A SUPPLEMENT TO  
Junior Scholastic

Views From Abroad
How do people in other countries see issues facing the world? This sampling of political cartoons will give you an idea.

POLITICAL CARTOONS, drawings that comment on particular issues or people, convey often-complex ideas through symbols. Most of the cartoons you see in Junior Scholastic are drawn by Americans. But this special World Week supplement presents some examples of what cartoonists outside the United States are thinking about.

Cartoons from abroad often provide a perspective on the activities of Americans that might surprise us. Others comment on issues that affect the whole planet. For example, take a look at the cartoon above. (The red bar indicates what country it’s from.) What opinion about the state of the world today does it imply by showing Earth running for shelter?

As you study each cartoon on the following pages, keep in mind some devices that political cartoonists use to express their opinions.

- **Caricature**: an exaggerated drawing of a person, to poke fun or to make the subject instantly recognizable
- **Symbolism**: the use of an object that is widely understood to stand for a country, an institution, or an idea.

Uncle Sam, for example, is a well-known symbol of the U.S.

- **Hyperbole**: a deliberate exaggeration, often for comic effect
- **Irony**: Irony can be tricky to grasp. It has several similar but different meanings, including a situation or statement that differs from what you or the character in the cartoon might expect; when a cartoon’s message contradicts its language or symbols; and when a character in a cartoon clearly doesn’t understand something the reader does.

President Trump

Donald Trump has been in office less than two months, but it probably isn’t surprising that political cartoonists in other countries are already commenting about him. After all, the effects of a U.S. president’s policies are felt far beyond our borders—borders being just one of the subjects referred to in these two cartoons.

The Refugee Crisis

In 2015, more than 1 million refugees crossed the Mediterranean Sea to reach Europe, fleeing violence or poverty in the Middle East or Africa. Despite the dangers (hundreds a year die in the attempt) and the lack of welcome in many parts of Europe, they’re still coming—nearly 10,000 by sea in the first five weeks of 2017 alone.
Russia & Putin  President Vladimir Putin of Russia has a reputation for authoritarian tactics. Russia was widely condemned for its 2014 invasion of Ukraine. Two other issues have kept Putin in the international spotlight: his alliance with President Bashar al-Assad of war-torn Syria and allegations that Russian hackers interfered with the U.S. presidential election.

China  After decades of dramatic growth, China is now one of the world’s economic giants. It’s a major trading partner of many countries—including the U.S., with which it has a rocky relationship. China’s economic might has come at a cost, however: A troublesome by-product of its industrial expansion has been severe air and water pollution.
Climate Change

The majority of scientists basically agree: Humans have damaged the planet to an alarming extent. What do these cartoons say about the impact of that damage and how things got that way?

9. BRAZIL

OSMANI SIMANCA • POLITICALCARTOONS.COM

10. JORDAN

CLIMATE CHANGE

EMAD HAJJAJ • POLITICALCARTOONS.COM

QUESTIONS

Directions: Use a separate sheet of paper to answer the following questions, using specific details from the cartoons. (The question number refers to the number of the cartoon.)

1. Why has the cartoonist put a big red button symbolizing the launch of nuclear weapons on top of something labeled with the Twitter logo? What is he saying about how President Trump communicates?

2. President Trump has called for a wall along the U.S.-Mexico border and other measures that he says are needed to protect the U.S. What, according to this cartoonist, might be lost in the bargain?

3. What is the object at top, and who is in it? What do the crosses on the seabed represent?

4. What does this cartoon say about how refugees who make it to Europe are received?

5. Who do the figures caught between the two hands represent? What effect does the cartoonist think the alliance between Syria and Russia has on them?

6. What is Putin doing in this cartoon? What does this suggest about Putin’s attitude toward the U.S. presidential election?

7. Which country does the cartoonist think benefits most from the China-U.S. trade partnership? Does he think that advantage is a fair one? How does he convey that opinion?

8. What country does the man represent? What is he wearing on his face, and what does that say about what’s happening there?

9. How do the penguins seem to feel about the fan? What message is the cartoonist sending about the penguins’ situation?

10. What are the hands doing in this cartoon? What does this suggest about the planet’s condition and the likelihood it will improve?

ESSAY

Choose one cartoon to write about. Explain the role that each of its details plays in conveying the cartoon’s overall message. What other symbols can you think of that could have been added to reinforce that meaning? Explain.
# MAKING INFERENCES

## Reading Between the Lines

Read each story on pp. 2-3, then complete this graphic organizer. In the second column, write an inference you made while reading. (An inference is a conclusion based on evidence or reasoning.) In the next column, cite a detail from the text that supports your inference. In the last column, explain your answer.

<table>
<thead>
<tr>
<th>ARTICLE</th>
<th>INERENCE</th>
<th>DETAIL FROM TEXT</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Fire on the Titanic?</td>
<td></td>
<td></td>
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<tr>
<td>Rise of the Machine</td>
<td></td>
<td></td>
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<tr>
<td>The International Millionaires Club</td>
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</tr>
</tbody>
</table>
MEDIA LITERACY

Media Literacy 101

In “Attack of the Ads” (pp. 4-5), you read about some of the methods companies use to get you to buy their products. Understanding the messages or tactics behind an ad will help you become media literate. Media literacy is a critical skill in today’s media-saturated world. Read the definition below. Then use the article and your own experience to answer the questions that follow.

media literacy: the ability to access, analyze, evaluate, and create various forms of media, such as printed texts, videos, online texts, and commercials, among others

Questions

1. Describe some ways and places you see ads every day. What effect, if any, do these ads have on you?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. According to the article, why are TV food ads particularly harmful to kids and teens?
   ________________________________________________________________
   ________________________________________________________________

3. Based on the sidebar “Tricks of the Trade,” what are two methods that companies use to get you to buy their products? Describe these tactics in your own words.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. In your experience, what kinds of products other than junk food are advertised heavily to your age group? Why do you think this is?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. According to experts, if you get into the habit of analyzing ads and thinking critically about the messages behind them, you’ll become a more active viewer rather than a passive one. How might this help you as a consumer and as a member of society?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
The framers of the U.S. Constitution realized that too much power can be dangerous. To prevent any part of the government from becoming too powerful, the Constitution created three separate branches of the federal government. The Constitution gives each branch its own powers. This separation of powers creates a system of checks and balances. Each branch can check (limit) the power of the other two. This helps maintain a balance of power among the three. Study the diagram to see how this works.

**Checking Congress**

- The president can veto (reject) bills passed by Congress.
  - Congress can override a veto by a two thirds vote of each chamber.
  - Congress appropriates funds to run the government and approves programs.
  - The Senate must approve treaties and presidential appointments.
  - Congress can impeach and remove a president for crimes and misconduct.

**Checking the President**

- The president appoints Supreme Court justices and other federal judges.
  - Federal judges are appointed for life, freeing them from executive control.
  - Federal courts may declare executive branch actions unconstitutional.

**Checking the Courts**

- Federal courts can declare laws passed by Congress unconstitutional.
  - If the Supreme Court rules that a law is unconstitutional, Congress can revise the law, write a new one, or propose amendments (changes) to the U.S. Constitution. Changes must be ratified by three quarters of the states.
  - Congress may impeach and remove federal judges from office.
  - The Senate approves appointments of judges.

**Words to Know**

- appropriate (v): to set aside for a specific use
- impeach (v): to bring a charge of wrongdoing against a public official
Checks and Balances cont’d.

Questions

1. What does it mean to check the power of a branch of government?
   _____________________________________________________________
   _____________________________________________________________

2. Who can veto legislation passed by Congress? ____________________________

3. How can Congress override a presidential veto? __________________________
   _____________________________________________________________

4. Which branch has the power to appoint Supreme Court justices and other federal judges?
   _____________________________________________________________

5. How does Congress check that power? ____________________________________
   _____________________________________________________________

6. How can federal courts check the president’s power? _______________________
   _____________________________________________________________

7. How can federal courts check the power of Congress? _______________________ 
   _____________________________________________________________

8. What limits the president’s power to make treaties with other countries? 
   _____________________________________________________________

9. Suppose a law has been declared unconstitutional. What can be done to try to make it constitutional? __________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

10. What is meant by “separation of powers”? _____________________________
    _____________________________________________________________
    _____________________________________________________________
    _____________________________________________________________
CITING TEXTUAL EVIDENCE

Court Citations

Complete the graphic organizer below, based on “Supreme Standoff” (pp. 6-7). Using evidence from the text, write your answer to each question in the middle column. In the right-hand column, record where you found the evidence. (Use a separate sheet of paper if necessary.)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER (cite evidence from the text)</th>
<th>LOCATION (page, column number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who is Neil M. Gorsuch? What is his background?</td>
<td></td>
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</tr>
<tr>
<td>2. How would Gorsuch’s confirmation as a Supreme Court justice affect the balance of the Court?</td>
<td></td>
<td></td>
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<tr>
<td>3. How are Supreme Court nominees confirmed?</td>
<td></td>
<td></td>
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<tr>
<td>4. Why are some Democratic lawmakers vowing to fight Gorsuch’s confirmation?</td>
<td></td>
<td></td>
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<tr>
<td>5. Why do experts say it’s unlikely that Senate Democrats will be able to get enough votes to block Gorsuch’s confirmation?</td>
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</tbody>
</table>
BUILDING VOCABULARY

Crossword Puzzle

Here are a few clues for you to puzzle over. Answers to starred clues are in the article on pp. 8-11 of JS. For the rest, you’re on your own!

Across
*1 President Trump has called criminal undocumented immigrants “bad _____."
*4 17 Across pulled out of a _____-down with Trump.
7 A person between the ages of 12 and 20
*8 Organizations that smuggle drugs
*9 Speaker of the House Paul ______
*11 A guest-worker program during World War II
*15 Some Americans accuse undocumented immigrants of increasing this.
*17 Mexican President Enrique Peña ______
*19 The U.S. and Mexico are important economic _____.

Down
*2 President Trump wants to build a wall along the U.S.-Mexico ______.
3 One who fights in a war
5 Information Technology (abbr.)
*6 A U.S. state that was once part of Mexico
*9 The river that forms much of the border between Mexico and 6 Down (2 words)

*10 Good _____ make good neighbors.
*11 Mexico’s southeastern neighbor
12 Ready, willing, and ______
*13 Some Mexicans have threatened to _____ U.S. products.
14 Mexicans who once inhabited Tenochtitlán
*16 Trade pact among North American nations (abbr.)
18 ______, humbug!
TEST PREP
Know the News: Walled Off?

Read the article on pp. 8-11, then answer these questions.

1. Which is a central idea of the article?
   A. Almost half of Mexico’s households are now considered middle class.
   B. President Donald Trump’s plans to build a border wall, along with some of his other proposals, have caused tension between the United States and Mexico.
   D. Some Mexicans say they will boycott American products.

2. Which statement best supports that central idea?
   A. “We will work for a border that unites us.”
   B. “Despite positive changes, Mexico faces serious challenges.”
   C. “Mexico and the U.S. share a long, turbulent history.”
   D. “Trump’s proposals—and his harsh words—have angered many Mexicans.”

3. Which of these was an effect of NAFTA?
   A. Mexico’s economy grew.
   B. More Americans moved to Mexico.
   C. Mexico’s illegal drug trade diminished.
   D. Fencing was built along the U.S.-Mexico border.

4. What does collaborates mean in this statement?
   “Mexico currently collaborates with the U.S. on counterterrorism efforts.”
   A. negotiates  C. works with
   B. fights  D. meets

5. What is the main purpose of the section “Security Threats at the Border”?
   A. to detail the history of NAFTA
   B. to explain how a border wall could affect security in the U.S.
   C. to illustrate why Texas seceded from Mexico
   D. to show that Mexico and the U.S. will continue to work together on security

6. Which of these happened first?
   A. Mexican president Felipe Calderón launched a war on drug cartels.
   B. The Bracero Program began.
   C. NAFTA was adopted.
   D. U.S. railroads recruited Mexican workers.

7. What is the main purpose of the map on p. 11?
   A. to prove that building a border wall will be challenging
   B. to highlight the location of Cancún
   C. to point out that Belize also shares a border with Mexico
   D. to show some details about the U.S.-Mexico border

8. What can you infer might happen if Andrés Manuel López Obrador is elected Mexico’s next president?
   A. U.S.-Mexico relations may become even more difficult.
   B. Mexico will fund the border wall.
   C. The Mexican economy will improve.
   D. NAFTA will be updated.

9. What does Mexican President Enrique Peña Nieto mean when he says Mexico “believes in bridges,” not walls?
   A. He wants to build a great bridge between Mexico and the U.S.
   B. Mexico believes in unity, not division.
   C. Illegal immigration is not a problem.
   D. Mexico will pay for a bridge along the border, but not a wall.

10. Which of these is a key detail that should be included in a summary of the article?
    A. Mexican students now stay in school longer.
    B. Mexicans are very proud of their country.
    C. Trump issued an executive order calling for the construction of a border wall.
    D. Peña Nieto canceled a visit to the White House.
CRITICAL THINKING

Developing an Informed Opinion

In “Walled Off?” (pp. 8-11), you read about plans to build a wall along the United States-Mexico border. Many people have differing opinions about whether that wall should be constructed. Before you form your own viewpoint, it’s important to consider key facts on both sides of the issue. That way, your opinion will be based on information, not emotions.

How do you develop an informed opinion? This graphic organizer will help you think critically about the issue. Fill it out using facts from the article, as well as your own inferences. Then answer the question at the bottom on a separate sheet of paper.

Should a wall be built between the U.S. and Mexico?

Supporting reasons: ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Opposing reasons: ______________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What are some short-term consequences of the wall?

Possible positives: ______________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Possible negatives: ______________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What are some long-term consequences of the wall?

Possible positives: ______________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Possible negatives: ______________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

After considering the facts on both sides, what is your opinion about building the wall?
Summarize your point of view in three to five sentences.
The website of the U.S. Citizenship and Immigration Services (USCIS) is a rich source of information about the requirements and process of becoming a citizen. It also provides a chart listing “several rights and responsibilities that all citizens should exercise and respect,” regardless of whether they are birthright or naturalized citizens.

Study the chart, then answer the questions that follow on a separate sheet of paper.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom to express yourself</td>
<td>Support and defend the Constitution</td>
</tr>
<tr>
<td>Freedom to worship as you wish</td>
<td>Stay informed of the issues affecting your community</td>
</tr>
<tr>
<td>Right to a prompt, fair trial by jury</td>
<td>Participate in the democratic process</td>
</tr>
<tr>
<td>Right to vote in elections for public officials</td>
<td>Respect and obey federal, state, and local laws</td>
</tr>
<tr>
<td>Right to apply for federal employment requiring U.S. citizenship</td>
<td>Respect the rights, beliefs, and opinions of others</td>
</tr>
<tr>
<td>Right to run for elected office</td>
<td>Participate in your local community</td>
</tr>
<tr>
<td>Freedom to pursue “life, liberty, and the pursuit of happiness”</td>
<td>Pay income and other taxes honestly, and on time, to federal, state, and local authorities</td>
</tr>
<tr>
<td></td>
<td>Serve on a jury when called upon</td>
</tr>
<tr>
<td></td>
<td>Defend the country if the need should arise</td>
</tr>
</tbody>
</table>

Questions

1. What is the difference between rights and responsibilities?

2. What are some examples of participating in the democratic process?

3. Why do you suppose participating in the democratic process is considered a responsibility rather than a right?

4. Which do you consider to be the most important responsibility of a citizen? Why?

5. Which do you think would be harder to do, exercising the rights or complying with the responsibilities listed in this chart? Explain.

Bonus What rights or responsibilities, if any, would you add to the chart? Explain your reasoning for doing so.
# CLOSE READING

## Building a Summary

Breaking a lengthy article into smaller chunks can help you understand it. While reading “In the Line of Fire” (pp. 14-17), write a two- to three-sentence summary of each section of the story on the lines below. Then complete the activity at the bottom of the page.

<table>
<thead>
<tr>
<th>Section</th>
<th>Summary 1</th>
<th>Summary 2</th>
<th>Summary 3</th>
<th>Summary 4</th>
<th>Summary 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td></td>
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<tr>
<td>2. Caught in Crossfire</td>
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<tr>
<td>3. Disease and Disaster</td>
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<td></td>
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<tr>
<td>4. More Than Learning</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>5. Saving Education</td>
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</tbody>
</table>

**Synthesize It** Using your notes above, write a summary of the entire article on a separate sheet of paper.
TEST PREP

Know the News:
In the Line of Fire

Read the article on pp. 14-17, then answer the questions.

1. Which is a central idea of the article?
   A. Eastern Ukraine has been in conflict since 2014.
   B. About 75 million kids around the world are not in school or are at risk of losing their schooling because of war, disease, or natural disasters.
   C. The Ebola virus recently ravaged West Africa.
   D. Less than 10 years ago, Syria had one of the highest literacy rates in the Middle East.

2. Which statement best supports that central idea?
   A. The crisis has prompted an international fundraising effort to provide schooling for kids who live in disaster-affected regions.
   B. About 500,000 people have died in Syria’s war.
   C. Russia annexed part of Ukraine in 2014.
   D. Tens of thousands of Nigerian refugees now live in the southern city of Yola.

3. How does the section “More Than Learning” contribute to the article?
   A. It discusses how war and other conflicts have forced millions of kids out of school.
   B. It provides information on how aid groups are bringing education to kids living in crisis.
   C. It explains how Ebola ravaged West Africa.
   D. It describes how schools provide protection and stability for kids living in crisis zones.

4. In which country has ISIS taken over some schools?
   A. Nigeria  C. Liberia
   B. Syria  D. Guinea

5. What is the main reason that the author started the article with a description of a teen fleeing his town to escape Boko Haram?
   A. to point out that Nigeria is part of Africa
   B. to describe the kind of violence terrorist groups are capable of
   C. to show the effect Boko Haram has had on Africa
   D. to give an example of how a humanitarian crisis can force a young person out of school

6. Which of these statements is true?
   A. ISIS started Syria’s civil war.
   B. Boko Haram has been terrorizing Eastern Europe for the past few years.
   C. Liberia, Guinea, and Sierra Leone were hardest hit by a recent outbreak of the Ebola virus.
   D. Syria’s president, Bashar al-Assad, annexed part of Ukraine in 2014.

7. Which happened most recently?
   A. An outbreak of the Ebola virus began.
   B. An earthquake in Nepal killed thousands.
   C. Hamisu and his family fled Boko Haram.
   D. Syria’s civil war began.

8. What do the United States government and the European Union have in common?
   A. They both made contributions to the Education Cannot Wait fund.
   B. They are both developing an e-learning curriculum for kids forced out of school.
   C. They authored a report that highlights the number of kids around the world who are not in school because of humanitarian crises.
   D. They established Unicef.

9. What can you conclude about Hamisu?
   A. He’s originally from the Middle East.
   B. He’s better at reading than he is at math.
   C. He’s determined to make a better life for himself.
   D. He’s unaffected by the terrorist attack he survived.

10. What is the main purpose of the map on p. 17?
    A. to encourage readers to study the Middle East
    B. to show some of the countries where young people’s education is threatened
    C. to inspire readers to donate to aid groups that help kids in crisis
    D. to point out where Afghanistan is in relation to Yemen
1. Which is a central idea of the article?
   A. The nation’s first newspapers were highly partisan.
   B. Members of the Trump administration have lashed out at the media.
   C. Presidents through the years have used new technology to bypass the media and speak directly to the public.
   D. President Richard Nixon harbored a deep resentment against the media.

2. Which statement best supports that idea?
   A. “Alternative facts are not facts. They’re falsehoods.”
   B. By John Kennedy’s time, most journalists had long stopped being tied to a political party.
   C. “Donald Trump’s Twitter account is the greatest bully pulpit that ever existed.”
   D. “Their language was stark and personal.”

3. According to the article, which of the following would not be considered mainstream media?
   A. ABC News
   B. Breitbart
   C. National Public Radio
   D. The New York Times

4. Which was an effect of the Alien and Sedition Acts?
   A. They came close to causing war with France.
   B. They helped lead to the rise of alternative media.
   C. They prevented criticism of U.S. presidents.
   D. They resulted in the arrest of dozens of publishers.

5. Who does Mark Feldstein call “the first media president”?
   A. John F. Kennedy
   B. Barack Obama
   C. Franklin D. Roosevelt
   D. Theodore Roosevelt

6. Which technology did Franklin D. Roosevelt use to communicate with the public?
   A. podcasts
   B. radio
   C. TV
   D. Twitter

7. Which is closest in meaning to the word credible, the root of the phrase “credibility gap”?
   A. authoritative
   B. trustworthy
   C. understandable
   D. wise

8. During which one of these did the largely peaceful relationship between presidents and the press begin to change for the worse?
   A. the “fireside chats”
   B. President Trump’s “running war with the media”
   C. the Vietnam War
   D. the Watergate scandal

9. Which is not true of alternative media, according to the article?
   A. It has enabled the Trump administration to rely on “more sympathetic outlets.”
   B. It includes an endless number of websites.
   C. It reaches far fewer people than the mainstream media.
   D. Its news is often not fact-checked or is simply false.

10. Why might Feldstein have called mainstream news organizations “gatekeepers” of the news?
    A. They sift through a great amount of information, publishing what they think is most important.
    B. They refuse to publish anything they don’t agree with.
    C. They are all owned by liberal Democrats.
    D. They will publish anything that sells newspapers and attracts viewers.
One of the most famous clashes between a U.S. president and the press revolved around the publication of the Pentagon Papers in 1971. (See pp. 18-21.) These top secret documents were a study of U.S. involvement in the Vietnam War that had been prepared by the Department of Defense. They showed that, for years, presidents had misled the public about the situation in Vietnam.

Alarmed by this deception, a defense analyst who had worked on the report leaked the papers to *The New York Times*, which began publishing articles about them. To President Richard Nixon, this was the last straw in an already strained relationship with the press. His administration obtained a federal court order to halt publication of the articles on the basis that it threatened “national security.” The order was appealed by *The Times* and soon overturned by the Supreme Court, which voted 6-3 in a historic First Amendment ruling. (The First Amendment to the U.S. Constitution guarantees freedom of the press as well as religion and speech, along with the right to assemble and to petition the government.) Below is an excerpt from Justice Hugo Black’s opinion in *New York Times Co. v. United States*. Read it, then answer the questions that follow.

In the First Amendment the Founding Fathers gave the free press the protection it must have to fulfill its essential role in our democracy. The press was to serve the governed, not the governors. The Government’s power to censor the press was abolished so that the press would remain forever free to [criticize] the Government. The press was protected so that it could bare the secrets of government and inform the people. Only a free and unrestrained press can effectively expose deception in government.

And [most important] among the responsibilities of a free press is the duty to prevent any part of the government from deceiving the people and sending them off to distant lands to die of foreign fevers and foreign shot and shell. . . . To find that the President has “inherent power” to halt the publication of news . . . would wipe out the First Amendment and destroy the fundamental liberty and security of the very people the Government hopes to make “secure.” . . .

The word security is a broad, vague generality [that should not be used to violate principles of] the First Amendment. The guarding of military and diplomatic secrets at the expense of informed representative government provides no real security. . . . The Framers of the First Amendment, fully aware of both the need to defend a new nation and the abuses of the English and Colonial governments, sought to give this new society strength and security by providing that freedom of speech, press, religion, and assembly should not be [weakened].

**Questions**

1. What are the purpose and tone of the excerpt?

2. What did Justice Black see as the role of the press in a democracy?

3. How did Justice Black respond to concerns that a free press threatens national security?

4. What rights are protected by the First Amendment to the U.S. Constitution?

5. Based on the *JS* article and the excerpt above, why do you think so many presidents have had difficult relationships with the press?
EVALUATING ARGUMENTS

What’s Your Opinion?

Read the debate “Should College Athletes Be Paid?” (pp. 22-23), then complete the activity below.

1. Identify a central idea of the “yes” side of the debate.

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

2. Identify a central idea of the “no” side of the debate.

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

3. Write a three- to five-sentence objective summary of the debate. (Tip: An objective summary should be free of your own opinions on the topic.)

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________

4. List at least two facts and two opinions in the debate.

<table>
<thead>
<tr>
<th>FACTS</th>
<th>OPINIONS</th>
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</table>

5. Overall, which side of the debate do you find more convincing? Explain.

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Quiz Wizard

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

FACT OR OPINION?

Supreme Standoff (pp. 6-7)

Label each statement F for fact or O for opinion.

___ 1. The United States needs a conservative Supreme Court justice.

___ 2. Republicans could vote to do away with the filibuster.

___ 3. The U.S. Constitution gives presidents the responsibility to nominate Supreme Court justices.

___ 4. President Barack Obama’s choice for Supreme Court justice should have been considered.

___ 5. Neil M. Gorsuch is an outstanding choice for Supreme Court justice.

CAUSE AND EFFECT

Walled Off? (pp. 8-11)

Fill in the letter of the best response to each question.

6. One effect of the Bracero Program was that Mexican workers could do what?

A  become U.S. citizens

B  send more produce to the U.S.

C  temporarily take agricultural jobs in the U.S.

7. NAFTA (the North American Free Trade Agreement) is an economic pact involving which countries?

A  Canada, Mexico, and the U.S.

B  Mexico, Cuba, and the U.S.

C  Mexico and Belize

8. One effect of NAFTA is that it has allowed Mexico to do what?

A  effectively regulate online commerce

B  send more undocumented workers to the U.S.

C  ship more goods to the U.S. and other countries

9. Which of these was an effect of the Mexican-American War?

A  Mexican farmworkers were blocked from entering the U.S.

B  A new fence was built along the U.S.-Mexico border.

C  Present-day California, Arizona, and New Mexico became part of the U.S.

10. What has been an effect of Mexico’s economic gains since the 1990s?

A  Drug cartels have been disbanded.

B  Mexican students are staying in school longer.

C  More migrants are coming to the U.S. for work.

11. Some school systems in West Africa were shut down because of Ebola.

12. Syria once had one of the highest literacy rates in the Middle East.

13. The global education crisis has prompted an international fund-raising effort.

14. Unicef is working to rebuild schools in Syria and other crisis-affected countries.

15. Worldwide, roughly 75 million kids are not in school or are at risk of losing their schooling because of war, disease, or natural disasters.

CENTRAL IDEA OR DETAIL?

In the Line of Fire (pp. 14-17)

Label each statement CI for central idea or D for detail.

___ 11. Some school systems in West Africa were shut down because of Ebola.

___ 12. Syria once had one of the highest literacy rates in the Middle East.


CHRONOLOGICAL ORDER

The President & the Press (pp. 18-21)

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

___ 16. President Franklin D. Roosevelt used the radio to connect directly with the American public.

___ 17. Social media began changing the political and media landscape.


Words to Know

Read the following definitions and example sentences of vocabulary words from this issue. Then find two other words from the issue to define and give an example for each.

1. alternative media (n): news and entertainment outlets, especially on the internet, that fall outside of mainstream media control
   • example: Facebook, YouTube, Wikipedia, and blogs are all examples of alternative media.

2. annex (v): to take control of another country or territory
   • example: In 1938, Adolf Hitler led an invasion of Austria and annexed the country for Germany.

3. boycott (v): to refuse, as an act of protest, to buy particular products or services
   • example: The students decided to boycott a local carpet shop because it sold rugs produced using child labor.

4. civil liberty (n): freedom from arbitrary governmental interference (as with the right of free speech), especially as guaranteed by the Bill of Rights
   • example: Civil liberties under the Sixth Amendment include “the right to a speedy and public trial.”

5. epidemic (n): an outbreak of disease that spreads very quickly; a widespread phenomenon, practice, or condition
   • example: Spread by traders along the Mississippi River, the yellow fever epidemic of 1878 killed 5,000 people in Memphis, Tennessee, alone.

6. filibuster (n): a delaying tactic used to prevent a measure from being brought to a vote in a legislature, such as the Senate
   • example: The longest filibuster on record was conducted by Senator Strom Thurmond, who delayed a vote on the Civil Rights Act of 1957 by speaking for 24 hours and 18 minutes.

7. leak (n): secret information passed on to an unauthorized person to make it public
   • example: Edward Snowden’s leaks of top-secret National Security Agency documents were headline news in 2013.

8. naturalized (adj): having been granted the rights and privileges of citizenship of one’s adopted country
   • example: Every naturalized U.S. citizen has taken an oath of allegiance to the United States.

9. partisan (adj): referring to strong support of a political party or cause
   • example: Gun control is one of the highly partisan issues that spark heated debate in Congress.

10. sedition (n): speech or action causing discontent or rebellion against the government
    • example: A 1918 sedition law made it a crime to “willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of the Government of the United States.”

11. word: ____________________________ ( ):
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    ________________________________________________________________________
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    • example: ____________________________
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12. word: ____________________________ ( ):
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**DETERMINING THE CENTRAL IDEA**

**What’s It All About?**

Choose any two articles in this issue of *JS* and complete each graphic organizer below by filling in the central idea and three details. (The *central idea* is what an article is mainly about. *Details* support the central idea.)

**TIP:** A central idea is not necessarily the article’s first sentence. You can find the central idea by reading the text closely and asking yourself, “What does the author most want me to know?”

<table>
<thead>
<tr>
<th>ARTICLE 1</th>
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<tbody>
<tr>
<td><strong>CENTRAL IDEA</strong></td>
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<td>DETAIL 1</td>
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<td><strong>ARTICLE 2</strong></td>
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<tr>
<td><strong>CENTRAL IDEA</strong></td>
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<td>DETAIL 1</td>
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</table>

**Putting It All Together** Choose one of the articles you examined above and summarize it in three to four sentences on a separate sheet of paper.
ASSESS PRIOR KNOWLEDGE

Charting Your Knowledge

When you read an article, you might already be familiar with the topic, or it might be the first time you’ve ever heard of it. A KWL chart is a useful tool for reflecting on your own background knowledge of a topic or an event, so you can prepare to learn more and deepen your understanding.

Choose any article in this issue of *JS*. Before reading it, complete the *K* and *W* columns as best you can. After reading the article, fill out the *L* column. Then answer the critical-thinking question at the bottom of the page.

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<tr>
<td><strong>K</strong></td>
<td><strong>W</strong></td>
<td><strong>L</strong></td>
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<tr>
<td><strong>What I Know</strong></td>
<td><strong>What I Want to Know</strong></td>
<td><strong>What I’ve Learned</strong></td>
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Critical Thinking

Are any of your *W* questions still unanswered? If so, which ones? How might you go about finding the answers? Explain.

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CLOSE READING

Close Reading Checklist

Reading an article closely involves thinking critically about the text—plus any photos, maps, graphics, and other elements—and considering how the author presents information. It often requires you to read a text multiple times. Reading closely will help you gain a deeper understanding of an article. But how do you do that? Choose any article in this issue of JS. Then use this guide to read it closely.

☐ **STEP 1:** Number each paragraph of the article. This will help you cite evidence from the text when answering questions or participating in a class discussion.

☐ **STEP 2:** Annotate the text. Jot down any comments or questions in the margins. Marking up the article as you read will help you pause, observe, and think critically rather than rushing through it.

   * Place a star next to anything that seems important.

   ? Write a question mark next to words, phrases, or concepts you don’t understand.

   ! Put an exclamation point next to anything you find surprising or interesting.

☐ **STEP 3:** Write a brief summary of each chunk or subsection of the article. (Ask yourself: What is being said?)

☐ **STEP 4:** Write a brief analysis of each chunk or subsection of the article. (Ask yourself: What does this section add to the article? What might have been the author’s purpose for including it? Why does the author use particular words and phrases? What inferences can I make?)

☐ **STEP 5:** Examine the visuals. Write a brief explanation of what any photos, maps, graphics, and other visuals show. (Ask yourself: Why might the author have included them? What do they add to the information provided in the text?)

☐ **STEP 6:** Dig a little deeper. Reread the article and revise your analysis as necessary. Sometimes a text is like a puzzle, and you need to read it multiple times before you can see how all the pieces fit together.
CLOSE READING

Digging Into the Details

Authors often incorporate quotes and statistics into their articles to support a claim or illustrate a point. Looking closely at these details and considering why they were included can help you understand the article—and the topic—on a deeper level.

Choose any feature article in this issue of JS. Then select three of its quotes or statistics to analyze using the table below.

<table>
<thead>
<tr>
<th>Quote or statistic (Include the page number.)</th>
<th>Summarize the quote or statistic in your own words.</th>
<th>Why might the author have included it?</th>
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Putting It All Together

What other types of quotes or statistics could have been included to support this article? Explain.

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INTEGRATING VISUALS
Close Reading of Photos and Graphics

Photos and graphics are powerful tools that help convey information that words alone cannot. As a reader, you'll get more out of an article if you think about the visuals not as mere artistic elements but as additional sources of information. Choose any feature article in this issue of JS. Then select three of its visuals to analyze using the table below.

<table>
<thead>
<tr>
<th>Page Number</th>
<th>Summarize what the visual shows.</th>
<th>Choose a detail from the visual and explain what makes it interesting or surprising.</th>
<th>Explain how this visual adds to or enhances the information provided in the text.</th>
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**Putting It All Together**

1. Why do you think the editors chose to include these visuals?

2. What other types of photos or graphics could have been included to support this article? Explain.

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JUNIOR SCHOLASTIC
COMPARE AND CONTRAST

Understanding Similarities and Differences

Choose two people, events, or ideas from any article in this issue of JS. Compare and contrast them using the Venn diagram below. List at least two differences on each side, and write any similarities in the overlapping section. Then respond to the writing prompt at the bottom of the page.

(Name of a person, event, or idea)  (Name of a person, event, or idea)

Putting It All Together On a separate sheet of paper, write two to three paragraphs explaining these similarities and differences. Be sure to use compare-and-contrast transition words and phrases. Key words and phrases commonly used to express comparison include similarly, both, also, as well as, in the same way, and likewise. Key words and phrases commonly used to express contrast include although, while, but, as opposed to, however, and on the other hand.
Welcome to do-it-yourself vocabulary! We’re leaving it to you to teach yourself the meanings of unfamiliar words you encounter in any JS article. In the space provided below, write the title of the article you’re working on. Then find three words in that piece whose meanings you’re unsure of. Write each word in one of the gray tabs, followed by the number of the page on which it appears. Then write what you think the word means based on context clues. Next, look up the word in a dictionary and write down its definition. Last, use the word in a sentence.

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<th>word:</th>
<th>page:</th>
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<td>What I think the word means based on context clues:</td>
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<td>Dictionary definition:</td>
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<td>Example sentence:</td>
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<td>Dictionary definition:</td>
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<td>Example sentence:</td>
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</table>
EVALUATING ARGUMENTS
Are You Convinced?

When writing an argument, authors include reasons and evidence to support their claims. Choose a claim presented in this issue of *JS*. Then use the following prompts to analyze it.

Author/Speaker’s Name: ____________________________________________

Claim: ____________________________________________

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Is this piece of evidence relevant? (In other words, does it relate to this particular claim and help to support it?) Explain.</th>
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<tbody>
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<td>2.</td>
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Did the author provide sufficient evidence? (Is it enough to support the claim, or is more information needed?) Explain.

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Is the author’s reasoning sound? (Is it accurate and logical? Is it based on facts, not opinions?) Explain.

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Overall, does the author successfully support his or her claim? Explain.

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PRESENTATION SKILLS

Presentation Self-Assessment

An effective presentation has interesting content that’s delivered in an engaging way. The presenter should capture the audience’s attention by making eye contact and speaking at an appropriate volume. Any accompanying visuals should also be appealing, without too much text or any unnecessary details. Below is a checklist of five things to keep in mind when giving a presentation. Study this list before you give a presentation to remind yourself what to practice or include. Use it again after your presentation to assess how well you did. (You may want to ask a classmate to help you evaluate your performance.)

☐ Did I speak at an appropriate pace and volume?
☐ Did I make eye contact with the audience?
☐ Did I refrain from fidgeting, pacing, and other distracting body language?
☐ Did I use relevant visuals (poster, video, etc.) that enhanced my presentation?
☐ Did my visuals contain an appropriate amount of information that helped the audience understand the topic?

Comments

1. Explain one thing you think you did particularly well.

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2. Explain one thing you think you should work to improve for next time.

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JUNIOR SCHOLASTIC
When you incorporate information from other sources into your writing, you may choose to quote the material or paraphrase it. A **quotation** is an exact copy of the words an author or speaker uses. A quotation should be surrounded by quotation marks. You should quote a source when the language is powerful and you want to retain the exact wording. To **paraphrase** is to put something written or spoken by someone else into your own words. Something that’s paraphrased is not surrounded by quotation marks. You should paraphrase when you need to summarize a quote’s meaning or the exact language isn’t critical. When paraphrasing, be sure to rewrite the whole sentence; don’t just swap out a word or two.

**Example—quote:** According to the Library of Congress, “Abraham Lincoln was the second speaker on November 19, 1863, at the dedication of the Soldiers’ National Cemetery at Gettysburg. Lincoln was preceded on the podium by the famed orator Edward Everett, who spoke to the crowd for two hours. Lincoln followed with his now immortal Gettysburg Address.”

**Example—paraphrase:** President Abraham Lincoln delivered his now-famous Gettysburg Address on November 19, 1863. He spoke to the crowd at the dedication of the Soldiers’ National Cemetery. Edward Everett, a famous orator, addressed the audience first, delivering a two-hour speech.

Choose any feature article in this issue of *JS*. Write a summary of the article on the lines below. Include at least two quotations from the article and two passages that you’ve paraphrased.
EVALUATING SOURCES
Not All Sources Are Created Equal

The internet is full of useful information—as well as a lot of information that’s incorrect or biased. Sometimes telling the difference is harder than you might think.

When conducting research, it’s important to check whether your sources are credible and accurate. That’s especially true for online sources, because the web makes it easy for anyone to publish just about anything. (Remember: You should always have more than one source for any fact you use.) Here are some questions to help you determine whether your online source is trustworthy.

1. **Who created the website?** The site’s URL can help you figure this out. Sites that end in .gov, for example, were created by the federal government. Typically, .edu means the site is affiliated with a college or university, and .org means that an organization, such as a nonprofit, is behind the site.

2. **What are their credentials?** What qualifies this organization or individual to provide information on this topic? If a person runs the site, consider his or her occupation, years of experience, and education. If an organization runs the site, consider how long that group has been around, and if it exists only locally or has a national or worldwide presence.

3. **What is the site’s purpose?** Does the site exist solely to inform or teach, or is it selling a product or advocating for a particular cause? Is there evidence that the site is biased or prejudiced in favor of a certain outcome? (For example, a website that’s dedicated to attacking a specific political candidate will not be objective.)

4. **Is the site current and functional?** Try to find the date when the web page or site was last updated. (If it’s old, the data may no longer be accurate.) Are the links working properly? Broken links, spelling mistakes, and other errors are signs that a site may not be trustworthy.

Choose a topic in this issue of JS to examine further. Then pick two sources from your research to analyze below.

---

### WEBSITE 1:

**Author or agency/group and credentials:**

**Purpose of site:**

**When was it last updated?**

**Is it a reliable source? Explain.**

---

### WEBSITE 2:

**Author or agency/group and credentials:**

**Purpose of site:**

**When was it last updated?**

**Is it a reliable source? Explain.**

---

**Putting It All Together** See if you can verify the information your online sources provide through a non-web-based source, such as a book, map, or other reference.
WRITING AN OBJECTIVE SUMMARY

Summarizing 101

A summary is a short statement or paragraph that tells what an article is mainly about. An objective summary does not include your opinions. (Remember that summarize means to sum up. When writing a summary, you’re summing up what an article says, not weighing in on it. An objective summary is different from a review, which includes your opinions.)

Writing an objective summary can help you comprehend what you’ve read and teach other people about a topic. After all, if you can accurately explain the gist of an article to someone else in just a few sentences, it’s likely that you’ve understood what it’s about.

How do you craft an objective summary? Choose any article in this issue of JS. Then follow the steps below to summarize it.

Step 1: Write the main idea of the article here.
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___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________

Step 2: Find three key details from the article that support that main idea. Write them in your own words in two to three sentences here. (Hint: Avoid choosing minor details from just one section of the article. Instead, pick key details that support the article’s overall main idea.)
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Step 3: Combine your answers to steps 1 and 2 to form one cohesive paragraph. Make sure your sentences are free of opinions. Revise as necessary.
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Challenge On a separate sheet of paper, turn your objective summary into a review of the article. How do an objective summary and a review differ in terms of purpose, tone, and content?
**Identifying Text Features**

**Anatomy of a News Story**

News stories should convey information in a clear, precise way. Review the elements of a news story below. Then look closely at any feature story in JS to answer the questions that follow.

| Headline: This is the main title of the story. A good headline attracts readers’ attention and suggests what the story is about. |
| Subheads: These are mini-headlines that separate sections of the story. Subheads break the story into shorter, more readable segments. |
| Deck: This appears below or next to the headline. It is usually a one- or two-sentence summary of what the story is about. |
| Graphic elements: Photographs, charts, maps, drawings, and diagrams are visual aids that help illustrate the story and provide extra information. |
| Lead (pronounced leed): This is the first sentence or paragraph of the story. A good lead piques readers’ interest so that they want to read more. It should connect quickly to the story’s main idea. |
| Caption: This is a phrase or a short explanation of what is shown in a photograph, illustration, chart, or map. |
| Nut graph: This paragraph sums up what the story is about. It usually follows the lead. |
| Sidebar: This is a short article that relates to, but is separate from, the main story. It may help put the main story in context—by providing historical background, for example—or present additional information about the topic of the main story. |

**Questions**

1. Find an example of a headline. After you’ve read the story, write a new headline for it.

2. Find an example of a subhead. What does the subhead tell you about the section that follows it?

3. Describe a graphic element that appears with the story. How does it help illustrate the main text?

4. Find an example of a caption. What does it tell you about the graphic element it accompanies?

5. Does the lead of the story pique your interest? Why or why not? After you’ve read the story, write a new lead.
When journalists write about a news event, they gather the most important information by answering the group of questions known as the five Ws and one H: Who? What? Where? When? Why? How? Choose any article in this issue of JS. Then use the graphic organizer below to record the answers to these questions.

**Putting It All Together**
Where in the text did you find the answers to these questions? Which ones were answered first? Why might the author have addressed them in that order? Explain.

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