

Directions: Read the article.

Earth Day Heroes

He Has a Bright Idea

Avery Hairston is lighting up people's lives. The 15-year-old from New York City created a charity called RelightNY. It helps people who struggle to pay their energy bills by giving them compact fluorescent light bulbs, which reduce long-term energy costs. They are also better for the environment than regular bulbs. "People who can afford the bulbs, which are a bit expensive, should buy them for themselves and supply them to others," Avery insists.

He Is Big on Recycling

Eli Kahn, 15, started Cartridges for a Cure to raise money for children's cancer research by recycling empty ink cartridges. Eli has raised \$82,000 for Johns Hopkins Children's Center. "With a little time and effort, anything can get bigger," Eli says.

She Makes Water Safe to Drink

Kelydra Welcker, 17, is on a mission to make drinking water safer. She invented an easy way to remove the chemical C8 from her West Virginia town's water supply. C8 seeped into the water from a nearby industrial plant. "Clean water should be a given," Kelydra explains. "Everyone should have it."

She Combats Deforestation

Wangari Maathai, from Kenya, Africa, has been working for 30 years to save the environment. In 1977, she started a movement in Kenya to help combat deforestation. The program has planted more than 30 million trees in Africa. Her work earned her the Nobel Peace Prize in 2004.

Now Maathai has invited the world to join her growing efforts. Last fall, she helped launch the Billion Tree Campaign. The United Nations program encourages people to plant trees in their communities, with the goal of planting one billion trees worldwide this year. Pledges to grow green have poured in, and more than nine million trees have been planted. Says Maathai, "This is something anybody can do."

Name _____

Earth Day Heroes (cont.)

Directions: Answer the questions. You may use the article.

1. What is RelightNY? Who created it?

2. Summarize Kelydra Welcker's mission. What happened? What did she do? How did she do it? Explain the impact of her mission on those around her.

3. Why do you think Wangari Maathai won the Nobel Peace Prize? Describe how her movement has changed the world.

4. Compose a fictional letter to your local representative requesting assistance in organizing a community tree-planting day. Remember, you are trying to organize a community event; therefore the goal of this letter should be to acquire all the information necessary to do so. Use the back of this page for your letter.

5. In your own words, describe how the people mentioned in this article are alike. What kind of people are they? Do they share a similar view of the world?

6. Is it possible for one person to make a difference? What is it about the people celebrated in the article that leads you to believe one person can or cannot make a difference?

Earth Day Heroes (cont.)

What Can We Do?

In today's world, we have the opportunity to make choices that will impact our environment. Do you recycle? Do you conserve water? Do you help plant trees? Do you turn off the lights when you leave the room? Is your home as energy efficient as it could be? If you answered "no" to any of these questions, you are not alone! Many of us do not do enough to protect our environment. Maybe this is because we don't know where to start.

Did you know that if every household replaced just three 60-watt incandescent lightbulbs with compact fluorescent lightbulbs (CFLs), we would reduce as much pollution as if we took 3.5 million cars off the roads? That's just one example of how we can make a big difference.

Use the table provided to compare the two types of bulbs. Then answer the questions below.

Incandescent Lightbulb	Compact Fluorescent Lightbulb (CFL)
75 watt bulb used 6 hours/day = \$12/year to operate	18 watt bulb used 6 hours/day = \$3/year to operate
Less expensive to purchase	More expensive to purchase
Only 5–20 percent of energy used is converted to light; the rest is converted to heat	Uses up to $\frac{2}{3}$ less energy

1. Which type of bulb is the most energy efficient as well as the most cost effective over time?

2. What are the benefits of a CFL bulb compared to an incandescent bulb?

3. According to the chart above, how much money can a consumer save each year on operational costs by switching one bulb in his or her house to a CFL bulb? How much would the person save per year if he or she switched to 10 CFL bulbs?

Earth Day Heroes *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

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|---|---|
| 1. Make a list of three ways your class can work together to protect the environment. Then pick one and come up with a plan to make it happen. Prepare a presentation to share with the rest of class. | 2. Create a pledge for your classmates to agree to. For example, urge them to replace at least one incandescent light bulb to a CFL bulb. If necessary, ask for others to donate extra CFL bulbs to those in need. |
| 3. Interview teachers and other school employees to see what they do with their old ink cartridges. Do they recycle them? Do they donate them? If they are throwing them away, tell them how they can recycle them. | 4. Write a letter to your city water department. Ask about your city's water supply. Is it safe to drink? What measures are being used to ensure that it remains safe to drink? Is there anything you can do to help your city? |

Population Boom!

The United States reached a big milestone on October 17, 2006. According to the United States Census Bureau's population clock, at 7:46 A.M., the number of people in the country hit 300 million. The clock uses an estimation formula that ticks off a birth every seven seconds, a death every 13 seconds, and the addition of a new immigrant every 31 seconds. That equals one new American every 11 seconds.

Calculating the number of people in a large country is not an easy job. The Census Bureau counts the nation's population every 10 years. The last official census, taken in 2000, was conducted by mail, by telephone, and through in-person interviews. That tally was 281,421,906 people. Since then, the Census Bureau has used the population clock to predict growth.

My, How We've Grown

By any measure, the United States population has exploded in recent years. It is the third most populous country in the world, behind China and India, each of which has a population of more than 1 billion. The United State's first census, taken in 1790, registered 3.9 million people. It took until 1915 for the tally to reach 100 million. When the population hit 200 million in 1967, President Lyndon B. Johnson held a press conference to celebrate.

Americans will likely number 400 million in 2043. Many things could affect this estimate, including new immigration policies. If current trends keep up, the United States will continue to become more diverse. White, non-Hispanic people will still be the majority, at about 52 percent. About 22 percent of the population will be Hispanic. People of many races consider themselves Hispanic. African Americans will make up 14 percent of the population and Asians 7 percent. The United States population is expected to grow by about 1 percent each year. That's about the same as the growth rate for the entire world. There are 6.5 billion people on the planet.

Some people did not cheer the new United States milestone. They worry about the population boom. "Americans will be using so much more of our share of the world's resources and kicking so much more pollution into the air," said Charles Westoff, a population expert.

Of today's Americans, 34.3 million were born in a foreign country. That's 12 percent of the total population. Experts predict that this number will keep climbing, making the country more diverse.

Population Boom! *(cont.)*

Directions: Answer the questions. You may look at the article.

1. How often does the Census Bureau count the nation's population? When was the last census taken? When will the next census be conducted?

2. List the three most populous countries in the world in order.

3. In what year did the United States complete its first census? What were the results? Describe the growth that occurred from the year of the first census until 1967.

4. In October 2006, the United States population reached 300 million. Many people cheered and considered reaching that number a milestone. Other people, however, did not. Explain the feelings and fears of those who worry about this population boom.

5. What is the population estimate for Americans in 2043? How do you feel about that number? Do you have any concerns about our rapid population growth? Explain how the increase could affect you and your family.

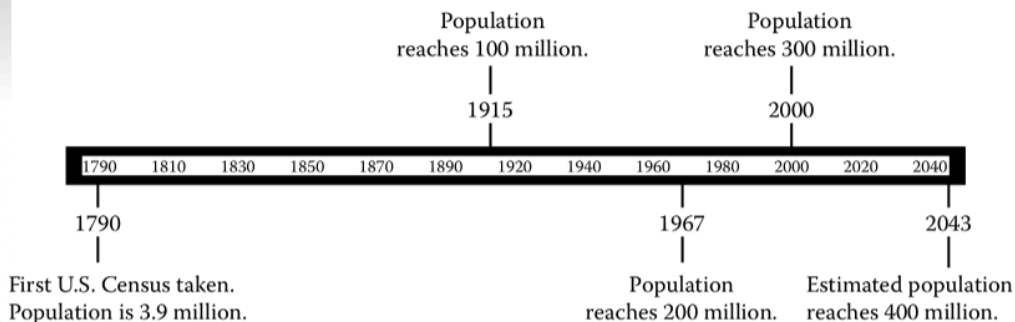
6. Create a news article that describes your opinion on how the rise in population could affect our environment. Use the back of this page. You may need to research current environmental issues and concerns. **Hint:** Reread the quote by Charles Westoff in the second-to-last paragraph of the article.

Name _____

Population Boom! *(cont.)*

300 Million and Counting

United States Population Milestones



1. Write two questions that can be answered by using the time line.

2. Approximately how long did it take for the United States population to increase from 3.9 million to 100 million?

3. Do you think it is possible to know the exact day the United States population reached 300 million? From what you have been told about the United States census process, discuss your opinion on its accuracy. If necessary, you may do more census research to answer this question.

4. Discuss some of the changes that take place during population growth. Think about housing, education, technology, transportation, environmental issues, etc.

Population Boom! (cont.)

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. We now know that China has a population that exceeds one billion. What do you think life is like in China? Imagine how our lives would be different with over a billion people living in the United States. Discuss the areas of your life you think would be the most affected by such a large population. Think of traffic, environmental concerns, housing, water supply, etc.

2. Think about population growth. Is growth always positive? What social, environmental, and economic effects can continued growth have on the United States? Create a brief presentation that discusses the potential problems you have identified.

3. Why do you think immigration policy and trends are such important factors in tracking and predicting population growth? How do we account for the number of illegal immigrants living in the United States? You may want to research this topic more on the Internet, or ask your social studies teacher to participate in your discussion.

4. What does the term *melting pot* mean to you? Explain why the United States is considered a melting pot. What does that mean? What are the benefits and risks associated with living in a melting pot?

It's Asthma Season

Jeremy Wirick, 9, recently had an asthma attack after he pushed himself too hard in gym class. When Jeremy got home an hour or two later, he was wheezing loudly. He needed to use a *nebulizer*, a machine that helps send medicine quickly to the lungs, to get his breathing back to normal. Asthma attacks like Jeremy's increase in September and October. More than six times as many asthma sufferers who are elementary-school age need hospital treatment in the fall as in the summer.

Experts believe many factors can contribute to back-to-school asthma. "When kids get together in close spaces, they start passing viruses around. A viral infection can trigger an asthma attack," said Dr. Norman Edelman, chief medical officer of the American Lung Association. "There are also certain fall allergies, such as molds and ragweed, that can trigger attacks." Exercise is another common cause of an attack. For some kids, the stress of school can make asthma worse.

Understanding Asthma

Asthma is a chronic, or long-term, disease that affects a person's airways, or breathing tubes. Humans breathe air through the nose or mouth into the windpipe. The air then travels through a network of narrow tubes to the lungs. During an asthma attack, the breathing tubes get narrower, which makes it harder for air to travel in and out of the lungs. As the tubes swell, they may produce extra mucus, which takes up space through which the air needs to travel.

The American Lung Association says that about 6.2 million American children suffer from asthma. That's about one out of 12 kids. Asthma is the chronic illness that causes students to miss the most days of school. But take a deep breath. There are many things that schools can do to help students control their asthma.

An Action Plan

Parents can play a big role in helping kids with asthma start the school year right. Before the school year starts, parents should notify school workers in writing about their son or daughter's asthma.

Kentucky and Delaware are two of the 47 states that have passed laws allowing students to carry their asthma medication with them at school. This gives the parents and the students the opportunity to decide whether or not to leave the inhaler in the nurse's office or to keep it on hand at all times.

Name _____

It's Asthma Season *(cont.)*

Directions: Answer the questions. You may look at the article.

1. What is a nebulizer, and why is it important to someone with asthma?

2. What time of year do elementary school-aged children suffering from asthma have the most attacks? Explain some of the factors that contribute to the increase in asthma attacks during this time of year.

3. Which chronic illness causes students to miss the most school? Can you think of any steps schools can take to help reduce the amount of school days missed due to this illness?

4. Define asthma. Explain what happens during an asthma attack.

5. Imagine you are an asthma sufferer. Using the information presented in the article, determine how you would handle your condition at school. How would you feel around other students? Would you want your illness to be kept private? What about participating during P.E. or playing during recess? Describe how having asthma would impact your life.

6. Pretend you are a parent and write a letter to the school nurse explaining your child's condition. Include such information as when to take the medication, what to do in case of an attack, exercise restrictions, etc. Use the back of this paper to write your letter.

Name _____

It's Asthma Season (cont.)

Read the sample letter to help you complete the questions below.

Dear School District,

I am a fifth-grade student who suffers from asthma. My asthma was so bad that I had to miss a lot of school last year. My parents and doctors were concerned about my health and my education. Together they came up with a solution—to begin reaching out to schools.

Do you know that there is something you can do to create a safe environment for your students? The National Heart, Lung, and Blood Institute says that you can take these simple steps to create a safe environment for kids.

- Provide good indoor air quality. The building should be free of dust, mold, and strong odors.
- Never allow smoking anywhere on school grounds or during any school-sponsored events.
- Review students' asthma action plans. The plan should be filled out by the student's doctor and should list what to do if the student's asthma gets worse at school. The school nurse should work with the student to help him or her follow the plan during the school day.
- Advise teachers to keep furry pets and other animals out of the classroom.
- Limit students' exposure to paint and chemicals in art and science class.
- Heavy cleaning and painting should be done after school hours.
- Instruct all teachers and students about asthma and how to help students who have it stay safe.

If you have missed anything on this list, please take action now—not only does the health of your students depend on your efforts, but their education does, too!

Sincerely,
Rebecca Aguilar

1. What is the purpose of this letter?

2. Do you feel that these steps are an important part of keeping your school environment safe? Explain your answer.

3. Predict how your school would react to this letter. What action(s) do you think they would take?

It's Asthma Season *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Create a poster that illustrates different activities and conditions that may cause and/or prevent an asthma attack. For example: exercise, weather conditions, taking medication, etc.

2. Using the article and the sample letter to guide you, develop a brochure about kids and asthma. **Hint:** You may include the following sections—one section that introduces and explains the chronic illness, one section that describes conditions and activities that can be unsafe for asthma sufferers, and one section that describes steps that you and your school can take to safely live with asthma.

3. Interview a student at your school who suffers from asthma. **Important:** Make sure the person you are interviewing is comfortable sharing this personal information with you. You may ask your own questions, or you may use some of the ones listed below.
 - How old were you when you first figured out you have asthma? How did this discovery make you feel?
 - Did you have to take a lot of tests at the doctor's office?
 - What is the hardest part about living with asthma?
 - What does it feel like when you are having an attack? Do you get scared?

4. What happens to one's body during an asthma attack? Discuss the possible causes and effects. Make two illustrations, one that shows the natural human breathing process and another one that demonstrates what happens to that process during an asthma attack.

Up in Smoke

Each April, Kick Butts Day, organized by the Campaign for Tobacco-Free Kids, draws attention to the deadly dangers of smoking. Young people across the country will wear T-shirts that say "1,200." That's the number of Americans who die every day from the effects of smoking and secondhand smoke. Such youth-led programs are just one strategy thought to be responsible for the drop in smoking in the United States.

Fighting Fire with Fire

Danny McGoldrick of the Campaign for Tobacco-Free Kids says the government has to get tougher if it wants to succeed. The campaign recommends three steps: Raising tobacco taxes, passing more smoke-free laws, and making sure that states spend additional money on antismoking programs.

In the late 1990s, all 50 states went to court to fight tobacco companies. The states won the cases and received big money from the cigarette makers. The money was to be used to pay for health care and fund antismoking campaigns. Combined with tobacco-tax earnings, the states now have \$21.3 billion dollars for the antitobacco fight. But only \$551 million is being spent on tobacco prevention. That may sound like a lot of money, but it's not when compared with the \$15.1 billion the tobacco industry spends on advertising and sales.

Laws forbid cigarette companies from directly targeting young people, but there is no denying that kids are influenced by what they see. Magazine ads, store displays, Internet sales, and new products like sweet-flavored cigarettes all appeal to young tastes. When kids go to NASCAR races, music concerts, or the movies, they can't help but notice that their idols light up cigarettes. Recent research suggests that the more movies kids watch, the more likely they are to smoke. Each day, about 4,000 kids try cigarettes for the first time. Health experts say that they will keep fighting until all kids get the message that tobacco is deadly.

Blazing the Trail

Smoke-free environments and antismoking ads get the right message across. The American Legacy Foundation's Truth campaign exposes ugly facts about smoking and cigarette makers' tactics. Recently, Calabasas, California, added the toughest smoking law in the nation. It prohibits smoking in all public places, both indoors and outdoors.

Name _____

Up in Smoke (cont.)

Directions: Answer the questions. You may look at the article.

1. What does the number 1,200 represent?

2. List the three steps the Campaign for Tobacco-Free Kids says the government must take to ensure that the smoking rates drop even further.

3. How many kids try cigarettes for the first time each day? Describe how that number makes you feel.

4. Summarize what happened to the money the states won fighting the tobacco companies in the late 1990s.

5. Compare the amount of money spent on tobacco prevention to the amount of money the tobacco industry spends on advertising and sales. Explain why this is a problem.

6. Describe how the media, Internet, movies, and celebrity idols can make smoking appealing to kids and teens.

7. Do you think the government should ban smoking in movies and TV shows aimed at kids and teens? Why or why not?

Name _____

Up in Smoke (cont.)

Fighting Fire with Fire

Did you know that children with the highest exposure to smoking in movies are three times more likely to try smoking than those with less exposure? Did you know that smoking just one cigarette exposes a smoker and the air to more than 4,000 chemicals? Use the information provided to help you answer these questions and the ones below.

Current R Rating



R Rating due to tobacco use



1. Do you think all movies with tobacco use should be required to have an R rating? Why or why not?

2. If the R rating were required to include all movies with tobacco use, but parents were to allow their kids to see R-rated movies anyway, how would that affect the potential results of the new requirement?

3. Predict what might happen if kids and teens saw fewer movies with smoking in them.

Up in Smoke (cont.)

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Write and perform a skit that practices saying "no" to smoking cigarettes.

2. Write a letter to your local Congress member asking them to help spread the anti-smoking message to kids and teens. **Note:** You may also write to a specific organization or tobacco company if you prefer.

3. Find five tobacco advertisements and analyze them. Discuss how the tobacco companies use advertising to sell cigarettes and determine whom they are targeting in each advertisement. You may use magazines, Internet, movie clips, etc.

4. Develop an antismoking campaign for your school. **Hint:** You may want to consider the following ideas: come up with a catchy slogan for your campaign; create a contract for parents to sign that holds them accountable for monitoring their child's smoking exposure through the media; have the students at your school take a pledge that they will not smoke cigarettes; and/or organize an assembly that shares what you learned with the rest of your school. You may need to do additional research.

Attack of the Locusts

An angry army of hungry bugs have invaded, bringing big problems to much of northern Africa. Millions of locusts have invaded the region. The bugs gobble crops and destroy pastures. They leave little behind for other animals to eat.

The current wave of swarming insects is thought to be the biggest to attack Africa since 1988. "It's beautiful to see the locusts on parade in the sky," said Aicha Bint Sadibouh, who lives in Mauritania. "But when they invade streets and homes, it's disastrous."

Fighting a Nasty Nuisance

A locust starts life as a wingless insect the size of a large ant. Adult locusts develop wings. Alone, a locust can't cause much damage. But when they swarm, the bugs become more aggressive. When millions of locusts invade a region, they devour every plant in sight and then move on. A swarm can destroy more than 120 miles in a single day. "Some farmers are afraid to plant any more seeds," says Keith Cressman of the United Nations Food and Agriculture Organization. "They're afraid (the seeds) will be attacked by the locusts."

Locust groups lay thousands of eggs, creating new generations of hungry bugs every three months. If enough bugs are born this year and spread across several countries, the result could be tragic. Many Africans would likely die of starvation as a result of the invading bugs eating their food and crops.

The United Nations is coordinating efforts to help the affected countries. The plan is to spray pesticides on as many fields as possible throughout the region. Last summer, Algeria, Morocco, and Tunisia successfully sprayed fields, controlling a major locust invasion.

So far, locusts have spread through Sudan, Chad, Niger, Mali, Senegal, and Mauritania. These countries are poor, but they're fighting back. In Mali, President Amadou Toumani Toure and members of his government donated a month's salary to help pay for the battle against the bugs. In Senegal, people who bring in 11 pounds of dead locusts are rewarded with 110 pounds of rice. Said Senegal's president, Abdoulaye Wade: "For me, this is a real war."

Name _____

Attack of the Locusts (cont.)

Directions: Answer the questions. You may use the article.

1. What is a locust? What is the difference between a single locust and a swarm of locusts?

2. Describe what happens to crops and pastures when a swarm of locusts hits.

3. What is the United Nations doing to help those countries affected by locusts? Have they been effective so far? Why or why not?

4. Compare the two feelings Aicha Bint Sadibouh has about locusts. Do you understand why he feels the way he does? Explain your answer.

5. Think of something you have always found to be beautiful or intriguing. Now imagine that very thing is also dangerous, harmful, and potentially deadly. Explain both sides of this special “thing.”

6. Do poor countries have a chance to fight back without adequate resources? Before you answer, reflect on the attitudes and actions of Presidents Amadou Toumani Toure of Mali and Abdoulaye Wade of Senegal.

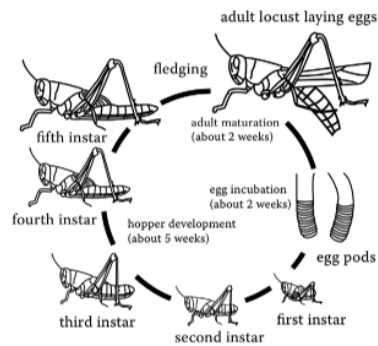
Name _____

Attack of the Locusts *(cont.)*

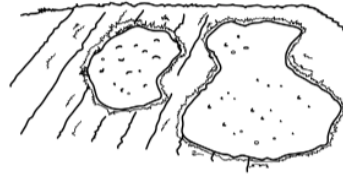
Strength in Numbers

Some people, like Aicha Bint Sadibouth, might describe a single locust as a beautiful creature in the sky. But when it comes to a swarm of locusts, everyone agrees that they are both scary and disastrous. Use the pictures below to answer the questions.

Lifecycle of a Locust



Damaged Incurred by a Swarm of Locusts



1. Look at picture 1. Does a locust appear threatening to you? Now look at picture 2. Do your feelings change after seeing what a swarm of locusts can do? Explain your feelings.

2. Imagine you are a farmer and picture 2 is your land. Think about all the various ways your life and the lives of others would be affected. Describe how this devastation would affect your family, the economy, hunger, other animals that depend on the crops, and the overall morale of the people around you.

3. Pretend you are a leader of a country that has been left with nothing after an attack from a swarm of locusts wiped everything out. Write a letter to the United Nations describing the devastation and desperate need for assistance. Think of what you need in order to keep your people safe from starvation, economic hardship, etc. Use the back of this page to write your letter.

Name _____

Attack of the Locusts *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Create a before-and-after illustration of a piece of land devastated by locusts.

2. Use the Internet to find the countries in the world that have been affected by locusts in the past and are likely to suffer future attacks. Then use a map of the world to highlight those areas and share them with the class.

3. Write a newspaper article, complete with photos, that reports on a recent attack by a swarm of locusts. If you prefer, pretend you are an on-scene reporter, and share your news story with the class.

4. Using a poster board or construction paper, draw the lifecycle of a locust. Then research the scientific classification of a locust to include on your illustration.

Directions: Read the article.

Bigfoot? Big Hoax!

In 1958, a logger in a California forest found the tracks of a giant beast: footprints 16 inches long. Newspapers across the country reported that the prints belonged to a hairy, humanlike creature they called Bigfoot. Bigfoot has lived on as a modern mystery ever since.

Then in 2002, a news flash: Bigfoot was a big fake. Michael Wallace announced that his father, Ray, had made the tracks in 1958 with a pair of wooden feet. After Ray died on November 26, his family decided to put the myth to rest. "Dad was a real character," Michael said. "He really knew how to tell a story, and the world was ready for Bigfoot."

Bigfoot believers say this recent confession doesn't mean a thing. They say they knew the story was a hoax and that it doesn't explain hundreds of other sightings, footprints, and tales. A mythical apelike creature, also known as Yeti or Sasquatch, has been part of Asian, European, and Native American folklore for centuries.

Most scientists agree that Bigfoot is nothing more than a very tall tale. Almost all of the footprints ever found have turned out to be man-made. There is no hard evidence of Bigfoot, such as bones, for scientists to study. "How could an animal exist for so long without a fossil record?" asks scientist Russell Ciochon.

For something that doesn't exist, Bigfoot surely makes tracks! Even today, reports of this creature and its prints continue to pour in. Jeff Meldrum of Idaho State University is one of the only scientists who believes Bigfoot could be real. He says that the lack of scientific proof is just one more reason to take Bigfoot seriously. "Science is about exploring the unknown," he says.

Name _____

Bigfoot? Big Hoax! *(cont.)*

Directions: Answer the questions. You may use the article.

1. When was the first discovery of Bigfoot's footprints? Who found them? How big were they?

2. What other names are used for Bigfoot?

3. What cultures, other than American, have had a mythical apelike creature in their folklore history for centuries?

4. Discuss Mike Wallace's confession. What was it? When did he do it? What does his confession mean to scientists and Bigfoot believers?

5. Explain why most scientists agree that Bigfoot is nothing more than just a very tall tale.

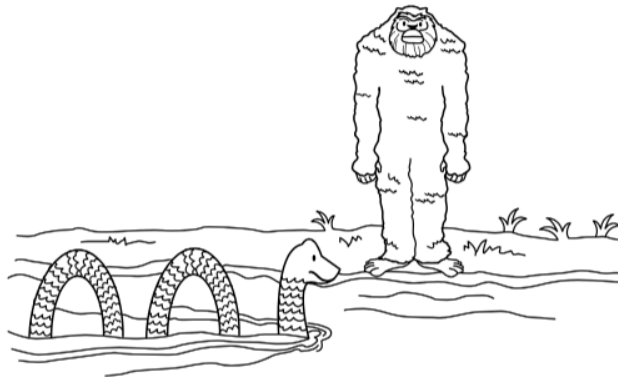
6. Make a comparison between the beliefs shared by most scientists and the belief of scientist Jeff Meldrum on the subject of Bigfoot. With whom do you agree? Explain your answer.

7. Write a newspaper article that describes a Bigfoot sighting you had with your family on a camping trip. Your goal is to convince readers that Bigfoot does exist. You may draw a picture for your article, too. Use the back of this page to write your article.

Bigfoot? Big Hoax! (cont.)

Mysterious Creatures

There are a few mysterious creatures that scientists have been studying over the years. The creatures that are the most famous around the world are Bigfoot and the Loch Ness Monster, Nessie. Use the cartoon below to help you answer the following questions.



"I'll believe in you if you'll believe in me."

1. By looking at the cartoon, can you tell in what kind of habitats the two creatures live?

2. What would you do if you were standing between these two creatures? Describe your feelings and actions.

3. Does the dialogue under the cartoon support or oppose the existence of these creatures? Explain your answer.

4. Using the Internet, or books from your school library, compile some information on both the Loch Ness Monster and Bigfoot. Look for such information as geographical location, year of the first sighting, size, etc. Use the information to help you make comparisons between the two creatures. You may illustrate your findings. Write your comparisons and make your drawings on the back of this page.

Name _____

Bigfoot? Big Hoax! *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

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| <p>1. Create your own mysterious creature. Make a poster that warns people about the possible danger of this creature. You should include, but aren't limited to, the following about your creature: a name, detailed picture, location(s) of sighting(s), description of possible danger, what to do in case of an encounter, etc.</p> | <p>2. Research other mysterious creatures online or in the library. Pick the two you find the most intriguing. Based on information you find, create a cartoon or newspaper article similar to the one shown for Bigfoot and Nessie.</p> |
| <p>3. Write an imaginary story about an encounter or experience you had with a mysterious creature or object. Hint: You may make up your own, or use one or more of the following: Bigfoot, the Loch Ness Monster, or UFOs.</p> | <p>4. Imagine you just found bones that you think belong to Bigfoot. Write a persuasive letter to a local scientist asking him or her to look into your recent findings. The goal of this letter is to get help now! You need to convince the scientist to drop everything to come help you.</p> |

Best Friends Forever

In 1982, some friends decided to build a paradise for unwanted animals. They bought 3,000 acres in southwest Utah and named it Angel Canyon. There, they established the Best Friends Animal Sanctuary. It had a simple goal: no more homeless pets.

Best Friends is home to more than 2,000 animals at a time. Most are dogs and cats, but there are also rabbits, horses, birds, and even wild animals. Many of them will be adopted. Others will spend life at the sanctuary. The operation is funded only by donations. More than 300 people work for Best Friends. Each year, they are joined by 4,000 to 6,000 volunteers.

From Disaster to Safety

The Best Friends mission has taken the staff to unexpected places. After Hurricane Katrina hit in 2005, Best Friends rescued about 4,000 animals from the streets of New Orleans, Louisiana, and 2,000 from area shelters. Many would have been put to sleep if they had not been rescued. About 600 of the animals were returned to their owners.

During the 2006 war in Lebanon, an animal-rights group there contacted the sanctuary. Best Friends president Michael Mountain said: "It was the anniversary of Katrina, in which people had been told to evacuate and leave their pets behind. We were seeing the same thing unfold in Israel and Lebanon."

Best Friends organized an airlift of 145 cats and 149 dogs from Lebanon to Utah. A village of tents and pens was set up and nicknamed Little Lebanon. More than 500 people applied to adopt the pets. Since November, about 150 have found new homes. Best Friends also sent money to a charity in Israel that has helped thousands of abandoned pets there.

True Lifesavers

Helena Hesayne is an architect and animal lover from Lebanon. She flew to Utah to learn more about shelters and to help out. She is now back in Lebanon. "I miss the dogs, but I know they are in great hands," Hesayne says. Maggie Shaarawi also made the long trip to Utah. "It always feels good to save a life," she says.

Name _____

Best Friends Forever *(cont.)*

Directions: Answer the questions. You may use the article.

1. What is the purpose of the Best Friends Animal Sanctuary? When was it founded and where is it located?

2. Best Friends is built on 3,000 acres of land. The animals are fed, loved, and safe. Do you think a place like this offers animals a better chance of survival? Imagine you are a rescued animal. Compare life before the sanctuary and life after being rescued.

3. Describe how Best Friends operates.

4. Every year, Best Friends has 4,000 to 6,000 volunteers. Do you think this is a big number? Discuss some of the reasons why you think volunteers work hard to help the sanctuary.

5. Do you agree or disagree with a volunteer's choice to help save abandoned, lost, and stray animals? Explain your answer. Do you think you would like to be a volunteer some day? If so, where do you want to make a difference?

6. Summarize how Best Friends helped animals in Lebanon.

Best Friends Forever *(cont.)*

Welcome Home

Many animals around the world are lost, abandoned, or never had a home to begin with. Where do these animals go for food, safety, and refuge? The Best Friends Animal Sanctuary is one of the few places around the world that make it their mission to find, rescue, and protect animals in need. Use the picture below to answer the questions.



1. By looking at the sign, can you predict what type of place this is? Describe what you might see on the tour.

2. Do you think a person should take the tour and gather as much information about the sanctuary as possible before adopting an animal? Explain your answer.

3. Look at the background behind the sign. Where do you think the sanctuary is located? Based on its surroundings, do you think wild animals pose a threat to the sanctuary? Discuss why this could be dangerous.

4. Should all animals be able to come to a sanctuary like this so that the shelter does not put them to sleep? Using the back of this page, write a persuasive letter to your local animal shelter asking them to call various sanctuaries prior to putting animals to sleep. Maybe your letter will be enough to convince them to explore more of the options available to the animals in need.

Name _____

Best Friends Forever *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

- | | |
|--|---|
| 1. Imagine that you are developing your own sanctuary. Create a plan for it. What types of animals will you rescue? How will you provide care for the animals? From where will your funding come? Where will it be located? Finally, create a sign for your special place. | 2. Contact your local pound or animal shelter to find out if they could use any volunteer support. They may need you to help feed, bathe, walk, or play with the animals. If they need volunteers, make a sign-up sheet for your classmates. Just think, you could become a lonely pet's new best friend! |
| 3. Think of a time you rescued an animal, or imagine that you rescued one. Write a story that shares your experience. Tell your readers what happened from the moment you found your animal until the moment it became a part of your family. If you couldn't keep it, what did you do? To whom did you give it? Include your thoughts, feelings, and experiences. | 4. Contact your local pet supply store or veterinarian to see if they offer free vaccinations for rescued animals. If they do, find a local shelter or sanctuary that could benefit from their services. If the the store or veterinarian does not offer this service, see if you can persuade them to offer their services a few times a year. For example, you can ask them to help out at a pet adoption fair. |

Directions: Read the article.

A Tremendous Trade

In 2004, the New York Yankees rocked the baseball world by trading players to get Alex Rodriguez (A-Rod), who was widely considered the game's best player. It was the first time in major league baseball history that the current most valuable player had been traded.

A-Rod was the highest-paid player in the major leagues. His contract earns him \$252 million over 10 years. Many fans celebrated A-Rod's switch to New York, saying that his presence on the team would make the upcoming season more exciting. Other baseball fans say he's overpaid.

You Get What You Pay For

Some people say the league should limit players' salaries. They argue that salaries are so high that teams with smaller budgets simply cannot afford to compete with richer teams. Other people question why baseball players earn so much more than people in other professions who may struggle to make a living. For example, how is it that a baseball player can earn more than 800 times what some teachers earn in one year?

It might not seem fair, but in every profession workers earn whatever people are willing to pay them. Baseball is no exception. Teams compete to offer as much money as they can to players who are among the major league's best, like Rodriguez. Because baseball is such a popular sport, watched by ticket-buying fans at stadiums and on television by millions, a team can earn many millions of dollars each season. Teams use much of their earnings to pay their stars' salaries, because the best players attract fans to games. For example, the Yankees sold \$2 million worth of tickets since A-Rod came to town.

Can Money Buy a Winner?

With big paychecks in the bank, A-Rod and his teammates are expected to catch, throw, and swing their way to success. When the World Series rolls around, it is skills, not salaries, that count.

Name _____

A Tremendous Trade (cont.)

Directions: Answer the questions. You may use the article.

1. How much money will A-Rod make on his new contract? How long is his contract?

2. Compare the salaries of professional athletes to the salaries of teachers. Do you agree or disagree with the dramatic difference? Explain your answer.

3. According to this article, why are teams willing to pay such high salaries?

4. Summarize the feelings of the people who speak out against the high salaries of professional athletes.

5. Which professions do you think should receive the highest salaries? Why?

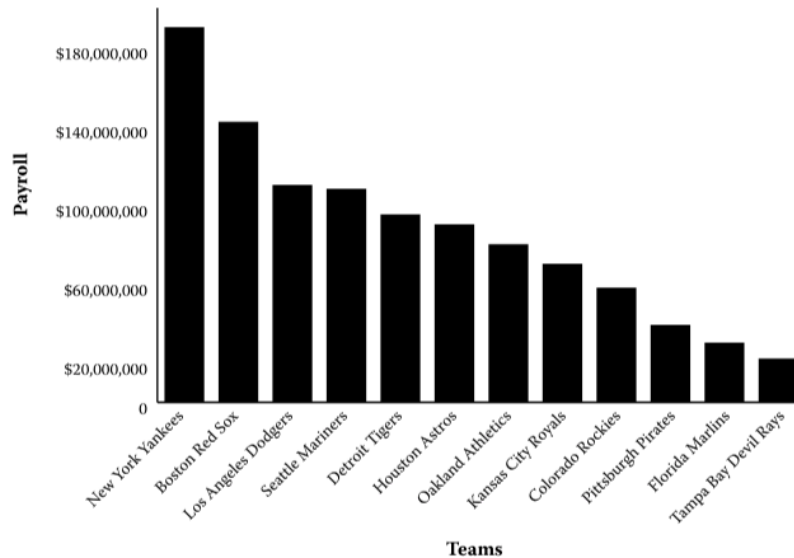
6. Do you consider celebrities (professional athletes, actors, etc.) role models for young children and teens? Should they be expected to behave appropriately and communicate a positive message to their fans, especially the children? Explain your answers.

7. Given their large salaries, should celebrities be expected to donate to charities and help their communities? Provide some examples of ways they could use their money to help and influence others. Record your response on another sheet of paper.

A Tremendous Trade (cont.)

Too Much? Too Little?

The graph below illustrates how much money Major League Baseball (MLB) teams are currently spending on their players' salaries. Use the graph to help you answer the questions below.



1. Which team is spending the most on players' salaries? How much are they spending? Do you think that is too much? Explain your answer.

2. Compare the payroll budgets of the New York Yankees and the Tampa Bay Devil Rays. How does the amount of money available to purchase new players affect the teams with lower budgets? Is it fair that the gaps between some teams' budgets are so dramatic?

3. Do you think the teams with higher payrolls should be held to a higher standard than other teams? If the Tampa Bay Devil Rays won the World Series, should they be respected more than if the New York Yankees won? Record your response on another sheet of paper.

A Tremendous Trade *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

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|---|--|
| <p>1. Write a letter to your favorite celebrity or professional athlete. The purpose of your letter is to find out how this celebrity views his or her role in society. Does he or she feel that the high salary and profile come with a responsibility to their fans, communities, and to those in need? How is he or she using the money and position to make a difference?</p> | <p>2. Take a class poll: Should celebrities and athletes have a limit on how much money they can make? Why or why not? Share your results and responses with the class.</p> |
| <p>3. Research salaries of the following occupations: teacher, lawyer, doctor, airline pilot, dentist, computer programmer, and cook. Use a graph to illustrate the various salaries. Then, compare your results with the salaries of two athletes and two actors. Interpret your findings and share your results.</p> | <p>4. From where does the money come? Research how baseball teams pay these high salaries. How do they get the money? As consumers, do we help contribute to these salaries? Explain your answers.</p> |

Eight Is Enough

Poor, puny Pluto. After it was discovered in 1930, it basked in the glory of being named the ninth planet in the solar system. But in the years since, astronomers have debated whether Pluto truly is a planet. After all, it is smaller than other planets, has a strange tilt, and travels in an odd orbit. In 2006, scientists met in Prague, Czech Republic, to decide Pluto's fate. The International Astronomical Union voted on guidelines that define a planet. The result: Pluto is not a planet.

About 2,500 astronomers from 75 countries met in Prague. Some scientists proposed expanding the number of planets to 12. Pluto, its moon Charon, and two other objects, Xena and Ceres, would be planets. In the end, the astronomers decided that only Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune fit the definition of "classical planets." They are celestial bodies in orbit around the sun. Their massive size allows them to be nearly round. Also, each has its own orbit. Pluto fails because its orbit overlaps Neptune's path.

All is not lost for Pluto. It has been reclassified a "dwarf planet." And that's good news for planet hunters. "Many more Plutos wait to be discovered," says Richard Binzel, a professor at the Massachusetts Institute of Technology in Cambridge.

Eight Is Enough (cont.)

Directions: Answer the questions. You may use the article.

1. When was Pluto discovered? What number planet was it?

2. List some of the reasons astronomers have always debated whether or not Pluto is actually a planet.

3. What group of people decided that Pluto wasn't a planet after all? Before the final decision was made, what were some scientists proposing?

4. What is the definition of a "classical planet"? Explain why Pluto doesn't fit the description. What type of planet is Pluto now?

5. Predict how this discovery will affect the future of astronomy. Will it allow scientists to be more open-minded? Will teachers teach their students about the solar system in a new way?

6. Draw a picture that depicts the dramatic change in our solar system as a result of this discovery.

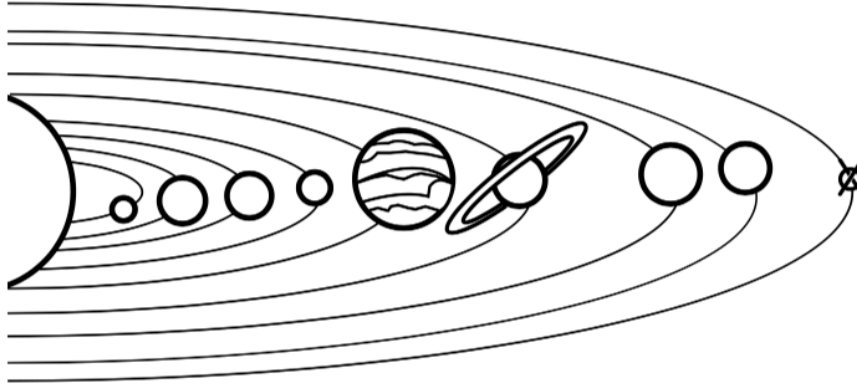
7. Pretend this discovery has just been made. Compose an article for the front page of a newspaper. Your article should provide readers with a picture, an interview with a scientist, and any other relevant information. Use the back of this page to do so.

Name _____

Eight Is Enough *(cont.)*

Goodbye, Pluto!

For years, scientists have questioned whether Pluto was a real planet. Now they finally have their answer. Pluto is no longer part of the solar system's nine planets.



1. What is the purpose of the above picture?

2. If you were new to astronomy and didn't know anything about the planets in the solar system, what could you learn from this picture? List at least five things.

3. Explain the role of an astronomer in science. Would you enjoy this type of work? Why or why not?

4. Interview your science teacher. Discuss how this recent discovery has impacted how he or she teaches students about the solar system.

Name _____

Eight Is Enough (cont.)

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

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| 1. Imagine you are a cartoonist who loves to write comic strips. Create a comic strip about the loss of the ninth planet, Pluto. Your comic strip should have both pictures and dialogue. If you are unfamiliar about the features of a comic strip, read the Sunday newspaper comic section, or ask your teacher for an example. | 2. Pretend you are Pluto. Write a paragraph that describes every detail about the day you found out you were no longer a planet. |
| 3. Write a good-bye letter to Pluto from the other planets. | 4. Construct two models of the solar system, one with and one without Pluto. |

Directions: Read the article.

Too Young to Work

Valdemar Balderas was 12 when he started working in the fields. His workday began before the sun rose and ended as it set. He and his parents labored in the heat, weeding sugar beets and clearing rocks from the fields.

Valdemar, now 14, lives in Eagle Pass, Texas. He is still working in the fields. Every April, his family journeys north to begin months of grueling farmwork. Together, Valdemar and his parents earn just \$500 a week for their hard work. On average, farmworkers in the United States earn less than \$10,000 a year.

Forced to Work

An estimated 250 million kids are forced to work in hard and often dangerous jobs all over the world. They mine precious metals, weave rugs, and work in factories. As many as 500,000 kids in the United States and more than 100 million worldwide labor on plantations and farms.

Many countries don't have laws to protect child laborers. In the United States, a law called the Fair Labor Standards Act requires safe working conditions and limits the number of hours kids can work. But the law, which was passed in 1938, does not apply to children who toil on farms. Kids who are 12 years old are allowed to work 12-hour days in the fields with their families.

Experts estimate that more than 100,000 children and teens are injured on farms each year. They use sharp knives and scissors designed for adult hands. Many operate heavy machinery and are exposed to poisonous agricultural chemicals.

Ticket to a Better Future

Migrant families move regularly to find work in the fields. Because migrant children miss so much school, as many as 65 percent drop out. "They're so invisible," says Ellen Trevino, who works with migrants.

The Association of Farmworker Opportunity Programs is fighting to restore the money for migrant education and training programs to increase earnings for adult farmworkers. The group is also pressuring Congress to provide kids working in agriculture with the same protection as other working kids.

But for Santos Polendo and other migrant kids, education is the ticket to a better future. Polendo stopped working in the fields two years ago, after his father got sick. He will graduate from high school in May and wants to attend college and become an art teacher.

Name _____

Too Young to Work *(cont.)*

Directions: Answer the questions. You may use the article.

1. What is the average annual salary for farmworkers in the United States? In what ways does this affect their lives?

2. List some of the dangers child farmworkers face.

3. What is a migrant? Discuss some of the problems migrant children face.

4. Describe how inconsistent school attendance may affect the children.

5. What is the Association of Farmworker Opportunity Programs doing to help migrant workers?

6. Put yourself in a child migrant worker's shoes. Do you think you would be able to handle the long days, tough working conditions, extreme heat, loss of education, and no play time? Explain your feelings.

7. Should the government be doing more to protect the children in our country? Write a letter to the president asking for action and support. Include pieces of Valdemar's sad story. Use the back of this page to write your letter.

Too Young to Work (cont.)

What Am I Missing?

For most children in the United States, education is the top priority. Children go to school every day. The goal is to get to college and get a good job. Other children go unnoticed. For these children, work is the priority, not education. Children who work in the fields miss out on being a kid and the opportunity to make better lives for themselves. Use the pictures below to compare the two different lifestyles.



1. Compare and contrast the lives of the two children in the pictures.

2. How is your life different from the pictures? How is your life similar to the pictures?

3. Explain the types of experiences the child farmworker is missing out on while he or she is away from school and friends. What lessons does a child farmworker learn in the fields?

4. Imagine your best friend is a migrant farmworker and he has to move away and get back to work. Using the back of this page, write him a letter to say good-bye. Offer support and understanding for the tough job he has ahead.

Name _____

Too Young to Work *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

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| 1. Write a paragraph that addresses the following questions: Why do some children work? What kinds of jobs do you think kids should and should not do? Who should decide when and where children are allowed to work? How would your life be different if you had to work to help support your family? | 2. Write a letter to your representatives in Congress that expresses your opinions about child labor in the United States and what you think should be done about it. Convince them to change the child labor laws so that all working children are protected equally. |
| 3. Make a poster that expresses your feelings about children working instead of getting an education. You may want to make up your own slogan and develop an action plan for fighting back and protecting all children. Share your mission with your class. | 4. Write and perform a short skit about a day in the life of a child farmworker. |

Directions: Read the article.

Green Machine

During the last few months of 2006, folks in ports throughout the United States caught a glimpse of a boat that looks as if it belongs on the set of *Star Wars*. The ship's name is *Earthrace*. The sleek silver 78-foot boat is painted with tattoo designs reflecting the crew's New Zealand heritage. On March 6, 2007, its crew was set to attempt to break a world record by circling the globe in a powerboat in less than 65 days. Along the way, they hoped to help save the planet.

Captain Pete Bethune says *Earthrace* is "the coolest-looking boat in the world." But what makes the boat even more special is the fuel that powers it. *Earthrace* runs on 100 percent biodiesel fuel. Biodiesel is an alternative to gasoline. It uses fat from animals and plants, including soybeans. Biofuel is better for the environment than regular gas because it causes less air pollution. Also, fossil fuels such as the petroleum used to make gasoline are limited resources. While working in New Zealand's oil industry, Bethune became concerned about the world's fossil fuel resources.

Earthrace has visited New Zealand and North America. "It is about connecting with people," Bethune said.

Bethune is *Earthrace*'s developer and its skipper. The boat's design was inspired by a video he saw about wave-piercing hull designs. The boat cuts through the water rather than over the waves.

Bethune invites kids to visit <http://www.earthrace.net> to find out more about the race. What does he want the world to know about biofuels? "These fuels are becoming available and will work fine in cars, trucks, and buses," he says. "It's time people started using them."

Name _____

Green Machine (cont.)

Directions: Answer the questions. You may use the article.

1. What is *Earthrace*? Describe its appearance. What are the two goals the *Earthrace* crew is planning to accomplish?

2. What is biodiesel fuel?

3. Who is Pete Bethune? Explain his role on *Earthrace*.

4. Using the description provided in the article, draw a picture of *Earthrace*. Then, write about the boat's design and the unique way it travels through water. Use the back of this page to do your work.

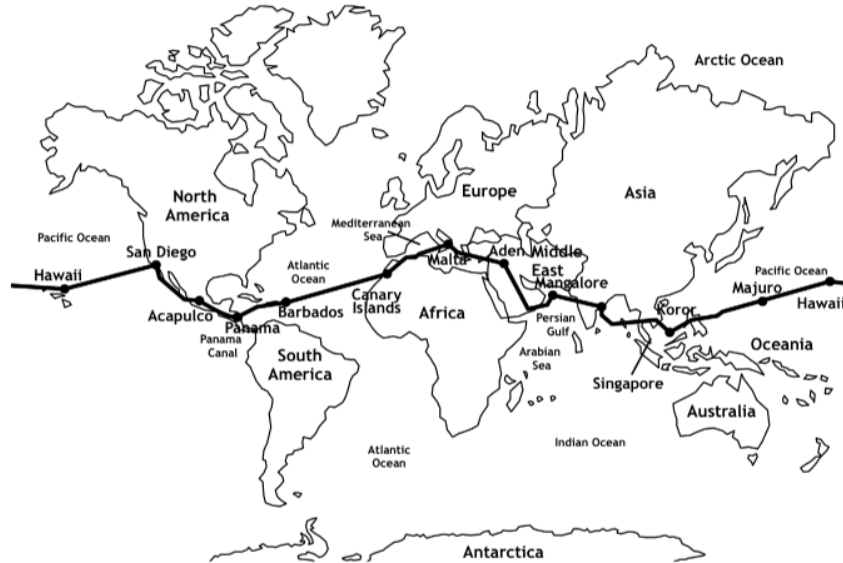
5. If you could meet the *Earthrace* crew, what questions would you ask?

6. Develop a final paragraph for the article that informs readers how they can help make a difference in saving the planet. Include at least five examples of how we can help protect our environment and reduce our use of limited resources.

Green Machine (cont.)

Earthrace—Start to Finish

The *Earthrace* crew has embarked on the journey of a lifetime. Study the map to get a better idea of their route and to help you answer the questions below.



1. What is the purpose of this map?

2. List three bodies of water *Earthrace* will travel through on its journey.

3. Do you think the risks associated with the journey are worth it? Why or why not?

4. If you had the chance, would you want to be a part of the *Earthrace* crew? Explain your answer.

Name _____

Green Machine (cont.)

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

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| 1. Write a fictional newspaper article about the experiences of the <i>Earthrace</i> crew. Imagine you were a part of the crew. What do you want people to know about your journey? Based on the goals set for your mission, were you successful? Discuss some of the following: your most exciting experience, a time when you thought of giving up, and the dangers you faced. Keep your article informative and motivating. | 2. Imagine you are Captain Pete Bethune. Write five diary entries detailing your daily experiences. Be sure to include your feelings, daily routines, etc. |
| 3. Develop your own special mission. Create an action plan using the following questions to guide you: Where would you go? How would you get there? Whom would you bring? What are the goals of your mission? You may provide any additional information you want: maps, charts, graphs, etc. | 4. Construct a model of <i>Earthrace</i> . You may visit http://www.earthrace.net to see pictures of the boat, or use your imagination. |

Feeling the Heat

Polar bears thrive in environments too harsh for most animals. For much of the year, they live and hunt on the frozen Arctic sea ice. Nature has prepared them for the harsh conditions. But nothing has prepared the bears for the danger that threatens the only home they know.

The polar bears' world is melting. Studies show that the permanent polar ice has declined by 9.8 percent every 10 years since 1978. Scientists blame global warming for the shrinking polar ice. They say that climate change is harming polar bear populations.

Recently, the United States Department of the Interior said that it was taking steps to list the polar bear as a threatened species under the Endangered Species Act. The action came on the heels of a World Conservation Union decision to move polar bears to threatened status on its Red List of Threatened Species. The World Conservation Union warns that polar bear populations could fall by 30 percent over the next 45 years.

A Bear of a Problem

Scientists estimate that 20,000 to 25,000 polar bears live in the Arctic. They are spread across five countries. Approximately 4,700 of the bears live in the United States within Alaskan waters.

Polar bears depend on the sea ice for their survival. Seals, their main prey, breed on the ice. Some melting and refreezing of the polar ice is natural. But in a warmer world, these cycles speed up, and bears have less time to hunt. Normally, they have three months in the spring when they pack on the pounds. The extra fat is used later, when the bears are not actively hunting. Pregnant females depend on this stored fat to nourish their cubs.

To Protect and Save

The Department of the Interior has a year to make its final decision. If the bears gain threatened status, the department will work with businesses and international officials to set strict rules to protect the bear and spur its recovery.

The polar bear's plight may seem distant to some. But many think that it is up to this generation to stop global warming and its dire consequences.

Name _____

Feeling the Heat (cont.)

Directions: Answer the questions. You may use the article.

1. What is the purpose of this article?

2. Approximately how many polar bears live in the Arctic? How many of these bears live in the United States (within Alaskan waters)?

3. According to scientists, what is to blame for the declining permanent polar ice?

4. Summarize what is happening to the polar bears' world.

5. Scientists say that the cycle of the ice melting and refreezing is speeding up. Explain how this affects the hunting patterns of polar bears.

6. Predict what will happen to the polar bear population if we don't act now. Do you agree that it is up to current generations to stop global warming and its devastating consequences? Explain your feelings.

7. Write a persuasive letter to a government leader, such as your Congress member, convincing him or her to help you raise awareness in your community about global warming. Describe your plan to educate people about the simple steps they can take to make a big difference. Use the back of this page to write your letter.

Name _____

Feeling the Heat (cont.)

Help Me!

Polar bears are used to extremely harsh conditions. However, nothing has prepared them for the effects of global warming. Global warming affects their home, daily routines, hunting patterns, population, and much more. They are depending on us to save their home. Use the picture to help you answer the questions below.



1. What is the purpose of the picture? What message is it intended to send?

2. Describe how the picture makes you feel. Does it make you want to fight back against global warming? Do you want to protect the polar bears? Explain your answers.

3. Pretend you are a polar bear. Write a story that details a typical day in your life. Describe the changes occurring around you, your fears, and the dangers you face. Use the back of this page to write your story.
4. Other than the polar bears, can you think of any other animals that are also feeling the effects of global warming? Recreate the photo above with these animals included in the picture. You can use the back of this page to make your illustration.

Name _____

Feeling the Heat *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Create a cartoon with pictures and dialogue that expresses your feelings on the effects of global warming on polar bears. The cartoon may be from your perspective or that of the polar bears.

2. Write a letter to the president. Your letter should be forceful and direct. You want to know why more isn't being done to protect these precious and beautiful animals. Remind the president of the devastating fate of the polar bears as a result of global warming.

3. If polar bears could speak, what do you think they would be saying to the world? Create and perform a skit about a press conference held by the polar bears. What would they say to us? Whom would they hold accountable? What questions would reporters ask them?

4. Design a graph that illustrates the polar bear population decline over time. Use the article, Internet, and other sources to help you.

Players with Pride

It is a Saturday morning in Nairobi, Kenya. Hundreds of poor kids gather at a school field in Kibera, a large slum. They play in a soccer league, and it's game day. Their equipment would surprise most United States soccer players. The kids have shovels, rakes, wheelbarrows, and trash bags. They will spend five hours clearing trash, sorting items for recycling, and hauling it all away. In one year, the kids will clear more than 250 tons of garbage from their community. Digging into Kibera's mountains of trash is the only way to earn a spot on a team.

In Kibera, nearly one million people live in an area that's less than a square mile. The residents are poor, and many have health problems. There is a history of violence among members of several different ethnic groups. But an organization started by a United States Marine captain is helping Kibera's residents rise above despair and imagine a brighter future.

Hope in a Harsh Place

Rye Barcott was a student at the University of North Carolina-Chapel Hill when he first visited Kibera in 2001. He decided to start Carolina For Kibera (CFK) to help people living in the slum build richer lives. Having kids clean up Kibera before playing soccer was his idea. The league has about 2,000 kids playing on more than 200 teams, including a girls' league. Most girls in Kenya do not play organized sports.

Beyond the Soccer Field

Girls in Kibera are also rarely encouraged to get an education. Traditionally, women marry young. A CFK group called Binti Pamoja, which is Swahili for Daughters United, is helping girls to envision a new kind of life. "I see CFK's impact in their hope, vitality and dignity," says Kimberly Chapman, the chairperson of CFK's board of directors. Chapman volunteers her time for CFK in North Carolina, where she lives. She makes the 15-hour trip to Nairobi at least once each year.

With the United States Centers for Disease Control and Prevention, the group supports a free health clinic in Kibera. More than 15,000 patients per year visit the Tabitha Clinic, which has two full-time doctors and many staff members from the community.

In every program that CFK sponsors, Kiberans take responsibility and have the power to make decisions. "CFK values that nothing in life is free," says Salim Mohamed, the sports programs manager in Kenya. "Everything has to be earned. The young people have learned that they can contribute to the solutions that affect the community."

Name _____

Players with Pride (cont.)

Directions: Answer the questions. You may use the article.

1. What equipment do the kids show up with on game day? Why?

2. How much garbage will the kids clear from their community each year?

3. Who is Rye Barcott? What is the name of his organization? Summarize how Barcott's organization helps Kibera's residents rise above despair and imagine a brighter future.

4. How is CFK encouraging equality between girls and boys? How are the group, Binti Pamoja, and Kimberly Chapman supporting this effort? Is this an important step? Why or why not?

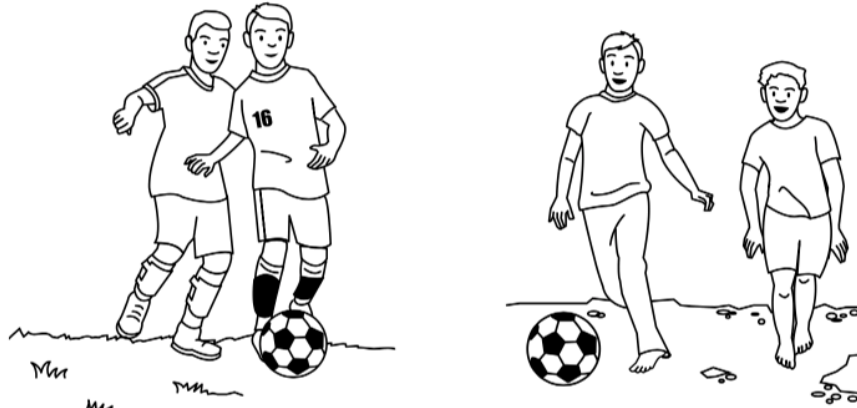
5. Compare a typical soccer player's weekend in the United States with that of a child from Kibera. Do you think more children should take responsibility for themselves and their community? What about having the power to make decisions?

6. Write a paragraph about the relationship between CFK and the United States Centers for Disease Control and Prevention. Describe their efforts, growth, and accomplishments. Use the back of this page to write your paragraph.

Players with Pride *(cont.)*

Soccer Here, Soccer There

For many children around the world, participating in sports is a part of their everyday life. For them, playing is almost a given, not something that they have earned. For others, playing sports is an absolute privilege. They must work hard before they are given the opportunity to play hard. Use the pictures to answer the questions below.



1. What differences do you notice between the groups of soccer players?

2. Do you think fancy uniforms, proper shoes, and better fields have anything to do with whether a child has fun playing soccer? Explain your answer.

3. Write a thank-you letter to CFK's founder, Rye Barcott, for all that his organization has done to improve the soccer conditions in Kibera. Refer back to the article if necessary. Use the back of this page to write your letter.
4. Do you remember Salim Mohamed's quotes at the end of the article? Do you agree that when you work hard for something, the reward is worth much more to you than if you had simply been given it?

Players with Pride *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Use a Venn diagram to compare and contrast a child's life in the United States with a child from Kibera.

2. Write a letter to your city's sports commissioner or parks and recreation director. Your goal is to convince him or her to make children more accountable for their community. Share how Kibera has made picking up trash just as much a part of soccer as a soccer ball.

3. Read and discuss Mohamed's quote in the last paragraph of the article. How do these words affect you?

4. Identify the goals and ideals of CFK. Create a motto or phrase that defines CFK's mission.

Directions: Read the article.

Amazing Mars

When NASA scientists sent two rovers to Mars, they thought the mission might last three months. "In my secret heart of hearts, I was hoping to stretch it out to six months," said Stephen Squyres, one of the scientists. More than a year later, the rovers were still going strong!

Spirit and *Opportunity* continue to roam the Red Planet and send back extremely clear pictures as well as other data. Earthlings are getting a better look at Mars than they had ever hoped.

Exploring the Red Planet

In 2004, *Spirit* touched down on Mars. *Opportunity* followed, landing on the opposite side of the planet. Both rovers got to work, digging into the soil and drilling into rocks, and sending back data about their findings. They were looking for signs of water.

As luck would have it, one rover landed inside a small crater created long ago by the impact of a meteorite. The walls of the crater gave *Opportunity* a look at ancient layers of Mars' crust. Scientists think the layers were created by a shallow lake that had periodically dried up and refilled. This information confirmed what scientists had long believed: water once flowed on Mars. Water could have nourished Martian life.

The presence of water on Mars doesn't prove that life once thrived there, but it's a promising sign that it could have. *Spirit* has uncovered soil that is more than half salt, adding to the evidence that there were oceans on the planet in the past. The rovers also have detected methane gas in the Martian air. Methane is produced by living organisms. If bacteria still live under Mars's surface, they could be releasing the gas.

Revealing More Secrets

The discoveries keep coming. The *Mars Express* orbiter found what may be huge slabs of ice from a frozen sea buried under a thick layer of dust.

Spirit has already unearthed the first meteorite found on another world. Both rovers will continue to lay bare the secrets of the Red Planet. *Spirit* recently climbed a hill, looking for new places to explore. *Opportunity* is heading south toward an area that may give scientists a look at deeper layers of rock and soil than they have seen so far.

The scientists are making the most of each Martian moment. "I have no idea how much longer (the rovers) will last," Squyres said. "So you plan for the long term—but each day you drive like there's no tomorrow."

Name _____

Amazing Mars (cont.)

Directions: Answer the questions. You may use the article.

1. What is another name for Mars?

2. Which spacecrafts are on Mars? How long was their mission expected to last? Did the spacecrafts exceed the scientists' expectations? Why?

3. Discuss what the rovers have discovered so far about the Martian landscape and environment. Explain the significance of these discoveries to scientists' effort to prove that water and life once existed on Mars.

4. Explain the scientific significance of methane gas detected on Mars.

5. List three details about Mars you learned from reading this article. Use illustrations to bring these details to life. Use the back of this page to do your work.

6. Using information you learned from reading the article, write a haiku about Mars.

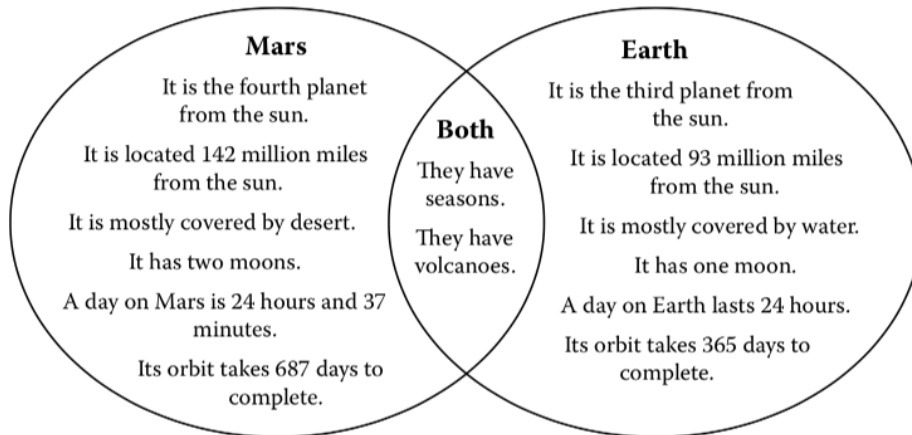
Reminder: A haiku is a three-lined poem. The first and third lines each contain five syllables. The second line has seven syllables.

Name _____

Amazing Mars *(cont.)*

Name the Planet!

Use the Venn diagram detailing the similarities and differences of Mars and Earth to help you complete the questions below.



1. Which planet takes longer to orbit the sun? How much longer?

2. Think of another similarity between Earth and Mars that is not listed. Describe all the ways the two planets are similar.

3. Imagine you are up in space looking down on Earth and Mars. What would you be able to tell about the landscapes of both planets?

Name _____

Amazing Mars *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Interview an older member of your family about what they thought Mars would be like. Did they ever imagine that proof that water once flowed on Mars would be discovered? Did they ever think that life on Mars was really possible?

2. Write a story describing what you think life would be like on Mars.

3. You and your crew have just been chosen to go on the next mission to Mars. Everything will be provided for you once you land on Mars. However, your journey to Mars will take nine months. Think about what you will need for the journey. Choose carefully, because you may only bring 10 items.

4. Write and illustrate the front-page newspaper article for the day life is discovered on Mars.

Directions: Read the article.

A New Way Forward

Would more money and an additional 21,500 troops have given the United States the muscle needed to win the war in Iraq? President George W. Bush believed that it would. In a televised speech in January 2007, he laid out a plan for victory. The majority of additional United States troops would be sent to Baghdad, the country's capital, where they would work closely with Iraqis to improve security. The new troops would have brought the number of United States forces in Iraq to about 153,000.

Iraq is a patchwork of ethnic and religious groups. The groups, or sects, have battled each other for years. Bush acknowledged that his plan would not work without Iraqi cooperation.

Why We Invaded Iraq

The United States went to war in Iraq with the goal of removing dictator Saddam Hussein from power and destroying the weapons of mass destruction (WMDs) that were believed to be in the country. Iraq had long been suspected of having a program to create nuclear arms, and Hussein had used chemical weapons against his own people in the 1980s. Hussein was captured nine months after the invasion. He was brought to trial, and executed in December 2006. But no WMDs were ever found.

The United States spent more than \$400 billion to fight the war. More than 3,000 United States troops died. Bush charged Secretary of State Condoleezza Rice with appointing a coordinator who will help with reconstruction. That was not an easy task. For generations, Iraq's Sunni Muslim minority controlled the country's wealth, education and best jobs. When Hussein, a Sunni, ruled, the members of his Baath Party held the top government jobs and ran the military and police. After Hussein's fall, many experienced Sunni workers were booted from their jobs. As a result, many government services suffered. The United States asked Iraqis to work together. As an incentive, the Iraqi government passed laws that gave all Iraqis a share of the country's oil wealth.

The President ended his speech by asking Americans for their patience and sacrifice. "In these dangerous times, the United States is blessed to have extraordinary and selfless men and women willing to step forward and defend us," said Bush. That is one thing on which all Americans agreed.

A New Way Forward (cont.)

Directions: Answer the questions. You may use the article.

1. Summarize the main points of President Bush's plan for victory in Iraq.

2. Explain the initial goals of the war. Who and what were the United States targeting?

3. Think about all the costs of the war in terms of life and money. What is happening to the Iraqi people? Using the back of this page, write a paragraph that both answers the questions and shares your feelings.

4. In your opinion, what is the greatest obstacle to peace in Iraq?

5. Write a letter of support and encouragement to an American soldier in Iraq. Use the back of this page to do so.

6. Predict what impact, positive or negative, the war in Iraq will have on both the American and Iraqi people.

7. How has the Iraqi government changed over the years? Compare what it was like prior to the war while under Hussein's reign, what it was like after his fall, and how it is now with all the changes and turmoil.

A New Way Forward (cont.)

Key Events in Iraq

The United States went to war with Iraq more than four years ago. The initial goal was to relieve the Iraqi people of Saddam Hussein's dictatorship and to destroy Iraq's weapons of mass destruction. Hussein had long been a target of controversy and distrust mostly because of the way he treated his own people. Although he used chemical weapons against his own people in the 1980s, no weapons of mass destruction were found. Below you will see the key events involving the removal of Hussein from power, the ensuing civil war, and the steps made toward rebuilding their government. Use the events and dates listed below to complete the questions.

December 2006	Saddam executed
May 2003	Saddam ousted
July 2004	Saddam goes to court
January 2005	first elections
February 2004	sectarian divide begins
August 2005	constitution drafted
December 2005	new elections
July 2006	civil war looms
November 2006	death penalty for Saddam
December 2003	Saddam captured
October 2005	constitution approved
March 2003	the war begins

1. Create a time line illustrating the above events in the order in which they occurred.
2. What were the five events from above that focused solely on Saddam Hussein? Create a separate time line showing the order in which these events occurred.
3. How long did it take for the constitution to be approved after it was drafted?

4. Research what happened to Saddam Hussein between May 2003 when he was ousted and December 2003 when he was captured. Where was he during that time? Compare his lifestyle as a dictator to his lifestyle in hiding. Record your response on another sheet of paper.

A New Way Forward (cont.)

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Write a letter to the president telling him what you think he should do about the war in Iraq. Pick one or two problems to discuss in your letter. Describe the problem(s) to the president and explain your position. Then, using facts and details, tell the president how you think he can help solve the problem(s).

2. Compose a short essay that expresses your point of view on the best course of action in Iraq. Should we send more troops, or bring them home?

3. Using the main events mentioned in the article, construct a time line that illustrates the order in which these events occurred.

4. Reflect on all the wonderful things that have already been done to show support to soldiers and their families. Think of an event or fund-raiser your class could plan to show your support. Brainstorm your ideas and decide which one your class wants to do. Then describe what you are going to do and how you are going to do it.

Directions: Read the article.

The Loss of Shuttle Columbia

History is filled with tales of brave men and women journeying into the unknown—crossing oceans, climbing mountains, and traveling to the planet's icy poles. Explorers take great risks to expand human experience and knowledge. The world was tragically reminded of those risks on February 1, 2003. Seven astronauts lost their lives as the space shuttle *Columbia* was returning to Earth after traveling six million miles through outer space. The shuttle broke apart minutes before it was to land.

The cause of the disaster is not known. Experts say that the shuttle might have overheated as it was landing. Moments before it broke apart, sensors detected high temperatures on its left side. When a shuttle reenters Earth's atmosphere, the temperature of its outer shell can reach 3,000° F. Special tiles protect it from the heat.

Three space shuttles remain in NASA's fleet. They have grown old and expensive to maintain. The shuttle was developed in the 1970s, when NASA expected space exploration to become so common and safe that scientists, teachers, and journalists would all become frequent space travelers. Some say we need a new spacecraft to replace the outdated shuttle. One possibility: small orbiter capsules like those used in early NASA missions. Although such capsules can't be reused as the shuttle can, they are smaller, safer, and cheaper.

Man vs. Machine

The *Columbia* tragedy has also sparked a debate over whether humans need to go into space at all. Some scientists believe the work that humans do in space could be done just as well by robots. A robotic aircraft has landed on Mars already and sent back valuable data.

But others believe human space travel is vital to unraveling the mysteries of our final frontier. George Faeth, a scientist at the University of Michigan, designed an experiment that was onboard *Columbia*. He believes robots can carry out some projects, but humans are essential to scientific discovery. "Just like we don't use robots to do all our work in labs on Earth, they can't do everything in space," he said.

Whichever way the program goes, most Americans believe in the value of space exploration. "Just because the mission failed doesn't mean your dreams fail," said Rachel Poppa, 17, one of dozens of students who had an experiment onboard *Columbia*. "It can be dangerous searching for answers. But you can't stop searching."

The Loss of Shuttle Columbia (cont.)

Directions: Answer the questions. You may use the article.

1. Summarize what happened on February 1, 2003.

2. How many space shuttles remain in NASA's fleet? Discuss the growing concerns about these shuttles.

3. What is an alternative for using the outdated shuttle? List the pros and cons of the shuttle and this alternative.

4. What do experts consider to be one possible cause for the disaster?

5. Compare and contrast your views and George Faeth's views on human space travel.

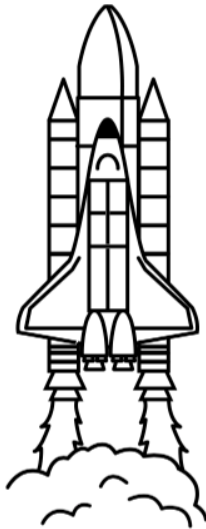
6. Do you think space travel should be completed by astronauts, robots, or both? Explain your answer.

7. Reread Rachel Poppa's quote in the last paragraph of the article. Do you agree or disagree with her? Explain your answer.

The Loss of Shuttle Columbia (cont.)

Historic Events in Space Exploration

Use the key events in the history of space exploration listed on the space shuttle time line to help you answer the questions below.



- 1962** United States President John F. Kennedy announces his goal of putting man on the moon before 1970.
- 1962** John Glenn is the first American to orbit Earth.
- 1969** Neil Armstrong is the first person to walk on the moon.
- 1975** An *Apollo* spacecraft meets and connects with a Soviet *Soyuz* craft. It is the first joint United States-Soviet mission.
- 1976** The unmanned *Viking I* is the first spacecraft to land on Mars.
- 1981** The United States space shuttle *Columbia* is launched. It is the first reusable spacecraft.
- 1986** The space shuttle *Challenger* explodes on its way into orbit. Seven die.
- 1990** Hubble, the world's first space telescope, is placed in orbit.
- 2000** The International Space Station receives the first crew.
- 2003** The space shuttle *Columbia* breaks up as it attempts to land. Seven die.

1. What was President Kennedy's goal? Did he accomplish it?

2. Who was the first person to walk on the moon? When?

3. What year did the first space shuttle tragedy take place? What was the shuttle's name?

4. How many years did it take for history to repeat itself? What was this shuttle's name?

5. The year is 1969. You are the journalist in charge of writing the front-page newspaper article about Neil Armstrong walking on the moon. Be sure to include an interview, pictures, and details of this historic event. Record your response on another sheet of paper.

Name _____

The Loss of Shuttle Columbia *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. Organize a debate focusing on the question of whether to use humans or robots for space exploration. The debate should include detailed information about both options, in addition to the possibility of humans and robots working together. Include the pros and cons of each point of view.

2. Pick your favorite planet and use the Internet or other sources to learn as much as you can about its atmosphere. Then decide whether it would be best to send a robot or a team of astronauts to explore it. If you choose to send a robot, construct a model complete with a narrative description of how it will work and the purpose for its mission. If you choose to send a team of astronauts, use illustrations and mission details to answer the following questions: How will they get there? What will they need to survive? What will they wear? Choose other topics to address.

3. 10-9-8-7-6-5-4-3-2-1 blast off! You have just begun your first trip into space. Keep a diary for five days describing your daily routine, feelings, and experiences.

4. You are a TV reporter and the news just came in that the shuttle *Columbia* broke apart minutes before it was to land. Prepare your news story to share with the world. Think about the emotions you and the country are feeling, the unanswered questions, the loss of seven astronauts, etc.

Directions: Read the article.

The Lego® Life

Take one look around Nathan Sawaya's studio. Is there anything that this guy can't build with Lego® building blocks? Lying on the floor is a replica of Vincent Van Gogh's painting *Starry Night*. Leaning against the wall is a giant Monopoly® game board. There's even a sculpture of Curious George. All are made with Legos.

Sawaya's parents bought him his first Legos when he was three years old. Even then, he showed signs of overachievement. He popped the plastic pieces together to create a 36-square-foot city! "I'd sit there for hours," Sawaya said. "I had all these little Lego figures that I would send on adventures."

As Sawaya got older, he began to think outside the Lego box. He constructed his first portrait—a three-foot-tall image of himself—while in college. It took him two days just to build the eyes. He uses the same process to build Lego art that he used to create the portrait six years ago. First, he sketches the image onto grid paper with Lego bricks printed on it. Then, using the grid paper as a guide, he assembles the work of art with Legos.

In 2004, he quit his job as a lawyer after he won Lego's nationwide search for a master model builder. For seven months, he worked at Legoland, in Carlsbad, California, where he built a life-size T-rex. Now, he's back in New York City creating works of his own. The cost of his art ranges from \$100 to tens of thousands of dollars.

Brick by brick, Sawaya has built his dreams in Legos. "I plan on never stopping," he says. "Just think how many I'll have when I grow up."

Name _____

The Lego® Life (cont.)

Directions: Answer the questions. You may use the article.

1. What word(s) would you use to describe Nathan Sawaya? Why?

2. List some of Sawaya's Lego creations.

3. Describe the process Sawaya uses to build Lego art and portraits.

4. What contest did Sawaya win? Discuss how winning that competition changed his life.

5. If you could interview Nathan Sawaya, what would you want to know? Write at least four questions you would ask, and why you would ask them.

6. Reread Sawaya's quote in the last paragraph of the article. What do you think he meant by "when I grow up"?

7. Can you find inspiration in Sawaya's story? Is there something you have always dreamed of doing but didn't think you could, or should? Write a paragraph explaining your dream and what you could do to make it happen. Record your response on another sheet of paper.

The Lego® Life *(cont.)*

What Can You Build with Legos?

Nathan Sawaya earned the title of master model builder for Legoland in Carlsbad, California. His first assignment was to build a life-size T-rex. After seven months of hard work, his masterpiece was complete. Use the picture to answer the questions below.



1. What does the picture tell you about Nathan Sawaya's talent?

2. If Sawaya offered to build you something, what would you choose, and why?

3. Describe what it would be like for you to watch Sawaya work.

4. Sawaya uses Legos to showcase his artistic talent. Can you name three other artists and discuss their methods of creation?

The Lego® Life *(cont.)*

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

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|---|--|
| 1. Ask your classmates to bring Legos to school. You are going to have some fun! Spend some time walking in Nathan's shoes. What would it feel like to play and build things with Legos every day? All students will participate and compete in your classroom contest. Your teacher will name winners for the categories of your choice. For example: most creativity and originality, the largest project, project with the most detail, etc. | 2. Using objects of your choice, create a piece of art to share with your class. You will need to name your artwork and write a brief narrative to accompany it. |
| 3. Pick four artists from different genres to teach your classmates about. The artists may be from the past or present, and they may be painters, sculptors, musicians, etc. You will need to share all that you know about the artist, so more research may be necessary. | 4. Pick one artist you have learned about in school, or maybe one whose work you saw in a museum. Pretend you have been given the opportunity to interview the artist. What would you ask? How would you prepare for a moment like this? |

Here Comes China

Liu Li has never met anyone who wears the clothes she makes. The young rice farmer's daughter works at a garment factory in the southern Chinese city of Kaiping. She stitches the seams of winter jackets that will be sold in the United States. Over the years, China has become an economic powerhouse. Chinese consumers spent some \$600 billion in 2004.

Getting Down to Business

China's relationship with the United States has also changed. In 2006, China's President Hu Jintao visited the United States for the first time. He toured the offices of Microsoft, in Redmond, Washington, and met with the company's founder, Bill Gates. Later Hu visited the giant aircraft company Boeing. Then he headed to Washington, D.C., for a meeting with President George W. Bush.

At the top of the agenda was consideration of ways to ensure that trade between China and the United States benefits both countries. In 2005, China made \$200 billion more on goods it sold to the United States than the United States made selling goods to China. Many of the clothes, toys, and shoes available in the United States are made in China.

Friend or Foe?

China's journey to modern life has been a long and troubled one. The country began opening up to the outside world about 150 years ago. Since 1989, China's leaders have reformed the country's economy, opening it to trade with other nations. The economies of China and the United States are more closely linked than ever. China has billions of dollars invested in the United States, making the Asian giant an important economic partner.

But China is also a business rival. United States businesses complain that Chinese companies illegally reproduce American products, including clothing, CDs, DVDs, and computer software. Chinese companies increasingly compete with American businesses for important resources such as oil, steel, and iron. Many experts expect China's drive to expand outside its borders to continue. American business leaders hope that China will compete fairly in the future.

For each country, finding common ground will require a clearer understanding of each other. For now, President Hu and President Bush promised to work together as each tries to find that common ground without giving up his nation's best interests.

Name _____

Here Comes China *(cont.)*

Directions: Answer the questions. You may use the article.

1. Who is Liu Li, and what does she do?

2. Explain what has happened to China over the past 17 years.

3. Who is Hu Jintao?

4. When Hu traveled to the United States to meet with President Bush, what was the top priority for discussion? Why do you think this is a matter of such extreme importance?

5. Name the major United States companies officials from China have recently visited with. Explain how continued business relationships will impact both China and the United States.

6. Discuss the complaints United States businesses have for Chinese companies. Do you feel their complaints are valid? Should we be concerned? Why or why not?

7. Why is it important that both China and the United States benefit from trade?

8. Write a story about a day in the life of a child who works in a garment factory. Record your response on another sheet of paper.

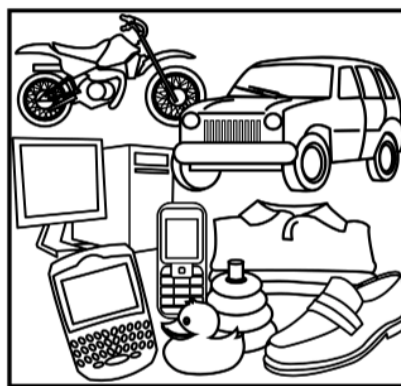
Here Comes China *(cont.)*

Made in China

The trade relationship between China and the United States is a critical one. In order for continued economic growth, both countries must ensure fair trade practices. In 2005, China made around \$200 billion more on goods sold to the United States than the United States made on selling goods to China. If you were to inspect many of the items you wear and use on a daily basis you would most likely find the words Made in China. Use the information below to help you answer the questions.



Agricultural Items



Manufactured Goods

1. What two groups of exports are shown above?

2. What agricultural items are used most in your home?

3. Were you aware that China manufactured many of the goods we use at home? Which of the manufactured items above do you use on a daily basis?

Here Comes China (cont.)

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

- | | |
|--|---|
| 1. Have your classmates check the tags on their clothing to determine where each item was made. Graph the results. Where were the majority of the clothing items made? | 2. Draw a picture of China's flag. Conduct research to find out what each symbol on the flag represents. How long has it been the national flag of China? |
| 3. China is a communist country and the United States is a democratic country. Research communism and democracy and write an informational essay comparing the two types of governments. | 4. Find out from which countries the United States receives the most imports. List the countries in order from the highest amount of imports to the lowest amount. You may create a pie chart to help illustrate your findings. |

Directions: Read the article.

Witness to History

When he was a kid, James Nachtwey loved to draw pictures of the Civil War and World War II. More than 40 years later, Nachtwey, a documentary photographer, is still making images of war. Now, he uses a camera.

"I'm photographing situations that need to be changed," Nachtwey, 55, said. "I think photography is a tool for social awareness. That's why I am a photographer."

Powerful images of the Vietnam War and the civil rights movement inspired Nachtwey's own work. He has covered war, famine, and critical social issues. His award-winning photographs have appeared in magazines and museums. He has been named Magazine Photographer of the Year seven times!

Nachtwey's job takes him around the world. When preparing for an assignment, he reads newspapers and magazines to research an area's issues. Once he arrives, he often uses an interpreter to speak with the local people. And he's not picky about where he stays. "A garbage bag on the ground in the jungle, or in a nice hotel, and anything in between," he says.

In December 2003, Nachtwey was injured while covering a story in Iraq for *TIME* magazine. "I'm always aware of the risk. It's part of my job," he says. Nachtwey took time off to recover, but he quickly planned his next assignment. "I use fear to help me survive," he says. The idea is not to let fear control you, but you control the fear."

Name _____

Witness to History (cont.)

Directions: Answer the questions. You may use the article.

1. How did James Nachtwey document the Civil War and World War II? Now, as a documentary photographer, what does he use to capture his images?

2. How does Nachtwey prepare for an assignment?

3. What types of situations does Nachtwey photograph? How does he view photography?

4. Would you describe Nachtwey as a successful photographer? What information from the article supports your answer?

5. Nachtwey was injured while covering a story in Iraq. Do you think the dangers he faces while on assignment are worth it? Describe how we benefit from the risks he takes.

6. Reread Nachtwey's quote at the end of the last paragraph in the article. What do you think he means? Do you agree with his point of view? Why or why not?

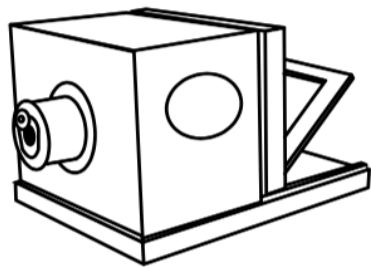
7. Write about a time when you were afraid to do something. Did you let the fear take over, or did you fight back against the fear? Explain your situation and how you handled it.

Name _____

Witness to History *(cont.)*

Cameras Then and Now

The first camera was invented in 1839 by a man from France named Louis-Jacques-Mandé Daguerre. Cameras and the art of photography have come a long way since then. Use the pictures to answer the questions below.



daguerreotype



modern camera

1. What are the differences between the two cameras?

2. List three improvements that have been made to the camera over the years.

3. Can you think of two companies that make cameras? What type of camera do you and/or your parents use?

4. Some cell phones have cameras built into them. Explain how this feature could come in handy.

Witness to History (cont.)

Document-Based Extension Activities

Students may work independently, or the teacher may copy this page and cut out the activities and distribute them to the students for completion in small groups.

1. If you could meet James Nachtwey, what would you want to know about him and his work? List at least 10 questions you would ask him. Think about all the places he has been, things he has witnessed, his talents and awards, etc.

2. Think about what life would be like if we didn't have cameras. Write a story about how life would be different.

3. Many people put their lives at risk for our country and to help us learn more about what is going on in the world. Name two people who have been hurt, killed, or kidnapped while in Iraq. Examples include reporters, missionaries, and photographers.

4. If you could be a photographer, what would you want your focus to be? Would you want to take wedding and family photos, go around the world like Nachtwey, take scenic pictures (flowers, mountains, volcanoes, etc.), or be an underwater photographer capturing the mysteries of the sea? Explain your answer.

Student Achievement Graph

[illegible]