is a central idea of the article?
  - Sybil Ludington symbolizes the importance of everyday people in the American Revolution.
  - Danbury, Connecticut, is 12 miles from Fredericksburg, New York.
  - Many colonists objected to being forced to house British troops.
  - Sybil didn't write her story down.
- Which detail best supports the answer to question 1?
  - "... Danbury was a key supply base for the American colonists who formed the Continental Army."
  - "By the mid-1700s, many colonists had grown angry at how tightly Britain's King George and the British Parliament controlled their lives..."
  - "Sybil's story had been kept alive privately by her family, it turned out."
  - "... it reflects how people like Sybil played an important role in the founding of our nation..."
- In the fourth paragraph, what does *lugged* mean?
  - accidentally placed
  - carried quickly
  - moved with great effort
  - rolled on a cart
- Which of these was *not* a worry to Sybil on the night of her ride?
  - She could run into armed British supporters.
  - The woods could be dangerous at night.
  - British soldiers could be on their way to burn her village.
  - British troops could be marching toward Concord to destroy military supplies.
- Why does the article mention Deborah Sampson?
  - to show how women worked as nurses
  - to give an example of a militia leader
  - to tell how one woman joined the fighting
  - to give a historian's perspective
- Where were the first battles of the American Revolution?
  - Danbury, Connecticut
  - Fredericksburg, New York
  - Lexington and Concord, Massachusetts
  - Philadelphia, Pennsylvania
- The main purpose of the section "The People's Fight" is to \_\_\_\_\_.
  - show how colonists had different opinions about whether to fight the British
  - point out how the Revolution affected the lives of everyone who lived through it
  - highlight the cruelty of British soldiers to American families
  - show how kids served as spies in British camps during the war
- What does *routinely* mean in the sentence "British soldiers routinely raided houses"?
  - never
  - once in a while
  - rarely
  - regularly
- Which of these events happened first?
  - Sybil volunteered to round up the members of her father's militia.
  - The British tried to end protests in Boston by sending soldiers to occupy the city.
  - The Continental Congress first met in Philadelphia.
  - Congress signed the Declaration of Independence.
- The main purpose of the map on page 21 is to show \_\_\_\_\_.
  - major battles of the American Revolution
  - the colonies that became the first 13 U.S. states
  - the route of Sybil's ride
  - the important role of Massachusetts during the Revolution

**Evaluating Arguments**

KEY STANDARD  
**RI.6-8.8**

## Analyzing Authors' Claims

After you read "Should You Be Graded for Participating in Class?" (pp. 22-23), analyze each author's argument. The analysis can help you respond to the "Write About It!" prompt on page 23.

<p><b>AUTHOR: Cindy Ingram</b> Former teacher, Dallas, Texas, and founder of ArtClassCurator.com</p>	<p><b>AUTHOR: Katherine Schultz</b> Professor of education, University of Colorado Boulder</p>
<p>Author's main claim:</p>	<p>Author's main claim:</p>
<p><b>REASON 1:</b> Restate one reason the author gives.</p> <p>List <b>EVIDENCE</b> the author gives to support reason 1.</p>	<p><b>REASON 1:</b> Restate one reason the author gives.</p> <p>List <b>EVIDENCE</b> the author gives to support reason 1.</p>
<p><b>REASON 2:</b> Restate another reason the author presents.</p> <p>List <b>EVIDENCE</b> the author gives to support reason 2.</p>	<p><b>REASON 2:</b> Restate another reason the author presents.</p> <p>List <b>EVIDENCE</b> the author gives to support reason 2.</p>
<p>Which persuasive devices does the author use?</p> <p><input type="checkbox"/> Appeals to emotions</p> <p><input type="checkbox"/> Uses data or scholarly research</p> <p><input type="checkbox"/> Explains why the other side's argument is weak</p> <p><input type="checkbox"/> Other: _____</p>	<p>Which persuasive devices does the author use?</p> <p><input type="checkbox"/> Appeals to emotions</p> <p><input type="checkbox"/> Uses data or scholarly research</p> <p><input type="checkbox"/> Explains why the other side's argument is weak</p> <p><input type="checkbox"/> Other: _____</p>