Welcome back, teachers! It’s going to be an exciting school year with Upfront, starting with our first issue. It’s packed with articles that will engage your students and spark great discussions. Topics include efforts to revive the Equal Rights Amendment, the push to regulate Facebook and other social media sites following the Cambridge Analytica scandal, and the historic summit with North Korea.

Whether you’re new to Upfront or a longtime subscriber, be sure to visit our website to explore the wealth of teaching resources, including videos and skills sheets, that come with every issue.

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Does Facebook Know Too Much?

Facebook, Google, and other tech companies are tracking your every move. Should Congress step in to protect your privacy?

**Before Reading**

1. **Set Focus:** Pose an essential question to guide discussion: *To what extent do Americans have a right to privacy?*

2. **List Vocabulary:** Share with students some of the challenging vocabulary words in this article (see right). Encourage them to use context to infer meanings as they read.

3. **Engage:** Have students discuss the headline.
   
   Ask: *Do you ever get the feeling that Facebook or another app knows too much about you?*

**Analyze the Article**

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

5. **Discuss:** Distribute or project *Up Close: Does Facebook Know Too Much?*, a close-reading activity for students to work on in small groups. (Note: The questions on the PDF also appear on the facing page of this lesson, with possible responses.) Follow up with a class discussion. If you’re short on time, have each group tackle one or two of the questions. Collect students’ work, or have each group report its findings to the class.
Extend & Assess

6 Writing Prompt
To what extent has modern technology like phone apps, search engines, and social media changed people’s expectations of privacy? Share your response in a brief essay incorporating evidence from the article.

7 Video
Watch the video and discuss Facebook’s role in contemporary society.

8 Classroom Debate
Should tech companies have to get permission before sharing or selling someone’s personal data?

9 Quiz & Skills
Use the quiz (p. T8) to assess students’ comprehension and Be the Editor (online) to review grammar skills.
New Life for the E.R.A.?

The constitutional amendment protecting women’s rights failed in 1982. But activists are trying to revive it.

Analyze the Article

1. **Set Focus**: Pose an essential question to guide discussion: What does equality mean? Are women and men treated equally in the United States?

2. **Read and Discuss**: Have students read the article, marking key ideas and questions. Then ask them to answer the following questions, citing text evidence:
   - What occurrences have breathed new life into the Equal Rights Amendment recently, according to the article? (The protest marches following President Trump’s inauguration galvanized many women. And the revelations of sexual misconduct by powerful men have led to the #MeToo movement, with many women acknowledging that they have endured sexual harassment.)
   - Advocates of reviving the E.R.A. say they want “permanent protections for women’s rights.” What do they mean? (The strides that women have made since the 1970s have sprung from individual laws and court rulings. Advocates for the E.R.A. say the only way to ensure that women’s rights last is to explicitly include equality for women in the Constitution.)
   - Based on the article, how do you think women’s experiences have changed since 1972? How have they stayed the same? (Answers will vary but should be supported by the text. Students may look at employment, wages, college admissions, business ownership, etc.)

3. **Core Skill Practice** Print or project the activity Find the Evidence (p. T12). Have students locate and cite text evidence to answer each question.

Extend & Assess

4. **Writing Prompt** Compare the arguments of people who support passage of the E.R.A. with the arguments of those who oppose it.

5. **Debate** Take a stand: Do you think the E.R.A. is needed today?

6. **Quiz & Skills** Assess comprehension with the quiz (p. T9). Use Get a Clue (online only) to review vocabulary skills.
LESLON PLAN: ANALYZING AUTHORS’ CLAIMS

Should the Voting Age Be Lowered?

YES: Laurence Steinberg; professor of psychology, Temple University

NO: David Davenport; the Hoover Institution, Stanford University

Analyze the Debate

1 Set Focus: Frame the inquiry with these essential questions: Why is voting important? Who should be allowed to vote in a democratic society?

2 Read and Discuss: Have students read the debate and then answer the following questions:

► What is the issue being debated? (The issue is whether the voting age should be lowered from 18 to 16 nationwide.)

► Evaluate why these two authors might be interested in and qualified to comment on this issue.

(As a university psychology professor, Steinberg knows a lot about how people make decisions and how the human brain develops. As a researcher at the Hoover Institution, a public policy think tank, Davenport has knowledge of how the U.S. government works.)

3 Core Skill Practice: Project or distribute Analyzing Authors’ Claims, and have students use the activity to analyze and evaluate each author’s arguments.

► Analyze Steinberg’s view. (Steinberg notes that young people face serious issues, like gun violence, but that they have no say in how government deals with those issues. He argues that young people can make deliberative decisions like voting just as well as adults can, and that allowing younger people to vote could help increase future voter turnout.)

► Analyze Davenport’s view. (Davenport says that tests show that young people lack an understanding of how the U.S. government works. He argues that instead of lowering the voting age, the U.S. should focus its energies on improving civics education. He notes that the human brain is still developing until a person’s mid-20s, and he does not believe that letting 16-year-olds vote would increase voter turnout.)

Extend & Assess

4 Writing Prompt: In an essay, evaluate one of the debater’s arguments. Assess whether the reasoning is valid and whether it’s supported with evidence. Point out biases or missing information.

5 Classroom Debate: Should the voting age be lowered to 16 nationwide? Have students use the authors’ ideas, as well as their own, in a debate.

6 Vote: Go online to vote in Upfront’s poll—and see how students across the country voted.
A New Chapter for North Korea?

The Korean War never officially ended. Now a historic summit meeting is bringing hopes for peace. But can North Korea’s brutal young dictator be trusted to give up his nuclear weapons?

Before Reading

1 **Set Focus:** Pose this essential question: Why has the relationship between North Korea and the United States been so tense?

2 **List Vocabulary:** Share some of the challenging vocabulary words in the article (see right). Encourage students to use context to infer meanings as they read.

3 **Engage:** Discuss recent developments in North Korea. Ask why students think the U.S.-North Korea relationship has been so strained.

Analyze the Article

4 **Read and Discuss:** Ask students to read the Upfront article about the Korean War and its legacy. Review why the article is a secondary source. (It was written in modern times by someone who didn’t personally experience or witness the events.) Then pose these critical-thinking questions:

- In what way did World War II lead to the Korean War? (During World War II, the U.S. and the Soviet Union worked together to defeat Japan, which had long occupied Korea. Afterwards, they divided responsibility for overseeing Korea, with the Communist Soviets controlling the North and the U.S. aiding the South. The two parts soon became two separate countries, and in 1950, the North invaded the South.)

- How do North and South Korea compare today? (North Korea has a repressive government. The government controls all the news people receive, and anyone who speaks out against the government faces imprisonment and torture. It has a high rate of poverty and has been an enemy of the U.S. South Korea is a modern democracy with a thriving economy and strong ties to the U.S.)
Use the Primary Source: Project or distribute the PDF The Truman Doctrine (p. T14), which features an excerpt from Truman’s famous 1947 speech. Discuss what makes the speech a primary source. (It was delivered by Truman himself in 1947 and provides direct evidence about views of that era.) Have students read the speech and answer the questions below (which appear on the PDF without answers).

- How would you describe the tone and purpose of this part of Truman’s speech? (The speech’s tone can be described as persuasive or assertive. Truman’s purpose is to convince his audience—members of Congress and the American public—that the U.S. has a duty to come to the aid of countries facing threats from authoritarian regimes.)

- How does Truman contrast democracy and totalitarianism in the excerpt? (Truman describes democracy as being based on the will of the people and says it is characterized by representative government, free elections, and individual freedoms. He describes totalitarianism as being based on the will of a minority. He says it is marked by oppression, fixed elections, and the suppression of freedom.)

- What do you think Truman means when he notes “The choice is too often not a free one”? (With this phrasing, Truman suggests that people living under totalitarian regimes have no choice but to submit to the demands of their oppressive governments. This is why Truman argues that the U.S. must fight such regimes.)

- In the excerpt, how does Truman tie the foreign policy he is describing back to World War II? (Truman argues that U.S. foreign policy should help keep people all over the world free from coercion and reminds listeners that this was why the U.S. fought in World War II. He notes, “This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.”)

- Explain why the U.S. intervened in Korea in 1950, using evidence from the Upfront article and Truman’s speech. Do you think America’s intervention helped determine the outcome of the war? Explain. (Students’ responses will vary but should touch on the Cold War and America’s fear of Communism.)

Extend & Assess

6 Writing Prompt Why do many experts believe that a peace agreement officially ending the Korean War is necessary to ensure the denuclearization of North Korea? Write a brief essay, using evidence from the article to support your response.

7 Quiz Use the quiz on p. T10 to assess comprehension.

8 Classroom Debate Was President Trump right to say the U.S. would suspend joint military exercises with South Korea?

9 Literature Link Encourage students to read the memoir The Girl With Seven Names by North Korean defector Hyeonseo Lee (2015). Discuss the conditions in North Korea and the government’s efforts to manipulate citizens through propaganda.

Find all activity sheets and other support materials at upfrontmagazine.com
Does Facebook Know Too Much?

Choose the best answer for each of the following questions. For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

1. Cambridge Analytica collected information on Facebook users in order to
   a) create a rival social media site.
   b) build profiles of potential voters.
   c) launch a sophisticated cyberattack.
   d) create targeted ads for products.

2. Which of the following is an example of psychographic data?
   a) a person’s race
   b) a person’s age
   c) a person’s interests
   d) all of the above

3. Which statement is true?
   a) In the European Union, new regulations require tech companies to get consent before collecting data on users.
   b) While Facebook collects data on users, Google has a policy against it.
   c) U.S. tech companies have never been allowed to collect data on a person’s physical location, but they can collect other kinds of data.
   d) none of the above

4. According to the article, a benefit that data collection can have for a consumer is
   a) enabling some sites to remain free.
   b) making sure the ads a consumer sees are for products he or she might actually use.
   c) helping apps send videos or memes of interest to an individual consumer.
   d) all of the above

ANALYZE THE TEXT

5. The section “‘Data Crunchers’” is mainly about
   a) the kinds of information tech companies track and how they use the data.
   b) which tech companies have the most consumers using their sites or apps.
   c) the most effective ways to delete or limit web cookies.
   d) recent bills in Congress that address data collection by tech companies.

6. In the section “‘Data Crunchers,’” the author notes, “Media watchdog groups say the [data policy] is typically buried in the terms and conditions . . .” The author likely uses the word buried to suggest that the data policy is
   a) outdated.
   b) illegal.
   c) subject to change.
   d) hard to find.

7. In the section “‘A Right to Privacy,’” the word relevant most nearly means
   a) extremely powerful.
   b) offered voluntarily or without coercion.
   c) relatively inexpensive.
   d) connected to a particular topic or matter.

8. Which phrase from the article provides the best evidence for the answer to question 7?
   a) “they’re able to make money from ads”
   b) “for something you’re interested in”
   c) “the data that people give”
   d) “with power comes great responsibility”

IN-DEPTH QUESTIONS

Please use the other side of this paper for your responses.

9. What regulations, if any, do you think Congress should pass to protect people’s personal information online?

10. What kinds of data do you think are appropriate for tech companies to collect about users? What kinds of information should remain private?
New Life for the E.R.A.?

Choose the best answer for each of the following questions. For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

1. What milestone did the Equal Rights Amendment achieve in 1972?
   a. It was ratified by 35 states.
   b. It was passed by Congress.
   c. It was upheld by the Supreme Court.
   d. none of the above

2. Constitutional amendments require ratification by ___ of the state legislatures.
   a. all
   b. three-fourths
   c. one-half
   d. one-third

3. According to the article, the only section of the U.S. Constitution that specifically refers to women is
   a. the Preamble.
   b. Article I.
   c. the 14th Amendment.
   d. the 19th Amendment.

4. Which statement best describes why activists are pushing to revive the E.R.A.?
   a. Although laws and court cases have improved conditions for women since the 1970s, an amendment would provide permanent protections.
   b. Although the E.R.A. became law long ago, it has never been fully carried out.
   c. Because of the lack of a constitutional amendment, women today face greater discrimination than they did in the 1970s and ‘80s.
   d. In the time that has passed since the amendment’s introduction, opposition to it has disappeared.

ANALYZE THE TEXT

5. You can reasonably infer that supporters and opponents of the E.R.A. disagree on
   a. whether women deserve equal rights.
   b. whether the E.R.A. would be good for women.
   c. how many states ratified the E.R.A. before 1982.
   d. all of the above.

6. The section heading “The End of the Girl Scouts?” refers to
   a. something likely to happen if the E.R.A. fails to get ratified.
   b. something E.R.A. supporters are demanding.
   c. something opponents of the E.R.A. feared could happen if the amendment were to be ratified.
   d. none of the above

7. Why does the author mention the 27th Amendment?
   a. to show that women are mentioned in the Constitution
   b. to show that some amendments have taken a very long time to win ratification
   c. to compare the E.R.A. to another controversial amendment
   d. to show that the E.R.A. has sparked controversy

8. In the section “Women & the Constitution,” Toni Van Pelt says, “We live in a different world in a number of ways.” She means that
   a. E.R.A. opponents and supporters are very different.
   b. European women face less discrimination than American women.
   c. women and men face very different realities.
   d. women’s role in American society has changed since the 1970s.

IN-DEPTH QUESTIONS

9. If another state ratifies the E.R.A., do you think Congress will recognize the 38 ratifications? Why or why not?

10. Do you think a time limit should be attached to constitutional amendments? Explain.
A New Chapter for North Korea?

Choose the best answer for each of the following questions. For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

1. Which of the following best describes the outcome of the recent summit between Kim Jong Un and President Trump?
   a. Both leaders agreed to take specific steps toward denuclearizing their countries.
   b. Both leaders agreed to initiate trade between their countries.
   c. Kim said he would work to denuclearize North Korea, and Trump said the U.S. would suspend military exercises with South Korea.
   d. Kim said he would work to denuclearize North Korea, and Trump said the U.S. would provide economic aid to North Korea.

2. Which country had long occupied Korea by the start of World War II?
   a. the Soviet Union
   b. Japan
   c. the United States
   d. Germany

3. What happens in the demilitarized zone (DMZ)?
   a. North and South Korea conduct trade.
   b. North and South Korean troops stand guard.
   c. Chinese troops protect North Korea.
   d. North Korean prison camps operate.

4. What compelled U.S. President Harry Truman to take a stand in the Korean War?
   a. fear that Communism would spread
   b. a longstanding alliance with the Soviet Union
   c. concern that North Korea would launch a nuclear attack on the U.S.
   d. an official declaration of war by the United Nations

ANALYZE THE TEXT

5. In the first section of the article, you can reasonably infer that Senator Chuck Schumer
   a. applauds Trump for his meeting with Kim.
   b. thinks that Trump's meeting with Kim was a mistake.
   c. believes that South Korea is a greater threat to the United States than North Korea is.
   d. thinks that Kim has proved his peaceful intentions by meeting with Trump.

6. The central idea of the section "The 38th Parallel" is
   a. that North Korea has been a dictatorship since 1948.
   b. that tensions between the U.S. and North Korea have roots in World War II.
   c. that Douglas MacArthur led U.N. forces during the Korean War.
   d. that the Korean War never officially ended.

7. In the section "An Authoritarian State," which of these devices does the author use to describe conditions in North Korea today?
   a. allusion to a literary work
   b. hyperbole or exaggeration
   c. irony
   d. extended metaphor

8. Which excerpt from the article provides the best evidence for the answer to question 7?
   a. "Most North Koreans still don't have access to the internet . . . ."
   b. " . . . the kind of totalitarian 'Big Brother' state depicted in George Orwell's 1984 . . . ."
   c. " . . . Kim even ordered the execution of his uncle . . . ."
   d. "Kim is now the third generation of despots . . . ."

IN-DEPTH QUESTIONS

9. Why have many in the U.S. perceived North Korea as a significant threat?

10. How are North and South Korea different? What do they share? How do you think these factors might influence their ability to agree on a treaty to formally end the Korean War?
Women at Work

In the four decades since women’s rights activists began pushing for an Equal Rights Amendment (E.R.A.) to the U.S. Constitution, women’s lives have changed tremendously. One area in which this is evident is the workplace. In the 1970s, fewer than half of U.S. women worked outside the home. Women who did work were typically paid far less than men for the same jobs, and they had a tough time getting hired for the most lucrative professions. Today, the majority of women work outside the home, in a wide variety of jobs. But a wage gap lingers, and some professions have been slow to diversify. Supporters of reviving the E.R.A. say the amendment could help build on the workplace gains women have already made, while opponents say a constitutional amendment isn’t necessary.

Analyze the Graphs

1. In 1950, about ___ of all American women participated in the labor force.
   a) a quarter
   b) a third
   c) half
   d) two-thirds

2. Between 1980 and 2010, men’s workforce participation rate ___.
   a) fell slightly
   b) fell significantly
   c) doubled
   d) didn’t change

3. Which of these professions has the smallest percentage of women?
   a) lawyer
   b) physical therapist
   c) chief executive
   d) chemist

4. About ___ of high school teachers are female.
   a) 42 percent
   b) 60 percent
   c) 71 percent
   d) 78 percent

5. About 90 percent of ___.
   a) men are in the workforce
   b) women are kindergarten teachers
   c) registered nurses are women
   d) all of the above

Discussion Questions

6. Why do you think some professions have very high percentages of women while others have low percentages? What factors might contribute to this phenomenon?

7. Do you think the E.R.A. is needed today? Explain.
# Find the Evidence

After reading “New Life for the E.R.A.?” consider each question below. Use the organizer to record evidence from the text and to note where you found the evidence.

<table>
<thead>
<tr>
<th>QUESTION:</th>
<th>EVIDENCE FROM THE TEXT:</th>
<th>LOCATION (PAGE, COLUMN):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The author writes, “So the amendment died in 1982. Or so we thought.” What does she mean by the phrase “or so we thought”?</td>
<td></td>
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<tr>
<td>2. What conditions prompted activists to fight for an Equal Rights Amendment in the 1970s and early ‘80s?</td>
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<tr>
<td>3. Why did the E.R.A. fail to win ratification by 1982?</td>
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</tr>
<tr>
<td>4. Why do some people believe the E.R.A. is still needed today?</td>
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</tbody>
</table>

**SYNTHEZISE:** Based on your notes for question 4, write a one-paragraph response to that question. Use both paraphrasing and direct quotations from the text.
Sum It Up

Writing an objective summary of an informational text can show that you understand what you’ve read. It’s a paragraph in which you focus on the main points or ideas from the text, put the ideas in your own words, and avoid sharing your own opinions or interpretations. Check out the sample summary below, then write your own objective summary for the article “Does Facebook Know Too Much?” Use another sheet of paper if you need more space.

SAMPLE OBJECTIVE SUMMARY:

“Football and Freedom”

In the Upfront article “Football and Freedom,” author Rebecca Zissou explores a new National Football League policy that requires players to stand for the national anthem if they are on the field when it is performed, or to stay in the locker room until the song is finished. The policy was created to address a simmering controversy surrounding NFL players’ behavior during the anthem. The controversy began two years ago, when former San Francisco 49ers quarterback Colin Kaepernick knelt on the sidelines during the anthem to protest police brutality against African-Americans. Several other players followed suit. Many Americans, including President Donald Trump, were angered by the anthem protests, which they viewed as unpatriotic and disrespectful to America’s troops. Many other Americans sided with the protesting players, saying that protesting inequality is just as American as standing for the anthem. The NFL hopes that the new policy will mean less attention on the anthem issue.

NOW WRITE AN OBJECTIVE SUMMARY OF “DOES FACEBOOK KNOW TOO MUCH?”

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NAME THE TEXT:
Begin by naming the article/book as well as the author. Use a strong verb to show what the author does with the information, like explores, analyzes, explains, or describes.

KEEP IT SHORT:
A typical summary of an article is five to six sentences long. Longer articles may need longer summaries.
The Truman Doctrine

In the years following World War II, U.S. officials’ greatest fear was the spread of Communism. In 1947, President Harry S. Truman vowed that the U.S. would provide aid to any democratic nation threatened by totalitarianism. This policy, known as the Truman Doctrine, was used to justify U.S. intervention when Communist North Korea invaded democratic South Korea in 1950. Below is an excerpt from the speech in which Truman outlined the Truman Doctrine. Read the excerpt along with the Upfront article to understand the U.S. role in the Korean War. Then answer the questions at the bottom of this page.

Excerpt from the speech outlining the Truman Doctrine
March 12, 1947

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.

To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations. The United Nations is designed to make possible lasting freedom and independence for all its members. We shall not realize our objectives, however, unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

The world is not static, and the status quo is not sacred. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations.

Discussion Questions

1. How would you describe the tone and purpose of this part of Truman’s speech?

2. How does Truman contrast democracy and totalitarianism in the excerpt?

3. What do you think Truman means when he notes “The choice is too often not a free one”?

4. In the excerpt, how does Truman tie the foreign policy he is describing back to World War II?

5. Explain why the U.S. intervened in Korea in 1950, using evidence from the Upfront article and Truman’s speech. Do you think America’s intervention helped determine the outcome of the war? Explain.
## Analyzing Authors’ Claims

Read the debate on pages 22-23 about whether the U.S. should lower the voting age nationwide, then follow the directions below to analyze each author’s claims and decide who makes a stronger case.

| AUTHOR: Laurence Steinberg  
Professor of Psychology, Temple University | AUTHOR: David Davenport  
The Hoover Institution, Stanford University |
|------------------------------------------|------------------------------------------|

### Author’s main claim or argument in the debate:

### REASON 1: Name one reason the author gives for his claim.

List evidence the author gives to support Reason 1.

### REASON 2: Name another reason the author presents.

List evidence the author gives to support Reason 2.

### REASON 3: Name a third reason the author presents.

List evidence the author gives to support Reason 3.

### What persuasive devices does the author use?
- ___ Appeals to emotions
- ___ Uses data or scholarly research
- ___ Tells why the other side’s argument is weak
- ___ Other: __________________________________________

### EVALUATE: Which author do you think makes a more effective case? Do you spot any weaknesses, such as a bias or missing information, in either argument? Explain on a separate sheet of paper.
**Photo Analysis**

For use with “A New Chapter for North Korea?” on p. 18 of the magazine.

**Analyze the Photo**

(Photo appears on p. 18 of the magazine.)

1. What’s going on in this picture? Who are the two men, and what is the significance of the situation shown here?

2. How would you describe the overall mood of the picture?

3. What value might a staged photo like this have for each of these leaders? Conversely, what risks might there be for them to be seen in a photo like this?

4. What kind of power do you think images like this have? Are they important, or not? Why?
1. In May, Illinois became the 37th state to ratify the E.R.A.—46 years after Congress approved it (p. 6, column 3).
2. Women faced discrimination in employment, pay, and everyday situations like bank loans (p. 6, columns 1 and 2).
3. Social conservatives warned that the amendment would backfire on women, causing them to be drafted, etc. (p. 6, column 3).
4. Some people note that women still face harassment and disrespect, and they say that an amendment would offer more permanent protection of rights (p. 7, columns 2 and 3).

**SUM IT UP**

Check that students have focused on central ideas and key details and have refrained from including their own opinions.
TEACHER TO TEACHER Tips for using Upfront in the classroom

I like to take a story from Upfront that includes statistics and graphs and localize the story by asking the students to conduct their own survey. I’ll then ask student groups to create graphs and present their findings to the class. My students have fun seeing if their survey results align with the results in the magazine.

—Deb Ward, Burke High School, Omaha, Nebraska

Want to share a tip on teaching with Upfront? Email it—along with your name and school—to LDeStefani@Scholastic.com!