



ALL PRINTABLES FOR November 23, 2015

QUIZZES

- **Locked Away**
Multiple-choice comprehension questions about the article "Locked Away"
- **Cuba & The U.S.: A New Start?**
Multiple-choice comprehension questions about the article "Cuba & The U.S.: A New Start?"
- **Tambora**
Multiple-choice comprehension questions about the article "Tambora: The Volcano That Changed the World"

CORE SKILLS PAGES

- **How Do Superbugs Spread?**
Chart: How drug-resistant bacteria spread
- **What's the Big Idea?**
Students record central ideas and key details for the article "Locked Away"
- **Up Close**
Writing prompts to help students better understand central ideas about the relationship between Cuba and the U.S.
- **The Yoke of a Dictator**
Primary Source: Dwight D. Eisenhower's 1961 public statement on terminating diplomatic ties with Cuba
- **'This Is a Socialist Regime'**
Primary Source: A 1961 speech by Fidel Castro declaring Cuba a socialist state and detailing his feelings about the U.S.
- **Tambora: Two Accounts**
Primary Source: Two historic figures describe the effects of the 1815 eruption of Mount Tambora
- **Analyzing Authors' Claims**
A skills sheet to help students understand the different points of view on the U.N.
- **Word Watch**
Determine word meanings through context. For use with the articles "Cuba & The U.S.: A New Start?" and "Tambora: The Volcano That Changed the World."
- **Core Ideas**
Common Core skills pages to use with any *Upfront* article

GRAPH

Safer Streets

Students answer questions about a crime-rate line graph

CARTOON ANALYSIS

Students use a political cartoon about U.S.-Cuban relations to answer questions

PHOTO ANALYSIS

Students use a photo from the article "Locked Away" to answer questions about U.S. prisons

Locked Away

Choose the best answer for each of the following questions.

CHECK COMPREHENSION

- 1. According to the article, one factor contributing to the rise in U.S. crime rates in the 1980s was**
 - a a record-high national unemployment rate.
 - b the growth of large cities.
 - c the widespread use of crack cocaine.
 - d none of the above
- 2. Which statement describes three-strikes laws?**
 - a Offenders with three drug convictions are forced into rehabilitation programs.
 - b Most offenders with three convictions automatically receive long sentences.
 - c Offenders are sentenced to three years in prison for each nonviolent drug conviction they receive.
 - d Convicts whose offenses involve drugs, weapons, and the threat of force receive mandatory life sentences.
- 3. Based on the article, the call for sentencing reform can best be described as having**
 - a growing bipartisan support.
 - b serious international repercussions.
 - c support at the state level but not at the federal level.
 - d all of the above
- 4. What is a main reason that some lawmakers are calling for sentencing reform now?**
 - a The violent crime rate is at an all-time high.
 - b New forensic evidence is calling into question many drug convictions from the past three decades.
 - c Crack cocaine is making a resurgence in the U.S.
 - d It costs the federal government billions of dollars a year to run federal prisons.

ANALYZE THE TEXT

- 5. The author's main purpose in this article is**
 - a to explain why some people want to reform get-tough-on-crime laws.
 - b to analyze why violent crime is rising.
 - c to compare U.S. drug-sentencing laws with those of other countries.
 - d to explore why U.S. prison systems are inefficient.
- 6. In this article, you can infer that *draconian* means**
 - a poorly planned.
 - b racially biased.
 - c excessively harsh or severe.
 - d developing slowly and methodically.
- 7. Which conclusion can you draw from President Obama's remark that "we have to consider whether this is the smartest way for us to both control crime and rehabilitate individuals"?**
 - a He thinks drug sentences need to be tougher.
 - b He doubts the effectiveness of mandatory-minimum drug sentences.
 - c He questions the accuracy of recent crime statistics.
 - d He thinks that providing rehabilitation is more important than controlling crime.
- 8. In the article, former prisoner Anthony Papa says, "It is time for the healing to begin." To Papa, an example of healing would probably be**
 - a ending mandatory sentences for drug offenses.
 - b providing job skills to drug offenders in prison.
 - c releasing drug offenders who've served long terms.
 - d all of the above

IN-DEPTH QUESTIONS Please use the other side of this paper for your responses.

- 9. Do you think tough punishments serve as a deterrent to other potential criminals? Why or why not?**
- 10. What kind of support, if any, should prisoners receive upon being released back into society? Explain.**

Cuba & the U.S.: A New Start?

Choose the best answer for each of the following questions.

CHECK COMPREHENSION

1. Hostilities between the U.S. and Cuba began during

- a America's colonial era.
- b World War I.
- c the Cold War.
- d none of the above

2. According to the article, the goal of the U.S. economic embargo on Cuba was to

- a increase investment opportunities for U.S. businesses.
- b bring about a thaw in U.S.-Cuba relations.
- c convince Cuba to release American political prisoners.
- d force the Castro regime from power.

3. Which statement about travel to Cuba is accurate?

- a The U.S. permits Americans to travel to Cuba, but Cuba doesn't grant most of them entry.
- b Cuba allows Americans to visit for any reason, but the U.S. still bans travel into that country.
- c U.S. restrictions on travel to Cuba have been eased considerably.
- d The U.S. has stated that it will not lift travel restrictions until Cuba improves its human rights record.

4. Which of these is NOT one of the sticking points in the discussions between the U.S. and Cuba?

- a when the U.S. will lift the embargo
- b whether the U.S. will provide Internet service to Cuba
- c the status of Guantánamo Bay
- d how Cuba deals with human rights issues

ANALYZE THE TEXT

5. Which word best describes the Cuban government?

- a authoritarian
- b democratic
- c corrupt
- d temporary

6. Which sentence from the article best supports your answer to question 5?

- a "Recently, Cuba's government has given in to demands for more Internet access . . ."
- b "The government runs all newspaper, TV, and radio outlets, and tightly controls what Cubans can see online."
- c "Out of necessity, Raúl Castro has taken small steps to reform Cuba's economy . . ."
- d "The Castro government also wants the U.S. to pay millions of dollars . . ."

7. When Latin America expert Ted Piccone says of Cuba, "The horse is out of the barn; it's going to keep moving," his tone can be described as

- a cynical.
- b forgiving.
- c soothing.
- d optimistic.

8. You can infer that when Piccone made the statement quoted in question 7, he meant that

- a Cuba will continue looking for new allies.
- b ties between the U.S. and Cuba will keep improving.
- c Cuba's economy is now booming.
- d there is no stopping Cuba's human rights abuses.

IN-DEPTH QUESTIONS Please use the other side of this paper for your responses.

9. What kinds of businesses are mentioned in the article as having recently invested in Cuba? Why might these companies see promise in Cuba? What risks might these companies face?

10. What do you think is the best way for the U.S. and Cuba to work out their differences? Explain.

Tambora

Choose the best answer for each of the following questions.

CHECK COMPREHENSION

- 1. According to the article, the Ring of Fire includes parts of all of the following continents EXCEPT**
 - a Europe.
 - b Asia.
 - c South America.
 - d North America.

- 2. Which of these novels was inspired by the aftermath of the Tambora eruption, according to the article?**
 - a Charles Dickens's *A Tale of Two Cities*
 - b Joseph Conrad's *Heart of Darkness*
 - c Mary Shelley's *Frankenstein*
 - d Arthur Koestler's *Darkness at Noon*

- 3. Why did cholera thrive after Tambora's eruption?**
 - a A virulent strain formerly found only on Sumbawa spread globally via volcanic dust.
 - b Altered weather and ecological systems allowed a new strain to emerge in India.
 - c Cholera is caused by a vitamin deficiency, and most people did not have enough to eat after the eruption.
 - d none of the above

- 4. Which of these is NOT mentioned in the article as being an effect of the Tambora eruption?**
 - a the rise of the opium trade in China
 - b increased emigration from Europe to the U.S.
 - c crop failures in many parts of the world
 - d a three-year period of intense global warming

ANALYZE THE TEXT

- 5. The focus of the article is the Tambora eruption's**
 - a immediate aftermath.
 - b impact on the world of literature.
 - c sweeping global effects.
 - d unheeded warning signs.

- 6. When the author notes that "once in the U.S., many of these migrants joined the avalanche of Americans . . . heading west," he employs**
 - a simile.
 - b personification.
 - c irony.
 - d metaphor.

- 7. You can infer that the author's point of view on modern-day climate change is that**
 - a it is the result of natural forces, like volcanic activity.
 - b it is likely the result of human activity and can be addressed
 - c it will not have the kinds of widespread effects that the eruption of Tambora had.
 - d its effects have not yet been observed.

- 8. Select the sentence from the text that best supports your answer to question 7.**
 - a "After three years . . . weather patterns returned to normal."
 - b "More than 75 percent of the world's active volcanoes sit along the Ring of Fire."
 - c "This time around, experts say, there may be a chance to stop it from happening."
 - d ". . . modern science has a much better understanding of the drivers of climate change and its effects . . ."

IN-DEPTH QUESTIONS Please use the other side of this paper for your responses.

- 9. What does the author mean by Tambora's "second life"? How does he characterize it?**
- 10. Is it likely that many people around the world knew about the eruption of Tambora in 1815? Explain.**



How Do Superbugs Spread?

Drug-resistant bacteria can taint improperly handled food or spread through contact

BUG BREEDERS

Both animals and humans breed superbugs. It starts with antibiotics...



Farmers give antibiotics to animals to help them gain weight and stay healthy. These animals can develop resistant bacteria in their gut.



When someone gets sick with a bacterial infection, doctors prescribe antibiotics. Over time, people can develop resistant bacteria in their gut. They can also pick them up from tainted food or at the hospital.

The resistant bacteria remain in the meat of the animals and are also expelled in their feces. When those feces taint the water and fertilizer used on crops, the fruits and vegetables we eat can harbor drug-resistant bacteria too.

Superbugs can spread from person to person, especially in crowded places like locker rooms, where towels and other equipment are shared.



When meat and produce aren't washed, handled, and/or cooked properly, your food may contain drug-resistant bacteria.



PATIENTS

Your immune system is weak and you get sick with a superbug.



The resistant bacteria find their way into your body through a pimple or a cut in your hand.

Questions

1. Why do farmers give antibiotics to animals?
2. How can superbugs travel from farm animals to you?
3. How can you get exposed to drug-resistant bacteria through other people, like your teammates?
4. What surprises you the most about the way superbugs spread?
5. How do this infographic and the *Upfront* article add to your understanding of superbugs?

For use with "Locked Away" on p. 6 of the magazine

IDENTIFY CENTRAL IDEAS

What's the Big Idea?

After reading "Locked Away," use the graphic organizer below to record the article's central ideas and key supporting details. Use the topics in the column on the left as a guide.

TOPIC	STATE THE CENTRAL IDEA RELATED TO THIS TOPIC	CITE KEY SUPPORTING DETAILS
<p>MANDATORY SENTENCING: RATIONALE</p>		
<p>MANDATORY SENTENCING: HISTORY</p>		
<p>MANDATORY SENTENCING: EFFECTS</p>		
<p>MANDATORY SENTENCING: REFORM</p>		

SYNTHESIZE: Based on your notes above, write a brief summary of the article on a separate piece of paper. Then list three questions you still have about mandatory-minimum sentencing and do research to find the answers.

Uses: copy machine, opaque projector, or transparency master for overhead projector. Scholastic Inc. grants teacher-subscribers to The New York Times Upfront permission to reproduce this Skills Sheet for use in their classrooms. ©2015 by Scholastic Inc. All rights reserved.

CLOSE READING

For use with "Cuba & the U.S.: A New Start?" on p. 14 of the magazine

Up Close

Cuba & the U.S.: A New Start?

Read the article closely, then answer each question below. Write three to five sentences for each response, using evidence from the text to support your answers. Use a separate sheet of paper if you need more space.

1. Summarize the central ideas of the article.

2. The author says that Cuba "remained frozen in time." What does she mean, and why might this be so? What evidence does she give to support the claim?

3. Contrast the views expressed by 76-year-old Carmen Álvarez and 17-year-old Yunior Rodriguez Soto. Why might they have such different perspectives?

4. Do you think the relationship between the U.S. and Cuba will soon "thaw" completely? Explain, citing evidence from the article to support your response.

5. Based on what you've read, who are some main stakeholders in what happens next in Cuba? What does each group of stakeholders want to see happen?

6. Study the timeline in the article. What does it add to your understanding of current events in Cuba?

PAIRING A PRIMARY & SECONDARY SOURCE

For use with "Cuba & the U.S.: A New Start?" on p. 14 of the magazine

'The Yoke of a Dictator'

The early days of 1961 were a tense time in U.S.-Cuba relations. In the preceding months, Cuban President Fidel Castro had seized American-owned businesses and properties without compensation and grown increasingly friendly with leaders of the Soviet Union, America's Cold War foe. The U.S. had placed an economic embargo on Cuba, banning all exports to the island nation except food and medicine. On Jan. 3, 1961, these tensions came to a head, and the two nations severed diplomatic ties. Below is U.S. President Dwight D. Eisenhower's public statement on this decision. Read the statement along with the *Upfront* article about Cuba. Then answer the questions that follow.

President Eisenhower's Public Statement on Terminating Diplomatic Ties With Cuba, Jan. 3, 1961

Between one and two o'clock this morning, the Government of Cuba delivered to the United States Charge d'Affaires ad interim [a diplomat] of the United States Embassy in Havana a note stating that the Government of Cuba had decided to limit the personnel of our Embassy and Consulate in Havana to eleven persons. Forty-eight hours was granted for the departure of our entire staff with the exception of eleven. This unusual action on the part of the Castro Government can have no other purpose than to render impossible the conduct of normal diplomatic relations with the Government.

Accordingly, I have instructed the Secretary of State to deliver a note to the Charge d'Affaires ad interim of Cuba in Washington which refers to the demand of his Government and states that the Government of the United States is hereby formally terminating diplomatic and consular relations with the Government of Cuba. . . .

This calculated action on the part of the Castro Government is only the latest of a long series of harassments, baseless accusations, and vilification. There is a limit to what the United States in self-respect can endure. That limit has now been reached. Our friendship for the Cuban people is not affected. It is my hope and my conviction that in the not too distant future it will be possible for the historic friendship between us once again to find its reflection in normal relations of every sort. Meanwhile, our sympathy goes out to the people of Cuba now suffering under the yoke of a dictator.

Questions

- 1.** What has happened to prompt President Eisenhower to sever diplomatic ties with Cuba?
- 2.** Who do you think is Eisenhower's audience for this statement? How do you think they responded?
- 3.** How would you describe the tone of Eisenhower's statement?
- 4.** What do you think is Eisenhower's main purpose in the third paragraph of the statement? Cite specific words or phrases to support your response.
- 5.** What does this primary-source document add to your understanding of the *Upfront* article on the history between the U.S. and Cuba?

PAIRING A PRIMARY & SECONDARY SOURCE

For use with "Cuba & the U.S.: A New Start?" on p. 14 of the magazine

'This Is a Socialist Regime'

In April 1961, newly sworn-in President John F. Kennedy authorized an attempt to help Cuban exiles overthrow Fidel Castro. The effort, known as the Bay of Pigs invasion, failed miserably, and hostilities between the two nations heated up even further. In May, Castro delivered a famous speech in which he formally declared Cuba a socialist state and made clear his feelings about the U.S. Read this portion of Castro's speech along with the *Upfront* article about Cuba. Then answer the questions that follow.

Excerpt from Castro's Speech, May 1, 1961 (translated from Spanish)

If Mr. Kennedy does not like socialism, well, we do not like imperialism! We do not like capitalism! We have as much right to protest over the existence of an imperialist-capitalist regime 90 miles from our coast as he feels he has to protest over the existence of a socialist regime 90 miles from his coast. Now then, we would not think of protesting over that, because that is the business of the people of the United States. It would be absurd for us to try to tell the people of the United States what system of government they must have, for in that case we would be considering that the United States is not a sovereign nation and that we have rights over the domestic life of the United States.

Rights do not come from size. Right does not come from one country being bigger than another. That does not matter. We have only limited territory, a small nation, but our right is as respectable as that of any country, regardless of its size. It does not occur to us to tell the people of the United States what system of government they must have. Therefore, it is absurd for Mr. Kennedy to take it into his head to tell us what kind of government he wants us to have here. That is absurd. It occurs to Mr. Kennedy to do that only because he does not have a clear concept of international law or sovereignty. Who had those notions before Kennedy? Hitler and Mussolini!

This is a socialist regime, yes! Yes, this is a socialist regime. . . . The U.S. government says that a socialist regime here

threatens U.S. security. But what threatens the security of the North American people* is the aggressive policy of the warmongers of the United States. What threatens the security of the North American family and people is the violence, that aggressive policy, that policy that ignores the sovereignty and the rights of other peoples. The one who is threatening the security of the United States is Kennedy, with that aggressive policy. That aggressive policy can give rise to a world war; and that world war can cost the lives of tens of millions of North Americans. Therefore, the one who threatens the security of the United States is not the Cuban Revolutionary Government but the aggressor and aggressive government of the United States.

We do not endanger the security of a single North American. We do not endanger the life or security of a single North American family. We, making cooperatives, agrarian reform, people's ranches, houses, schools, literacy campaigns, and sending thousands and thousands of teachers to the interior, building hospitals, sending doctors, giving scholarships, building factories, increasing the productive capacity of our country, creating public beaches, converting fortresses into schools, and [giving] the people the right to a better future—we do not endanger a single U.S. family or a single U.S. citizen.

*When Castro refers to "North America" and "North Americans," he means the U.S. and its people.

Questions

1. What are Castro's central arguments in this portion of his speech? How does he support these arguments?
2. Who do you think is Castro's audience for this speech? What clues help you determine this?
3. What persuasive devices do you notice in Castro's speech? Do you think they're effective? Explain.
4. How does Castro describe socialism? How might President Kennedy respond to this definition?
5. Based on this primary source document, the public statement by Dwight D. Eisenhower, and the *Upfront* article, why do you think the conflict between the U.S. and Cuba has lasted so long?

INTEGRATING PRIMARY SOURCES

For use with "Tambora" on p. 18 of the magazine

Tambora: Two Accounts

The eruption of Mount Tambora in 1815 caused both immediate destruction and a lasting climate crisis. Below are two accounts of the disaster. The first was written by Sir Thomas Raffles, the British governor of Java, an island in what is now Indonesia. His account is based on the reports of a village chief who had seen the eruption. The second account, discussing climate changes, was written by Thomas Jefferson. Read both accounts along with the *Upfront* article. Then answer the questions.

Sir Thomas Raffles (Java, 1815):

About 7 p.m. on the 10th of April, three distinct columns of flame burst forth near the top of Tambora mountain, all of them apparently within the verge of the crater; and after ascending separately to a very great height, their tops united in the air in a troubled, confused manner. In a short time the whole mountain . . . appeared like a body of liquid, fire extending itself in every direction.

The fire and columns of flame continued to rage with unabated fury, until the darkness caused by the quantity of falling matter obscured it at about 8 p.m. Stones at this time fell very thick at Saugar, some of them as large as two fists. . . . Between 9 and 10 p.m., ashes began to fall, and soon after a violent whirlwind ensued, which blew down nearly every house in the village of Saugar, carrying the tops and light parts along with it. In the part of Saugar adjoining Tambora, its effects were much more violent, tearing up by the roots the largest trees, and carrying them into the air, together with men, houses, cattle, and whatever else came within its influence. . . . The sea rose nearly 12 feet higher than it had ever been known to be. . . .

Of the villages of Tambora, Jempo, containing about 40 inhabitants, is the only one remaining. . . . From the most particular inquiries I have been able to make, there were certainly not fewer than 12,000 individuals in Tambora . . . at the time of the eruption.

Thomas Jefferson (Virginia, 1816):

We have had the most extraordinary year of drought and cold ever known in the history of America. In June, instead of 3¾ inches, our average of rain for that month, we only had ⅓ of an inch; in August, instead of 9½ inches, our average, we had only ⅘ of an inch; and still it continues.

The summer, too, has been as cold as a moderate winter. In every State north of this, there has been frost in every month of the year; in this State, we had none in June and July, but those of August killed much corn over the mountains. The crop of corn through the Atlantic States will probably be less than one-third of an ordinary one, that of tobacco still less, and of mean quality. The crop of wheat was middling in quantity, but excellent in quality. But every species of bread grain taken together will not be sufficient for the subsistence of the inhabitants, and the exportation of flour . . . will be exactly so much taken from the mouths of our own citizens.

Questions

1. What is the purpose of each account? How do the selected details reflect each writer's purpose?
2. How might you describe the tone of each account?
3. Do you think Raffles realized that something extraordinary had occurred? Why or why not?
4. What concern does Jefferson have? Based on the *Upfront* article about Tambora, were his fears justified? Explain.
5. Based on these two primary-source accounts and the *Upfront* article, how do you think a similar volcanic eruption would affect the world today? Use evidence from the texts to support your response.

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EVALUATE ARGUMENTS

For use with "Is the United Nations Still Relevant?" on p. 22 of the magazine

Analyzing Authors' Claims

Read "Is the United Nations Still Relevant?" on p. 22, then follow the directions below to analyze each author's claims.

<p>AUTHOR: Bill Richardson U.S. Ambassador to the United Nations (1997-98)</p>	<p>AUTHOR: Mihaela Papa Fletcher School of Law and Diplomacy, Tufts University</p>
<p>Author's main claim or argument in the debate:</p>	<p>Author's main claim or argument in the debate:</p>
<p>REASON 1: Name one reason the author gives for his claim.</p> <p>List any evidence the author gives to support Reason 1.</p>	<p>REASON 1: Name one reason the author gives for her claim.</p> <p>List any evidence the author gives to support Reason 1.</p>
<p>REASON 2: Name another reason the author presents.</p> <p>List evidence the author gives to support Reason 2.</p>	<p>REASON 2: Name another reason the author presents.</p> <p>List evidence the author gives to support Reason 2.</p>
<p>REASON 3: Name a third reason the author presents.</p> <p>List evidence the author gives to support Reason 3.</p>	<p>REASON 3: Name a third reason the author presents.</p> <p>List evidence the author gives to support Reason 3.</p>
<p>What persuasive devices does the author use?</p> <p><input type="checkbox"/> Appeals to emotions</p> <p><input type="checkbox"/> Uses data or scholarly research</p> <p><input type="checkbox"/> Tells why the other side's argument is weak</p> <p><input type="checkbox"/> Other: _____</p>	<p>What persuasive devices does the author use?</p> <p><input type="checkbox"/> Appeals to emotions</p> <p><input type="checkbox"/> Uses data or scholarly research</p> <p><input type="checkbox"/> Tells why the other side's argument is weak</p> <p><input type="checkbox"/> Other: _____</p>

EVALUATE: Which author do you think makes his or her case more effectively? Do you spot any weaknesses—like a bias or missing information—in either argument? Explain on a separate sheet of paper.

Determine Word Meaning

Word Watch

Use context clues to figure out the meanings of unfamiliar words as you read the article, and jot down your inferred meanings. After reading the article, use a dictionary to check meanings and write those down too. Note each word's part of speech and origin, if available.

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

Word Watch (continued)

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

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CORE IDEAS

Common Core skills pages to use with any *Upfront* article

Dear Teachers,

The Common Core State Standards require high school students to analyze “informational texts,” like *Upfront*. Students must be able to identify central ideas, determine the figurative, connotative, and technical meanings of unfamiliar words and phrases, understand and evaluate an author’s point of view, and compare accounts of the same topic in a variety of formats or media.

To help you satisfy the Common Core, we’re pleased to offer the following reproducible. “Core Ideas” can be used with any article in the magazine: You may choose to assign a specific article or let students pick one.

Because the Common Core calls on students to analyze and compare topics from different points of view, we suggest using “Core Ideas” with articles that feature sidebars, timelines, historical-document excerpts, and/or infographics. You might also want to use “Core Ideas” with supplementary online content, such as videos, slideshows, or audio interviews available at upfrontmagazine.com.

“Core Ideas” addresses these Reading Standards for Informational Literacy:

1. Cite textual evidence to support analysis of the text.
2. Determine and analyze the central ideas of a text; provide an objective summary.
4. Determine the meaning of words and phrases as they are used in a text.
6. Determine an author’s point of view or purpose in a text.
7. Analyze various accounts of a subject told in different media or formats.

“Core Ideas” addresses these Reading Standards for Literacy in History/Social Studies:

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas of a primary or secondary source; provide an accurate summary.
4. Determine the meaning of words and phrases as they are used in a text.
7. Compare the point of view of two or more authors on the same or similar topics.
9. Compare and contrast treatments of the same topic in several sources.

We hope this material challenges your students and assists you in meeting your curriculum goals throughout the year.

Best Regards,

Ian Zack



Executive Editor, *The New York Times Upfront*

CORE IDEAS

Article title and page number: _____

Answer the following questions.

1. Share the central ideas and key details of the article in a brief summary.

2. How is this issue or event relevant today? Is it particularly relevant to young people?
Cite evidence from the article to support your response.

CORE IDEAS (continued)

3. Identify two words or phrases in the text that are unfamiliar to you. Write the meaning of each and cite any context clues from the text that help you determine their meanings.

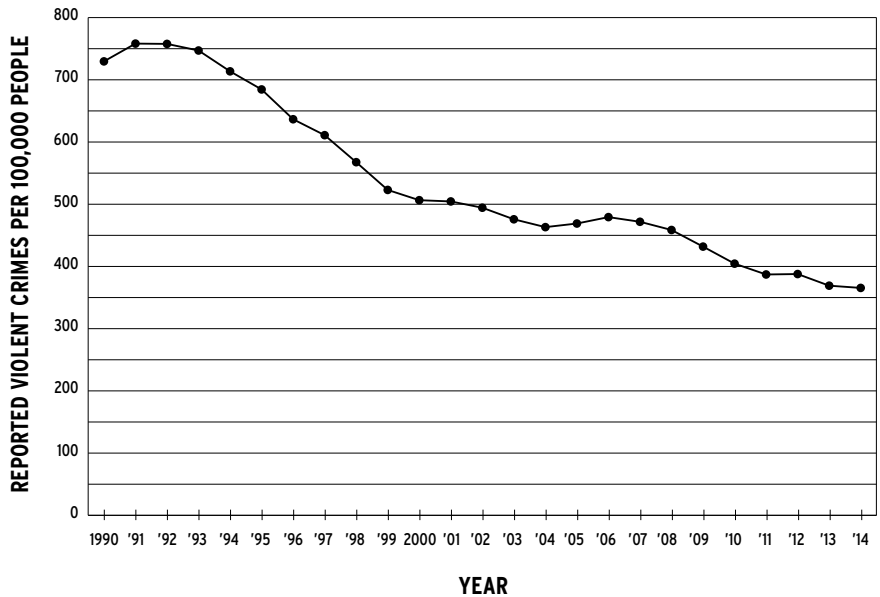
4. Describe the author’s point of view and/or purpose in writing this article. Cite evidence from the text.

5. Consider an accompanying element that supports the main text, such as a graph, timeline, separate article, or video. (Videos and other digital content are available at upfrontmagazine.com.) How does the second source contribute to your understanding of the topic? Compare and contrast the main text and accompanying element.

Safer Streets

One of the reasons given by opponents of mandatory minimum sentencing is that the nation's violent crime rate has dropped sharply. Violent crimes are those that involve force or the threat of force, including murder, manslaughter, rape, robbery, and aggravated assault. To some people, low rates of such crimes are a signal that America's incarceration rate is unnecessarily high. To others, the drop in violence suggests that the nation's high incarceration rate is helping prevent crime.

The line graph below shows how the U.S. violent crime rate has changed since 1990.



SOURCE: FBI

ANALYZE THE GRAPH

- In 1999, about ___ violent crimes were reported for every 100,000 people in the U.S.
 - 505
 - 525
 - 550
 - 580
- Which following pair of years had approximately the same rate of violent crime?
 - 1991 and 1994
 - 1995 and 1996
 - 2000 and 2001
 - 2008 and 2012
- Violent crime rates ___ during the period from 2004 to 2009.
 - rose sharply
 - fell sharply
 - changed little
 - fell sharply, then rose
- Which of these three-year periods saw the largest drop in America's violent crime rate?
 - 1993 to 1996
 - 1999 to 2002
 - 2004 to 2007
 - 2009 to 2012
- The 2014 U.S. population was about 320 million. You can use the graph to calculate that there were ___ violent crime reports that year.
 - about 365,000
 - about 720,000
 - about 1.2 million
 - about 3.6 million

DISCUSSION QUESTIONS

- Why do you think reports of violent crime in the United States have been dropping?
- Do you predict that the decline in violent crime will continue in the decades to come? Why or why not?
- Nearly 1 in every 100 adult Americans is behind bars, which is the world's highest incarceration rate. Do the dropping rates of violent crime in this country affect the way you view the country's high incarceration rate? Explain.

CARTOON ANALYSIS

For use with "Cuba & the U.S.: A New Start?" on p. 14 of the magazine



THE COLUMBUS DISPATCH
CAGLE CARTOONS.COM

NATE BEELER • COURTESY CAGLE CARTOONS.COM

Analyze the Political Cartoon

- 1.** What's happening in the left panel of the cartoon? Why is a newscaster reporting on this event?
- 2.** What or who does the man in the right panel represent? Where is the man standing, and why?
- 3.** What is the man in the right panel writing on the wall? Why do you think he's doing this?
- 4.** What does the newscaster mean by a "new day" in Cuba? Considering the image on the right, why is this phrase ironic?
- 5.** What might the cartoonist be suggesting about the possibilities for political reform in Cuba? How do you think Cuban President Raúl Castro might respond to the cartoon?

Uses: copy machine, opaque projector, or transparency master for overhead projector. Scholastic Inc. grants teacher-subscribers to The New York Times Upfront permission to reproduce this Skills Sheet for use in their classrooms. ©2015 by Scholastic Inc. All rights reserved.

PHOTO ANALYSIS

For use with "Locked Away" on p. 6 of the magazine



ANDREW LICHTENSTEIN

Analyze the Photo

(This photo is on p. 6 of the magazine.)

- 1. What details do you notice in this photo of inmates at a California prison?**
- 2. What might you guess about prison life and conditions from the photo?**
- 3. What types of convictions do you think should lead to incarceration in a prison like the one shown here? Explain.**

ESSAY

What do you think are the goals of prisons like this one? Do you believe the U.S. prison system generally achieves these goals? Explain.