Dear Teachers,

Welcome back to school! And if you’re a new subscriber, welcome to Upfront. We look forward to bringing the world to your classroom all year, keeping your students engaged with award-winning journalism specially tailored to teens, and helping you enhance your curriculum.

If you’ve been with us for some time, you’ll notice a lot of changes. In the magazine, you’ll find bigger, more eye-catching photos, expanded news debates, and an emphasis on the skills your students need to learn. We’ve doubled the size of your Teacher’s Guide to 16 pages to bring you more in-depth lessons tied to the Common Core and other rigorous academic standards.

Here’s just some of what you can look forward to this year:

★ Compelling national and international news
★ History features that provide background and context for today’s news
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IAN ZACK, Executive Editor
Can Your Phone Testify Against You?

The U.S. Supreme Court recently ruled that the police must get a warrant before searching a suspect’s cellphone. Our article examines this landmark privacy decision and explores a host of other constitutional questions raised by modern technology.

Before Reading

1 List Vocabulary: Share with students the challenging general and domain-specific vocabulary in this article. Encourage them to use context to infer meanings as they read and to later verify those inferences by consulting a dictionary. Distribute or project the activity Word Watch to guide students through this process, if desired.

2 Engage: Ask students what they think the Fourth Amendment concept of “unreasonable searches and seizures” means.

Analyze the Article

3 Read: Have students read the article, marking the text to note key ideas or questions.

4 Discuss: Distribute or project the close-reading activity Up Close: Can Your Phone Testify Against You? for students to work on in small groups. (Note: The questions on the PDF also appear on the facing page with possible responses.) Follow up with a class discussion. If you’re short on time, have each group tackle one or two of the questions. Collect their work or have them report their findings to the class.

Digital Resources

Skills activities to print or project:
• Word Watch (vocabulary)
• Up Close: Can Your Phone Testify Against You? (close reading)
• Article Quiz (also on p. 8 of this Teacher’s Guide)

Download: A textual analysis of the Court’s decision (primary source)

Find all activity sheets and other support materials at www.upfrontmagazine.com
► What are the article’s central ideas?

Determine central ideas & supporting details
(One central idea is that the recent Supreme Court decision that police can’t search cellphones without a warrant is a “landmark ruling about privacy rights” and will have a far-reaching impact. Another is that U.S. courts are still wrestling with a host of other privacy and free-speech questions raised by modern technology.)

► The article quotes Chief Justice John G. Roberts Jr. as writing that a visitor from Mars might think cellphones were “an important feature of human anatomy.” Based on the text, what does he mean?

Make inferences, cite text evidence
(Roberts likely means that people use their cellphones almost constantly. He clarifies his meaning when he writes that cellphones are a “pervasive ... part of daily life” and “could just as easily be called cameras, video players, Rolodexes, calendars, tape recorders, libraries, diaries, albums, televisions, maps, or newspapers.”)

► What details does the author include to support privacy advocates’ claim that digital information on a cellphone is different from information in books or papers?

Cite text evidence
(The author notes that cellphones and print records differ in the quantity of information stored. She writes: “An average smartphone can hold 100 times more information than the entire 72,000-page collection of James Madison’s papers in the Library of Congress.” She also notes that cellphones can record “things simply not available in the physical world,” like a precise record of a person’s whereabouts.)

► According to the article, what are some possible effects of the ruling in Riley v. California?

Cause & effect, cite text evidence
(In addition to noting the obvious effect—that people who are arrested will no longer have their phones searched without a warrant—the article says that police will probably have to get warrants to search laptops and tablets as well. The article also says that the decision in this case could lead the courts to rule in favor of greater digital-privacy protections in the future. It also states that the case could have “implications for various lawsuits challenging the government’s widespread collection of Americans’ phone call data by the National Security Agency.”)

► What is the main purpose of the section “The Right to Be Forgotten”?

Determine author’s purpose, analyze text structure
(The purpose of this section is to demonstrate that courts around the world are trying to figure out how individual rights apply to digital technologies.)

► Study the editorial cartoon on pp. 14-15 of the article. How does the cartoon support the article?

Integrate multiple sources
(The cartoon, which depicts a cellphone testifying against a man in court, supports the central idea that the recent ruling on the search and seizure of cellphones is groundbreaking. The cartoon reminds readers that today’s cellphones store an immense amount of data about the user, including the person’s physical location at any given time. The Supreme Court’s ruling will, in a sense, keep people’s phones from “testifying” against them.)

Extend & Assess

5 Writing Prompt
Read the sidebar “Digital Docket” about technology issues that the courts are grappling with (p.16 of the magazine). Choose one issue and write an essay describing how you would rule. Use details from the main article and/or the sidebar in your response.

6 Classroom Debate
Do you support the Supreme Court’s ruling that police must get a warrant or a suspect’s permission before searching a cellphone? Why or why not?

7 Download
Have students read the textual analysis of the cellphone ruling and write a paragraph on how the decision will affect law enforcement.

8 Quiz
Photoco py, print, or project the article quiz on p. 8 of this Teacher’s Guide.
Lesson Plan 2: Critical Thinking, Cause & Effect

The Middle East Mess

A radical group called ISIS has captured portions of Iraq and Syria. Our article examines the key players, the roots of conflict between Shiites and Sunnis, and why it all matters to the U.S.

Digital Resources www.upfrontmagazine.com

Skills activities to print or project:
- Making Connections (also on p. 12 of this Teacher’s Guide)
- Analyze the Cartoon (also on p. 15 of this Teacher’s Guide)
- Article Quiz (also on p. 9 of this Teacher’s Guide)

Video: Iraq’s Sunnis, Shiites, and Kurds

Analyze the Article

1. Read: Have students read the article, marking the text to note key ideas or questions.

2. Discuss: Pose critical-thinking questions about the crisis in Iraq and Syria. Encourage students to cite evidence from the text.

- What does religion have to do with the crisis in Iraq and Syria? Do you think the conflict is primarily religious or political? (The conflict has roots in the rift between Sunni and Shiite Muslims that occurred 1,400 years ago; today it’s complicated by modern politics.)

- What is the goal of the group known as ISIS? If it succeeds, what are possible repercussions for the U.S.? (ISIS seeks to create a state governed by strict Islamic law without regard for present-day borders. This could affect U.S. allies in the region, drive up oil prices, and create a haven for terrorists. Students may identify other repercussions.)

- If you were President Barack Obama, how would you handle the developing crisis? Why? (Answers will vary.)

- Do you think the U.S. pulled its troops out of Iraq prematurely in 2011? Why or why not? What factors do you think led to that decision? (Answers will vary.)

3. Core Skill Practice

Print or project the activity Making Connections, and have students use it to explore the cause-and-effect relationships discussed in the article.

Extend & Assess

4. Writing Prompt

What factors do you think contributed to ISIS’s ability to seize large swaths of territory in a short period of time? Write an essay, supporting your claims with evidence from the article.

5. Classroom Debate

Support your view: Should the U.S. send combat forces back to Iraq to help the government defend Iraq against ISIS?

6. Quiz & Multimedia

Photocopy, print, or project the article quiz. Supplement your lesson with the cartoon analysis activity on page 15 of this Teacher’s Guide and our video about Iraq’s Sunnis, Shiites, and Kurds.

Find all activity sheets and other support materials at www.upfrontmagazine.com
China’s Rise

Does China’s growing economic and military strength threaten the U.S.? Two experts weigh in with opposing points of view. Invite students to analyze their claims.

Digital Resources  www.upfrontmagazine.com

Skills activities to print or project:
• Debating China’s Rise (also on p. 13 of this Teacher’s Guide)
• The Rise of China & India (graph, also on p. 16 of this Teacher’s Guide)

Video: China & the U.S.

Vote: Choose a side in the debate and see instant results.

Analyze the Debate

1 Read: Have students read the introduction and two opposing views.

2 Discuss: Have students answer the following critical-thinking questions, citing evidence from the text:

► What is meant by “China’s rise”? (It has grown much more powerful, both economically and militarily.)

► What is the question at the heart of the debate? (The issue is whether China’s growth threatens the U.S.)

► Why might these authors be qualified to comment on the issue? (Patrick Buchanan was a White House staffer and Republican presidential candidate. J. Stapleton Roy was a U.S. ambassador to China.)

3 Core Skill Practice

Project or distribute the activity Debating China’s Rise on p. 13 of this Teacher’s Guide, and have students use it to more deeply analyze and evaluate each author’s claims.

► What is Buchanan’s view? (He argues that China’s rise will lead to a clash with the U.S. His reasons include that China has claimed islands also claimed by U.S. allies, that the two nations have an unfair trade relationship, and that China’s leaders may use conflict for political gain.)

► What is Stapleton Roy’s view? (He argues that China’s rise is nothing to worry about. His reasons include that China’s GDP lags behind the U.S.’s, that China requires more defense spending because it has borders with 14 countries, and that America’s vast resources give it an edge.)

Extend & Assess

4 Writing Prompt

Evaluate one debater’s arguments in an essay. Assess whether his reasoning is valid and whether he supports it with sufficient evidence.

5 Classroom Debate

Is China’s growing economic and military power bad for the U.S.? Have students use the debaters’ ideas as well as their own in a classroom debate.

6 Video & Graph

Play the video and have students list comparisons between China and the U.S. Use the graph on p. 16 of this Teacher’s Guide to explore China’s growth.
Could Hitler Happen Again?

Seventy-five years ago this month, Germany invaded Poland, setting off World War II. In Times Past, we revisit the conflict and trace the rise of Adolf Hitler, the dictator behind it all. Pair the article with an excerpt from President Franklin D. Roosevelt’s 1939 fireside chat about the start of the war.

Before Reading

1 List Vocabulary: Share with students the challenging general and domain-specific vocabulary for this article. Encourage them to use context to infer meanings as they read and to later verify those inferences by consulting a dictionary. Distribute or project the activity Word Watch to guide students through this process, if desired.

2 Engage: Discuss with students how they think a ruthless dictator like Hitler was able to rise to power. Watch the video for background information on the Holocaust and World War II.

Analyze the Article

3 Read and Discuss: Have students read the Times Past article. Discuss what makes this a secondary source. *(It was written many years after the start of World War II by a reporter who researched the topic via multiple sources but did not experience the events described firsthand.)* Then pose the following critical-thinking questions:

- How did Hitler justify Germany’s invasion of Poland in 1939? Why might he have made these claims? *(He accused Poles of persecuting Germans and firing the first shots—both lies, according to the article. Hitler may have wanted to frame the invasion as an act of defense to gain the support of the German people or other nations.)*

- Why do historians think that World War I and World War II are so closely linked? *(Germany was defeated in World War I and humiliated by the Treaty of Versailles, which forced it to pay reparations and stripped it of military might. When Hitler vowed to seek vengeance against those who had weakened Germany, many Germans were eager to listen. This spirit of aggression led to World War II.)*
Why do you think many Germans were swayed by the Nazis’ message? (The party made some real changes, like reducing crime and unemployment. It also used propaganda to portray Hitler as a model of courage and manliness. The improvements in everyday life probably made it easy to believe that Hitler would restore German pride.)

Could other nations have done more to stop Hitler? Why or why not? (Some may argue that the U.S. and other nations could have stepped in earlier or been more aggressive in their efforts to stop Hitler. Others may argue that some nations stepped in as soon as Hitler’s agenda was apparent.)

Integrate the Primary Source: Project or distribute the PDF “A Neutral Nation” (p. 11 of this Teacher’s Guide), an excerpt from President Roosevelt’s 1939 radio address to the American people at the start of World War II. Discuss briefly what makes this address a primary source. (It was delivered by Roosevelt in 1939, just after World War II began.) Have students read the address and answer the following questions (which also appear on the PDF). Discuss student responses.

What do you think is Roosevelt’s purpose in this address? (He sets out to inform Americans that despite the news from Europe, America has no plans to go to war.)

What is Roosevelt’s official stand on Germany’s invasion of Poland? What might have shaped this stance? (Although Roosevelt acknowledges that the war in Europe will affect the U.S. and that Americans may not remain neutral “in thought,” his official stand is one of neutrality. He states, “This nation will remain a neutral nation.” You might infer that he takes this stand because, after suffering great losses in World War I, Americans weren’t eager to enter another world war.)

Why does Roosevelt say that Americans are more “enlightened” than citizens of other nations? (He notes that unlike citizens of other nations, Americans have access to uncensored news of the war.)

What, if any, persuasive or rhetorical devices do you notice in Roosevelt’s address? (Roosevelt repeats the phrase “It is right,” aligns himself with the people with phrases like “you and me,” and compliments Americans for being enlightened. At the end of the address, he uses a metaphor, “there will be no blackout of peace.”)

What do Roosevelt’s remarks add to the Upfront article about the rise of Hitler and the beginning of World War II? (While the news article explains what was happening in Europe and why, the radio address shows the impact these events had in the U.S. and reveals what some Americans, including the president, might have been thinking and feeling about the unfolding war. The radio address helps readers understand why America didn’t enter the war right away.)

Extend & Assess

Writing Prompt
Some governments still commit acts of aggression against their own people or neighboring nations. What factors should the U.S. consider when deciding whether to intervene? Support your response with evidence from the article and/or radio address.

Classroom Debate
Support your view: Could another dictator achieve Hitler’s level of power?

Quiz
Photocopy, print, or project the article quiz on p. 10 of this Teacher’s Guide.

Video & Photo
Watch the Holocaust video and have students write a paragraph summarizing its central ideas. Analyze a compelling photo from the Warsaw Ghetto Uprising on p. 14 of this Teacher’s Guide.

Find all activity sheets and other support materials at www.upfrontmagazine.com
Can Your Phone Testify Against You?

1. The U.S. Supreme Court's recent ruling in *Riley v. California* was
   a. applauded by law-enforcement officials.
   b. criticized by privacy advocates.
   c. considered a landmark ruling.
   d. all of the above

2. A direct result of the ruling in *Riley v. California* is that police
   a. can now listen in on cellphone calls of suspected criminals without a warrant.
   b. can no longer use GPS tracking devices to follow suspected criminals.
   c. who search cellphones without warrants must place them in a special bag to prevent “remote wiping” of data.
   d. now need to get a warrant before searching a suspect’s cellphone.

3. The Court’s decision in *Riley v. California* was
   a. unanimous.
   b. split 5-to-4 in favor of the conservative justices.
   c. split 5-to-4 in favor of the liberal justices.
   d. 8-to-1, with one conservative justice dissenting.

4. Unreasonable searches and seizures are prohibited by the ____ of the U.S. Constitution.
   a. First Amendment
   b. Second Amendment
   c. Fourth Amendment
   d. Eighth Amendment

5. When the Constitution’s Framers included the amendment to protect citizens against unreasonable searches and seizures, they were reacting mainly to
   a. abuses by the fledgling U.S. federal government.
   b. the actions of British soldiers before the American Revolution.
   c. high property taxes levied in some states.
   d. the practice of courts forcing spouses to testify against one another.

6. According to a recent ruling by the E.U.’s top court,
   a. police cannot search a suspect’s social media accounts.
   b. people who use social media give up their right to privacy.
   c. search engines can be forced to remove links to posts or photos that people claim infringe on their privacy.
   d. search engines must delete links to social media posts and photos that are more than five years old.

IN-DEPTH QUESTIONS

7. Why have courts often allowed warrantless searches in connection with arrests?

   ________________________________
   ________________________________
   ________________________________
   ________________________________

8. What broader impact do experts predict the ruling in *Riley v. California* will have?

   ________________________________
   ________________________________
   ________________________________
   ________________________________
The Middle East Mess

1. The Islamic State of Iraq and Syria (ISIS) is
   a) a radical Shia group.
   b) a radical Sunni group.
   c) an offshoot of the Taliban.
   d) based in Afghanistan.

2. ISIS’s main goal is to
   a) establish a strict Islamic state in the Middle East without regard to present-day borders.
   b) establish a Shia state across Syria and Iraq.
   c) join forces with the government in Baghdad.
   d) start an uprising in Afghanistan.

3. Which of the following is true of Iraq?
   a) Sunnis make up the majority of the population and control the government.
   b) Shites make up the majority of the population and control the government.
   c) The population is mostly Sunni, but the government is Shiite-controlled.
   d) The population is mostly Shiite, but the government is Sunni-controlled.

4. ISIS has raised funds by doing all of the following EXCEPT
   a) taxing the people under its control.
   b) selling oil from captured refineries.
   c) looting banks.
   d) soliciting donations and supplies from Iraq’s army.

5. President Barack Obama has said that the U.S. will NOT
   a) send combat troops back to Iraq.
   b) increase surveillance flights over Iraq.
   c) send military advisers to help the struggling Iraqi Army.
   d) launch airstrikes against ISIS.

6. Experts say that ISIS poses a danger to
   a) the Iraqi state.
   b) the U.S. and its Middle East allies.
   c) neither a nor b
   d) both a & b

IN-DEPTH QUESTIONS

7. According to the article, why have Sunni and Shiite Muslims been at odds, both historically and more recently?

8. What do you think Kenneth Pollack means when he says that “America’s interests probably exceed our influence” when it comes to the ISIS crisis?
Could Hitler Happen Again?

1. World War II began on Sept. 1, 1939, when Germany invaded
   a. Denmark.
   b. Poland.
   c. France.
   d. the Soviet Union.

2. According to the article, Hitler’s rise can be traced to
   a. World War I and its aftermath.
   b. the persecution of Germans by Poles.
   c. a fire at the Reichstag.
   d. internal enemies in Germany.

3. Britain and France ____ when Germany seized the Sudetenland region of Czechoslovakia.
   a. declared war on Germany
   b. asked the U.S. for help
   c. sent troops to Czechoslovakia
   d. appeased Hitler

4. Hitler singled out ____ as Germany’s biggest enemy.
   a. Jews
   b. Catholics
   c. Austrians
   d. Russians

5. The U.S. entered the war on the Allied side in December 1941, after
   a. the Soviet Union declared war on the U.S.
   b. Italy declared war on the U.S.
   c. German troops were stopped at Stalingrad.
   d. Japan attacked Pearl Harbor in Hawaii.

6. Germany surrendered in
   a. 1943.
   b. 1942.
   c. 1945.
   d. 1941.

IN-DEPTH QUESTIONS

7. How was Hitler able to rise to power in Germany, according to the article?

8. What do you think historian Ian Kershaw means when he says, “What happened in Germany in 1933, and its aftermath, will remain a uniquely terrible episode in history”?
Radio Address by President Franklin D. Roosevelt

My countrymen and my friends, tonight my single duty is to speak to the whole of America. Until 4:30 o’clock this morning, I had hoped against hope that some miracle would prevent a devastating war in Europe and bring to an end the invasion of Poland by Germany . . .

It is right that I should recall to your minds the consistent and at times successful efforts of your government in these crises to throw the full weight of the United States into the cause of peace . . .

It is right to point out that the unfortunate events of recent years have, without question, been based on the use of force or the threat of force.

And it seems to me clear, even at the outbreak of this great war, that the influence of America should be consistent in seeking for humanity a final peace which will eliminate, as far as it is possible to do so, the continued use of force between nations . . .

You, the people of this country, are receiving news through your radios and your newspapers at every hour of the day. You are, I believe, the most enlightened and the best informed people in all the world at this moment. You are subjected to no censorship of news, and I want to add that your government has no information which it withholds or which it has any thought of withholding from you . . .

You must master at the outset a simple but unalterable fact . . . When peace has been broken anywhere, the peace of all countries everywhere is in danger. It is easy for you and for me to shrug our shoulders and to say that conflicts taking place thousands of miles from the continental United States and indeed, thousands of miles from the whole American hemisphere, do not seriously affect the Americas and that all the United States has to do is ignore them and go about its own business.

Passionately though we may desire detachment, we are forced to realize that every word that comes through the air, every ship that sails the sea, every battle that is fought does affect the American future.

Let no man or woman thoughtlessly or falsely talk of America sending its armies to European fields. At this moment there is being prepared a proclamation of American neutrality . . .

This nation will remain a neutral nation. But I cannot ask that every American remain neutral in thought as well. Even a neutral has a right to take account of facts. Even a neutral cannot be asked to close his mind or close his conscience.

I have said not once, but many times that I have seen war and that I hate war. I say that again and again. I hope the United States will keep out of this war. I believe that it will, and I give you assurance and reassurance that every effort of your government will be directed toward that end.

As long as it remains within my power to prevent, there will be no blackout of peace in the United States.

1. What do you think is Roosevelt’s purpose in this address?
2. What is Roosevelt’s official stand on Germany’s invasion of Poland? What might have shaped this stance?
3. Why does Roosevelt say that Americans are more “enlightened” than citizens of other nations?
4. What, if any, persuasive or rhetorical devices do you notice in Roosevelt’s address?
5. What do Roosevelt’s remarks add to the Upfront article about the rise of Hitler and the beginning of World War II?
## Making Connections

Noting causes and effects is one technique authors use to draw connections between ideas or events in an informational text. Read “The Middle East Mess,” then complete the grid below with causes and effects described in the article.

<table>
<thead>
<tr>
<th>CAUSE(S):</th>
<th>EFFECT(S):</th>
<th>REFER TO PAGE(S):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A deep division arose within Islam almost 1,400 years ago.</td>
<td>Tensions between Sunni and Shiite Muslims that were once held in check by powerful dictators have come to the surface in recent years.</td>
<td>p. 9</td>
</tr>
<tr>
<td>Tensions between Sunni and Shiite Muslims that were once held in check by powerful dictators have come to the surface in recent years.</td>
<td>In Iraq, the Shiite government has been hostile to that country’s Sunni minority population, located largely in the north.</td>
<td>p. 10</td>
</tr>
<tr>
<td>In Iraq, the Shiite government has been hostile to that country’s Sunni minority population, located largely in the north.</td>
<td>ISIS is one of the wealthiest insurgent groups in the Middle East.</td>
<td>p. 10</td>
</tr>
<tr>
<td>The Iraqi government could collapse.</td>
<td></td>
<td>p. 11</td>
</tr>
</tbody>
</table>
Debating China’s Rise
Read the debate “Is China a Threat to the U.S.?” and then follow the steps below to analyze each author’s claims.

<table>
<thead>
<tr>
<th>AUTHOR: Patrick J. Buchanan, former White House senior staffer &amp; presidential candidate</th>
<th>AUTHOR: J. Stapleton Roy, former U.S. ambassador to China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s main claim or argument:</td>
<td>Author’s main claim or argument:</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>REASON 1: Name one reason the author gives for his claim.</td>
<td>REASON 1: Name one reason the author gives for his claim.</td>
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<tr>
<td>List any evidence the author gives to support Reason 1.</td>
<td>List any evidence the author gives to support Reason 1.</td>
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<tr>
<td>REASON 2: Name another reason the author gives.</td>
<td>REASON 2: Name another reason the author gives.</td>
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<td></td>
<td></td>
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<tr>
<td>List evidence the author gives to support Reason 2.</td>
<td>List evidence the author gives to support Reason 2.</td>
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<tr>
<td>REASON 3: Name a third reason the author gives.</td>
<td>REASON 3: Name a third reason the author gives.</td>
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<tr>
<td>List evidence the author gives to support Reason 3.</td>
<td>List evidence the author gives to support Reason 3.</td>
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<tr>
<td>What persuasive devices does the author use?</td>
<td>What persuasive devices does the author use?</td>
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<tr>
<td>___ Appeals to emotions</td>
<td>___ Appeals to emotions</td>
</tr>
<tr>
<td>___ Uses data or scholarly research</td>
<td>___ Uses data or scholarly research</td>
</tr>
<tr>
<td>___ Tells why the other side’s argument is weak</td>
<td>___ Tells why the other side’s argument is weak</td>
</tr>
<tr>
<td>___ Other: __________________________</td>
<td>___ Other: __________________________</td>
</tr>
</tbody>
</table>

EVALUATE: Which author do you think makes his case more effectively? Explain why on a separate sheet of paper.
Photo Analysis

For use with “Could Hitler Happen Again?” on p. 18 of the magazine

1. This photo was taken in 1943 in the Warsaw Ghetto in Poland. About 750 Jews revolted in a month-long uprising, and many were killed. What do you think is happening in this photo?

2. Why do you think some Jews resisted the Nazis, despite the long odds?

3. Why do you think this photo has become so famous?

Essay

If you had to describe this photo in one word, what would it be? Explain why.

Find all activity sheets and other support materials at www.upfrontmagazine.com
The WINDS of WAR WEATHERVANE

1. Weathervanes revolve to show the direction of the wind at any given time. What does the weathervane in the cartoon represent?

2. Why do you think the cartoonist chose a weathervane to illustrate this issue? What is he saying about U.S. involvement in Iraq?

3. The last U.S. combat troops withdrew from Iraq in 2011 after an 8-year war. What are America’s choices for dealing with the current crisis in Iraq? What issues do you think President Obama is weighing?

4. What do you think is the best course of action? Why?
The Rise of China & India

Since launching free-market reforms in 1978, China has experienced explosive economic growth. One key measure of that growth is GDP, or gross domestic product. GDP is the value of all goods and services produced in a country in a year. In 1980, China’s GDP was $250 billion—putting it at 13th place in global rankings. Today, China has a GDP of more than $13 trillion, and by some economists’ calculations, it’s quickly closing in on the No. 1 spot. India—another nation experiencing rapid growth—also has made the leap into the top 5 since 1980.

The graphs at right show the countries with the highest GDP in 2013 and 1980. (Note the different scales used on the two graphs.)

ANALYZE THE GRAPH

1. Which country had a GDP of just over $5 trillion in 2013?
   a. Germany
   b. India
   c. Japan
   d. Italy

2. In 1980, Japan had a GDP of about ___.
   a. $1 billion
   b. $800 billion
   c. $1 trillion
   d. $5 trillion

3. In 1980, China had a GDP of $250 billion. That’s about ___ for that year.
   a. half of Italy’s GDP
   b. a quarter of the U.S.’s GDP
   c. half of Japan's GDP
   d. equal to France’s GDP

4. From 1980 to 2013, the GDP of the U.S. ___.
   a. stayed the same
   b. almost doubled
   c. increased by about $4 trillion
   d. increased by about $14 trillion

5. You can infer from these graphs that in 1980, India’s GDP was ___.
   a. less than $200 billion
   b. less than Italy’s GDP
   c. about the same as China’s GDP
   d. about the same as France’s GDP

DISCUSSION QUESTIONS

1. What factors do you think contribute to GDP growth?

2. What are some of the goods and services that make up the GDP of the U.S.? Do you think these have changed since 1980? Explain.

3. What do you predict the lineup of the top five economies will look like a decade from now? Why?

4. GDP can be divided by a nation’s population to yield a figure known as per capita, or per person, GDP. How might this help you understand a nation’s economic health? What do you think the U.S.’s and China’s per capita GDPs look like?
1. [c] considered a landmark ruling.
2. [d] now need to get a warrant before searching a suspect’s cellphone.
3. [a] unanimous.
4. [c] Fourth Amendment
5. [b] the actions of British soldiers before the American Revolution.
6. [c] search engines can be forced to remove links to posts or photos that people claim infringe on their privacy.

1. [b] a radical Sunni group.
2. [a] establish a strict Islamic state in the Middle East without regard to present-day borders.
3. [b] Shiites make up the majority of the population and control the government.
4. [d] soliciting donations and supplies from Iraq’s army.
5. [a] send combat troops back to Iraq.
6. [d] both a & b

1. [b] Poland.
3. [d] appealed Hitler
4. [a] Jews
5. [d] Japan attacked Pearl Harbor in Hawaii.

1. [b] India
2. [c] $1 trillion
3. [a] half of Italy’s GDP
4. [d] increased by about $14 trillion
5. [b] less than Italy’s GDP

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