

The New York Times upfront TEACHER'S GUIDE

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IAN ZACK, Executive Editor
izack@scholastic.com

ZACK: PHOTOGRAPH BY KEN KARP

A SUPPLEMENT TO THE NEW YORK TIMES UPFRONT

LESSON PLANS	SUBJECT/NCSS	STANDARDS*	ONLINE RESOURCES
<p>COVER STORY 6 NO HIDING YOUR FACE? More police departments are using facial recognition to help solve crimes. But as the use of the technology grows, so do privacy concerns.</p>	<p>TECHNOLOGY, LAW</p> <ul style="list-style-type: none"> • Science, Technology & Society • Power, Authority & Governance 	<p>CCSS READING INFORMATIONAL TEXT: 1, 2, 3, 4, 5, 6, 7, 8, 10</p> <p>CCSS LITERACY IN HISTORY/ SOCIAL STUDIES: 1, 2, 3, 4, 5, 7, 8, 10</p>	<p>PRINTABLES:</p> <ul style="list-style-type: none"> • Up Close (close reading) • Article Quiz • Analyze the Photo • Organizing Ideas (outlining) <p>VIDEO:</p> <ul style="list-style-type: none"> • Facial recognition in China & Ecuador
<p>NATIONAL 10 CHECKS & BALANCES The standoff between Congress and the Trump administration is intensifying. Is the Framers' plan for a separation of powers playing out as they envisioned?</p>	<p>CIVICS, U.S. GOVERNMENT</p> <ul style="list-style-type: none"> • Civic Ideals & Practices • Power, Authority & Governance 	<p>CCSS READING INFORMATIONAL TEXT: 1, 2, 3, 4, 5, 6, 7, 10</p> <p>CCSS LITERACY IN HISTORY/ SOCIAL STUDIES: 1, 2, 3, 4, 5, 7, 10</p>	<p>PRINTABLES:</p> <ul style="list-style-type: none"> • Article Quiz • Making Connections (cause & effect) • Analyze the Cartoon • Be the Editor (grammar) <p>VIDEO:</p> <ul style="list-style-type: none"> • Political parties
<p>TIMES PAST 18 THE LEGACY OF GANDHI October marks the 150th birthday of the man who stood up to the British empire and helped give birth to modern India and Pakistan.</p>	<p>WORLD HISTORY, SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Time, Continuity & Change • Civic Ideals & Practices 	<p>CCSS READING INFORMATIONAL TEXT: 1, 2, 3, 4, 5, 6, 7, 10</p> <p>CCSS LITERACY IN HISTORY/ SOCIAL STUDIES: 1, 2, 3, 4, 5, 6, 7, 9, 10</p>	<p>PRINTABLES:</p> <ul style="list-style-type: none"> • Article Quiz • 'Do or Die' (primary source) • Analyze the Graphs • Get a Clue (vocabulary)
<p>DEBATE 22 IS A GREEN NEW DEAL A GOOD IDEA? Two experts weigh in.</p>	<p>ENVIRONMENTAL SCIENCES, CURRENT EVENTS</p> <ul style="list-style-type: none"> • People, Places & Environments • Power, Authority & Governance 	<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>PRINTABLE:</p> <ul style="list-style-type: none"> • Analyzing Authors' Claims <p>VOTE:</p> <ul style="list-style-type: none"> • Take a side in the debate and see instant results.

*FOR A FULL LIST OF THE STANDARDS, GO TO UPFRONTMAGAZINE.COM.



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

I post the *Upfront* covers on classroom walls to remind students of current events around the world. I tell students: "It's not just a picture, there's something behind it." The best covers need little explanation, and they inspire an interest or pose a question that gives students an opportunity to dig deeper. —Phyllis Bowie, S.A.V.E. High School, Anchorage, Alaska

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

COVER STORY PAGES 6-9

Lexile level: 1240L

Lower Lexile level: 1010L

No Hiding Your Face?

More police departments are using facial recognition to help solve crimes. But as the use of the technology grows, so do privacy concerns.



Before Reading

1 Set Focus: Pose an essential question to guide discussion: *What constitutes an invasion of privacy when you are in a public space?*

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 examine the map on page 8. Ask: *What is your reaction to the map? Does anything about it surprise you? If so, what? Based on the information in this map, how would you feel walking down a street in Detroit? Why?*

pervasive (p. 7)
 precautionary (p. 7)
 definitive (p. 8)
 unprecedented (p. 9)
 incompatible (p. 9)
 transparency (p. 9)

ONLINE RESOURCES upfrontmagazine.com

Print or project:

- **Up Close: No Hiding Your Face?** (close reading; online only)
- **Article Quiz** (online and on p. T8)
- **Analyze the Photo** (online and on p. T16)
- **Organizing Ideas** (outlining; online only)

Video:

- **Facial recognition in China & Ecuador**

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: No Hiding Your Face?**, 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 two paragraphs of the article?**

Author's purpose, text structure

(The author's main purpose is to give an example of how a facial recognition system helped police solve a crime extremely quickly. Beginning the article this way provides context for why the growing use of this technology by police is "fueling a heated debate"—though the technology is raising privacy concerns, it does have a clear value in securing public safety.)

- **Use the article to summarize the main arguments put forth by people in favor of law enforcement using facial recognition systems and by those who oppose it.**

Summarize, central ideas

(Those in favor say the technology saves the police valuable time in searching databases and finding leads and helps them solve cases that might otherwise remain open. Those in favor also argue that it could be "used for finding missing people." Those against say the technology is flawed and could lead to wrongful arrests, violates the Fourth Amendment's ban on unreasonable searches and seizures, threatens people's First Amendment rights to free speech and gathering peacefully, and could lead to the U.S. becoming a surveillance state.)

- **What does the author mean when he says "a worst-case scenario already exists in China"?**

Word meaning, compare & contrast

(The author means that China has already instituted what some people in the U.S. fear—the use of mass surveillance by the government "to keep [citizens] in line." The author likely brings up China to point out that the fear that the U.S. could become a surveillance state is not unfounded.)

- **The author says, "It might not be long before police departments across the U.S. begin using real-time facial recognition systems." How does the author support this claim? Is the evidence sufficient?**

Evaluate claims, cite text evidence

(The author directly supports the claim by referencing a recent report that says several cities "are already moving quickly to install" the systems. The examples throughout the article of how the systems have helped police solve crimes and the quotations from law enforcement officials about the value of these systems also help support the claim. Students' evaluations of the evidence will vary.)

- **Clare Garvie says, "There is a fundamental absence of transparency around when and how police use face recognition technology." What is the meaning of the word *transparency* in this context? What does Garvie think is one problem with police use of facial recognition systems?**

Word meaning, problem & solution

(In this context, the word transparency means being straightforward about something and making information about it public and easily accessible. Garvie thinks one problem is that the public has no idea when, where, or how the police use facial recognition systems.)

- **What does the information in the "Facing the Future" sidebar on page 8 add to the main article?**

Integrate multiple sources

(The sidebar discusses how private companies and non-law-enforcement organizations use facial recognition systems. This information helps readers understand that it's not just the police who use these systems and that it's possible we're being watched far more than we realize.)

Extend & Assess

6 Writing Prompt

Regardless of your personal stance on the issue, do you think law enforcement use of real-time facial recognition systems will increase greatly in the U.S. over the next decade? Support your ideas with details from the article.

7 Video

Watch the video and discuss how these issues are playing out in other countries.

8 Classroom Debate

Should the police and other law enforcement bodies use facial recognition systems to solve crimes?

9 Quiz & Skills

Use the quiz (p. T8) to assess students' comprehension and **Organizing Ideas** (online only) to review outlining skills.

NATIONAL PAGES 10-13

Lexile level: 1170L

Lower Lexile level 990L

Checks & Balances

The standoff between Congress and the Trump administration is intensifying. Is the Framers' plan for a separation of powers playing out as they envisioned?



Analyze the Article

1 Set Focus: Pose an essential question to guide discussion: *In what ways is democracy fragile?*

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:

► **When writing the Constitution, what were the Framers leery of while determining the role of the president?**

Why? *(The Framers were leery of putting too much power in the hands of a president. The reason is that they had experienced being ruled by a tyrant king and had fought a revolution for independence. They did not want to form a new government that essentially created another king.)*

► **What is the system of checks and balances?** *(The system of checks and balances is the division of power between the three branches of the federal government and the ability of each branch to check, or curb, the power of the other two. For example, Congress passes laws, but the president*

ONLINE RESOURCES upfrontmagazine.com

Print or project:

- Article Quiz (online and on p. T9)
- Making Connections (cause & effect; online only)
- Analyze the Cartoon (online and on p. T16)
- Be the Editor (grammar; online only)

Video:

- Political parties

can veto bills passed by Congress, preventing them from becoming law; the federal courts can rule whether laws signed by the president are unconstitutional.)

► **What are some examples of checks and balances at work?** *(Answers will vary. Example answer: The Supreme Court declared many of President Franklin D. Roosevelt's initiatives unconstitutional, so he proposed expanding the Court to 15 justices. Congress rejected his plan.)*

3 Core Skill Practice: Print or project the activity **Making Connections** (online only). Have students use the graphic organizer to explore causes and effects described in the article.

Extend & Assess

4 Writing Prompt

Are the checks and balances designed by the Framers still working? Explain your point of view in a brief essay.

5 Classroom Debate

Is the nation facing a constitutional crisis? Divide the class in two and have students back up their arguments with facts from the article and their research.

6 Quiz & Skills

Assess comprehension with the quiz (p. T9). Use **Be the Editor** (online only) to review grammar skills.

DEBATE PAGES 22-23

Lexile level: 1120L

Is a Green New Deal a Good Idea?

YES: Senator Bernie Sanders, Independent of Vermont

NO: Senator John Barrasso, Republican of Wyoming



ONLINE RESOURCES

upfrontmagazine.com

Print or project:

- Analyzing Authors' Claims (online and on p. T13)

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: *How should governments address climate change?*

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 government should implement certain policies and make significant investments to lessen reliance on fossil fuels.*)
- ▶ **Evaluate why these two authors might be interested in and qualified to comment on this issue.** (*As members of Congress, both authors help set the budget for federal spending and write laws that guide our nation's energy policies. In addition, both authors are members of Senate committees that focus on energy, the environment, and public 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 Sanders's view.** (*Sanders argues that a Green New Deal is not only morally the right thing to do, but also economically. He says the plan will create millions of jobs and strengthen the middle class. He also claims that the plan will help ensure access to clean water and air for all Americans. Last, he argues that if we don't tackle climate change now, it will be too late to do so later.*)
- ▶ **Analyze Barrasso's view.** (*Barrasso argues against a Green New Deal. He says the requirement to switch to 100 percent renewable fuels within a decade is unrealistic. He also says that the plan is too costly. Last, he claims that it won't achieve its goal of reducing climate change because industries in other countries emit large amounts of carbon.*)

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
Is a Green New Deal a good idea? 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.

LESSON PLAN: PAIRING A PRIMARY & SECONDARY SOURCE

TIMES PAST PAGES 18-21

Lexile level: 1240L

Lower Lexile level 940L

The Legacy of Gandhi

October marks the 150th birthday of the man who stood up to the British empire and helped give birth to modern India and Pakistan.



Before Reading

1 Set Focus: Pose this essential question:
How can one person inspire a widespread movement for freedom and equality?

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: Ask students to share what they know about Gandhi. Then have students examine the picture on page 18 and discuss what the image adds to their understanding of Gandhi.

resistance (p. 19)
partitioned (p. 19)
revered (p. 19)
imperialism (p. 19)
humiliating (p. 19)
galvanized (p. 20)

ONLINE RESOURCES upfrontmagazine.com

Print or project:

- Article Quiz (online and on p. T10)
- 'Do or Die' (primary source; online and on p. T12)
- Analyze the Graphs (online and on p. T11)
- Get a Clue (vocabulary; online only)

Analyze the Article

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

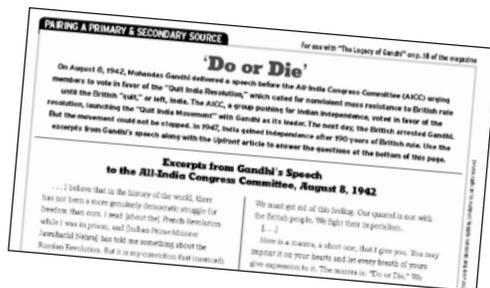
► **What contrast does the author set up in the first paragraph? What is the effect of beginning the article this way?** (The author sets up a contrast between Mohandas Gandhi—"a frail man" who was "armed only with great courage and a strong commitment to nonviolent resistance"—and the powerful British empire. Answers to the second part will vary but may include: The beginning makes readers curious about how Gandhi successfully took on an empire.)

► **What inspired Gandhi to dedicate his life to fighting injustice? What injustices did he fight against?** (Gandhi decided to dedicate his life to fighting injustice after he was thrown off a train in South Africa, despite having a first-class ticket, because he was Indian. Gandhi fought discrimination against Indians in South Africa, the inequality of the Indian caste system, and British rule in India.)

► In what ways did Britain try to shut down opposition from Indian nationalists? What was the effect of these tactics? (Britain tried to shut down opposition through laws, mass arrests, imprisonment without trials, and violence. These tactics intensified Indian nationalism, and later brought about international pressure for setting “India free.”)

► In what ways was Martin Luther King Jr. inspired by Gandhi? (King was inspired by Gandhi’s message of nonviolent resistance. For example, King saw Gandhi as his “guiding light” while leading the Montgomery Bus Boycott, which is an example of “noncooperation with everything humiliating,” as advocated by Gandhi.)

5 Use the Primary Source: Project or distribute the PDF ‘Do or Die’ (p. T14), which features excerpts from Gandhi’s August 8, 1942, speech calling for nonviolent mass resistance to British rule in India. Discuss what makes it a primary source. (It provides direct, firsthand evidence concerning the topic.) Have students read the excerpt and answer the questions below (which appear on the PDF without answers).



► How would you describe the tone and purpose of these excerpts from Gandhi’s speech? (The tone can be described as passionate. The purpose is to convince the All-India Congress Committee to pass the “Quit India Resolution.”)

the British. But the end result would be trading Britain’s imperialism for Japan’s imperialism, and India would still not be free. Gandhi makes this point to emphasize that India’s fight is against imperialism—not the British people.)

► Based on the first paragraph, what is Gandhi’s vision for how India’s independence will be achieved? (Gandhi pictures an independent and democratic India “established by non-violence.” He says that the French and Russian revolutions, which were “fought with the weapon of violence,” did not achieve “equal freedom for all.” Gandhi also imagines Hindus and Muslims united in the fight for independence. He urges his listeners to think of themselves as Indians who have a common struggle.)

► What call to action does Gandhi make in the last paragraph? How does he use repetition to try to convince his listeners to respond to his call to action? (Gandhi wants his listeners to dedicate their lives to fighting for freedom from British rule. To inspire them to heed his call, Gandhi repeats the concept of his mantra “Do or Die” several times, such as “he or she eats or lives for achieving freedom” and “prepared to lay down your lives.” He also repeats his request for his listeners to take a “pledge” to “Do or Die.”)

► What does Gandhi mean by “. . . they will exchange one slavery for another”? (Gandhi means that a misguided hatred for the British people may cause the Indian people to side with Japan in World War II to rid themselves of

► Based on these excerpts and the *Upfront* article, why do you think Gandhi’s followers called him Mahatma (“great soul”)? (Answers will vary, but students should support their ideas with evidence from both texts.)

Extend & Assess

6 Writing Prompt
Fearless? Humble? Deeply intellectual? Which word or phrase best describes Gandhi? Pick one of the above or one of your own choosing. Then write a brief essay explaining your choice. Support your ideas with details from the article.

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

8 Classroom Debate
Can Gandhi’s vision of a world “of neighborliness and openness to strangers” ever be achieved?

9 Film as Text
Encourage students to watch the award-winning movie *Gandhi*. Have students discuss how the movie added to their understanding of Gandhi. Then have them conduct research to verify the accuracy of the film’s presentation of key events.

Test Your Knowledge

Choose the best answer for each of the following questions about "No Hiding Your Face?"
For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

- What kind of crimes have police solved using facial recognition software?
 - assault
 - murder
 - shoplifting
 - all of the above
- What flaw in the design of facial recognition technology does the article discuss?
 - how slow it is
 - how hard it is to run searches
 - problems with accuracy in identifying matches
 - the lack of enough cameras on the streets
- Police departments say that the flaws with facial recognition systems aren't a problem because _____.
 - no laws are being broken
 - they rely on facial recognition for leads, not evidence
 - few police departments use facial recognition
 - all of the above
- How many Americans have their images stored in at least one facial recognition database searchable by law enforcement agencies?
 - one-tenth
 - one-quarter
 - one-third
 - half

ANALYZE THE TEXT

- Alvaro Bedoya says, "This is the most pervasive and risky surveillance technology of the 21st century." His tone can best be described as _____.
 - alarmed
 - celebratory
 - egotistical
 - vengeful
- Which detail does the author include to develop the idea that San Francisco's ban on the use of facial recognition by law enforcement was "largely precautionary"?
 - "The growing use of this technology is fueling a heated debate."
 - "San Francisco's police department hadn't used facial recognition."
 - "It could spark similar legislation elsewhere."
 - "They say cities should craft regulations on how it's used."
- When the author says "200 million cameras track and identify citizens in real time to keep them in line," he employs which literary device?
 - idiom
 - metaphor
 - hyperbole
 - foreshadowing
- Based on Matt Cagle's quotation in the article, you can infer that he is _____.
 - against police use of facial recognition systems
 - in favor of following China's lead with the technology
 - hopeful that Congress will soon ban the technology
 - doubtful the U.S. could become a surveillance state

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

- The author says, "Its use is advancing so rapidly that it's outpacing Congress's ability to legislate it." What does the author mean? Why is this a concern to some people?
- The article ends with a quotation. What other quotation from the article could also be an effective ending? Why?

Test Your Knowledge

Choose the best answer for each of the following questions about "Checks & Balances."
For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

1. What was the Framers' intention with the system of checks and balances?
 - a to keep political parties from becoming too powerful
 - b to prevent one branch of the government from becoming too powerful
 - c to ensure that the president would be the only official who could agree to treaties
 - d to create a way for the federal government to provide more services to citizens
2. Which is NOT an example of the system of checks and balances at work?
 - a The president vetoes a bill.
 - b A Supreme Court justice retires.
 - c The Senate refuses to approve a treaty.
 - d The federal courts block an executive order.
3. The Framers feared that political parties would _____.
 - a prevent people from voting
 - b lead to too many impeachments
 - c create divisions in the government
 - d take over the job of congressional committees
4. What is impeachment?
 - a the way a congressional investigation begins
 - b the process Congress can use to remove a president or other federal official from office
 - c the steps the president follows when appointing a federal judge
 - d the report the Supreme Court issues when ruling that a law is unconstitutional

ANALYZE THE TEXT

5. What is the main purpose of the first five paragraphs of the article?
 - a to tell why the United States has a constitution
 - b to convince readers that the Constitution is flawed
 - c to suggest that many forms of government face challenges that test their strength
 - d to explain why understanding the system of checks and balances is particularly important now
6. The author says, "But lurking in the back of their minds was the experience of being ruled by a tyrant, Britain's King George III." Which word best conveys that the author is telling about a concern the Framers had?
 - a But
 - b lurking
 - c back
 - d experience
7. The author says, "The other big change is how powerful the government has become." You can reasonably infer that with "powerful," she is referring to an increase in _____.
 - a gold reserves
 - b military strength
 - c responsibilities and functions
 - d the number of federal judges
8. John Fortier says, "The people can speak." He means: The people can settle the matter _____.
 - a with speeches
 - b by writing letters
 - c by voting
 - d in the court system

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

9. Pick one quotation in the article. How does the inclusion of this quotation help develop a central idea of the article?
10. The subtitle for the article asks: Is the Framers' plan for a separation of powers playing out as they envisioned? Share your opinion in response to this question. Support your ideas with evidence from the article.

Test Your Knowledge

Choose the best answer for each of the following questions about "The Legacy of Gandhi."
For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

- When did British rule in India begin?
 - 1757
 - 1893
 - 1919
 - 1947
- Which British entity first ruled India?
 - the Raj
 - the British Crown
 - a private company
 - the British Parliament
- What was the Salt March?
 - an act of defiance led by Gandhi
 - a war between India and Pakistan
 - an oppressive law imposed by the British
 - a British massacre of hundreds of Indians
- Based on the article, which was NOT a factor that led to Britain granting India independence?
 - international pressure
 - the "Quit India" movement
 - financial stress due to World War II
 - the reduction of salt production in India

ANALYZE THE TEXT

- The first section of the article introduces the idea that Gandhi was committed to nonviolent resistance to oppression. Which section in the article contains details that develop this idea?
 - "Gandhi's Rise"
 - "British India"
 - "The Salt March"
 - all of the above
- In the section "British India," the word *galvanized* most nearly means _____.
 - forced people to give up
 - caused people to take action
 - encouraged people to move away
 - persuaded people to reach an agreement
- Which detail from the article best supports the answer to question 6?
 - "The Act was aimed at shutting down opposition"
 - "British forces fired on the unarmed crowd"
 - "they rallied around Gandhi"
 - "which had been dominated by elites"
- The author says, "within India tensions increased between Hindus and Muslims." This information helps explain why _____.
 - the British officially colonized India in 1858
 - Gandhi began the "Quit India" movement
 - Gandhi wore simple clothes to identify with the poor
 - Britain divided the subcontinent into India and Pakistan

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

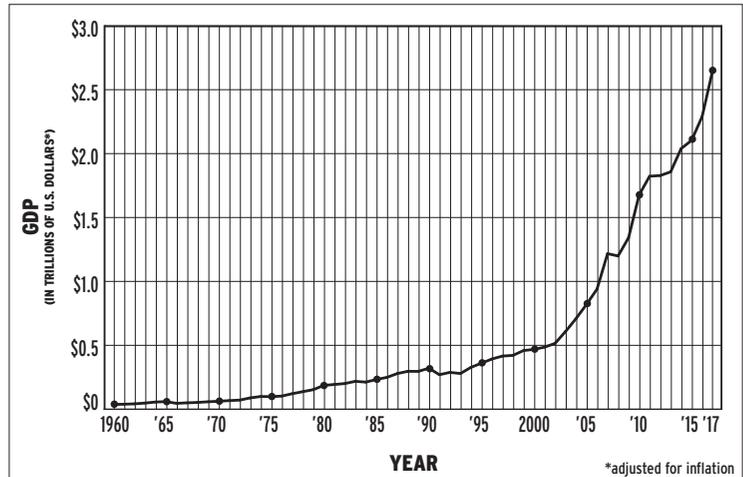
- The article quotes Gandhi's famous statement "With this, I am shaking the foundations of the British empire." What did Gandhi mean by "foundations"? How was he shaking the foundations of the empire?
- How is India today similar to and different from what Gandhi envisioned for the country?

Health and Wealth in India

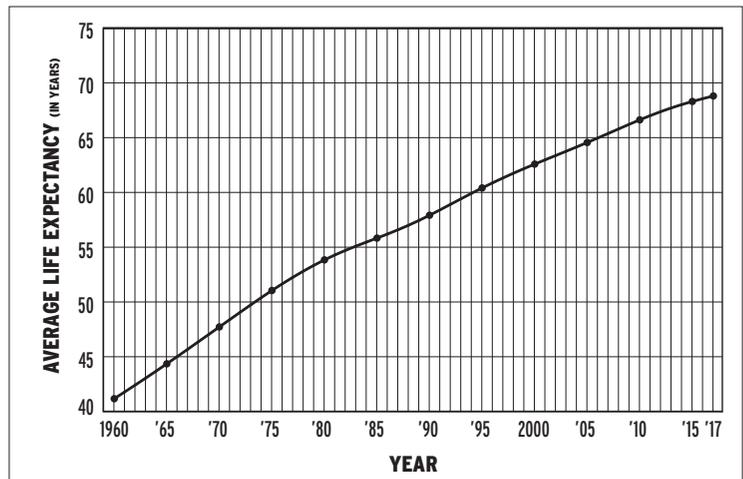
After nearly 200 years under British rule, India became an independent nation in 1947. Its new leaders immediately set about writing a constitution, setting up a democratic form of government, and instituting policies to help promote the health and wealth of a people who had been oppressed and kept at an economic disadvantage when India was a colony. Over time, the quality of life in India improved greatly. Poverty rates declined, literacy rates went up, and—as reflected by the graphs to the right—gross domestic product and life expectancy rose. Today, India has the fifth largest economy in the world.

The top graph shows India's gross domestic product (GDP) by year from 1960 to 2017, in today's U.S. dollars. GDP is the value of all goods and services produced within a country in one year. It's a way to gauge a nation's wealth. The bottom graph shows the average life expectancy at birth in India from 1960 to 2017.

GROSS DOMESTIC PRODUCT OF INDIA



LIFE EXPECTANCY AT BIRTH IN INDIA



SOURCE: WORLD BANK

ANALYZE THE GRAPHS

- | | | | | |
|---|---|---|--|--|
| <p>1. India's GDP was the lowest in ____.</p> <p>a 1960
b 1980
c 2000
d 2010</p> | <p>2. In which year was India's GDP about 2.7 trillion dollars?</p> <p>a 1975
b 1990
c 2003
d 2017</p> | <p>3. The life expectancy of a newborn in India in 1960 was about ____.</p> <p>a 41 years
b 57 years
c 62 years
d 68 years</p> | <p>4. In which year was the life expectancy in India about 69 years?</p> <p>a 1971
b 1988
c 2002
d 2017</p> | <p>5. Since 1960, life expectancy in India has risen by about ____.</p> <p>a 6 years
b 17 years
c 21 years
d 28 years</p> |
|---|---|---|--|--|

DISCUSSION QUESTIONS

- 6. What do the graphs add to your understanding of the lives of Indians under British rule?**
- 7. Based on the graphs, what connections can you make between the economic success of a country and the health of its citizens?**

'Do or Die'

On August 8, 1942, Mohandas Gandhi delivered a speech before the All-India Congress Committee (AICC) urging members to vote in favor of the "Quit India Resolution," which called for nonviolent mass resistance to British rule until the British "quit," or left, India. The AICC, a group pushing for Indian independence, voted in favor of the resolution, launching the "Quit India Movement" with Gandhi as its leader. The next day, the British arrested Gandhi. But the movement could not be stopped. In 1947, India gained independence after 190 years of British rule. Use the excerpts from Gandhi's speech along with the *Upfront* article to answer the questions at the bottom of this page.

Excerpts from Gandhi's Speech to the All-India Congress Committee, August 8, 1942

. . . I believe that in the history of the world, there has not been a more genuinely democratic struggle for freedom than ours. I read [about the] French Revolution while I was in prison, and [Indian Prime Minister Jawaharlal Nehru] has told me something about the Russian Revolution. But it is my conviction that inasmuch as these struggles were fought with the weapon of violence, they failed to realize the democratic ideal. In the democracy which I have **envisaged**, a democracy established by nonviolence, there will be equal freedom for all. Everybody will be his own master. It is to join a struggle for such democracy that I invite you today. Once you realize this, you will forget the differences between the Hindus and Muslims, and think of yourselves as Indians only, engaged in the common struggle for independence.

Then, there is the question of your attitude towards the British. I have noticed that there is hatred towards the British among the people. The people say they are disgusted with their behaviour. The people make no distinction between British **imperialism** and the British people. To them, the two are one. This hatred would even make them welcome the Japanese.* It is most dangerous. It means that they will exchange one slavery for another.

*The Japanese, who had an empire that extended across Southeast Asia, were fighting the British in World War II.

We must get rid of this feeling. Our quarrel is not with the British people. We fight their imperialism.

[. . .]

Here is a mantra, a short one, that I give you. You may imprint it on your hearts and let every breath of yours give expression to it. The mantra is: "Do or Die." We shall either free India or die in the attempt; we shall not live to see the **perpetuation** of our slavery. Every true Congressman or woman will join the struggle with an inflexible determination not to remain alive to see the country in bondage and slavery. Let that be your pledge.

. . . Let every man and woman live every moment of his or her life hereafter in the consciousness that he or she eats or lives for achieving freedom and will die, if need be, to attain that goal. Take a pledge, with God and your own conscience as witness, that you will no longer rest till freedom is achieved and will be prepared to lay down your lives in the attempt to achieve it. He who loses his life will gain it; he who will seek to save it shall lose it. Freedom is not for the coward or the faint-hearted. . . .

envisaged—conceived of; imagined

imperialism—the policy of increasing a nation's power by colonizing other nations

perpetuation—continuation

DISCUSSION QUESTIONS

- How would you describe the tone and purpose of these excerpts from Gandhi's speech?
- Based on the first paragraph, what is Gandhi's vision for how India's independence will be achieved?
- In the second paragraph, what does Gandhi mean by ". . . they will exchange one slavery for another"?
- What call to action does Gandhi make in the last paragraph? How does he use repetition to convince his listeners to respond to his call to action?
- Based on these excerpts and the *Upfront* article, why do you think Gandhi's followers called him Mahatma ("great soul")?

Analyzing Authors' Claims

Read the debate on pages 22-23 about whether a Green New Deal is a good idea, then follow the directions below to analyze each author's claims and decide who makes a stronger case.

AUTHOR: Senator Bernie Sanders

Independent of Vermont

AUTHOR: Senator John Barrasso

Republican of Wyoming

Author's main claim or argument in the debate:

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 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 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.

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: _____

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.

CARTOON ANALYSIS

For use with "Checks & Balances" on p. 10 of the magazine



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Analyze the Political Cartoon

(Cartoon appears on p. 13 of the magazine.)

1. What does the tree represent? What does each branch represent?
2. Which branch is holding the chain saw? How has it used the chain saw?
3. What message is the cartoonist trying to send about the state of the system of checks and balances? (Note that the cartoon was originally published in 2013.) Do you agree or disagree with the cartoonist's message? Why?

PHOTO ANALYSIS

For use with "No Hiding Your Face?" on p. 6 of the magazine



SAUL LOEB/AFP/GETTY IMAGES

Analyze the Photo

(Photo appears on p. 7 of the magazine.)

1. Who are the two people standing in front of the monitor? What are they doing?
2. Are the people in the large image on the left side of the monitor aware that they are being watched? What suggests this?
3. What does the white box around the pedestrian's face signify? How is the box related to the small images displayed on the right side of the monitor?
4. Does this photo change your opinion of facial recognition one way or the other? Explain.

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QUIZ ► PAGE T8

1. [d] all of the above
2. [c] problems with accuracy in identifying matches
3. [b] they rely on facial recognition for leads, not evidence
4. [d] half
5. [a] alarmed
6. [b] "San Francisco's police department hadn't used facial recognition."
7. [a] idiom
8. [a] against police use of facial recognition systems

QUIZ ► PAGE T9

1. [b] to prevent one branch of the government from becoming too powerful
2. [b] A Supreme Court justice retires.
3. [c] create divisions in the government
4. [b] the process Congress can use to remove a president or other federal official from office
5. [d] to explain why understanding the system of checks and balances is particularly important now
6. [b] lurking
7. [c] responsibilities and functions
8. [c] by voting

QUIZ ► PAGE T10

1. [a] 1757
2. [c] a private company
3. [a] an act of defiance led by Gandhi
4. [d] the reduction of salt production in India
5. [d] all of the above
6. [b] caused people to take action
7. [c] "they rallied around Gandhi"
8. [d] Britain divided the subcontinent into India and Pakistan

GRAPH EXERCISE ► PAGE T11

1. [a] 1960
2. [d] 2017
3. [a] 41 years
4. [d] 2017
5. [d] 28 years

CAUSE & EFFECT

► ONLINE

1. The Framers write the Constitution.
2. After fighting a revolution to get rid of a king, the Framers are leery of putting too much power into the hands of the president.
3. The presidency becomes more powerful in order to carry out these added functions.
4. Congress sues to obtain the recordings of the Oval Office conversations that the White House is refusing to turn over.
5. The president is removed from office.

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