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# upfront TEACHER'S GUIDE

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## KICKING OFF OUR ELECTION COVERAGE!

Happy New Year! It's 2020, and the first contest in the presidential election is weeks away. In this issue, you'll find a primer on primaries as well as our "Day on the Campaign Trail" feature on the grueling process of running for president. All our printable materials are now online only, so go to [upfrontmagazine.com](http://upfrontmagazine.com) to access the skill-building activities and quizzes that support both these articles as well as the other stories in this issue.



IAN ZACK, Executive Editor  
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ZACK: PHOTOGRAPH BY KEN KARP

A SUPPLEMENT TO THE NEW YORK TIMES UPFRONT

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<p><b>DEBATE</b> <b>22 SHOULD THE FILIBUSTER BE ELIMINATED?</b> Two experts weigh in.</p>	<p>U.S. GOVERNMENT, CIVICS</p> <ul style="list-style-type: none"> <li>Civic Ideals &amp; Practices</li> <li>Power, Authority &amp; Governance</li> </ul>	<p>CCSS READING INFORMATIONAL TEXT: 1, 2, 3, 4, 5, 6, 8, 10</p> <p>CCSS LITERACY IN HISTORY/ SOCIAL STUDIES: 1, 2, 3, 4, 5, 6, 8, 10</p>	<p><b>PRINTABLE:</b></p> <ul style="list-style-type: none"> <li>Analyzing Authors' Claims</li> </ul> <p><b>VOTE:</b></p> <ul style="list-style-type: none"> <li>Take a side in the debate and see instant results.</li> </ul>

\*FOR A FULL LIST OF THE STANDARDS, GO TO [UPFRONTMAGAZINE.COM](http://UPFRONTMAGAZINE.COM).



### TEACHER TO TEACHER Tips for using *Upfront* in the classroom

I love the pro-con debates, which I use in my ELA class to teach argument and rhetoric. I let the students read a few and deconstruct them, and then they have to write their own essays, based off the model that *Upfront* uses.

—Cynthia Lyles-Scott, Hillsboro High School, Nashville, Tennessee

Want to share a tip on teaching with *Upfront*? Email it—along with your name and school—to [LDeStefani@Scholastic.com](mailto:LDeStefani@Scholastic.com)!



INTERNATIONAL PAGES 14-17

Lexile levels available online

# China's Missing Women

For decades, China's government enforced a policy that led to a huge gender imbalance. Now it's dealing with the frightening consequences.



## Before Reading

**1 Set Focus:** Pose an essential question to guide discussion: *In what ways is population linked to the economic health of a country?*

**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:** Explain that the natural birth ratio is 105 boys born for every 100 girls. Ask: *How might a society change if the ratio were to become 121 boys for every 100 girls? What might be the immediate effects? What might be the long-term effects?*

- trafficker (p. 14)
- patriarchal (p. 15)
- demographic (p. 15)
- upheaval (p. 16)
- marginalized (p. 16)
- unintended (p. 17)

## ONLINE RESOURCES

[upfrontmagazine.com](http://upfrontmagazine.com)

### Print or project:

- Up Close: China's Missing Women (close reading)
- Article Quiz
- Organizing Ideas (outlining)

### Video:

- China & the U.S.

## 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: China's Missing Women**, 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.

► **What is the author's main purpose in the first section of the article?**

**Author's purpose, text structure**

*(The author's main purpose is to convey one of the unintended—and horrific—consequences of China's one-child policy by detailing the story of Phyu, who was tricked into leaving Myanmar for China, locked up, and then sold as a bride. The author builds on this specific story by explaining that the same thing has happened to thousands of women and girls from countries neighboring China because men in China are now desperate for wives.)*

► **What was the purpose of the one-child policy? How might the policy end up having the opposite effect?**

**Central idea, cause and effect**

*(The purpose of the policy was to help China's economy develop faster by reducing educational costs and other expenses through a decrease in population growth. However, as Valerie Hudson explains, rising economies need a growing workforce. So the shrinking labor force—due to the one-child policy—could actually start to halt China's economic development, rather than promote it.)*

► **Why did the one-child policy result in a gender imbalance?**

**Cause and effect, key details**

*(China has a traditional preference for sons, in part because sons are expected to support their aging parents. When ultrasound scanners became widely available across China starting in the 1980s, many expectant parents used the technology to determine the sex of the fetus. If they were having a girl, they often chose to abort the fetus. This created a gender imbalance in China that peaked in 2004, when 121 boys were born for every 100 girls.)*

► **Based on the article, summarize the other unintended consequences of the one-child policy.**

**Summarize, problem and solution**

*(Other unintended consequences include "rising crime rates in areas with high percentages of unmarried men," a shrinking workforce, a drastic increase in dowries from \$300–\$400 to \$30,000–\$40,000, a high percentage of men—especially those in the lowest socioeconomic groups—never being able to marry, and elderly men with no one to care for them.)*

► **Review the chart on page 16. What does the chart add to the main article?**

**Integrate multiple sources**

*(The chart shows the top 10 countries with the biggest gender imbalances, with Oman at the top with a ratio of 113 boys to every 100 girls born. The chart also explains that a ratio of 105 boys to 100 girls is considered to be the natural ratio. This information helps give context to information discussed in the article, such as how extreme the gender gap became in China in 2004, when the ratio was 121 to 100. The chart also shows where China's gender gap currently ranks in the world—second.)*

► **Regarding the two-child policy, the author says, "many experts say it's too late." What does she mean?**

**Word meaning, problem and solution**

*(The author means that many experts think the new two-child policy was implemented too late to quickly reverse or end the adverse effects of the one-child policy. Furthermore, the one-child policy was in place for so long that it changed social norms, and now many people in China don't want two children. Thus, China will likely feel the adverse effects of the one-child policy for decades.)*

## Extend & Assess

### 6 Writing Prompt

Find three examples of China's one-child propaganda posters online. How do the posters convey their message through composition and color? What makes these posters propaganda rather than public service announcements?

### 7 Videos

Watch the video. Based on the article and the video, how is the role of government viewed differently in the U.S. and China?

### 8 Classroom Debate

Is it ever OK for a government to try to control population growth in its country?

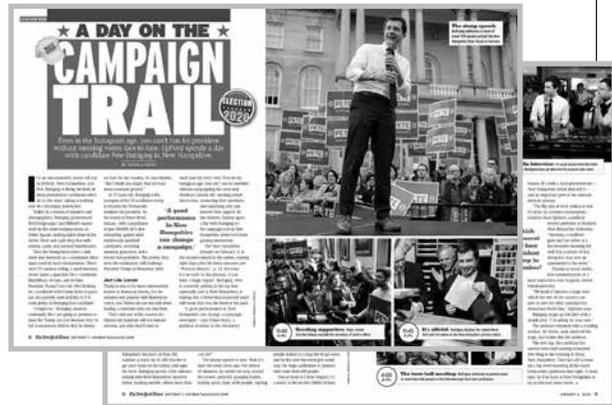
### 9 Quiz & Skills

Use the quiz (online) to assess students' comprehension and **Organizing Ideas** (online) to review outlining skills.

**ELECTION 2020 PAGES 10-13**  
Lexile levels available online

# A Day on the Campaign Trail

Even in the Instagram age, you can't run for president without meeting voters face-to-face. *Upfront* spends a day with candidate Pete Buttigieg in New Hampshire.



## Analyze the Article

**1 Set Focus:** Pose an essential question: *How does someone get to be president of 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:

► **Why do presidential candidates spend a lot of time campaigning in New Hampshire prior to the primary?**

*(The New Hampshire primary is early in the primary season. It comes just eight days after the Iowa caucuses, which is the first nominating contest. A good showing in New Hampshire can give a candidate momentum. A poor one can derail a campaign. Candidates spend a lot of time campaigning there to try to win votes.)*

► **What is retail politics? Why does retail politics sometimes have a larger impact?**

*(Retail politics is "selling yourself to the public one voter at a time." It involves going to diners, senior centers, and other places to meet with voters in person. These small gatherings can have*

## ONLINE RESOURCES

[upfrontmagazine.com](http://upfrontmagazine.com)

### Print or project:

- Article Quiz
- Comparing Candidates (compare & contrast)
- Analyze the Cartoon
- Be the Editor (grammar)

### Video: • Political parties

*a larger impact when they are covered by the national news or when photos or videos of them go viral on social media.)*

► **Based on the article, what traits must a candidate have to stay viable throughout the primary season?**

*(Answers will vary; students should support their ideas with text evidence. Responses may include well-spoken, energetic, diplomatic, and knowledgeable on issues.)*

**3 Core Skill Practice:** Print or project the activity **Comparing Candidates** (online). Have students choose two presidential candidates, Democratic or Republican, to research. Have students collect notes about each candidate on the graphic organizer and then use their notes to write a brief essay comparing the candidates.

## Extend & Assess

### 4 Writing Prompt

Based on this article, as well as "Primary Matters" (pages 8-9) and the video, should the process for choosing presidential nominees change? Explain.

### 5 Classroom Debate

Unifying Americans is a theme of Buttigieg's campaign. Is this an effective message for securing the Democratic nomination, or not?

### 6 Quiz & Skills

Assess comprehension with the quiz (online). Use **Be the Editor** (online) to review grammar skills.

**DEBATE PAGES 22-23**  
Lexile level available online

# Should the Filibuster Be Eliminated?

**YES:** Former Senator Harry Reid, Democrat of Nevada and former majority leader

**NO:** Senator Mitch McConnell, Republican of Kentucky and Senate majority leader



## ONLINE RESOURCES

**upfrontmagazine.com**

**Print or project:**  
• Analyzing Authors' Claims

**Vote:** Choose a side in the debate and see instant results from across the U.S.

## Analyze the Debate

**1 Set Focus:** Frame the inquiry with this essential question: *To what extent should majority rule be a guiding principle in how a democracy functions?*

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

- ▶ **What is the issue being debated? How does it relate to current events?** (*The issue is whether the filibuster should be eliminated. The issue is timely because in recent years, certain uses of the filibuster have been abolished. Some Democrats are now calling for abolishing the filibuster in all its forms.*)
- ▶ **Evaluate why these two authors might be interested in and qualified to comment on this issue.** (*Harry Reid is a former majority leader of the Senate. Mitch McConnell is the current majority leader of the Senate.*)

**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 Reid's view.** (*Reid argues in favor of eliminating the filibuster. He says that the filibuster has been abused, leading to gridlock, with no legislation moving forward on important issues. He also says that collegiality and compromise no longer exist in the Senate, making a 60-vote requirement to move forward with legislation unfeasible.*)
- ▶ **Analyze McConnell's view.** (*McConnell argues against eliminating the filibuster. He says that major laws should only be passed with broad support across parties and that the Senate was designed to prevent one party from enacting sweeping legislation. He also says that the filibuster helps protect the interests of those in the political minority, making it a safeguard of American government.*)

## Extend & Assess

**4 Writing Prompt**  
In an essay, evaluate one of the debaters' 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 filibuster be eliminated? 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.

**TIMES PAST PAGES 18-21**  
**Lexile level available online**

# Sitting Down to Take a Stand

Sixty years ago, four black students asked to be served at an all-white lunch counter in the South and dramatically changed the civil rights movement.



## Before Reading

**1 Set Focus:** Pose these essential questions: *How does a social movement begin? What does a social movement need in order to spread and grow in strength?*

**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:** Before students open their magazines, ask: *What does it mean “to take a stand”?* After discussion, ask: *When might someone “take a stand” by sitting down?*

- defiance (p. 18)
- devise (p. 19)
- abide (p. 20)
- inherent (p. 20)
- wary (p. 21)
- galvanize (p. 21)

## ONLINE RESOURCES [upfrontmagazine.com](http://upfrontmagazine.com)

### Print or project:

- Article Quiz
- Staying Strong (primary source)
- Analyze the Graph
- Analyze the Photo
- Get a Clue (vocabulary)

## Analyze the Article

**4 Read and Discuss:** Ask students to read the *Upfront* article about the Greensboro Four and the sit-ins. Review why the article is a secondary source. (*It was written by people who didn't personally experience or witness the events.*) Then pose these critical-thinking questions:

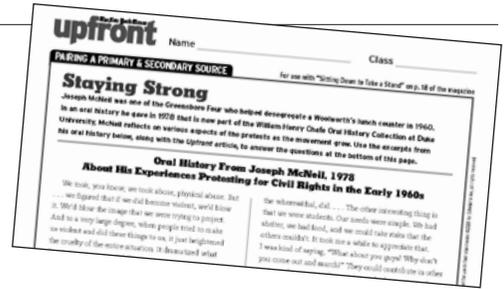
► **Why did the Greensboro Four stage their initial sit-in?** (*They were becoming impatient with what they saw as a slow pace of progress in the civil rights movement. After many talks in their dorm rooms about wanting to make a difference, and especially after McNeil was refused service at a rest stop in Virginia, they decided to take action while following King's philosophy of nonviolence by staging a sit-in at their local Woolworth's, which had a segregated lunch counter.*)

► **Frye Gaillard says that the Greensboro Four “jump-started the civil rights movement.” What does he mean? Do you agree?** (*He means that the sit-ins by the Greensboro Four inspired many people to get involved and stage protests in many other places. Thus, the civil rights movement became bigger and achieved success faster. Students' opinions will vary. Students who disagree with Gaillard may point to the great achievements of Brown and the bus boycotts.*)

▶ **How long after the first sit-in at the Greensboro Woolworth's was the lunch counter desegregated? Do you think loss of profit or social enlightenment was a bigger factor in its desegregation?** (*It was desegregated about six months later. Responses will vary, but students should support their ideas with text evidence.*)

▶ **What were some of the broader effects of the lunch counter sit-ins?** (*The sit-ins inspired protests of other segregated facilities and rallies for voting rights, which led to the Civil Rights Act and the Voting Rights Act. The sit-ins also led to the creation of the Student Nonviolent Coordinating Committee, which later organized anti-Vietnam War rallies.*)

**5 Use the Primary Source:** Project or distribute the PDF **Staying Strong** (online), which features excerpts from Joseph McNeil's oral history about the sit-ins to desegregate a Woolworth's in North Carolina in 1960. Discuss what makes the excerpts a primary source. (*They provide firsthand evidence concerning the topic.*) Have students read the excerpts and answer the questions below (which appear on the PDF without answers).



▶ **How would you describe the tone and purpose of these excerpts from McNeil's oral history?** (*The tone can be described as candid and reflective. The purpose is to describe some of the planning and other behind-the-scenes workings of the protests.*)

▶ **How is the point McNeil makes in the first paragraph similar to David Garrow's observation in the article?** (*Both McNeil and Garrow express the idea that the violent, abusive behavior by white people toward the peaceful protesters brought to life the cruelty of racism in a way that a discussion about the abstract idea of hate and racism, or a photo showing the absence of black people, never could.*)

▶ **In the third paragraph, what realization does McNeil say the students came to during the protests?** (*They realized they had little to lose and could easily protest and risk being arrested. In contrast, many older people could not afford to lose their jobs, so they had to participate in other ways.*)

▶ **McNeil says that he and the other protesters came close to having "a moment of weakness." What does he mean? Why was it something to avoid?** (*He means a violent reaction by the students in response to the physical abuse from the white counter-protesters. A violent reaction was to be avoided because, as he explains at the beginning of the excerpt, if they became violent, it would "blow" the image they were trying to project and undermine their ability to achieve their goals.*)

▶ **Based on these excerpts and the Upfront article, what conclusions can you draw about the importance of planning and strategy to the success of a movement?** (*Answers will vary; students should cite text evidence to support their points. References may include the ROTC for methods for achieving objectives, communication with the police chief as a way of avoiding violence, and the formation of the Student Nonviolent Coordinating Committee to keep large groups organized.*)

## Extend & Assess

**6 Writing Prompt**  
Watch the digital short "Who the Hell Is Diane Nash?" about a Freedom Ride organizer (found on PBS.org). Based on the clip and this article, write a poem that expresses the spirit of youth involvement in the civil rights movement.

**7 Quiz**  
Use the quiz (online) to assess comprehension.

**8 Classroom Debate**  
Would the Civil Rights Act have been passed without youth involvement in the movement?

**9 Music Connection**  
Explain that Martin Luther King Jr. called "People Get Ready" (Curtis Mayfield, 1965), the unofficial anthem of the civil rights movement. Play the gospel-influenced song. Have students discuss its use of extended metaphor and their impressions of the song.

**TEST YOUR KNOWLEDGE ▶**

**China's Missing Women**

- [d] a cultural preference for boys
- [c] 1979
- [d] a less affluent man
- [c] Couples are now allowed to have two children.
- [c] the extent of the gender gap in China
- [d] support the claim that a low marriage rate for men in China could be socially destabilizing
- [b] idiom
- [a] not planned

**TEST YOUR KNOWLEDGE ▶**

**A Day on the Campaign Trail**

- [a] mayor
- [a] attend many events all over the state
- [d] "When he's done with his speech, he takes questions from the audience."
- [d] all of the above
- [d] to provide insight into the primary campaign process
- [c] show one way campaigning has changed little over time
- [c] Many candidates consider the New Hampshire primary important.
- [b] important and complex

**TEST YOUR KNOWLEDGE ▶**

**Sitting Down to Take a Stand**

- [d] the Supreme Court's ruling on *Brown v. Board of Education*
- [d] 70,000
- [b] remaining peaceful
- [b] It barred segregation in all public places and businesses.
- [b] oppressed African Americans
- [b] "... 'Whites Only' signs were plastered above lunch counters, water fountains ..."
- [a] admiring
- [d] points out a connection between the Greensboro Four and today's social movements

**GRAPH EXERCISE ▶**

**The Power of Protests**

- |                   |                   |
|-------------------|-------------------|
| 1. [a] 0 percent  | 4. [c] 18 percent |
| 2. [a] 7 percent  | 5. [d] 62 percent |
| 3. [c] 36 percent |                   |

**CORRECTION:**

In *Upfront's* 2020 World Affairs issue (Oct. 28, 2019), we incorrectly referred to the main language spoken in Latvia as Lettisch. The language is called Latvian. We regret the error.



**IS NOW COMPATIBLE WITH**



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