2010

**Making Connections: Engaging Students in Language, Literacy, and Global Issues - Student Text**

Facing the Future, Western Washington University

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Making Connections: Engaging Students in Language, Literacy, and Global Issues

Language and Literacy

Student Text

WASHINGTON UNIVERSITY

Western Washington University

Facing the Future
Making Connections

Engaging Students in Language, Literacy, and Global Issues

Student Text
We dedicate this book to Evelyne Rozner for her incredible support of *Facing the Future*’s mission and her relentless pursuit of an excellent education for all.

We also want to express our utmost gratitude to David White-Espin for his inspirational work as a teacher and his continued dedication to *Facing the Future*. 
Contributions and Thanks

This book was developed in alignment with national education standards, and with the input of a number of experts and educators. The standards addressed are indicated for all chapters in the Teacher’s Guide, and all references are listed at the end of the text.

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Introduction

When you watch the news or read about current events in class, you may think, “Why do I need to know what’s happening in the world?” Is it possible that parts of your life could be connected to the life of, say, a doctor at a hospital in Uganda, or to a rainforest in Brazil, or to the economy in India? Making Connections gives you the opportunity to learn about global issues, to see how they connect to your own life, and to identify positive contributions you can make to your community and the world.

Through nine chapters, you will learn about issues that affect our world, including population, peace and conflict, the environment, and quality of life. The more you read, the more you will see how connected these global issues and their solutions are.

Each chapter is divided into several different sections designed to:

• build your vocabulary
• advance your listening and speaking abilities
• improve your reading comprehension
• develop your ability to write for different audiences
• enhance your ability to think critically
• expand your global perspective
• increase your knowledge of global issues and solutions

Your teacher will have a guidebook to assist you in working through this book. The teacher’s guide was inspired, researched, designed, and field tested by teachers like yours and students like you.

Making Connections provides you with the opportunity to read, write, listen, speak, and add your voice to discussions on some of the most challenging issues in the world today. Through this text, you will learn about what you can do to make a positive impact in your own life and in the lives of other people around the world.
Young people from around the world make connections with each other across cultures and languages.
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Envisioning Our Future

Did you ever think about how you want the world to be in the future? Do you wonder what you can do to help create a better world?

This chapter will introduce you to thinking about the future and help to prepare you to create the kind of world you want. First, you will speak to your classmates about problems you see in the world and possible solutions to these problems. You will listen to and then practice a dialogue between two students who realize that global issues are connected to their own lives. Then, you will read about three young people and the choices they are making in their lives to prepare for the future. Finally, you will write a poem about what you want the world to be like.
Activating Knowledge

In this activity, you will brainstorm ideas about global issues. When you brainstorm, you come up with as many possible answers to a question or idea as you can. The word “brainstorm” is a compound word: BRAIN + STORM = brainstorm.

**Example:** Look at the photo below. What do you think is happening in this photo?

![Photo of people in a group with plastic containers and cups]

**Phrases you can use to talk with your partner:**

- In this photograph, I see...
  
  *people outside. The people look like they do not live in the United States. There are several plastic containers around them. Some people have cups in their hands. The young child in the center of the photo looks sad. Some of the women have cloth wrapped around them like a skirt.*

- A problem the people in this photograph might have is...
  
  *they may have to share food and water. They may be poor.*

- I wonder why...
  
  *the young child in the middle of the photo looks so sad. I wonder where these people are from. I also wonder if they have their own homes or if they have to live together.*
**Activating Knowledge**

**Directions:** With a partner, choose one photo from this page. Brainstorm what you think the problem in the photo might be. Use the sentence starters below the photos to discuss the problem with your partner.

**Phrases you can use to talk with your partner:**
- In this photograph, I see...
- The problem in this photograph might be...
- I wonder why...
Directions: Respond to the following questions. Write continuously and include every idea you can think of until you are told to stop. Be ready to share your ideas with a partner.

What is the biggest problem in the world today?

Why does this problem exist?

What do you think is a solution to this problem?

Writing prompt: The biggest problem in the world today is...
Expanding Vocabulary

Directions: Look at the following images and vocabulary words. Guess what each word means based on the given image.

A: society
B: environment
C: economy
D: sustainability
Directions: Read the paragraphs below. Use the words from the box to fill in the blank spaces.

society  environment  economy  sustainability

It’s the first day of school. You walk into class and the teacher gives you a textbook you will use this year. You open the book and notice someone has written on pages throughout the entire book and several pages have been ripped out. Do you think the person who did this thought about the person who would use this book next? If you were to receive a brand-new book, how would you treat it to make sure that the next person was able to get as much use out of it as you did?

In a way, our world is like this textbook. Just as we use Earth’s resources like water and trees, other people will use those same resources in the future. What are some ways you can take care of your needs and the world so that people can enjoy life in the future? ________ is the idea that we can take care of our own needs and resources without limiting the ability of future generations—our children and grandchildren—to meet their needs.

Asking certain questions can help you begin working toward a sustainable future. Are the people who live in your ________ healthy and happy? If not, what is preventing them from being healthy and happy? Do the people around you try to take care of the ________ by using land, oceans, and rivers carefully instead of damaging them? Do your country’s leaders make decisions about how to spend money in ways that help the ________? Simply put, working toward sustainability means developing a thriving society, a healthy environment, and a strong economy.
**Breaking Down the Meaning**

**Directions:** Each box below includes one of the four vocabulary words from the previous page as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

<table>
<thead>
<tr>
<th><strong>society</strong></th>
<th><strong>environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> a group of people that share common interests or common culture (example: American society)</td>
<td><strong>Definition:</strong> everything that surrounds us and supports our ability to live and grow</td>
</tr>
<tr>
<td>1. What is the best thing about the society you live in?</td>
<td>1. What type of outside environment do you enjoy spending time in most: the ocean, forest, mountains, or desert? Why?</td>
</tr>
<tr>
<td>2. Use society in a sentence.</td>
<td>2. Use environment in a sentence.</td>
</tr>
<tr>
<td>3. Which word does not belong?</td>
<td>3. Which word does not belong?</td>
</tr>
<tr>
<td>people  culture  community  shopping</td>
<td>trees  rocks  computer  river</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>economy</strong></th>
<th><strong>sustainability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> the way a community, region, or country makes and uses money, goods, and services</td>
<td><strong>Definition:</strong> the ability to meet the needs of people now and in the future</td>
</tr>
<tr>
<td>1. What country seems to have a strong economy?</td>
<td>1. What is an example of sustainability in your school or neighborhood?</td>
</tr>
<tr>
<td>2. Use economy in a sentence.</td>
<td>2. Use sustainability in a sentence.</td>
</tr>
<tr>
<td>3. Which word does not belong?</td>
<td>3. Which word does not belong?</td>
</tr>
<tr>
<td>money  polar bear  bank  credit card</td>
<td>future  basic needs  taking care  fighting</td>
</tr>
</tbody>
</table>
Dialogue: What in the World?

Directions: Read the following sample dialogue with a partner to learn about Talib and Reena’s thoughts about global issues. As you read, write down every word you think is a global issue—that is, an issue that affects many people all over the world.

Talib: Hi, Reena!
Reena: Hi, Talib! Can you believe what we learned in class today?
Talib: I know, I never realized there were so many problems in the world.
Reena: Seriously! I also never realized that people from different places around the world can have really similar stories about their lives.
Talib: What do you mean?
Reena: My family had to leave my country when I was three years old because there was a war. My dad didn’t want us to be around conflict and violence, so he thought we should move. When Mr. Thomas was talking to us in class, I realized that many people have had to leave their countries in search of more peaceful places, just like my family did.
Talib: Wow, you make a really good point. It seems like people share more experiences than they might think.
Reena: How about you, Talib? What did you think about class today?
Talib: I was really surprised to hear what Mr. Thomas said about education.
Reena: What surprised you?
Talib: I didn’t realize that over 75 million children around the world do not go to school. It seems like every child around the world should be able to learn. It’s difficult to think about so many children growing up without an education.
Reena: You’re right; it is hard to think about.
Talib: Did you find anything else in class interesting?
Reena: Yes, I was surprised to find out that air pollution from cars and trucks can lead to health problems like asthma. I had not really thought about the causes of asthma and other health problems before.
Talib: I’m really glad we’re learning about these different world issues.
Reena: Me too. After learning more about pollution, education, and conflict, I feel like I know more about the world.
What exactly is the main idea? To understand **main idea**, think about your favorite song. What do you think is the point of the song? What is its message? What details in the song help to support this message? The **main idea** is the most important idea in a passage or text. It is what the author wants you to know. Details throughout the passage or text can provide information that supports the main idea.

**Example:** When you read the paragraph below, think about the most important idea and find three details to support this idea. Then, review the graphic organizer to see how to identify and organize this information.

There are many problems in the world these days, but are there enough solutions? Millions of young people think there are! The Global Youth Action Network (GYAN) is a youth-led group that started in 1999. GYAN believes young people have the power to make a difference in the world, and that by taking positive action now, they can reduce the number of problems in the future. Through programs like Global Youth Service Day, GYAN helps young people in more than 125 countries work on service projects in their communities. For example, teenagers in Bolivia taught their community about the dangers of drinking unclean water. In the United States, youth educated people about the importance of voting. In Thailand, students taught leadership and life skills to children who were orphaned when their parents died of AIDS. Global Youth Action Network is one group of young people who truly believes they can change the world!2

---

**Main Idea**

*The Global Youth Action Network believes young people have the power to make a difference on global issues.*

*GYAN helps to organize Global Youth Service Day, where young people from over 125 countries create service projects that help their communities.*

*Youth from Thailand, Bolivia, and the United States worked on service day projects supporting their communities.*
Directions: Read the paragraph below and complete the graphic organizer with the main idea of the paragraph and three supporting details.

Have you ever heard of teenagers being teachers? At Cleveland High School in Seattle, teenage students had the opportunity to become teachers while they were still in school. These students were refugees who had left their home countries in order to find safety. Their teacher, David White-Espin, realized that his students’ experience as refugees could be shared with other students. This was a way that non-refugee students could learn about issues they had never experienced. Most of the Cleveland students came from countries in Southeast Asia and East Africa. They had many stories about conflict and migration to share. They had seen people fight with weapons and they had escaped from dangerous places. The Cleveland students created a video to tell their stories about living as refugees. The students visited local middle and high schools to present their video and talk to students. Their audiences were amazed by all the different languages they could speak and how they were able to survive such difficult times. By sharing their experiences with other students, this group of refugees helped other students to understand the effects of conflict and migration.

Main Idea

Detail 1

Detail 2

Detail 3
Directions: Read the four statements below, one at a time. On a scale of 1-5, 1 meaning you completely disagree with the statement and 5 meaning you completely agree, circle the number that reflects how you feel about each statement. The answer is based on your opinion so there are no right or wrong answers.

If there are problems occurring where I live, I should spend time trying to solve them.

1 2 3 4 5

Young people can make a difference in the world.

1 2 3 4 5

The choices I make in my own life have an effect on my community and the world.

1 2 3 4 5

Fifty years from now, I want the world to be a better place.

1 2 3 4 5

Now, add together the numbers you circled.

Read the statement that matches your total:

4-8: You are not convinced that you can or should help solve world problems.

9-15: You know there are problems that people face around the world. You think you might be able to help solve these problems, but you’re not sure.

16-20: You believe that even though there are many problems in the world, you can help to find some solutions.
**Maninho**

Maninho lives in the city of Cape Town in South Africa. He likes listening to hip-hop music. When he was just nine years old, he left his home country of Mozambique, which **borders** South Africa, because of family troubles. For five years, he has lived at Beth Uriel (which means “House of Light” in the Hebrew language), a shelter for young men aged sixteen to twenty-four. At Beth Uriel, young men live safely in a home where they also go to school, work, and participate in youth programs that help them reach personal goals. Maninho is in the tenth grade and loves learning English, Xhosa (a tribal language of South Africa), and math. He loves learning because it gives him the chance to talk with other people and share new ideas. He has not seen his real family since 2004; the young people he lives with now are part of his new family.

One challenge or difficulty he sees in his community is the way people treat each other. According to Maninho, “Sometimes you can interact or talk with someone one day and the next day they turn on you.” Rather than getting upset, Maninho created a music group called **Young Soldiers** that focuses on **unity**. He refers to unity as the Uhuru Spirit, which means “one.” The lyrics, or words, to the group’s hip-hop music are positive and encourage people to work together and get along. Instead of creating wars, the Young Soldiers create music.

---

**borders** (v) – located next to another region or country (e.g., the United States borders Mexico)

**unity** (n) – the state of being together or in harmony

---

Maninho and Masakane, the Young Soldiers, use hip hop to create positive messages for youth.
Raul

Raul lives in the town of Chinchero in Peru with his three brothers, one sister, mother, father, and grandmother. He loves life in Chinchero because it is peaceful; people are friendly and help each other. He also loves the mountainous environment.

Chinchero is famous for its weaving; boys and girls learn how to weave at a young age. Many people in Chinchero are farmers, and in addition to growing potatoes and lima beans, they raise sheep that provide wool for weaving blankets and clothes. The land is very important to the people in Chinchero because it provides food and a way to make money. The main language spoken in Chinchero is Quechua and the second language is Spanish. Raul can speak both.

One problem in Chinchero is that many people are not able to complete their education because they do not have enough money to finish school.

Students usually stop going to school by the time they are sixteen, and without a proper education they cannot earn enough money to support their families and take care of the land.

Raul is attending university now. His goal is to work in tourism so that he can help to strengthen his community’s economy. Tourists support Chinchero’s economy when they eat at local restaurants, take tours of the village, buy blankets or clothes, and rent hotel rooms. The money that local people make through tourism could help them to live sustainably. It could also help young people to complete their education.

Raul also knows that it is important not only to earn money from tourism but to share his way of life. He wants to make sure that in fifty years his neighbors and his family have good opportunities in life.

---

**weaving (n)** – the process of making cloth (for blankets and clothing) by intertwining threads

**tourism (n)** – the business of providing tours, food, and lodging for people who travel
**Chapter Reading: Been Around the World**

**Maria**

Maria lives in the city of San Francisco in the United States. She is nineteen years old and is in her second year of college. She loves learning about anything that challenges her ideas and helps her understand the world in a new way. The city where she lives has many small stores, restaurants, and student housing. She shares an apartment with two roommates. She loves the fact that her neighborhood has so many things happening: live music, street festivals, and dance shows. She also enjoys that people of all ages go to these events.

When she finishes college, Maria wants to be an urban planner so that she can help to design sustainable cities. Maria thinks that all people should have the chance to live in homes they can afford and have jobs to support their families. Right now, she volunteers with the group Habitat for Humanity. Habitat for Humanity works to end homelessness by building houses for families in need. Maria understands that if people do not have shelter and other basic needs, society will face many other problems.

Maria hopes that in fifty years people will understand what actions they can take to create a more sustainable world.

**The World in Fifty Years...**

When these three young people think about how to make their communities and the world better in fifty years, they are thinking about sustainability. They are taking action now to make sure the needs of people are met today and in the future. Even though they may be from different parts of the world and have very different lives, they have a common goal: to make sure the world is a great place for everyone. Maninho thinks about how his hip-hop music can help society by providing a positive message of peace. Raul thinks about how tourism can help support the local environment and boost the economy for the people in Chinchero. Maria thinks about how houses and jobs for everyone can help society. Together, these three young people from different corners of the world are working to create a bright future.

*volunteers (v) – provides a service for free*
Directions: Determine the main idea of the chapter reading. Then look for at least three details that support the main idea. Complete the graphic organizer with the main idea and three supporting details from the chapter reading.

Main Idea

Community members from Chinchero show people how to weave.
Comprehension Questions

Directions: Answer the following questions to support your comprehension of the chapter reading.

Understanding what you read

1. Identify the three countries where Maninho, Raul, and Maria live.

2. In Maria’s story it states that she volunteers at Habitat for Humanity. Define the word volunteer.

Thinking about what you read

3. Read Maninho’s story again. What exactly does Maninho want?

4. The title of the reading is “Been Around the World.” Create a different title for this reading. Explain how your title reflects the main idea of the reading.

5. Explain how the following Chinese proverb connects to the reading: “One generation plants the trees; another gets the shade.”

Questioning what you read

6. Explain why you think the author wrote about these three young people.

Making connections to what you read

7. Do any of these stories relate to you and your life? Why or why not?

8. Evaluate the answers you gave in the Anticipation Guide before you completed the reading. Would you change any of your answers? Why?

Further discussion questions

9. How might a weak economy affect a society?

10. Can you think of an activity that harms the environment but helps the economy? How might you change this activity so that it does not harm the environment?
What is a poem?
A poem is a personal expression of ideas and emotions.

Why write a poem?
A poem is an opportunity to express your ideas about different topics in a creative way. Poems allow you to personally express exactly what you are thinking. There are many different kinds of poems: some use words that rhyme, others focus on rhythm, and some use repetition. The more descriptive your poem is, the better.

You read about three young people from around the world and what they want for the future. Now you will be writing about yourself and the future you want by creating a bio-poem—a poem about yourself.

Example: Use the following structure for your bio-poem:

Name
Three words that describe you
Who loves…
Who thinks my family…
Who feels the environment should…
Who wants society to…
Who wishes school could…
Who believes money should…
Who dreams the future will be…
Name
Directions: Before you write your own bio-poem, you will evaluate two others. When you evaluate writing, look carefully to see what the writer did well and how the writer could improve. Grade the poems on a scale of 1 through 3 (1 needs a lot of work, 2 is pretty good, and 3 looks great). Use the following questions to help you grade:

- Does the poet use the correct bio-poem structure?
- Does the poet use vocabulary words from this chapter?
- Does the poet use complete thoughts throughout the poem?

Poem 1

Miguel Jordan
Hilarious, athletic, wise
Who loves any music that makes me dance
Who thinks my family deserves to live in a peaceful neighborhood where playgrounds replace broken glass
Who feels the environment should be full of lush forests and blue oceans, not polluted air
Who wants society to accept all different types of people
Who wishes school could teach me to speak three languages and fly airplanes
Who believes money should create jobs for all people so no one struggles
Who dreams the future will be full of poets, athletes, doctors, and lawyers
Miguel Jordan

What grade would you give this poem? Why?

Poem 2

Julie Li
Smart
Who feels the environment should not be destroyed
Who dreams the future will be a place of many opportunities
Who loves traveling but has only been to China and America
Who has two great parents
That’s me

What grade would you give this poem? Why?
Writing Steps: Poetry

Step 1: Use the Writing Organizer on the next page to help you write your bio-poem. Write complete thoughts, not just words, for each line that begins with “Who.”

Step 2: Edit the poem using the Edit Checklist below.

Step 3: Have a classmate read and edit your poem using the same checklist.

Step 4: Correct and rewrite your poem.

Step 5: Share your poem with the class by reading it aloud.

Edit Checklist

<table>
<thead>
<tr>
<th></th>
<th>Author Check</th>
<th>Peer Editor Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you use the bio-poem structure correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you use chapter vocabulary words correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you write complete thoughts for each line?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Name</td>
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<tr>
<td>Three words that describe you</td>
<td></td>
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<td>Who loves...</td>
<td></td>
<td></td>
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<tr>
<td>Who thinks my family...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who feels the environment should...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who wants society to...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who wishes school could...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who believes money should...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who dreams the future will be...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have you ever thought about how important nature is? The natural world produces everything we need to survive: food, water, shelter, and energy.

Chapter 2 will encourage you to explore how we use Earth's resources and the ability of the environment to supply these resources. In this chapter, you will speak with your classmates about important resources that nature provides. You will listen to and then practice a dialogue about the root causes of species extinctions. You will also read about characteristics of healthy ecosystems and how you can contribute to a healthy environment. Finally, you will write a paragraph about a food web in a forest-stream ecosystem.
A *caption* is an explanation of a picture. Each of the following images is accompanied by a caption.

**Directions:** Look at each image, and then read the caption below it. On the next page, you will create your own caption.

**The snow leopard is an endangered cat species that lives in Asia.**

**The iceberg model is useful for analyzing problems and solutions.**

**The average ecological footprint in Ireland is more than twice the size of the average ecological footprint in Mexico.**
**Activating Knowledge**

**Directions:** Study the cartoon image below, and then complete the steps that follow.

1. Think of a caption for this cartoon. Write that caption as a sentence.

2. Exchange your caption with a partner.

3. Answer these questions together with your partner:
   - Did you both have similar captions?
   - If not, how were they different?

---

**The Natural World**

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Directions: List seven things you use every day that come from nature. For an extra challenge, write what you think these things are made from. Use words from the word bank to help you with your list. An example is provided.

Word Bank

- trees
- rubber
- water
- clay
- plants
- animals
- metal
- minerals
- petroleum oil

Things You Use | Made From
---|---
notebook paper | trees
1. ____________ | ________________
2. ____________ | ________________
3. ____________ | ________________
4. ____________ | ________________
5. ____________ | ________________
6. ____________ | ________________
7. ____________ | ________________
**Expanding Vocabulary**

**Directions:** Look at the following images and vocabulary words. Guess what you think each word means based on the given images.

- **A** biodiversity
- **B** species
- **C** ecological footprint
- **D** natural resources
Humans belong to the ________ Homo sapiens. Although humans are different from other animals, we still need things that come from __________, such as food and water. Humans live in __________ environments, from deserts to tropical rainforests to mountains. People who are surrounded by many different kinds of species live in ecosystems with high __________. Those ecosystems often have many __________, such as water, plants, and wildlife.

A __________ is the mark that your foot makes on the ground when you walk. People with small feet leave smaller footprints than people with big feet. When we use natural resources, we also leave a footprint on the earth. This is called an __________. If you were to take long showers every day, drive everywhere you needed to go, and never recycle anything, your footprint would be larger than someone who takes short showers, rides a bike instead of driving, and recycles. People who have bigger footprints have a bigger impact on Earth’s __________, which include both environments and species that live in those environments.

Thinking about the way you use natural resources can help to reduce your impact on the planet.
**Directions:** Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

### biodiversity
**Definition:** numbers of plants, animals, and other living things

1. What kinds of environments might have high biodiversity?
2. Use biodiversity in a sentence.
3. Which word does not belong?
   - many
   - variety
   - same
   - species

### species
**Definition:** a group of living things that can produce offspring

1. What is your favorite species to see at the zoo?
2. Use species in a sentence.
3. Which word does not belong?
   - human
   - polar bear
   - insects
   - white oak

### ecological footprint
**Definition:** the area of land and water required to support a particular lifestyle

1. What action could a city take to reduce its ecological footprint?
2. Use ecological footprint in a sentence.
3. Which word does not belong?
   - lifestyle
   - land
   - resources
   - sunshine

### natural resource
**Definition:** materials we use that come from nature

1. What is one natural resource you could not live without?
2. Use natural resource in a sentence.
3. Which word does not belong?
   - plastic
   - water
   - trees
   - wildlife
An **iceberg** is a large piece of ice (frozen water) floating in the ocean. Only a small part of an iceberg is visible above water; most of it is below the surface and out of sight.

**Directions:** Study the iceberg model below, and then read the dialogue on the next page with a partner to learn more about the iceberg model.

- **Tip of Iceberg (single event):**
  The snow leopard, which lives only in central Asia, is in danger of extinction.

- **Below Water Line (pattern):**
  The snow leopard isn’t the only one in danger. As many as 27,000 species become extinct each year.

- **At Base (root causes):**
  Suspected reasons for species extinctions include environmental pollution, loss of habitat, and climate change.
A: Why do you think this picture is called an *iceberg model*?

B: That’s a good question. I don’t know what an *iceberg* is, but I know what a *model* is. A model is an example to help you understand something.

A: I know what an iceberg is. It’s a large piece of ice floating in the ocean. Only a small part of the iceberg can be seen above water. Most of the iceberg is below water where we can’t see it.

B: Hmm…that gives me some idea of what an iceberg model is all about. It seems like you could use an iceberg model to think about what lies beneath the tip of things that you can see.

A: I bet you’re right! Let’s look a little closer at that iceberg model again.

B: Ok. In this example, the tip of the iceberg is the snow leopard in danger of extinction.

A: Right, and I know from science class that when an animal becomes *extinct*, it doesn’t exist anymore. Below the tip of the iceberg, we see that many species become extinct each year.

B: Yes, the event at the tip of the iceberg is part of a *pattern*—something that keeps happening. The snow leopard is just one of many species that could become extinct in the future.

A: At the base of the iceberg, we see why species become extinct.

B: It looks like things such as pollution, habitat loss, and climate change can lead to extinctions.

A: I know that *pollution* results when we put harmful substances into the air, water, and soil. I wonder what *habitat loss* and *climate change* mean.

B: I remember learning about those in science class! A habitat is where an animal lives. Habitat loss happens when humans use land to build houses and roads. That can make it difficult for some species to survive. I think that climate change has something to do with weather patterns changing over time. I guess some species can only survive in certain types of weather and not others.

A: It seems that if we want to prevent more species from becoming extinct, we should reduce pollution, habitat loss, and climate change.

B: I agree. If we take action against these things, maybe species like the snow leopard will be able to survive.

A: It seems the iceberg model could be used to solve all sorts of problems, like finding out why people get sick.

B: Interesting idea! If a lot of people in a city have asthma, you could see if this is a pattern in other cities and figure out what is creating this sickness. You’re right—the iceberg model would be really helpful for working on big problems.
Writers often use *textual details* to emphasize important information. The following textual details are all clues for important words or phrases.

- *italics*: Did you know that Mr. Parks is the *oldest* person in my church?
- *bold type*: This is our town’s *first-ever* carnival.
- *underlining*: Mom, you’re the *best*.
- “*quotation marks*”: Brad called my new hairstyle “interesting.”
- *capitalization*: Do NOT make a mark on the paper.
- *punctuation (?!)*: I have never seen a cat with so much fur!

**Example:** Read the following paragraphs, looking for textual details that emphasize important information.

Until I started studying birds, I was never very excited about nature. In fact, I hated going camping and hiking every summer with my family. If my father said that being outdoors was “good for me” one more time, I thought I would scream! Last summer I took an ornithology class where we learned about all sorts of birds. Who knew there were so many interesting birds to learn about?!

Did you know that there are nearly 10,000 bird species in the world?¹ Birds serve a *very* important purpose in their ecosystems. Many small birds, such as wrens, are a source of food for other animals. Other birds, such as eagles, eat small animals like mice and lizards. My favorite birds to watch are hummingbirds. Hummingbirds pollinate flowers so that the flowers can reproduce to create new flowers. These birds are so amazing to watch because they beat their wings up to 100 times PER SECOND!

Unfortunately, 12% of all bird species are in danger of extinction. Can you *imagine* what a loss of 1,200 bird species would be like? I would hate for that to happen. That’s why I want to become an ornithologist when I grow up. I want to figure out ways to prevent more birds from becoming extinct.
**Directions:** Complete the following table with important information and textual details from the reading passage about birds.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Textual Detail Clue</th>
<th>How This Textual Detail Emphasizes Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The author hated going camping and hiking before he/she began studying birds.</td>
<td>quotation marks, punctuation</td>
<td>The quotation marks and exclamation point both convey how strongly the author felt.</td>
</tr>
<tr>
<td>There are many interesting birds.</td>
<td>punctuation</td>
<td>The exclamation point and question mark emphasize the author’s disbelief at the number of birds.</td>
</tr>
</tbody>
</table>
**Directions:** Read each statement below. Indicate whether you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree or Disagree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Protecting nature is important because it produces everything we need to survive.</td>
<td></td>
</tr>
<tr>
<td>2. Some natural resources are used so quickly that they are difficult to replace.</td>
<td></td>
</tr>
<tr>
<td>3. The world's biodiversity is disappearing.</td>
<td></td>
</tr>
<tr>
<td>4. All parts of an ecosystem are connected.</td>
<td></td>
</tr>
<tr>
<td>5. Present-day extinctions of plants and animals can happen because of human activity.</td>
<td></td>
</tr>
<tr>
<td>6. I have the ability to help solve environmental problems.</td>
<td></td>
</tr>
</tbody>
</table>
Have you ever heard the saying, “There’s no such thing as a free lunch?”

Consider this quote from William Ruckelshaus, the first director of the United States Environmental Protection Agency: “Nature provides a free lunch, but only if we control our appetites.”

Everything You Need

Can you think of anything you use that doesn’t come from nature? In some shape or form, nature provides us with everything we use. Earth produces everything that humans need to survive, including food, water, and shelter. We use natural resources every day to build our homes, to create electricity, and to make things like clothing and paper. Even man-made items such as computers or cell phones are made with resources that come from the earth!

How we use Earth’s resources affects the present and future supply of those resources. To make sure that human needs can be met in the future, it is important to understand how people use natural resources. Many natural resources are replaced quickly after we use them. However, in some cases, we use resources so fast that they cannot be replaced.

One example of a nonrenewable resource, or a resource that is not replaced quickly, is petroleum. Petroleum is used to create many useful things, including gasoline and plastics. Because petroleum is created very slowly over the course of millions of years, it cannot be replaced quickly after we use it. What would happen if we didn’t have any more gasoline? How would your life change?

One renewable resource is sunshine. The sun constantly produces solar energy in the form of heat and light. Solar energy can be converted to electricity by devices called solar panels. Solar energy is renewable because it is constantly replaced.

United States Environmental Protection Agency (n) – a government organization formed in 1970 to protect human health and the environment
appetite (n) – a strong desire, often for food
nature (n) – the outdoor environment and all the living things in it
electricity (n) – a form of energy used to heat and cool buildings, to power appliances and electronics, and to light buildings
Healthy Ecosystems

The health of the planet depends on the health of its many ecosystems. An ecosystem is a group of organisms (plants, animals, fungi, and bacteria) that works as a unit with its environment. All parts of an ecosystem are interconnected, which means they are all connected to each other in some way. One example of an ecosystem is a tropical rainforest. Tropical rainforests are usually located close to Earth’s equator. They are warm, wet forests that contain many species of plants and animals. There are so many species in tropical rainforests that some have not even been discovered yet!

Some of the healthiest ecosystems have high biodiversity. Biodiversity refers to the number and variety of living things in a specific geographic region. An ecosystem with many different types of plants and animals, such as a rainforest, has high biodiversity. When there is high biodiversity in an ecosystem, the ecosystem is more likely to survive a damaging event like a hurricane or the spread of disease. For example, if certain insects spread disease to one tree species in a rainforest, the entire forest will not be destroyed because many other kinds of trees and plants will remain.

On the other hand, ecosystems like farms that grow only one kind of plant can easily have their plants destroyed by a single insect pest. For example, an insect called the boll weevil has destroyed cotton crops throughout the United States and put many cotton farmers out of business. However, growing different kinds of plants protects farmers from losing all of their crops even if one crop is destroyed by insects like the boll weevil.

Unfortunately, the world’s biodiversity is disappearing. Scientists estimate that there are as many as 10 million species on Earth. Each year as many as 27,000 species of animals, plants, insects, and microorganisms disappear forever! There are many more that are endangered, which means they could be extinct soon. Learning about the root causes of extinction may help those species survive.

The number of extinctions has sped up a lot during the last 60 million years. Past extinctions have been blamed on natural events, such as volcanic eruptions or major changes in climate.

Rainforests are habitats that have many different kinds of plants and species.
Most present-day extinctions, however, are thought to be the result of human activities, such as destroying natural habitats, overharvesting natural resources, and pollution.4

Marine Ecosystems

Oceans cover 70% of Earth’s surface. Marine ecosystems, like oceans, often contain high biodiversity. Many different types of plants and animals, such as coral and fish, live in oceans. Almost half of all species in the world live in oceans.5

The oceans are so big that it might seem hard to believe that humans could have an impact on their health. The facts, however, tell us that we DO have an impact. Numerous species of fish are suffering because people have harvested too many fish, and species like cod and tuna have been caught faster than they can reproduce.6 Harvesting species this way is not sustainable and could lead to species extinctions.

Biodiversity is important for healthy ocean ecosystems and marine food webs, but many human activities are causing damage to ocean ecosystems. The good news is that you have the power to improve the health of our oceans.

Water Pollution and Solutions

You may have seen a storm drain on the street with a stencil painted next to it that reads, “Dump No Waste: Drains to Stream”. That stencil is there to remind us that much of the rain that falls on the ground ends up in the nearest body of water, like a stream or river. When that rain washes over the ground, it picks up everything that we have left behind: oil from a leaky car, agricultural or lawn chemicals, and animal waste. Eventually, every river—and its pollution—drain into an ocean and enter the marine food web. Toxic chemicals ingested by fish and other marine animals can then enter our bodies when we eat them.

Trash that enters the ocean is also considered pollution. Old tires, fishing nets, and plastic shopping bags can all be found floating in the ocean. This pollution can harm marine animals, including whales, fish, seals, turtles, sea birds, and corals. Animals can get tangled in trash or they might get sick when they try to eat it.
You can prevent marine pollution by throwing garbage in the proper place and not putting any waste in storm drains. If you have pets, cleaning up their waste will also help keep our waters clean. You could even label storm drains so that other people will know NOT to put garbage in them.

**What’s Your Shoe Size?**

Different people use different amounts and types of natural resources. For example, while one person may drive to work, another person may take the bus. A person’s ecological footprint is the amount of nature (land and water area) that is required to produce the resources he or she uses, and to absorb the waste he or she produces. In other words, an ecological footprint is a measure of a person’s impact on the earth.

Think about the resources that you use every day. Land and water resources are required to grow food, to produce energy for electricity, to build roads and houses, and to haul garbage away. These activities all contribute to the size of our ecological footprint.

One way to stop garbage and toxics from entering oceans is to label storm drains.

By reducing big ecological footprints, we can make sure that more natural resources are available for humans and other species as well. Can you think of ways to reduce your ecological footprint? Can you think of ways that countries might be able to reduce their ecological footprint? Shrinking our footprint can actually improve our lives and the lives of other people on the planet!
**Directions:** Look for textual details in the article to identify five pieces of important information. Use this information to complete the following table.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Textual Detail Clue</th>
<th>How This Textual Detail Emphasizes Important Information</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Directions: Answer the following questions to support your comprehension of the chapter reading.

Understanding what you read
1. What is one way to keep oceans healthy?
2. Identify one of the vocabulary words from Chapter 2. How is the word used in the chapter reading?

Thinking about what you read
3. Explain why high biodiversity is important.
4. Create your own title for the reading. Explain how your title reflects the main idea of the reading.

Questioning what you read
5. How would you describe the author’s perspective on the environment?
6. The article suggests that shrinking your ecological footprint can improve your life and the lives of others. Describe how reducing your impact on Earth’s resources could benefit you or other people.

Making connections to what you read
7. Explain whether you think your friends and family have small or large ecological footprints. What evidence supports your explanation?
8. Review and reevaluate your original answers to the Anticipation Guide. After reading the chapter reading, would you change any of your answers? Why?

Further discussion questions
9. How might the number of people on Earth affect our combined ecological footprint?
10. How does our use of natural resources affect global sustainability?
Directions: Look at the following diagram. It shows a food web of organisms found in a forest-stream ecosystem. Write a paragraph that answers this question:

What would happen to other species in the ecosystem if the snake was removed?

Find at least three pieces of evidence from the food web to support your answer. Incorporate two or more chapter vocabulary words into your paragraph.
A five-sentence paragraph is exactly what it sounds like: a single paragraph of five sentences. It has the following structure:

**Sentence #1: Topic Sentence**  
The topic sentence is the first sentence of a paragraph. It tells the main idea of the paragraph.

**Sentences #2, 3, 4: Supporting Sentences**  
You need at least three supporting sentences. Each one provides details and examples that support the main idea of the paragraph.

**Sentence #5: Closing Sentence**  
The closing sentence is the last sentence of a paragraph. It summarizes the main idea of the paragraph using different words than the topic sentence.

**Example:** The following paragraph is an example of a five-sentence paragraph.

The largest component of the world’s ecological footprint is energy. Energy is required for everything we do! We use energy to make electricity so we can cook food, heat our homes, and watch television. We also use energy to travel from place to place in cars, buses, trains, and planes. By learning about the resources required for different types of energy use and the kinds of wastes that are produced, we can work to reduce our ecological footprint.

Riding bikes instead of driving is one way to decrease a person’s ecological footprint.
**Writing Steps: Five-sentence Paragraph**

**Step 1:** Think through your ideas using the Writing Brainstorm Page (see next page).

**Step 2:** Use the Writing Organizer to write a five-sentence paragraph.

**Step 3:** Edit your paragraph using the Edit Checklist.

**Step 4:** Exchange paragraphs with a classmate. Read and edit your classmate’s paragraph. Ask him or her to review your paragraph.

**Step 5:** Revise and finalize your paragraph.

---

**Transition Words**

You can make your writing more sophisticated by including transition words that connect one idea in a paragraph to the next. You can try using one or two of the following transition words to strengthen your paragraph:

- **For example:** *For example*, the golden toad is now extinct.
- **Additionally:** *Additionally*, the snow leopard is an endangered species.
- **For instance:** *For instance*, cars emit pollution into the air.

---

**Edit Checklist**

<table>
<thead>
<tr>
<th>Did you use two vocabulary words from the chapter?</th>
<th>Author Check</th>
<th>Peer Editor Check</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Did you include a topic sentence, three details, and a closing sentence?</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Did you use transition words correctly?</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
1. What do you think the arrows in the food web diagram represent?

2. How is the plant connected to the bear?

3. What species depend directly on the snake? (Hint: Arrows connect the snake directly to these species.)

4. Do any species depend indirectly on the snake? (Hint: These species are NOT directly connected to the snake by arrows.)

5. Do any of the four chapter vocabulary words relate to the diagram? How?
   - biodiversity:
   - species:
   - natural resources:
   - ecological footprint:
Chapter 3

Environmental Issues and Solutions

What are the major environmental issues in the world, and what can we do to find solutions?

Chapter 3 will explore current challenges to the environment. In this chapter, you will speak to your classmates about the use of natural resources, such as water and forests. You will listen to and then practice a dialogue about the limited amount of water on Earth. You will read about current environmental problems, including climate change, deforestation, and freshwater scarcity. Throughout this chapter, you will learn about ways you can take action. At the end of the chapter, you will write a persuasive essay about whether or not people should take immediate action to limit climate change.

Melting glaciers like Exit Glacier in Alaska are a sign of environmental changes.
Activating Knowledge

Example: Look at the two photos and the answers to the questions below.

• How might the two photos be connected?
• What is different about the two photos?

Both photos show trees.
The photo on the left shows trees in a forest.
The photo on the right shows trees that have been cut for lumber.
Forests are an important resource for providing lumber for paper and furniture.

• How might the two photos be connected?

In the photo on the left, trees are alive and growing.
In the photo on the right, trees have been cut down and are no longer alive.
Activating Knowledge

Directions: Look at the two photos below. After you have looked at the photos on your own, brainstorm answers to the following questions with a partner.

• How might the two photos be connected?
• What is different about the two photos?

Phrases you could use to talk with your partner:
• Both photos show…
• The photo on the left shows…
• The photo on the right shows…
• I wonder why…
• I wonder how…
Do you agree with the following statement?

There are more important things to worry about than taking care of the environment.

Directions: Provide a written response explaining whether you agree or disagree with the statement. Give three or more reasons why you agree or do not agree with the statement.

Tip: You can incorporate words from the question into your answer.

I agree with the statement because…

I do not agree with the statement because…
**Directions:** Look at the following images and vocabulary words. Guess what you think each word means based on the given image.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
</tr>
<tr>
<td>![Image of polar bear and ice]</td>
<td>![Image of cracked land]</td>
</tr>
<tr>
<td><strong>climate change</strong></td>
<td><strong>freshwater scarcity</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>D</strong></td>
</tr>
<tr>
<td>![Image of deforested land]</td>
<td>![Image of polluted stream]</td>
</tr>
<tr>
<td><strong>deforestation</strong></td>
<td><strong>pollution</strong></td>
</tr>
</tbody>
</table>
**Using Words in Context: Concept Map**

**Directions:** Complete the concept map using the four chapter vocabulary words. Each vocabulary word will be used once.

- from cars and electricity
- volcanic eruptions
- farming and raising livestock
- ocean levels rise
- greenhouse gases released into the air
- some places experience more hurricanes
- diseases spread to new areas
- some places experience
- weather patterns change around the world

---

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**Directions:** Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

---

**climate change**

**Definition:** a change in long-term weather patterns

1. What are possible signs that climate change is occurring?
2. Use climate change in a sentence.
3. Which word does not belong?
   - temperature
   - weather
   - long-term
   - sudden

---

**freshwater scarcity**

**Definition:** the lack of safe and drinkable water around the world

1. What are possible reasons that water is scarce in some parts of the world?
2. Use freshwater scarcity in a sentence.
3. Which word does not belong?
   - oceans
   - rivers
   - electricity
   - glaciers

---

**deforestation**

**Definition:** removal of trees from an area

1. How would an area look after deforestation has occurred?
2. Use deforestation in a sentence.
3. Which word does not belong?
   - growing
   - cutting
   - burning
   - harvesting

---

**pollution**

**Definition:** substances that contaminate air, water, and soil

1. What might be a source of water pollution?
2. Use pollution in a sentence.
3. Which word does not belong?
   - trash
   - waste
   - tree
   - smog
Dialogue: How Do You Explain It?

Directions: Study the graph below. What does it show? Before you read the dialogue below aloud with your partner, read through it on your own. Each time you see two choices underlined, choose the correct answer. After both you and your partner have done this, read the dialogue aloud together.

A: Do you know what the graph shows?
B: The graph shows the amount of water/raindrops per person available in the world.

A: It looks like the amount of water per person has increased/decreased over time.
B: How can you tell this from the graph?
A: Well, in 1900, there were more than 20,000/25,000 cubic meters of water available per person. Do you see what happens in 2000?
B: Yes, by 2000 only about 5,000/10,000 cubic meters of water were available per person.

A: Do you think that means there is less water in the world now than in 1900?
B: No, the total type/amount of water in the world is always the same.

A: So why do you think the amount per person has decreased?
B: The amount per person may have decreased because the number of people has increased.

A: Oh, I see. If more people/person are using the same amount of water, there will be less water for each person.
B: That’s right. It is like when you and three friends plan to share a pizza. If another pizza/friend joins you, you will have to divide the pizza among more people. Now, you have five people who want to eat the pizza.

A: I see what you mean. If there were fewer/more people in the world, more water would be available for each person.
B: That’s true, but there would also be more water available for other people if each person used less/more water.
**Cause and effect** means that one thing leads to another. A cause and effect relationship fits into the formula "**If**…**then**…."  

**For example:** If my mother finds out I lost her favorite pair of earrings, then she will be angry.

Certain words can signal the presence of a cause and effect relationship:  
- as a result  
- therefore  
- consequently  
- because  
- for this reason  
- hence  
- due to the fact  
- so

**Example:** Take a look at the paragraph below. As you read, look for cause and effect relationships. Also look to see how signal words can be used to identify a cause and effect relationship.

Freshwater is a necessary resource around the world. We all need water for drinking, cooking, and bathing, as well as to grow food. Yet, many people have difficulty getting enough water. Because freshwater is scarce in many places, some people must walk miles to get drinking water. Often the water that is available is not clean. For this reason, people might become sick. Due to the fact that so little water is available in some places, some experts predict that future wars will be fought over access to freshwater.
Directions: Read the following passage. Use the graphic organizer to record cause and effect relationships.

The world’s oceans, rivers, streams, and lakes are all aquatic ecosystems, or ecosystems located in water. Pollution is a major environmental problem that can damage these ecosystems. Whereas people may not put waste directly into our aquatic ecosystems, they do put it in storm drains. Have you ever noticed how many streets have storm drains to carry water off the street? Due to the fact that rain washes things from the ground into storm drains, motor oil that drips from cars onto the street can end up in rivers and lakes. Rain can also carry waste from dogs and other animals into storm drains. Because water flowing into storm drains and sewers usually empties into the nearest body of water, it is important to keep toxic, poisonous chemicals and garbage out of storm drains. If people dispose of motor oil, garbage, and pet waste properly, then we can keep aquatic ecosystems healthy.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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signal words
Directions: Take the following quiz about current environmental issues. Indicate whether each statement is true or false.

1. ________ Certain energy sources, like coal, release gases that contribute to making the earth warmer.

2. ________ One solution to climate change is to use more energy.

3. ________ Removing all the trees in an area is good for animals that live in forests.

4. ________ A common cause of deforestation is clearing land for growing food.

5. ________ It takes less water to raise a pound of beef than to grow a pound of corn.

6. ________ Most of the water in the world is salt water, found in oceans.

7. ________ The issues of climate change, deforestation, and freshwater scarcity are connected.

Factories can be a source of pollution related to climate change.
Environmental Issue #1: Climate Change

Imagine you have lived on an island your entire life. You use resources from that island and had a peaceful childhood there. Recently, you noticed that the sea levels have been rising higher than usual, reaching further inland. Because of these rising water levels, some of your neighbors’ houses have been destroyed. Salt from these rising waters has also damaged plants and trees around the area. Trees have started to die from too much salt. You have thought about moving and building your house on a higher foundation with walls around it to stop flooding during high tides and heavy rains. This move will cost you quite a bit of money. Your environment has changed so much during your lifetime that you fear what might happen in the future.

What’s Happening?

Ben Namakin knows this story all too well because this scenario is happening where he lives in the Federated States of Micronesia (a Pacific island nation). He can remember his favorite place to spend time during high school, where he saw friends, snorkeled in the water, and camped. Unfortunately, the place has been destroyed by flooding as sea levels have risen. As an environmental educator, Ben teaches people of all ages about this environmental issue and the importance of creating solutions that will stop his island from being destroyed.¹

Around the world, people like Ben are observing the effects of climate change. Climate is the typical weather in an area over a period of time. When we talk about climate, we are not talking about what the weather is like on a single day. We are talking about weather patterns over a long period of time. For example, Alaska has a cool climate. Although there may be warmer days during the summer, the weather in Alaska is typically cool.

Climate change can have very different effects in different places. In some places, climate change may result in more rainfall and flooding. In other places, there may be less rainfall and droughts may increase. If the weather changed significantly where you lived, what might happen to people and to local environments?

weather (n) — outdoor conditions at a given point in time, including precipitation (snow, rain, ice), temperature, wind, and clouds
Sea levels are beginning to rise around the world. As water warms, it expands and takes up more space. Therefore, warmer oceans cause sea levels to rise. Also, some sea level rise is due to melting glaciers.

**Our Place in the Story**

There are many reasons why climate can change. Some climate change is natural and normal. For example, volcanic eruptions and ocean currents can affect climate change. However, the daily actions and choices of people can also affect Earth’s climate.  

Think about all the times you turn a light on, use a computer, or watch television. One way that we contribute to climate change is through our energy use. We use energy for electricity and for transportation. Electricity is used to light our buildings, heat our homes, and power electronics like televisions and microwave ovens. Transportation is how we move from one place to another. Cars, trains, airplanes, and buses are all types of transportation.

Most of the energy we use comes from fossil fuels (materials such as coal and oil that were formed millions of years ago from ancient plants and animals). When we use fossil fuels, carbon dioxide and other gases are released into the air. These gases act like a blanket by trapping the sun’s heat near the earth. Because of this, temperatures on Earth are beginning to rise. This process that warms the earth is called the greenhouse effect.

If we know that using fossil fuels for energy causes climate change, then we can help by reducing our use of fossil fuels for electricity and transportation. Here are a few ideas:

- Travel less by car and airplane
- Use public transportation like buses and trains
- Turn off lights and unplug electronics when you are not using them

You could also help to fight climate change by planting trees and other plants. Did you know that plants actually need carbon dioxide to survive? They take carbon dioxide out of the air and use it to grow.

Whether you decide to take the bus more often or plant a tree in your yard, you are helping to reduce the effects of climate change. Just think what a large impact we could make if everyone did this!

---

**glossary:**

- **glaciers** (n) – large masses of ice that remain frozen for many years
- **electricity** (n) – a form of energy used to heat and cool buildings, to power appliances and electronics, and to light buildings
- **transportation** (n) – the movement of people or things from one place to another
- **coal** (n) – a black rock formed by decaying plants over millions of years; commonly used to create electricity
- **oil** (n) – thick black liquid formed by decaying plants and animals over millions of years; commonly used to make gasoline and plastic
- **carbon dioxide/CO₂** (n) – a colorless, odorless gas made of one carbon atom and two oxygen atoms; a major component of Earth’s atmosphere
Environmental Issue #2: Deforestation

Nelly Damaris Chepkoskei is fifty years old. She is a farmer in the western part of Kenya, a country in Africa. She grows maize and tea. She also raises a few cows that provide her with milk. During her lifetime, Nelly has seen bushes and trees completely cleared from forests in order to use the land to grow food and to make room for people to live. Growing food is important, of course, but so are forests! That is why Nelly works to educate people about forest conservation.3

Why Care?

You probably already know some reasons why forests are a valuable resource. Trees can be used to create many things we use every day, such as paper for books and magazines, building materials for homes, and fuel for firewood.

However, forests provide many other benefits that you might not think of. Did you know that forests help to keep soils healthy and streams clean? When trees are cleared, soil is left bare. With no tree roots to hold it in place, the soil washes away during the rainy season. This eroded soil may end up in streams and rivers, or it may be blown far away by winds. Soil erosion also has a negative impact on agriculture; without healthy topsoil, people cannot continue to grow food year after year.

Forests are also important for biodiversity because they are home to many species. In fact, the majority of all land animals and plants live in forests.4 Approximately 13 million hectares are deforested each year. That means approximately 3% of the world’s forests are lost every ten years.5

Complete removal of trees from an area is called deforestation. Why do you think people would want to cut down entire forests? It might surprise you to learn that the major reason for deforestation is to clear land for growing food and raising livestock. Forests can be cleared by cutting down the trees or by burning them.

Connecting Forests to Climate

During the past several years, Nelly has been facing a few problems that she thinks might be related to deforestation. First, the grass her cows graze on has been so dry lately that the cows haven’t had as much food to eat. As a result, they have not been able to produce as much milk.
Another problem she sees is that the amount of rainfall has decreased so much that crops have not been growing like they used to. Nelly has also noticed that warmer temperatures have led to an increase in mosquitoes. These mosquitoes can cause people to get sick from malaria. Could all these things—dry grass, reduced rainfall, and mosquitoes—be related?

The problems Nelly has been seeing are linked to climate change. Climate change is a change in long-term weather patterns, such as rainfall and temperature, in a region. Carbon dioxide is a gas that can cause climate change. When it is released into the air (from all sorts of events and activities, from volcanic eruptions to driving gasoline-powered cars), carbon dioxide contributes to the greenhouse effect, which makes temperatures on Earth warmer.

Deforestation is connected to climate change. Trees can take a lot of carbon dioxide out of the air, which is good news for us. In fact, trees need carbon dioxide to survive. Unfortunately, when trees are cut down or burned, all of the carbon dioxide they were holding is released into the air. Deforestation accounts for 20% of the carbon dioxide emissions from human activities.

Getting Involved
We all benefit from the services provided by forests. As you already know, they take in carbon dioxide to help keep Earth a little cooler. Forests are also home to the majority of plants and animals that live on land. Plus, we use many products from forests, such as paper, fruits and nuts, spices, and medicines.

If you want to get involved, there are many ways that you can help to protect the world’s forests.

Nelly tells other people about the environmental changes she has seen.

Here are a few ideas:

- Learn about the trees that are native to your region and plant them
- Reuse and recycle paper so trees do not have to be cut down
- Buy recycled paper products
- Avoid eating meat from animals raised in deforested areas

Can you think of other ways to help conserve forests? Thinking of these solutions now can help to prevent environmental issues in the future. Who knows—you could even educate other people about conservation, like Nelly Damaris does!

malaria (n) – a disease passed to humans by mosquitoes; symptoms include fevers, chills, and sweating

carbon dioxide/CO₂ (n) – a colorless, odorless gas made of one carbon atom and two oxygen atoms; a major component of Earth’s atmosphere

greenhouse effect (n) – the process by which carbon dioxide and other gases in Earth’s atmosphere trap heat from the sun that reflects off the earth, resulting in warmer temperatures on Earth
Environmental Issue #3: Freshwater Scarcity

Think of all the different times you use water throughout the day. Where does this water come from? What would you do if that water was no longer available? Could you survive?

Many people in the world struggle to find clean water for their daily needs. Gung Qiu Lai Jia lives in western China’s Qinghai province. With his wife, he raises yaks for a living. Twenty years ago, a small stream ran near his house. It was about a foot, or twelve inches, deep. Water flowed through the stream all year long.

In recent years, the stream has become much smaller, and sometimes it completely dries up when rain has not fallen for a long time. Because of this, Gung Qiu Lai Jia’s wife has to walk farther upstream to get water for the family. Gung Qiu Lai Jia worries how his five children will survive if their source of water disappears completely.7

Water: A Vital Resource

Water is an extremely important resource for all living things. Clean freshwater is a basic human need. We need it for daily activities, such as drinking, cooking, and cleaning. Unfortunately, there are many places in the world where clean freshwater is not easily accessible.

Today, about 25% of people in Africa live with water scarcity.8 In places where water is not available, people have to walk miles each day to collect water. Spending time collecting water could be spent going to school or working to earn money. In some places, water may be available, but it might not be clean. Water contaminated with garbage and bacteria can cause people to get sick from illnesses such as diarrhea. Diarrhea is a major cause of death worldwide, especially for children.

Increasing Freshwater Scarcity

Scientists predict that the number of people who have difficulty finding clean water will increase. This increase in freshwater scarcity is due to many reasons. Because all people need water, population growth (increasing numbers of humans on Earth) contributes to water scarcity.

Scientists also think that climate change is affecting water availability worldwide. Climate change is a change in long-term weather patterns, such as rainfall and temperature, in a region.

yaks (n) – a species of large animals that can be used for physical labor or to produce meat and milk

contaminated (adj) – foul or unclean due to introduced substances, such as dirt, toxic chemicals, or harmful bacteria
Right now Earth’s climate is changing; overall temperatures on Earth are warmer than they used to be. Climate change can have very different effects on water resources in different parts of the world. In some areas, climate change may lead to more rainfall and flooding. (Rainfall has been increasing throughout North America and Europe.) In other places, rainfall may decrease, causing droughts. (Rainfall has decreased dramatically in West Africa over the past 100 years.)

For Gung Qiu Lai Jia in China, rainfall has become unpredictable. Whereas rain used to fall continuously during the wet season in June, now it comes only in the form of sudden showers. The quick bursts of rainfall do not increase the amount of drinking water. Instead, they wash soil into the stream near Gung Qiu Lai Jia’s home, making the water muddy and unsafe to drink.

Using Less Water and Creating More Opportunities

Did you know that 70% of all freshwater use worldwide is for farming? More freshwater is used for growing food than for any other purpose. Some foods require more water to grow than others. For example, it takes about thirty-seven times more water to produce 500 calories of beef than to produce 500 calories of corn.

That’s not just because cows drink water; water is also used to grow the grain that the cow eats.

Because water is a shared resource, when we use less water we leave more for other people. There are many ways you can use a little less water every day:

• Take shorter showers and turn off the faucet when you brush your teeth
• Fix leaky faucets
• Eat food that requires less water to produce (such as vegetables, chicken, fish, and fruit)

*calorie (n)* – a measure of heat energy obtained from foods eaten

Gung Qui Lai Jia’s wife collects water from a stream that she must carry back to her home.
**Directions:** Record at least two causes and two effects for each of the environmental issues.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
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<tbody>
<tr>
<td><strong>Deforestation</strong></td>
<td><strong>Freshwater Scarcity</strong></td>
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<tr>
<td>1.</td>
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<tr>
<td><strong>Climate Change</strong></td>
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<tr>
<td><strong>Deforestation</strong></td>
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<td><strong>Freshwater Scarcity</strong></td>
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Comprehension Questions

Directions: Answer the questions about the section you read to support your comprehension of the chapter reading.

Reading 1: Climate Change

Understanding what you read

1. Identify what country Ben Namakin is from.

2. What happened to Ben Namakin’s favorite place where he used to spend time during high school?

Thinking about what you read

3. How might climate change have different effects in different parts of the world?

4. How does our energy use connect to climate change?

Questioning what you read

5. Explain why you think the author chose to write about climate change.

6. The author could have chosen to write about climate change without including the story of Ben Namakin. Why do you think the author chose to include his story?

Reading 2: Deforestation

Understanding what you read

1. Identify what country Nelly Damaris Chepkoskei is from.

2. What has Nelly seen in her lifetime?

Thinking about what you read

3. What benefits do forests provide us?

4. How is deforestation related to climate change?

Questioning what you read

5. Explain why you think the author chose to write about deforestation.

6. The author could have chosen to write about climate change without including the story of Nelly Damaris Chepkoskei. Why do you think the author chose to include her story?

continued ➤
Comprehension Questions continued

Reading 3: Freshwater Scarcity

Understanding what you read

1. Identify what country Gung Qiu Lai Jia is from.

2. What percentage of people in Africa lives with water scarcity?

Thinking about what you read

3. What happened to the stream near Gung Qiu Lai Jia’s house?

4. In places where water is not readily available, what do people have to spend their time doing?

Questioning what you read

5. Explain why you think the author chose to write about freshwater scarcity.

6. The author could have chosen to write about climate change without including the story of Gung Qiu Lai Jia. Why do you think the author chose to include his story?

All Readings

Making connections to what you read

7. Name one action you could take to help solve each of the following problems:
   a. climate change
   b. deforestation
   c. water scarcity

8. Do you see any environmental issues where you live? If so, what are possible solutions to these issues?

Further discussion questions

9. What are common causes of different environmental issues such as climate change and deforestation?

10. How could environmental issues like climate change, deforestation, and water scarcity be connected to conflict?
What is a persuasive essay?
A persuasive essay is an essay that attempts to persuade a reader to adopt a certain point of view.

Why write a persuasive essay?
Writing a persuasive essay allows you to create a solid argument for something that you strongly believe in. You might write a persuasive essay to encourage people to agree with you or to motivate them to do something.

You have just read about how three people’s lives have been affected by climate change around the world. Imagine that a newspaper reporter has asked you to write an article to appear in the newspaper. The reporter asks you to answer the question:

Do you think people should take immediate action to stop climate change?

You will write a persuasive essay responding to this statement. You will be persuading or encouraging people either to take action or not to take action against climate change, depending on your opinion.

Tips for Writing
• Use the readings from the chapter to support your reasoning.
• Include at least three cause and effect statements in your essay.
• Use at least two chapter vocabulary words in your essay.
Use the information below to help construct your persuasive essay.

I. Introduction: Think about your reaction to the statement: *Do you think people should take immediate action to stop climate change?* Use your answer to write an introduction for your essay.

Begin this paragraph with an interesting hook so that readers will want to keep reading. A hook might be a sentence with an interesting fact or a question.

• Example: Climate change will affect people all over the world, from Kenya to China.

• Example: Did you know that forests have a major impact on Earth’s climate?

End your introduction with a thesis statement. A thesis statement informs the reader what the essay is about.

• Example: Working to reduce climate change will benefit people all over the world.

• Example: People should not take action on climate change because there are more important problems in the world.

II. Body: Think of three reasons to support your answer. How do you think people can stop climate change?

• Example: Taking action on climate change is one way to protect Earth’s freshwater resources.

• Example: Climate change will result in droughts in some places where water is already scarce.

III. Conclusion: Summarize your thoughts. This final paragraph should not provide new information. In a conclusion, you should restate your main ideas in a persuasive way. Remember: you are trying to encourage people to either take action or not take action against climate change.
Writing about Environmental Issues: Persuasive Essay

The example on the following page is a persuasive essay that addresses the question:

*Should there be a law against using disposable plastic bags?*

As you read the essay, consider these questions:

1. What is the author trying to convince you to believe or persuade you to do?

2. Which statements in the essay are most persuasive?

3. Which statements in the essay are less effective at persuading you?

4. Do you agree with the author? If not, what would make you agree?
Did you know that over 10% of the trash that ends up in landfills is plastic? Not all of that plastic is disposable bags, but they are part of the problem. Disposable plastic bags add to the waste in landfills. Because taxpayers pay for landfills, anything that ends up in a landfill costs us money. Another problem with plastic bags is that they are made with petroleum—a nonrenewable resource. Also, plastic bags can harm marine animals. For these reasons, there should be a law against disposable plastic bags.

The first reason there should be a law against plastic bags is that most of them get thrown away. In fact, less than 1% of plastic bags are recycled. The rest end up in the garbage or blowing around. The ones that end up in the garbage contribute to the problem of landfills. Landfills are places where trash is buried. When landfills get completely full, new ones have to be built. That’s really expensive. Landfills can cost hundreds of thousands of dollars to build!

Another reason that there should be a law against plastic bags is that they are made from petroleum. Petroleum is a nonrenewable resource. That means that once we use it, it’s gone!

It takes millions of years to create new petroleum. Based on the way we use petroleum now, there is only enough petroleum for forty more years! Why waste the petroleum on disposable bags when it could be used for more important things like medicines and safety equipment?

The last reason there should be a law against plastic bags is that they harm marine animals. Plastic bags can end up in the ocean. Plastic bags have been found in the stomachs of sea turtles that tried to eat them. Eventually those plastic bags can kill ocean birds and marine animals. If the bags were outlawed, there would be one less threat to marine life.

While disposable plastic bags are a convenient way to carry your groceries home, people could start carrying their groceries in reusable bags. Most people have bags and backpacks that could be used to carry things. There should be a law against disposable plastic bags because they add to landfill waste, are made from petroleum, and harm marine animals. One solution to the problems of expensive landfills, using nonrenewable resources, and marine animal deaths, is to have a law against plastic bags. Our children will thank us for taking this step to clean up the environment.
Writing Steps: Persuasive Essay

Step 1: Think about your response to the question. Think of three or more reasons you feel this way.

Step 2: Write an essay using the persuasive essay structure that you have studied. You can use the Writing Organizer to get started.

Step 3: Edit the essay using the Edit Checklist below.

Step 4: Have a classmate read and edit your essay using the editing checklist.

Step 5: Revise the essay based on the peer edit.

Edit Checklist

<table>
<thead>
<tr>
<th>Did you include a hook statement in your introduction?</th>
<th>Author Check</th>
<th>Peer Editor Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you include a thesis statement in your introduction?</td>
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<td></td>
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<tr>
<td>Did you write complete thoughts for each line?</td>
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<tr>
<td>Did you use cause and effect statements correctly?</td>
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<tr>
<td>Did you include a concluding paragraph?</td>
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<tr>
<td>Did you use two chapter vocabulary words?</td>
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</tbody>
</table>
(Hook sentence)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

(Thesis statement) There are many reasons why people should / should not take immediate action to stop climate change.

One reason that people should / should not take immediate action to stop climate change is …
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Another reason that people should / should not take immediate action to stop climate change is …
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

A third reason that people should / should not take immediate action to stop climate change is …
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

(Concluding paragraph: Restate the main ideas from your essay in a final attempt to persuade your reader)
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Chapter 4

Thinking about Consumption

What sorts of things do people buy, and why do they buy them? How do these decisions affect their lives, the lives of other people, and the environment?

Chapter 4 will introduce you to thinking about our consumption patterns and what it takes to make the things we buy. You will **speak** to classmates about how consumption differs in different parts of the world. You will **listen** to dialogue and then speak with a partner about how advertisements can convince us to make decisions about what we buy. You will **read** about the life cycle of an everyday item: running shoes. At the end of the chapter, you will use what you’ve learned to **write** a guide to help people learn how make better purchasing decisions.
When you compare things, you find similarities among those things. When you contrast things, you find differences among those things.

**Example:** Look at the two photos on this page. Compare and contrast what you see in the photos.

The Venn diagram below the photos will help to guide you through this example. The middle section of the diagram shows how the two photos compare. The left and right sides show how the photos contrast.

**Picture 1**

- shows food that looks:
  - healthy
  - like vegetables
  - available at a market
  - available during the fall

**Picture 2**

- shows food that looks:
  - processed
  - like cereal
  - packaged in boxes
  - available at a grocery store
  - like it all might taste the same

Both photos show food. The food appears to be for sale.
Directions: Use the Venn diagram to compare and contrast the following two photos. To compare the photos, think about what the people in the photos have in common. To contrast the photos, think about how their lives and the things they use might be different.
**Writing Warm-up**

**Directions:** Respond to the following question with a **free write**. When you free write, you write about an idea for a period of time without stopping. Write continuously and include every idea you can think of until you are told to stop.

*Do you believe having more things can make people happier?*

**Tip:** You might want to think about things that you have bought recently.

*How do the things you buy make you feel?*

*Do they improve your life?*

*What are the things you need to be happy?*
Expanding Vocabulary

Directions: Look at the following images and vocabulary words. Guess what you think the words mean based on the given photos.

A  advertising

B  manufacturing

C  consumption

D  disposal

Thinking about Consumption

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A **derivative** is a word that is created from another word. In this exercise, you will work with vocabulary words and their derivatives. Knowing derivatives can be useful when you want to use different forms of the word for speaking and writing.

**Directions:** For each of the sentences below, choose a word from the Word Bank to complete the sentence. Each word will be used once.

### Word Bank

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Advertisement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>Manufactured</td>
</tr>
<tr>
<td>Consumption</td>
<td>Consumers</td>
</tr>
<tr>
<td>Disposal</td>
<td>Disposing</td>
</tr>
</tbody>
</table>

1. My favorite ________ on television is the commercial where everyone is dancing around a car.

2. Hudson High School has trash cans in every room for waste ________.

3. In countries with high rates of ________, people buy many things.

4. Electronics ________ uses machines to do much of the work.

5. Instead of ________ of your aluminum can in the trash, why not recycle it?

6. Teenage ________ buy clothing and electronics.

7. ________ can persuade us to buy things we do not need.

8. The label on my shirt tells me what company ________ it.
Directions: Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

**advertising**

**Definition:** the practice of using messages to encourage people to buy or use something

1. How does advertising influence what you buy?
2. Use advertising in a sentence.
3. Which word does not belong? book information persuasive sales

**manufacturing**

**Definition:** the process of making or assembling a finished product

1. What steps do you think are involved in manufacturing a wooden table?
2. Use manufacturing in a sentence.
3. Which word does not belong? create make destroy build

**consumption**

**Definition:** the use of resources and products

1. Which influences your consumption more: price or quality?
2. Use consumption in a sentence.
3. Which word does not belong? buy use dispose create

**disposal**

**Definition:** the act of getting rid of something

1. What are alternatives to waste disposal?
2. Use disposal in a sentence.
3. Which word does not belong? trash waste garden garbage
**Dialogue: To Buy or Not to Buy?**

**Directions:** Study the photograph below on your own for a minute. Then, read the dialogue that follows.

**Thomas:** If this photo were an advertisement, what do you think the ad would be selling?

**Julia:** I think the ad would be selling the sports drink in front of the runner.

**Thomas:** I agree with you. The message is: if you drink this sports drink, you could be a good athlete just like the man in the photo.

**Julia:** You're right. He looks like he has either just finished running or may be running soon.

**Thomas:** Do you think you would choose to drink this sports drink after seeing this advertisement?

**Julia:** I'm not sure. I would want to know more information before making a decision about the drink.

**Thomas:** What kind of information?

**Julia:** What are the ingredients in the drink? If the drink is just water with green food coloring and sugar, then I would rather drink water! But if there were healthy ingredients in the drink, I could be persuaded to drink it.

**Thomas:** I completely agree. I would also want to know if I could recycle the bottle and how much the drink costs. If it's more than a certain price, I'm not paying for it.

**Julia:** Great questions. It seems like price, where the bottle ends up, and what kinds of ingredients go into the drink can help us decide whether or not we would buy the drink.

**Thomas:** I guess when you ask more questions about a product, you can make better decisions before you actually purchase it.

**Julia:** Yes, I need to know more about a product than what is in the advertisement to decide whether or not I want to spend my money on it.
**Dialogue: To Buy or Not to Buy?**

**Directions:** You will review an advertisement. Use this page to create a dialogue with your partner, discussing what you think the message of the ad is, and what you would want to know before purchasing the product.

**A:** What do you think this advertisement is trying to sell us?

**B:** I think the ad is selling ________________________________.

What do you think it is selling?

**A:** I think the ad is selling ________________________________.

**B:** What do you think about the advertisement? Do you like it?

**B:** I __________ like it because ________________________________.

**(do or don't)**

How about you?

**A:** I __________ like it because ________________________________.

**(do or don't)**

**A:** What do you want to know that is not included in the ad?

**B:** I want to know ________________________________.

What about you? What would you want to know?

**A:** I want to know ________________________________. If I had that information, it would help me decide whether or not I want to buy the advertised product.

**B:** Does the ad make you want to buy it?

**A:** ________ because ________________________________.

**(Yes or No)**

How about you? Does the ad make you want to buy the advertised product?

**B:** ________ because ________________________________.

**(Yes or No)**
When you **sequence**, you put things in order. Mathematicians might sequence numbers in order from least to greatest. Scientists may have to sequence steps in a lab experiment. Authors may sequence the order of events in their story to create a plot. Historians may sequence events in history in order to create a timeline.

The parts of the sequence must be told in the correct order to make sense. Certain **transition words** may be used at the beginning of sentences to indicate where they occur in the event or story. Here are some examples:

- First (beginning)
- Next (following)
- Finally (end)
- Then (following)
- After (following)
- Lastly (end)

**Example:** Read the following paragraph about how one teenager decided to speak out against toxics, or poisons, in makeup and other beauty products. Watch how the writer uses transition words to sequence the paragraph.

Jessica Assaf had no idea that some makeup products actually had toxics in them that could lead to cancer and other illnesses. She decided to take action. **First**, she worked with the Teens for Safe Cosmetics campaign and created *Operation Beauty Drop*, where large bins were placed in malls for teens to drop off beauty products that contained toxics. **Next**, the beauty products were sent back to manufacturers with a petition signed by teenagers demanding the products be made with safer chemicals. **Then**, Jessica and her friends asked their local senators to pass a bill in California requiring manufacturers to inform the Department of Health Services if their products contained toxics. **Finally**, after the bill was passed, Jessica held a **summit** to educate teenagers around the country about how they, too, could take action against toxic chemicals in beauty products.¹

---

¹ **summit (n)** – a conference or meeting
**Reading Skill Focus: Sequencing**

**Directions:** Now it’s your turn to sequence events! The photos in the left column are arranged in order showing the life cycle of an aluminum can. Each statement in the right column goes with one of the photos, but the statements are not in order. Determine which statement goes with each photo.

1. **Next, people buy and consume the soda in the aluminum cans.**
2. **The cans are later filled with soda and sealed.**
3. **Finally, the cans are disposed as garbage or recycled into new cans.**
4. **Then, the aluminum ore is manufactured into sheets of aluminum, which are cut to create cans.**
5. **First, aluminum ore (called bauxite) is mined from underground.**
6. **After the cans have been filled with soda, they are delivered to stores.**

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How much do you know about everyday products you use?

**Directions:** Review the information provided about the following products. Then, match each product with its hidden impact on the next page.

**Did You Know?**

1. Levi Strauss & Co. made their first famous 501 style blue jeans in 1873.
2. About 550 million Big Macs are sold by McDonald’s in the United States each year.
3. The Coca-Cola Company sells products in over 200 countries.
4. Each year chocolate sales reach almost 60 billion dollars.
5. The first gasoline-powered automobile was built in 1885 and had three wheels.
6. All of the gold ever mined in the world could fit into two Olympic size swimming pools.
7. Music sales in the United States are shifting from CD sales to online or digital music sales.
8. More than 1 billion cell phones were sold worldwide in 2007.
9. About half of the paper produced in the world is used for packaging.
### Hidden Impacts

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<tr>
<td>Every gallon of gas burned in a car produces 20 pounds of carbon dioxide, a greenhouse gas that contributes to climate change.</td>
<td>To get enough gold to make one wedding ring, 250 tons of rock are removed from the earth.</td>
<td>It takes 2 to 3 tons of trees to make 1 ton of paper.</td>
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<tbody>
<tr>
<td>CDs and DVDs and their cases contain plastic, which may come from recycled plastic bottles or from petroleum oil.</td>
<td>Children as young as nine years old have been found working in sweatshops that make blue jeans.</td>
<td>It takes over 600 gallons of water to make one hamburger patty.</td>
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<th><strong>G</strong></th>
<th><strong>H</strong></th>
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<tbody>
<tr>
<td>Many of the electronics (including cell phones and computers) recycled in the United States end up in Asia and Africa, where their toxic parts pollute the environment.</td>
<td>Chocolate is made from the cacao plant. Only about 7% of the money made from chocolate sales worldwide goes to cacao farmers.</td>
<td>Soda is made from corn syrup, which is sugar from corn plants. A diet high in sugar can cause obesity.</td>
</tr>
</tbody>
</table>
What to Buy?

The average American child watches between 25,000 and 40,000 television commercials per year. That’s a lot of commercials! We see advertisements all around us: in magazines, on billboards, on buses, in stores, and possibly even at school. Do you think all these advertisements influence you in any way? What else might influence you to buy something?

People buy things for all sorts of reasons. Here are just a few reasons people might buy an item, like a new shirt:

- They need it.
- It is affordable or on sale.
- It makes people look or feel good.
- It is popular—almost everyone has one.
- It is made well and will last a long time.
- A famous actor, musician, or athlete advertises it.

There are many factors that a person might consider when deciding whether or not to buy something. Advertising companies spend millions of dollars trying to convince us that their product is the best. Advertisers may use famous people or humor to sell a product, or they might make the product appear to be very popular. Commercials and ads can influence the way we consume, but do they tell us the whole story about what we are buying?

humor (n) – the quality that makes something funny

Some people get rid of things they don’t want by having garage sales.
Chapter Reading: What to Buy?

Buy, Buy, Buy

In the last century, world consumption multiplied by sixteen times, from $1.5 trillion in 1900 to $24 trillion in 1998. During the same period, world population quadrupled. That means that overall consumption has increased four times as much as the population has. People are buying a lot more stuff!

It is important for people to be able to buy what they need. All people have basic needs that must be met, like food, water, energy, and shelter. We also have other important needs like education and health.

Unfortunately, in some cases, overconsumption has led to problems around the world. Resources are being used up faster than they can replace themselves, which means we are losing many forests, natural areas, and species of plants and animals. Additionally, some people have gone into debt, believing they can spend more money than they actually have. Credit cards have allowed people to buy things they cannot afford.

When you think about the story behind the stuff we buy, you may start to wonder where it comes from and where it ends up after we use it. Were certain parts of the environment destroyed to make a particular product? Did the people who made the product earn enough money to survive? You may also start to question whether the product is healthy for you and the people you care about. Asking questions about consumption can be good for you, other people, the economy, and the environment.

---

quadrupled (v) – multiplied by four; became four times larger

debt (n) – the condition of owing money

The Life Cycle of a Product

A product’s life cycle tells the story of how that product is made, how it is used, and what happens to it when it is no longer useful. Let’s take a look at the life cycle of a running shoe.

Step 1: The first step in the life cycle is obtaining raw materials to create the product. You already know that everything we use comes from nature. Running shoes are made mostly of leather and petroleum-based chemicals. Leather comes from cows, and petroleum is drilled from underground.

The leather might come from cows raised in Texas. Hides from those cows are probably then shipped to another country to be treated with chemicals that turn them into useful leather. Petroleum-based chemicals are used to create the sole of the shoe. Much of the petroleum used in the United States comes from the Middle East and South America. After petroleum is drilled, it is broken down into many different useful products.
**Step 2:** Next, the materials are combined to manufacture a finished product. A factory in Hong Kong might **assemble** all the pieces of the running shoes (the leather, petroleum-based sole, and other components, such as shoelaces), with the help of people and machines. In some cases, workers in factories do not have safe working conditions, or they are not paid fairly for their work.

If you have ever bought running shoes, you probably know that each pair of shoes comes in its own box. Just like the shoes, the boxes have to be manufactured. Natural resources, like water and trees, are used to create them.

**Step 3:** After a product is assembled, it is **transported** to a place where it will be sold. Shoes from Asia travel by boat to the United States where they will be sold. A pair of shoes shipped from Hong Kong to a **distribution** center in Los Angeles, California, will travel over 7,000 miles (or almost 12,000 km). A distribution center will ship the shoes to stores all over the country.

**Step 4:** The next step in a product’s life cycle is consumption. Consumption refers to buying and using goods and services. This step has a major influence on the entire life cycle of the running shoes. No company would make shoes if people didn’t buy them.

Consumption is one step in a product’s life cycle where you can have a big impact. You can influence the whole life cycle of a product by being a thoughtful consumer. For example, if lots of people buy running shoes that are made in factories where workers are paid low wages and exposed to toxic chemicals, companies will continue to make these shoes. On the other hand, if people only bought products that were produced sustainably—that is, products that are good for people, the environment, and economies—companies will respond by making products more sustainably.

*assemble (v) – to put parts together*
*transported (v) – carried from one location to another*
*distribution (n) – delivering and handing things out to people*
Step 5: The last step in a product’s life cycle is disposal. One method of disposal is to throw things into the garbage. When you toss your used shoes into the garbage, they can no longer be used by anyone.

A different type of disposal is recycling. If you recycle your shoes instead of throwing them away, they can be used again. You might pass along your worn shoes to someone else who needs them, or the shoes could be turned into something completely new. For example, one running shoe manufacturer turns worn-out shoes into running tracks and playground surfaces.4

An alternative to disposal is to not discard materials at all. In some cases, we may be able to reuse items rather than throw away or recycle them. For example, you could save your old running shoes for when you might get dirty, like when you garden or paint. Also, buying running shoes that are meant to last a long time means that you won’t have to buy new ones as often.

Asking Questions, Making Choices

We don’t have to stop consuming, but becoming aware of what we buy and why we buy it is important. Sometimes it seems like we are surrounded by advertisements that try to persuade us to purchase more and more things. If we want a sustainable planet—one where our children and grandchildren can enjoy plenty of resources and a healthy environment—we have to think about what and how we are consuming. Asking questions about how products are made, if they are healthy for us, if the people who make them are treated fairly, and if they are healthy for the environment, are all ways we can be thoughtful consumers. Whether we wear designer brands or make our own clothes, or whether we use disposable or reusable cups, small choices that we make every day can have a big impact on the world.

recycling (v) – extracting useful materials from garbage or waste to use again

Old running shoes can be used to make running tracks.
**Reading Skill Follow-up: Sequencing**

**Directions:** You have just read about the life cycle of a running shoe. For each box below, write one to two sentences explaining the sequence of this lifecycle using your own words.

1. 
2. 
3. 
4. 
5. 

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Comprehension Questions

Directions: Answer the following questions to support your comprehension of the chapter reading.

Understanding what you read

1. In the example of the running shoes, the assembled shoes would have a label that says Made in Hong Kong. Identify other places where parts of the shoes were made.

2. According to the reading, what are two reasons people decide to buy something?

Thinking about what you read

3. Explain the reasoning behind the author’s statement, “People are buying a lot more stuff!”

4. Create your own title for this reading. Explain how your title reflects the main idea of the reading.

Questioning what you read

5. What is the author’s main message in this chapter reading?

6. Explain why you think the author begins the reading with the following fact: The average American child watches between 25,000 and 40,000 television commercials per year.

Making connections to what you read

7. What is one way you can help to reduce the environmental destruction caused by consumption?

8. How are people in other countries affected by the things we buy, use, and throw away?

Further discussion questions

9. Houses in the United States built 100 years ago had much smaller closets than houses built today. Why do you think closets today are much larger?

10. How are credit cards related to consumption?
A how-to guide is a written manual that provides instructions for doing something. There are how-to guides for just about anything, from how to manage your time to how to eat healthy food.

Imagine an organization has been created to help consumers learn more about the products they buy. You have been asked by the organization to create a how-to guide that will help people to make smart purchasing decisions for themselves, for other people, and for the environment.

Your how-to guide should:

• focus on making a good purchasing decision about one type of product
  (choose one: food, clothing, electronics, toys, cleaning products, health and beauty products, or wood products)
• include at least five tips or ideas to help someone make good decisions
• include illustrations and/or pictures
• include at least two chapter vocabulary words
• use correct sequencing words, when appropriate

An example of a how-to guide is on the next page.
How to Analyze a Commercial

Young people in the United States watch an average of 100 commercials per day. Instead of just watching advertisements without really thinking about their message, here are some things you can do to analyze a commercial:

1. First, when a commercial comes on, determine what product the company is trying to sell.

2. Second, carefully think about how the commercial is trying to convince you to buy their product. Is a famous person in the commercial? Is the commercial funny? Is the product supposed to make you sexier?

3. Third, decide who the commercial is targeting. Is the company trying to sell products to teenagers? Mothers? Grandparents?

4. Fourth, do some research to find out how this product compares to other products. Try to find information that was not included in the commercial.

5. Finally, share what you learn with your friends and family.

Following this guide can help you think critically about commercial advertising, and to buy products that are important to you—not just those that have great advertisements.
Writing Steps: How-to Guide

Step 1: Decide which of the following types of products you will focus on: food, clothing, electronics, cleaning products, health and beauty products, or wood products.

Step 2: Think about what information would help people to make good decisions when they purchase a product. You want to help them to purchase things that are good for themselves, for other people, and for the environment.

Step 3: Research ideas for how people can make these decisions. You will need at least five ideas for your how-to guide.

Step 4: Use the Edit Checklist below to review and improve your guide.

Step 5: Come up with a title for your how-to guide. You will also want to include some introductory information and a closing sentence.

Step 6: Find or create pictures to include in your how-to guide.

Step 7: Put it all together. On a sheet of paper, include the title, at least five how-to ideas, and pictures to create an interesting how-to guide.

Edit Checklist

| Did you select five or more ideas for how people can make good purchasing decisions that help themselves, other people, and the environment? | Author Check | Peer Editor Check |
| Did you create a title for your how-to guide? | | |
| Did you include pictures or other images in your how-to guide? | | |
| Did you use at least two chapter vocabulary words? | | |
| Did you use correct sequencing? | | |
Writing Organizer: How-to Guide

Title: How to ________________________________________________________________

Introduction: Write two to three sentences about why people should care about making good purchasing choices when they are considering the type of product you selected:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How-to Information: In your how-to guide, provide specific ideas for making smart purchasing choices. Here are some suggestions:

• Specific things people should know about these products
• What people should look for when they want to buy a product
• What people should avoid when they are thinking about buying a product
• Where people can find information to help them make informed purchasing choices

1. ____________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________

2. ____________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________

3. ____________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________

4. ____________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________

5. ____________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________

Closing Sentence: ____________________________________________________________________________
How is population changing around the world? How does population growth connect to our lives?

Chapter 5 will introduce you to the effects of population growth around the world. You will **speak** to your classmates about what happens when the size of a population increases over a period of time. You will **listen** to and then practice a dialogue between two students learning about population growth among different immigrant groups in the United States. You will **read** about population growth over history and solutions to issues like overpopulation and overconsumption. Finally, you will **write** a community plan for growth that addresses overpopulation in your community in the future.

Public transportation is one way to decrease pollution and traffic jams in heavily populated cities.
Directions: A caption is a title or explanation for a picture. With a partner, match the photos on the left with the corresponding captions on the right, and then answer the questions that follow.

A.

1. One out of three people who live in the world’s cities live in slums. Slums are areas where many poor people live in crowded and often unclean conditions.

B.

2. Less than 1% of freshwater is available for people around the world. Freshwater is important for drinking, bathing, and cooking.

C.

3. Mumbai, India, one of the fastest growing cities in the world, will have a population of over 27 million by the year 2015.

Questions

• What do these photos have in common?
• Do these photos remind you of anything you have seen in your own life?
Imagine you have just found out that, next year, three times as many students will attend your school. That means that the student population will triple (look at the diagram at the bottom of the page to see how tripling works). How will sharing books, seats, classrooms, and lockers with so many more students affect your learning?

Directions: Describe at least four different ways your learning will be affected if the student population of your school triples. Write in complete sentences.

Writing prompt: If my school population triples, my learning would be affected in many different ways.

How Tripling Works: The original population is multiplied by three.
**Expanding Vocabulary**

**Directions:** Look at the following images and vocabulary words. Guess what you think each word means based on the given photos.

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<thead>
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<tbody>
<tr>
<td><img src="image1.png" alt="Population" /></td>
<td><img src="image2.png" alt="Migration" /></td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td><strong>Migration</strong></td>
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<tbody>
<tr>
<td><img src="image3.png" alt="Carrying Capacity" /></td>
<td><img src="image4.png" alt="Developed Country" /></td>
</tr>
<tr>
<td><strong>Carrying Capacity</strong></td>
<td><strong>Developed Country</strong></td>
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</tbody>
</table>

- **Carrying Capacity**: The maximum population that can be supported by the resources in a given environment.
- **Migration**: The movement of people from one place to another.
- **Population**: The number of individuals in a specific group or area.
- **Developed Country**: A country with a high level of technology and economic development.
- **Developing Country**: A country with a low level of technology and economic development.

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**Directions:** Read the information in the *concept map* below, in order, from 1 to 5. Complete the map by filling in vocabulary words from the word bank. One word will not be used.

**Word Bank**

- developed
- developing
- migration
- carrying capacity
- population

---

1. Lucy’s family used to live in a ___________ country where many people were not able to meet their basic needs. In some places, there wasn’t enough food for everyone.

2. The country where they lived did not have many opportunities. The ___________ was so large that there were not enough jobs for everyone.

3. The country had reached its ___________ with a population of 800 million people. In some cities, people started to get upset about the lack of opportunities. Conflict increased between different groups of people.

4. Lucy’s father decided it was time for their family to leave their country.

5. Now, Lucy’s family lives in another country and she and all of her siblings attend school. Her father would like to return to their country when it is safe again.
Directions: Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

**population**

**Definition:** the total number of people who live in an area

1. What do you think the total student population is at your school?
2. Use *population* in a sentence.
3. Which word does not belong?
   - people
   - births
   - migration
   - conflict

**migration**

**Definition:** movement from one place to another

1. What evidence of migration have you seen where you live?
2. Use *migration* in a sentence.
3. Which word does not belong?
   - slum
   - movement
   - journey
   - resettlement

**carrying capacity**

**Definition:** the maximum number of people that an environment can support

1. What do you think might happen if the human population exceeds Earth’s carrying capacity?
2. Use *carrying capacity* in a sentence.
3. Which word does not belong?
   - resources
   - population
   - food
   - festival

**developed and developing countries**

**Definition:** developed countries have a high average per-person income; developing countries have a low average per-person income

1. Do you think the United States is a developed or a developing country?
2. Use *developed* and *developing countries* in a sentence.
3. Which word does not belong?
   - wealthy
   - poor
   - economy
   - freshwater
Directions: Priya and Ramon have been learning about immigration to the United States in their history class. Complete their dialogue with a partner, using the chart below to help you fill in the answers. Once you have finished, read the dialogue with your partner.

The Largest Immigrant Groups in Counties within California and Maryland

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<tbody>
<tr>
<td>California (San Bernardino County)</td>
<td>Western European (1,094)</td>
<td>Western European (10,128)</td>
<td>Western European (37,335)</td>
<td>Latin American (318,559)</td>
</tr>
<tr>
<td>Maryland (Baltimore County)</td>
<td>Western European (9,864)</td>
<td>Russian, Eastern European (6,908)</td>
<td>Russian, Eastern European (22,842)</td>
<td>Asian, Middle Eastern (53,681)</td>
</tr>
</tbody>
</table>

Ramon: Hi, Priya! I missed class today. What did we learn?

Priya: Hi, Ramon. Mrs. Garcia shared a timeline with us about the largest immigrant groups in two different parts of the United States. I brought you the homework.

Ramon: Thanks, Priya. Can we work on this handout together?

Priya: Sure. By the way, tomorrow we’re going to watch a movie about immigration.

Ramon: Let’s look at this timeline. The title is: 

Priya: It looks like this chart shows different groups of immigrants living in two counties over a period of years.

Ramon: Yes, it looks like each immigrant group was the largest immigrant group in its county during a particular year. OK, let’s get to work.

Priya: The first question we have to answer is: How has the immigrant population of Baltimore County, Maryland, changed over time?

Ramon: I notice in the year 1880, the largest group of immigrants in Baltimore County was ________ immigrants.

Priya: There weren’t very many of them; in 1880, there were only ________.

Ramon: Western Europe includes countries like Ireland, France, and Sweden.

Priya: OK, the second question asks which group of immigrants was the largest in Baltimore County in 1930, and exactly how large that group was.
Dialogue: Immigration in the United States

Ramon: In 1930, __________ immigrants were the largest immigrant group in Baltimore County, with a total of __________ people.

Priya: Wow, if you look at how that number changed from 1930 to 1970, that population of immigrants increased dramatically!

Ramon: The last question about Baltimore County asks what the largest group of immigrants was in 2000.

Priya: By 2000, immigrants from __________ were the largest immigrant group in Baltimore County, with a total of __________ people. My grandparents are considered Asian immigrants because they moved from India.

Ramon: Why do you think Asian and Middle Eastern immigrants have become the largest group of immigrants in Baltimore County?

Priya: I'm not sure. Maybe it is because Western Europeans are not immigrating as much as they used to in the past.

Ramon: Or maybe it is because there are many more people in Asia and some of them want to move to a new place.

Priya: Maybe. Let’s ask Mrs. Garcia tomorrow if she knows.

Ramon: The last question on the homework asks us to explain how immigration in San Bernardino, California, is different than immigration in Baltimore County.

Priya: Well, for one thing, the population size of the largest immigrant groups is much larger in __________ County.

Ramon: Yes, and the immigrant groups are from different regions. In 2000, the largest group of immigrants in San Bernardino was __________.

Priya: Wow, that is a large population—__________ is a lot of people!

Ramon: Do you know which countries are included in Latin America?

Priya: Latin America includes countries like Mexico, Cuba, and Venezuela.

Ramon: I wonder why certain immigrant groups that did not move to the United States in the past are moving here now.

Priya: Mrs. Garcia said that people immigrate to new countries for different reasons. Many people emigrate from their home countries to find jobs or educational opportunities, and to escape war and other kinds of conflict.

Ramon: This stuff is really interesting. I can’t wait to see the movie about immigration tomorrow.

Priya: Then you'd better not miss class again!
When you make a **prediction**, you make an educated guess about what you think will happen based on evidence or clues. If you saw an article with the title, *Tokyo: 36 Million and Growing*, you might predict the article was about more and more people living in Tokyo.

These steps will help you to make predictions about the main idea of a reading passage.

1. Read the title of the paragraph, section, or chapter.
2. Read **bold-faced** words and words in **italics**.
3. Read the first one or two sentences.

**Example:** Read the paragraph. Below the paragraph is a sample chart that demonstrates how to make a prediction and then evaluate it.

**We Keep Growing and Growing!**

Population studies estimate that, by the year 2050, there will be over 9 billion people living in the same area where 6.7 billion of us live now. How and where will world population change? With almost half of the world’s population under age twenty-five, the world’s population will increase by several billion over the next few decades when those young people start having families. Currently, 95% of all population growth occurs in **developing** countries. India is expected to soon replace China as the world’s most populous country. Meanwhile, shrinking populations are predicted for some **developed** countries, such as Japan, Italy, and Germany.

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Key Words / Evidence</th>
<th>Was your prediction correct?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I predict the paragraph will be about populations growing and growing around the world.</em></td>
<td>The title is: “We Keep Growing and Growing!” The first sentence points out that, by the year 2050, there will be many more people in the world than there are now.</td>
<td>Yes, the paragraph was about population growth around the world. However, the paragraph also mentions that population is actually decreasing in some developed countries.</td>
</tr>
</tbody>
</table>
Reading Skill Focus: Making Predictions

Directions: Now it is your turn to make a prediction. Before you read, make a prediction about the main idea of the following reading passage. Use the chart below to write your prediction and identify the key words that helped you to make the prediction. Then, read the passage to see if your prediction was correct.

Curitiba, Brazil: Putting People First

Located in southern Brazil, the city of Curitiba has experienced much population growth over the last few decades. In 1968, Curitiba had a population of 350,000. Today, 1.8 million people live within the city limits and another 1.4 million in surrounding areas. To deal with its growing population, city planners in the 1970s began to think about how to design their city in a way that would make it livable for everyone. Since then, Curitiba has implemented a series of projects that have created a city built for people, not cars.

The first project began as a reaction to an idea to widen the streets of Curitiba and build a highway through its historic center to make room for more cars. An urban planner and architect, Jaime Lerner, thought that instead of making room for more cars, it would be better to design a city that put people first.

Lerner, along with his co-workers, reorganized the streets of Curitiba to make bus-only express lanes with separate streets for cars. According to Lerner, the bus system was 500 times cheaper than building a subway system and 100 times cheaper than an aboveground train system. When it was first created, the bus system could carry 54,000 passengers a day. During the 1990s, the city made changes that reduced the time it took passengers to get on and off the buses, and increased the number of passengers the system could transport. With these improvements, the Curitiba bus system now moves 2.3 million passengers a day. Due to this public transportation system, people who live in Curitiba use 25% less gas per person than the average Brazilian.
Directions: Read the information below to learn the difference between fact and opinion. Then, read the statements in the table that follows. Determine whether each statement is fact or opinion.

A **fact** is something that can be proven, and an **opinion** is a personal belief that cannot be proven.

**Fact:** Many people have migrated from Sudan to other countries in Africa because of war.

**Opinion:** People from certain countries should not be allowed to use more than their share of resources.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The best part about New York City is its delicious pizza!</td>
<td></td>
</tr>
<tr>
<td>2. New York City has a population of over 8 million people.</td>
<td></td>
</tr>
<tr>
<td>3. Improved farming techniques is one reason population has increased around the world.</td>
<td></td>
</tr>
<tr>
<td>4. People who live in the United States should reduce the amount of products they buy and consume.</td>
<td></td>
</tr>
<tr>
<td>5. The country of Iran started to become so populous during the 1980s that it was running out of resources for its people.</td>
<td></td>
</tr>
<tr>
<td>6. Girls don’t need to be educated; they should stay home to cook and clean.</td>
<td></td>
</tr>
<tr>
<td>7. People living in overpopulated cities can’t do much to solve issues related to overpopulation.</td>
<td></td>
</tr>
<tr>
<td>8. Much of the water used by people in Los Angeles comes from Mono Lake, a source of water that is 350 miles away.</td>
<td></td>
</tr>
</tbody>
</table>
**Reading Skill Focus:** As you read, stop when you reach a subheading to make a prediction for the main idea of the next section. Record your predictions in the table that follows the chapter reading, along with key words and evidence to support your predictions. After you read the entire passage, evaluate your predictions.

**From Small to Large**

New York City is famous for many things: pizza, the Yankees baseball team, migration from all over the world, hip-hop music, the Empire State Building…

Did you know that just 200 years ago, New York City was not a city at all? It was farmland! What could have happened to transform farmland into one of the biggest cities in the world?

In the 19th century, a number of events caused people to immigrate to New York City from other countries, increasing the city’s population. For example, the Irish Famine of the 1850s forced many people in Ireland to leave their country to escape hunger and poverty. Many Irish immigrants ended up in New York City. At the time, New York did not have enough safe housing for all the immigrants who were arriving, and they had to live in housing similar to slums. Today, New York City is home to over 8 million people, and the city has created ways for millions of people to live together comfortably and safely. How did the city increase from 6,000 people in the year 1690 to over 8 million people today?

---

slums (n) – heavily populated areas where people live in poverty

New York City has a population of over 8 million.
A Look Back at Population

For most of history, people have lived in rural areas, not cities. Living in small tribes as hunter-gatherers, early humans (about 50,000 years ago) followed the migrations of animals and the growth of plants. There were no restaurants or grocery stores, so people had to hunt for their food and search for land where food was available. Population during this time did not change much, with almost as many people dying every year as the number of people being born.

About 10,000 years ago, things started to change. Human populations began to increase as people learned how to grow plants and raise animals. Farming can produce up to 100 times as much food as will grow wild on the same amount of land. When people are able to grow more than enough food, they tend to stay in one place. The stable food supply provided by farming led to the growth of towns and villages, and populations around the world grew quickly.

Population is still on the rise. Each year there are more and more people on Earth. In the year 2050, there may be over 9 billion people living in the same area where 6.7 billion of us live now. Can Earth support this many people? Earth’s carrying capacity is the maximum number of people the planet can support without resources being used faster than the planet can reproduce them. Consider what would happen if there were many more people living on the earth than there are now, but all of us continued to use the same amount of freshwater. At some point, there would not be enough freshwater to meet everyone’s needs.

It took nearly all of human history—about 50 million years—for the global population to reach 1 billion, but in only another 123 years it reached 2 billion.
As population increases, the use of Earth’s natural resources, such as food and fuel, also increases. These resources are limited; they will not necessarily always be available. At some point in the future there may not be enough resources to support our growing population. To address this challenge, many countries have developed strategies to ensure that their people’s needs can be met.

**Family Planning**

Imagine you live in a small country. In only a few years, the population has grown very quickly. Suddenly there are not enough resources—from food to doctors—for everyone to live comfortably. Rapid population growth has many consequences. When a country becomes overpopulated, it may be difficult for its citizens to find jobs, attend school, or maintain good health.

Some countries have developed successful population policies so that their citizens can live comfortably and not feel the pressures of overpopulation. In Iran before the 1980s, women were having on average more than six children each. The country began to feel the pressure of this growing population. Cities became crowded and polluted, and people were struggling to meet basic needs, such as food and water. The Iranian government decided to provide free family planning services to all citizens. Families were encouraged to space their children’s births farther apart and they learned about the effects of population growth. The government also decided that mothers would only get time off from work after they gave birth to their first three children.

By 2000, women were having, on average, two children each, reducing Iran’s demand for resources.14

**You Go, Girl!**

There are many benefits to educating girls. Educated girls and women marry later and have fewer children. They seek medical attention sooner for themselves and their children. Mothers who learn about family planning and attend school often choose to have smaller families. When mothers make this choice, population growth and hunger often decrease. In addition, women gain skills they need to get jobs to support their families.15

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**Definitions**

- **consequence (n)** – the effect or result of something that happened earlier
- **citizens (n)** – members of a country who give loyalty to the country and receive privileges and protections from that country
- **policies (n)** – rules that people follow
- **government (n)** – the form or system of rule by which a country, community, etc. is ruled or administered
- **benefits (n)** – advantages; things that are good or helpful
Batonga students at a school in Benin in West Africa.

In Ethiopia, the average number of children born to each woman is six. The literacy rate for women is 35%, which means that only thirty-five out of every 100 women are able to read and write. Batonga is an organization working in Ethiopia and other African countries. This organization has a goal to make sure girls stay in school past eighth grade. Batonga works to keep girls in school through building more high schools, providing free school supplies, and helping young women to continue their education after high school. According to Batonga, “When a woman is educated, it changes not only her life but those of her children and her family.”

Using Less and Gaining More

When a city’s population grows, there is a danger of people overusing resources and not taking care of the land around them. However, with careful planning, resources like water, trees, and food can be used by many people. The management of Mono Lake in California is a good example of this kind of planning.

Northern California’s Mono Lake is an important habitat for more than eighty species of migrating birds, and it supports a food chain of algae, shrimp, and insects. For most of the 20th century, a system of aqueducts delivered water from Mono Lake, located east of the Sierra Nevada Mountains, 350 miles across the desert to Los Angeles. However, a growing population in Los Angeles eventually needed more water than Mono Lake could supply without damaging the health of the plants and animals that depended on the lake for their survival.

In 1994, the California State Water Resources Control Board ordered Los Angeles to reduce usage of water from Mono Lake enough to return the lake to a healthy level. This required Los Angeles to conserve, or use less, water. The population in Los Angeles was high—over 3.6 million people—and growing more every year. You can imagine how difficult it might be to reduce water usage in a city with so many people.

habitat (n) – the natural environment of an organism
aqueducts (n) – channels or pipes that carry water from one place to another
As it turns out, Los Angeles residents could save a lot of water by using low-flush toilets. The California Department of Water and Power worked with community volunteers to distribute new low-flush toilets in Los Angeles homes. Each low-flush toilet could save 5,000 gallons a year, reducing the use of water from Mono Lake.

Despite a 30% population increase, Los Angeles cut its water use by 15% to a level not seen since 1970. By using conservation methods like the low-flush toilets, more people are able to share the same resources.

Thinking about the Future

Population around the world continues to increase each year. With increased population comes a larger amount of people using the same resources. When these resources are overused, people may face a number of problems. There are a number of things you can do to reduce your demand on Earth’s resources. Here are just a few ideas:

- **Low-impact foods**—More water and energy are required to produce meat than plants. Cutting back on the amount of meat you eat would conserve these resources.
- **Low-flow**—Take quick showers and replace regular showerheads with low-flow shower heads to save water.
- **Alternative transportation**—Whenever possible, travel without using a car. Walk, ride a bicycle, skateboard, or take a bus to get around.
- **Energy conservation**—Use less electricity (and fewer natural resources) by turning off appliances like toasters and televisions when you are not using them.

Decreased water use by people of Los Angeles helped to keep Mono Lake healthy.
**Directions:** As you read, make a prediction for the main idea of each section. Use the table below to record your prediction, along with key words and evidence that support your prediction. After you read the entire passage, evaluate your predictions. Were they correct? Provide evidence that supports whether each prediction was correct or not.

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Prediction</th>
<th>Key Words / Evidence</th>
<th>Was your prediction correct? (explain why or why not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Small to Large</td>
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<tr>
<td>A Look Back at Population</td>
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<tr>
<td>Family Planning</td>
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<tr>
<td>You Go, Girl!</td>
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<tr>
<td>Using Less and Gaining More</td>
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<tr>
<td>Thinking about the Future</td>
<td></td>
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</tbody>
</table>
Comprehension Questions

Directions: Answer the following questions to support your comprehension of the chapter readings.

Understanding what you read
1. How many people lived in New York City in the year 1690? How many people live in New York City now?
2. How many children did the average woman have in the country of Iran in 2000?

Thinking about what you read
3. Create your own title for this reading. Explain how your title reflects the main idea of the reading.
4. How is Batonga working to create a better future for women in different countries in Africa?
5. Explain how spacing children’s births farther apart works to decrease overpopulation.

Questioning what you read
6. Explain why you think the author wrote this passage.
7. Why do you think the author begins the chapter reading with a focus on New York City?

Making connections to what you read
8. What are actions you can take now to address population growth?

Further discussion questions
9. How could overpopulation lead to conflicts between people in a country?
10. What actions could countries take now to deal with possible overpopulation in the future?
Have you ever thought that you could have the power to make changes where you live? There are many examples of people, from youth to the elderly, who work to make sure the schools, neighborhoods, towns, cities, and countries they live in are great places. Anyone can improve his or her community!

A community plan for growth is just what it sounds like: a plan that helps to prepare a community to grow over time. By creating a plan for growth, community members can make sure the place they live is sustainable in the future.

Example: Before you write your own community plan for growth, you will analyze essays by two students who came up with ideas and a plan for how their town could respond to an increase in population. When you analyze writing, read carefully to see what the writer did well and how the writer could improve. Grade the community plans for growth on a scale of 1 to 3 (1 needs a lot of work, 2 is pretty good, and 3 is great). Use the following questions to help you grade:

• Does the author include five paragraphs?
• Does the author provide a clear introduction and conclusion?
• Does the author provide three ideas for preparing for an increase in population?
• Are these ideas well-supported?
• Does the author use vocabulary words from this chapter correctly?

How would you plan for growth of your school community?
Sample 1:

The town of Newberry has a population of 2,000 people. We are going to triple our size in a few years. This is going to change our town in many ways! Here are some solutions I suggest for accommodating this increased population.

First, there are going to be so many people that new homes and apartments will have to be built. Let’s start building these homes and apartments now so there will be enough shelter for everyone.

Second, in order to cut down on pollution from cars, let’s improve our bus system. More people will ride the bus if it’s easy to use.

Finally, to make sure we have enough water, let’s limit the amount each family is allowed to use each day.

Hopefully this community plan for growth can help Newberry in the future.

Grade for Sample 1: ________

Sample 2:

The town of Newberry has a population of 2,000 people. In a few years, we will triple our size. With the increase in population, our town could face a number of problems. However, if we think of ways that our town can prepare for this population increase now, we can prevent many problems from happening in the first place. I recommend a few ways we can work together to create a sustainable future for our community.

First, in order to deal with pollution from a growing number of cars, I suggest we create a bus system that is easy for everyone to use. If the bus system is convenient, fewer people will drive to school and work every day. Fewer cars mean less air pollution.

Second, in order to create a sense of community, I suggest we create more parks and recreational centers. With more places like these, people could spend time getting to know other people in the community. Additionally, young people would have places to go to after school where they could spend time playing sports, completing homework, or taking classes like art and dance.

Third, in order to manage the increase in garbage people will produce, I suggest we invest in a recycling plant. Garbage could be sorted and, instead of going to a landfill, bottles, cans, paper, and other recyclable goods would be sent to this recycling plant. No more landfills would have to be created, and increased recycling would keep the environment of Newberry clean.

In conclusion, the population of Newberry will increase in the next years, whether we are ready for it or not. While this population increase presents new challenges, we can still have the great town we have always had if we plan for these challenges. Creating an easy to use bus system, more parks, recreational centers, and a recycling plant will all help to support the needs of our growing community.

Grade for Sample 2: ________
Two Schools in One: How to Deal?

Do you know how many students are enrolled at your school? Is there plenty of room for everyone, or does it sometimes feel a little crowded?

Suppose that in the next ten years, a neighboring school combines with yours. All of the students from the neighboring school will be coming to your school. Since they have as many students as your school, that means your school’s population will double.

The school district has already identified these potential challenges:

• No additional students can fit in the cafeteria at lunch time
• Crowded hallways could lead to fights between classes
• Currently there are not enough textbooks and computers for a larger population
• The amount of garbage will double
• The number of students in each class will double
• There will be increased competition to be in clubs and on sports teams
• There will be more cars dropping off and picking up students in the parking lot

Your challenge is to think of three ways that your school could plan for some of these challenges. At this point, money is not a consideration. First, your school must identify how it will deal with the biggest challenges. Later, money will be raised through taxes to deal with those challenges. Since you are a current student, you have a voice about how the school should plan for these challenges.

Directions: Make a prediction about what you think will be the three biggest challenges from the list above. Think of a possible solution for each of these problems. You will write a five-paragraph community plan for growth that will explain these challenges and solutions. For every solution that you create, you will need to include a few reasons why you think this solution is important and how it will meet the challenge at hand.
You are going to write a plan for growth for your school. Your task is to create a plan that ensures your school will be a place where twice as many students can attend school in a safe learning environment.

**Step 1:** Use the Writing Brainstorm Page (see next page) to think about possible challenges and solutions for a larger student population.

**Step 2:** Write a community plan for growth (five-paragraph essay) using the Writing Organizer.

**Step 3:** Edit your essay using the Edit Checklist.

**Step 4:** Have a peer read and edit your essay using the Edit Checklist.

**Step 5:** Revise your community plan for growth based on the peer edit.

### Edit Checklist

<table>
<thead>
<tr>
<th></th>
<th>Author Check</th>
<th>Peer Editor Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you write an introduction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you write three body paragraphs that include solutions to problems that are predicted to happen with a population increase?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you write a conclusion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you use at least two vocabulary words from the chapter?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How many students does your school have now?

2. How many students would there be if the population doubles?

3. Describe how it would feel to be a student at your school if there were twice as many students:

4. What are the three biggest challenges that may arise from your school’s population doubling?
   1. 
   2. 
   3. 

5. What are possible solutions for dealing with each challenge? How will each solution deal with a particular challenge?
   1. 
   2. 
   3. 

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**Introduction**

*Hook Sentence (suggestion)*: An increase in our school’s student population from ________ to ________ would pose many challenges for our school.

*Thesis Statement (suggestion)*: Based on this increase in population, I propose a few suggestions for preparing us now so we can live sustainably in the future.

**Body**

First, in order to deal with the challenge of __________________________, our school needs __________________________.

- Reason A: __________________________
- Reason B: __________________________
- Reason C: __________________________

Second, in order to deal with the challenge of __________________________, our school needs __________________________.

- Reason A: __________________________
- Reason B: __________________________
- Reason C: __________________________

Third, in order to deal with the challenge of __________________________, our school needs __________________________.

- Reason A: __________________________
- Reason B: __________________________
- Reason C: __________________________

**Conclusion**

*Restate your thesis.*

*Summarize your argument (the body of your plan).*

*Make a closing statement.*
Chapter 6

Improving Our Quality of Life

What does it mean to live a good life? How can we work to ensure that people around the world are given the chance to improve their quality of life?

Chapter 6 will introduce you to what quality of life means. In this chapter, you will speak to your classmates about what living the good life means to you and other people. You will listen to and then practice a dialogue with a partner about making choices in life that contribute to your quality of life. You will read a fictional story about three children from around the world. At the end of the chapter, you will write a conclusion to a fictional story about quality of life.

Education can improve a person’s quality of life.
In this activity, you will brainstorm ideas about quality of life. When you brainstorm, you come up with possible answers to a question or problem.

**Example:** Look at the photo. What do you think is happening?

In this photo I see…

*a family sitting together in the park. They look like they are having a picnic and eating sandwiches and fruit. The woman is laughing and the man is smiling.*

Based on what I see in this photo, I can conclude the people in this photo feel…

*relaxed and happy.*

The people in the photo may feel this way because…

*they are spending time with each other and enjoying each other’s company.*

Therefore, I imagine a caption below the photo would say…

*“A Family Picnic”*
**Activating Knowledge**

**Directions:** Look at the photo. Brainstorm ways to complete each sentence below the photo.

**In this photo I see…**

- Based on what I see in this photo, I can conclude the people in this photo feel…
- The people in the photo may feel this way because…
- Therefore, I imagine a caption below the photo would say…
Directions: Complete the Venn diagram by answering the questions within each circle. If you think that some things contribute to a good life for both young people and adults, write those things in the middle of the diagram, where the circles overlap. For things that only apply to young people, write them on the left side of the diagram. For things that only apply to adults, write them on the right side of the diagram.

What are five things that contribute to a good life for young people?

What are five things that contribute to a good life for adults?
Expanding Vocabulary

Directions: Look at the following pictures and vocabulary words. Make a prediction about the meaning of the vocabulary words based on the given photos.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>quality of life</td>
<td>human rights</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>poverty</td>
<td>life expectancy</td>
</tr>
</tbody>
</table>
Using Words in Context: Filling in the Blanks

Directions: Read the conversation between Oscar and Lisa. Fill in the missing vocabulary words.

quality of life    poverty    life expectancy    human right

“Hey Lisa,” Oscar said, “I just saw this TV commercial that talked about the good life. What do you think the good life is all about?”

“I think the good life means having everything you need in life to be happy and healthy,” Lisa said. “For me, the good life means having a good job, a comfortable home, time to spend with my family, and being healthy.”

“Oh, that makes sense,” Oscar said. “I thought it might mean something like that. The TV commercial had a bunch of people who looked really happy. If they had the things you mentioned—good jobs, homes, family time, and health—of course they would be living the good life.”

“The good life means different things to different people,” Lisa replied, “but most people would agree that it involves meeting basic needs, such as food and clean water. Unfortunately, people living in ______ struggle to meet those basic needs. For people living in poverty, access to things like food, water, and shelter would improve their ______.”

“Those things are basics that everyone should have!” exclaimed Oscar. “Can you imagine not even having clean water to drink?”

Lisa replied, “I know; it’s hard to imagine. I just read this story about a teenager who had to move to another country because her family wanted her to have the chance at a better life. Because of widespread poverty, people in her country often died very young. The ______ of their home country was only thirty years!”

“I can’t imagine what life is like in a country where many people only live to be thirty years old. It seems like everyone deserves to grow old and live a full life,” said Oscar.

“Yeah,” said Lisa, “and another crazy thing is, that teenager and her family couldn’t even talk openly about the difficult circumstances that people in the country were facing. Their government wouldn’t allow people to express their opinions publicly.”

“Wow, having your own opinions is a ______! I thought everyone could express their opinions.”

“I guess sometimes people don’t have the basic things we assume everyone has. That’s why I think it’s so important to help people. My family serves food at a homeless shelter in our neighborhood. I feel like when we volunteer, we are not just helping others. Volunteering also improves our quality of life because it strengthens our community and makes us feel good.”

“Really?” asked Oscar. “I think I’ll have to check that out!”
**Breaking Down the Meaning**

**Directions:** Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition, do the following:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

---

**quality of life**

**Definition:** the level of well-being and the physical conditions in which people live

1. What is one thing you think would improve your quality of life?
2. Use quality of life in a sentence.
3. Which word does not belong?
   - work
   - education
   - happiness
   - video games

---

**human rights**

**Definition:** the basic rights and freedoms to which all humans are entitled, often believed to include the right to life and liberty, freedom of thought and expression, and equality before the law

1. Which human rights are most important to you?
2. Use human rights in a sentence.
3. Which word does not belong?
   - rainforest
   - freedom
   - justice
   - equality

---

**poverty**

**Definition:** the state of being poor and not having necessary resources

1. Where might people live in poverty?
2. Use poverty in a sentence.
3. Which word does not belong?
   - easy
   - food
   - water
   - shelter

---

**life expectancy**

**Definition:** the age until which a person is expected to live

1. What things do you think contribute to a long life expectancy?
2. Use life expectancy in a sentence.
3. Which word does not belong?
   - average age
   - developing health
   - lifestyle
Dialogue: Would You Rather…?

Directions: Listen as the sample interview is read aloud. Then, you and a partner will take turns interviewing each other using the questions that follow. To respond to each question, choose a or b, then explain why you made this choice. After you work through the questions, read facts related to each question on the page titled “Did You Know?”

Sample Interview

Paul: Laila, would you rather…

a. work long hours throughout the year, earn less vacation time, but receive more money, or
b. work fewer hours throughout the year, earn more vacation time, and receive less money?

Laila: Paul, I would rather work long hours throughout the year, earn less vacation time, but receive more money so that I could save money for the future. I would deposit this money in the bank and use it to buy a home and to send my children to school.

1. Would you rather…

a. work long hours throughout the year, earn less vacation time, but receive more money, or
b. work fewer hours throughout the year, earn more vacation time, and receive less money?

2. Would you rather live…

a. where we all use as many natural resources (like food, water, and energy) as we want, or
b. where there are limits to how many natural resources could be used, but there is a cleaner and safer environment?

3. Would you rather live in a country that focused on…

a. how happy its citizens are, or
b. how rich its citizens are?

continued
Dialogue: Would You Rather…?

4. Would you rather live in a country where…
   a. you are able to vote for your leader or president, or
   b. where your leader is chosen for you?

5. Would you rather live where…
   a. all children receive an education, or
   b. half of the population of children receive an education?

6. Would you rather live in a community where…
   a. everyone speaks the same language, has similar beliefs, and eats the same food, or
   b. people speak different languages, have different beliefs, and eat different kinds of food?

7. Would you rather live in a country where…
   a. the life expectancy is over seventy years, or
   b. he life expectancy is under thirty-five years?

The life expectancy of a person born in Cambodia is 62 years old.
Income / Work: Europeans get five to six weeks of paid vacation, while the average American receives two weeks. The minimum wage in Europe is much higher than in the United States.¹

Environment: If all countries were to use natural resources like the United States did, we would need more than four planets to support everyone’s needs.²

Happiness: Costa Rica, a country in Central America, has been identified as a country with a very high life expectancy, a high level of life satisfaction, and a small ecological footprint.³

Freedom: Women in the United States were not allowed to vote until 1920.

Education: Over 93 million children around the world are not in school.⁴

Culture: 18% of the U.S. population speaks a language other than English at home.⁵

Health: The majority of the world’s population (about 70%) lives in countries that have life expectancies between fifty and seventy-five years. These countries are located mostly in South America, North Africa, Eastern Europe, Asia, and the South Pacific.⁶
Reading Skill Focus: Drawing Conclusions

You **draw conclusions** when you use your background knowledge and evidence from the text to determine the meaning of the text. It’s like using clues to help you understand what you are reading. Clues can be found in words, phrases, sentences, and even pictures.

**Example:** Read the following paragraph and questions to learn more about drawing conclusions.

Janet had a huge smile on her face. She ran from school with a paper in her hand. Her paper had a shiny gold star on the top. When she got home, she immediately hugged her mother and said, “Mom, you’ll never guess what happened!”

- What conclusion can you draw about how Janet feels? How do you know?
  
  *Janet feels happy. She had a huge smile on her face and hugged her mother.*

- Why do you think Janet feels this way? How do you know?
  
  *She got a good grade on a test or paper in school. Sometimes teachers put gold stars on tests and papers when students receive a good grade.*

Sometimes authors don’t include all the information needed to tell the whole story. In the paragraph above, the author never said that Janet got a good grade in school. That is when you need to draw conclusions in order to make the reading meaningful.

Drawing conclusions sometimes requires you to act like a detective. Look for clues to figure out exactly what the author is trying to say.
Reading Skill Focus: Drawing Conclusions

Directions: Read the following paragraph. When you see a magnifying glass symbol (🔍), stop to draw conclusions. The first one has been done for you.

Marisol Becerra lives in the neighborhood of Little Village in Chicago. She was a freshman in high school when she and her mother went through an environmental training program organized by the Little Village Environmental Justice Organization (LVEJO). During this training, Marisol and her mother took a tour of their neighborhood in Chicago to see what kinds of toxics were in the air. Marisol learned that 60,000 young people in her neighborhood lived close to coal power plants. They breathed heavily polluted and unhealthy air everyday. This fact enraged her; especially because these people in her community were developing health problems like asthma and giving birth to babies with defects. She decided to take action. She created a youth chapter of the LVEJO and decided to put together a map on the Internet that educated people in the community about toxics and pollutants in the neighborhood. She then motivated people to join campaigns for better air quality and cleaner neighborhoods. Through her work with environmental justice, people in her neighborhood were educated about their environment, their health, and their quality of life.  

**toxics (n)** – chemicals that are poisonous and can cause harm or death

<table>
<thead>
<tr>
<th>Based on the fact…</th>
<th>I can conclude that…</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Marisol’s neighborhood, 60,000 young people live close to coal power plants and breathe heavily polluted air.</td>
<td>These people may develop health issues like asthma because they are breathing heavily polluted air.</td>
</tr>
<tr>
<td>Marisol was enraged after hearing how many people in her neighborhood breathe polluted air.</td>
<td></td>
</tr>
<tr>
<td>Marisol created a youth group of the LVEJO and put together a map showing toxics in her neighborhood.</td>
<td></td>
</tr>
<tr>
<td>Marisol was able to motivate people to join campaigns for better air quality and cleaner neighborhoods.</td>
<td></td>
</tr>
</tbody>
</table>
**Pre-reading: What’s Missing?**

**Directions:** Something important is missing from each of the people’s lives below. Use words from the Word Bank to answer the questions.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>food and water</td>
</tr>
<tr>
<td>education</td>
</tr>
<tr>
<td>health care</td>
</tr>
<tr>
<td>work</td>
</tr>
<tr>
<td>clean environment</td>
</tr>
<tr>
<td>free time</td>
</tr>
<tr>
<td>help others</td>
</tr>
<tr>
<td>family and friends</td>
</tr>
</tbody>
</table>

1. Fatima lives in Sudan. Unfortunately, there has been a war in her country, and she hasn’t been able to attend school during the war. What does Fatima need? __________

2. Raul lives in Mexico City. For the past two weeks, he hasn’t been able to play outside because the air pollution has been so terrible. What does Raul need? __________

3. Teresa lives in California. Her dad recently lost his job because the economy wasn’t doing very well. What does Teresa’s dad need? __________

4. Lin lives in Beijing. He has been working very long hours and hasn’t been able to play basketball. Before he started working, he played basketball three times a week. What does Lin need? __________

5. Indira lives in India. She comes from a family of farmers. Lately, there has been a drought in the area where they live and no crops have been growing. What do Indira and her family need? __________

6. Katy has been studying global issues. She has started to notice things around the world that do not seem fair. She wants to do something to improve people’s lives. What does Katy need to do? __________

7. Heena lives in Egypt. She’s started to feel very sick. The doctor only comes to her village once a month. If she needs to visit him during the month, she would have to travel 150 miles. What does Heena need? __________

8. John had to move to New York City to find a job. He doesn’t know anyone there and has started to feel very lonely. What does John need? __________
Chapter Reading

Voices of Children

Adapted from a radio drama by Karin Shankar, courtesy of UNICEF (www.unicef.org)

Characters:
Kakooza, a 15-year-old boy in Uganda
Padmini, an 11-year-old girl in India
Amy, a 14-year-old girl in the United States
Narrator

Narrator: This is the story of three children—Kakooza, Padmini, and Amy—separated by thousands of miles of land and ocean.

Kakooza lives with his grandmother in a village in central Uganda. There are powerful thunderstorms and lots of rain here. Kakooza’s village is small. The surrounding landscape is covered with lush, green rain forests.

Padmini lives with her family on the southeastern coast of India. This is a tropical land of coconut palms and old temples.

Amy is from a poor neighborhood in New York City in the United States. Her city of 8 million people is bustling and very noisy.

We travel between these three points on the globe, following three lives. This is a story told in different voices about similar situations. We begin in Uganda with Kakooza. He tells us about the person closest to him, his grandmother.

Kakooza: My family is very small, we are just two: my grandmother, whom I call Nambi, and I. Nambi wakes up at sunrise every morning to cook breakfast and collect water. But one morning was different. Nambi did not wake up with the sun. She stayed in bed saying, “Kakooza, I feel very cold and I have a headache.” I could see Nambi’s small body shivering under the sheets so I covered her with another blanket. I dressed quietly for school and left. That evening, when I returned home, Nambi was still asleep. She said, “I’ll be fine soon, Kakooza. Don’t worry too much. Maybe I just need to rest.” But I couldn’t help worrying. Nambi usually had so much energy. And now, all she wanted to do was sleep.

temple (n) – a place of worship
bustling (adj) – full of energy or activity
Narrator: We leave Kakooza for now and travel east, about 5,000 kilometers across the Indian Ocean to Padmini, in her village in the southern Indian state of Tamil Nadu. Padmini lives with her parents in a small house. She begins her story by telling us about the day her sister was born.

Padmini: My baby sister was born on the day of Pongal, the winter harvest festival. On Pongal morning, I woke up early. The house smelled like sweet coconut pudding that Amma, my mother, had cooked. I ran outside and found her decorating our front door with mango leaves and marigold flowers for the festival, like all the other houses in the village. She seemed very tired that morning; her eyes had dark circles underneath them. Amma said she was going to take a nap. I stayed outside, playing with the flowers and leaves. Suddenly, I heard her call out loudly to my father. I froze. I dropped the flowers I was holding as my father came rushing out the door saying, “Padmini, I am going to call the midwife." Stay with your mother till I get back!”

Narrator: More than 13,000 kilometers away from Padmini, in New York City, Amy’s story begins in her public school classroom.

Amy: It was a rainy Wednesday afternoon. We were in my favorite class, Mrs. Travis’s art class. Wednesday is also the one day during the week that my Mom gets off early from work to pick me up from school (usually I take the school bus). We only have each other, my mom and me. She has two jobs and works very hard for us, so I don’t see her very much. In art class, I had been coloring a picture of the ocean when I started to feel a little stuffy. I got up from my seat and stood by the open window for a few minutes, but it didn’t help. My cold from the day before had been getting worse all morning. I thought it was just because of the rain. I began coughing and felt like I would never stop. The back of my throat was itching and the coughing only made it worse. In between coughs I was wheezing for breath, but there wasn’t enough air entering my lungs. I felt as if I was breathing through a straw. I started gasping to take in bigger gulps of air. Then my chest began to tighten. The other students around me thought I was just fooling around and told me to stop but I couldn’t—I was having the biggest asthma attack that I had ever had! I was terrified.

Narrator: We return to Kakooza now, telling us how scared he was about his grandmother’s health.

midwife (n) – a person trained to assist a woman during childbirth
wheezing (v) – breathing with difficulty
Kakooza: The third night of Nambi’s weakness, I cooked dinner, katoogo, which is made from beans and bananas. But she refused to eat. That night, instead of shivering with cold, she felt very warm and was sweating. So, I opened the door for the cool night breeze to enter. I left the hut and began to cry quietly outside. Nambi was already looking weaker and so tired. I didn’t want to lose her. I didn’t want to be alone. Four years ago, when the violence came to our hometown, my parents sent me to live with Nambi in her village, many kilometers away. They were going to follow with my little brother, but they never did. The violence separated us. Now, Nambi’s strange weakness was going to separate her from me also.

Narrator: Meanwhile, Padmini recalls how surprised she was when her father told her that her mother was going to give birth. The baby was not supposed to be born for another month.

Padmini: Some minutes later, I heard my father return with the village midwife, the dai. She was old. She had a kind face and wrinkled hands. Her hands had helped many, many mothers in our village give birth. They told me to wait outside the house. I tried to close my ears to the sounds that came from Amma’s bedroom—cries of pain. I was so worried for her. I must have been outside for a few hours before I heard a new sound—a baby crying! The little baby was here! When they opened the door for me, I found Amma exhausted and half asleep in her bedroom, and there by her side was the little newborn. My baby sister was tiny; smaller and thinner than any baby I had seen, but I knew she would grow soon. My father said she was born a month early, which is why she was small. Over the next few days, my baby sister grew even smaller and my parents were very worried. The dai returned often during those days and I heard bits of their conversation: that the baby was losing too much water and that she could not keep any food in. She didn’t even eat the honey that the dai suggested we feed her. My mother was also ill, tired and unable to feed the baby any milk. If my baby sister did not eat, wouldn’t she die?

People wait to see a doctor in a clinic in Uganda.
Narrator: We hear from Amy again now, telling us how scary it was being unable to breathe.

Amy: I knew I had to remain as calm as I could and stop panicking because if I didn’t, it would make my breathing even worse. I wished my mom was near. When I had an attack before, she sang a song to distract me while setting up the nebulizer. But my mom wasn’t here and my inhaler was in my bag in another classroom. Now I had to concentrate on keeping myself relaxed. Mrs. Travis had realized that something was wrong. She got up from her chair and came closer. My breathing was now shorter and faster. Each time I tried to speak to explain, I started coughing. I felt like a fish out of water gasping for air. In all of this chaos, my chair was knocked over and I fell to the ground as the other children crowded around me. Mrs. Travis told them to clear the room and, at that point, I must have begun to lose consciousness. The last thing I remember is Mrs. Travis running to the telephone at the back of the room.

Amy lives in a neighborhood of New York City.

Narrator: Meanwhile, Kakooza resumes his story of how he realized a way to save his grandmother.

Kakooza: I knew from school that when a person has no energy, does not want to eat, and is very warm or very cold, this is no magic spell. They are ill and most illnesses can be treated in a health center. But where was the health center? I had never been to one. Maybe there was one in the next town? Dreadful thoughts filled my mind again, of losing Nambi, of being alone, and I started to feel hopeless. Who could I turn to, to help us? Then, I thought about my teacher in school. She knew a lot! She would know what to do. In school the next morning, I told her about Nambi. My teacher said she would take me to the health center because she thought Nambi had malaria. After school, we went on my teacher’s bike to the health center, an hour and a half away. When we reached it, the health worker said that he would come to see Nambi soon. I wanted to cry out, “Soon? Why can’t you come immediately?” But I looked around at the people in the small room, nearly twenty of them all waiting to be treated, and I understood. Nambi would have to wait. Late that evening, the health worker arrived at our hut. In the dim light of our kerosene lamp, he looked at Nambi and told us it really was malaria. Then he checked me to see if I had any signs of the disease. I didn’t. He gave Nambi some medicine and also a bed net for us to sleep under every night. Before leaving, he took me aside and said that I had arrived at the health center just in time to save Nambi.

nebulizer (n) – a machine used to give medicine to people with asthma
inhaler (n) – a small device used to inhale or take in medicine
malaria (n) – a disease transmitted by mosquitoes that can cause chills, fever, and sweating
Narrator: We move to Padmini now and her recollections of what her family did to save her newborn sister.

Padmini: My little sister would die if she didn’t eat or drink water. We all knew this, but we couldn’t force her to eat. The dai, aunties, uncles, and neighbors all came to our house to tell us what to feed her, but my baby sister couldn’t keep anything in her body. Finally, on the fifth day, my father decided that he would take my mother and the baby to the government health clinic a few kilometers from our village. We had never been there because there was always someone in our village to cure illnesses. We had also heard that the lines to see the doctor were very long there. Amma agreed to go, even though it is unusual for a new mother to leave her home with her baby. We waited there for nearly two hours before a doctor could see us. He took one look at my baby sister and said that she needed to be fed only breast milk for six months. He also gave her a simple mixture made of salt, safe boiled water, and sugar.

Narrator: Amy speaks again now, remembering how she felt when she regained consciousness.

Amy: When I woke up again, I was in an ambulance and the paramedics were putting a mask on my nose and mouth. I was beginning to be able to breathe again. I could feel tears streaming down my cheeks and wished again that my mom was near. I didn’t know where I was going and was happy, at least, to see Mrs. Travis in the ambulance. I had never had an attack this bad before. Last year I started swimming, which mom said was especially good for kids with asthma. I also started taking ballet lessons and doing everything the other kids did, so I became a little careless about taking my inhaler with me everywhere. When we arrived at the hospital, Mrs. Travis said that my mom had been called at work and would be here soon to take me home. When Mom finally arrived, she ran in and gave me a tight hug. She was crying.

Narrator: As Kakooza, Padmini, and Amy end their stories, they also face some difficult questions.

government (n) – the form or system of rule by which a state, community, etc., is ruled by a group of leaders
consciousness (n) – the state of being awake and aware of one’s surroundings
paramedics (n) – people who are trained to give emergency medical treatment or to assist doctors in providing medical care
Amy is rushed to a hospital after her asthma attack.

**Kakooza:** What would I have done if Nambi had died? What would Nambi have done if I had fallen ill? What if my teacher had not known where the health center was? Why was our health so uncertain?

**Padmini:** Salt, water, and sugar—these were the things that would make her healthy? We nearly lost her for salt, water, and sugar? But we had these things at home! Why didn't Amma know? Why did the dai not tell us? Why was the life of my baby sister hanging on a last minute trip to the health center?

**Amy:** As my mom held me tight in the emergency room, I closed my eyes and thought how sad she would have been if anything had happened to me. The time I spend with her is important because she is always working. I know that she works so hard partly because of me.

She works so that I can go to swimming and ballet lessons, and she also works to pay for times like these when I have to go to the hospital.

**Kakooza:** I wish we had a health center in our village where Nambi and I could go when we get sick.

**Padmini:** I wish we had known the simple ways to help my little sister so that she wouldn't have had to suffer so much during the first days of her life.

**Amy:** I wish my neighborhood was less polluted. I think cleaner air would mean fewer asthma attacks.

**Narrator:** These three voices echo the voices of millions of other children across the globe with similar stories about how one of their most essential rights—the right to health and well-being—is **denied**. They are left asking questions that few adults, including their parents, teachers, and governments, can fully answer.

**Kakooza:** Why must the clinic be so far away?

**Padmini:** Why is it that we know so little about good health care?

**Amy:** Why should I have to breathe polluted air?

**All three:** How will you ensure that we have a healthy childhood?

**denied (v)** – to withhold something from someone or refuse to grant a request
**Directions:** Read the following facts about the drama you just read, and then draw conclusions based on these facts. Return to the reading to gather more evidence to help you reach each conclusion.

<table>
<thead>
<tr>
<th>Based on the fact…</th>
<th>I can conclude that…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kakooza’s grandmother has to collect water.</td>
<td></td>
</tr>
<tr>
<td>Padmini’s mother is tired and has dark circles under her eyes.</td>
<td></td>
</tr>
<tr>
<td>Amy starts to feel a bit stuffy in class. She begins coughing and thinks it will never stop.</td>
<td></td>
</tr>
<tr>
<td>Kakooza’s parents sent him to live with his grandmother in her village because it was unsafe for him in his own village. They were going to follow with his little brother, but he never saw them again.</td>
<td></td>
</tr>
<tr>
<td>Padmini’s baby sister looks smaller each day.</td>
<td></td>
</tr>
<tr>
<td>When Amy loses consciousness, Mrs. Travis runs to the telephone.</td>
<td></td>
</tr>
<tr>
<td>The doctor gives Kakooza’s grandma some medicine and bed nets for both of them to sleep under.</td>
<td></td>
</tr>
<tr>
<td>When Padmini and her family reach the health clinic, they have to wait in a line for two hours before they see the doctor.</td>
<td></td>
</tr>
<tr>
<td>Amy’s mom is always working.</td>
<td></td>
</tr>
</tbody>
</table>
Comprehension Questions

Directions: Answer the following questions to support your comprehension of the chapter readings.

Understanding what you read
1. Identify the country each character in the radio drama is from.
2. What important part of quality of life is uncertain in Kakooza’s, Padmini’s, and Amy’s lives?

Thinking about what you read
3. Analyze how the following Arabian proverb connects to the lives of Kakooza, Padmini, and Amy: “He who has health, has hope. And he who has hope, has everything.”
4. Amy mentions that she started coughing and felt like a fish out of water. Explain what Amy means when she uses this phrase.

Questioning what you read
5. Why do you think the author wrote this radio drama?
6. Explain why you think the author chose to write about three people from different places.

Making connections with what you read
7. What is one way you could improve your quality of life?
8. What is one way you could improve the quality of life for other people where you live?

Further discussion questions
9. How might air pollution be related to a person’s quality of life?
10. How might world leaders and governments be able to improve the quality of people’s lives?
What is realistic fiction?

If a story is fiction, it is not true. Realistic fiction is a type of fiction that is not true, but it could happen in real life. You just finished reading a drama that is realistic fiction. The characters had to deal with real-life problems in settings that were also realistic. Improving in math because a genie suddenly gives you magical powers is NOT realistic fiction. Improving in math because a tutor helps you IS realistic fiction.

Throughout this chapter, you have read about quality of life and what can sometimes prevent people from improving their quality of life. You will now read the beginning of a story about quality of life and determine a realistic conclusion to this story.

Example: Read the following two examples. Which story do you think is a better example of realistic fiction? Why?

Story A:
Last year, Angela was pretty lonely. She spent a lot of time by herself. Her mother and father worked almost all the time. They made a lot of money, which is how they bought a really big house. Angela liked her house and her neighborhood, but it was hard for her to enjoy spending so much time alone.

Now Angela sees her mother a lot more because her mother decided to get a different job so that she works fewer hours. Their family had to move into a smaller house in a different neighborhood, but Angela is much happier. Now she doesn’t have to spend her afternoons alone.

Story B:
George and his family used to live in a small apartment. George’s father worked most of the time, so George didn’t get to see him very much. George’s mother stayed home to take care of George and his brother and two sisters.

All of that changed two months ago when George’s father won the lottery. He won $3 million dollars! After that he quit his job, and George’s family moved into a big house. Now George and his siblings get to spend a lot more time with their dad.
Directions: Read the following beginning and middle sections of a story. Your job is to finish the story. For the conclusion of this story, you will write two paragraphs. Your conclusion should explain how the Thompson family worked to solve their problems.

The Eye of the Storm

BEGINNING:
Mr. and Mrs. Thompson moved to the neighborhood of Gulfstown with their children five years ago. They developed a strong community with the people who lived near them. They would have monthly block parties, and children were often seen playing outside with each other. Crime was rare because everyone looked out for each other. The Thompson's house was never empty. Mrs. Thompson had weekly coffee time with neighbors to talk about ways they could improve their neighborhood. The Thompson children had friends who came over on the weekends.

Last year, Najma was thirteen years old and was going to enter the eighth grade. Her middle school was only three blocks away from their house. Tony was fifteen years old and was going into tenth grade. His high school was five blocks away. A week before they started school, the weather in Gulfstown was really severe. There were heavy rains, and winds swept through the area at 160 miles per hour. Gulfstown had been hit by a hurricane. The mayor declared a state of emergency and told everyone they needed to leave the city. Some people left and never returned. After leaving for several months, Mr. and Mrs. Thompson, Najma, and Tony decided to come back to Gulfstown.

MIDDLE:
When Mr. and Mrs. Thompson’s family returned to their neighborhood, things had changed. There was water damage in their home. The floors were sagging, and the carpet was ruined. Many houses in their neighborhood were empty because their neighbors had moved to different cities and towns. Najma and Tony’s schools were both destroyed by the hurricane. They had to take two buses to get to their new schools, making them exhausted by the time they returned home at night. Mr. Thompson lost his job, and now Mrs. Thompson was the only one making money. She had to work additional hours during the weekend to make sure the family could pay for food, electricity, and water.

The family was troubled by the fact that their neighborhood had changed so much. The quality of life they were used to—a safe home, good jobs, and a close community of good friends—seemed to be a part of their past rather than their future. After the hurricane, no children played outside and people kept to themselves. The Thompsons decided they needed to improve their life. They did not want to live like this anymore.

How does the story end?
Step 1: After reading the partially completed story, use the Writing Brainstorm Page on the next page to write a conclusion to the story. Your conclusion should include a solution that will help the family improve their quality of life.

Step 2: Edit your conclusion using the Edit Checklist below.

Step 3: Have a classmate edit your conclusion using the same checklist.

Step 4: Revise your conclusion based on the peer edit.

Step 5: Share your conclusion with the class.

Edit Checklist

<table>
<thead>
<tr>
<th>Did you write two paragraphs for your conclusion?</th>
<th>Author Check</th>
<th>Peer Editor Check</th>
</tr>
</thead>
</table>

| Did you use at least one chapter vocabulary word? | | |
|--------------------------------------------------| | |

| Is your conclusion realistic? | | |
|--------------------------------| | |
What are some ways the Thompson family could work to solve their problems and improve their quality of life?

Your summary could include answers to one or more of these questions:

- How do they bring their neighbors back to the community?
- How do they make the neighborhood feel safe for people to go outside again?
- How does Mr. Thompson find work?
- What happens so that Mrs. Thompson does not have to work on the weekends?
- How are the children able to go to school closer to where they live?

How will the story conclude in a realistic way?
How can individuals and countries work to create a peaceful world?

Chapter 7 will introduce you to different types of conflicts happening around the world and how people are working to resolve these conflicts. In this chapter, you will speak to your classmates about the differences between peace and conflict. You will listen to a poem and work with your classmates to uncover the meaning of the poem. You will read about different types of conflicts and ways people are working to resolve them. After learning about conflict and solutions, you will write an advice column to a student who is going through a conflict and needs your help.
Directions: The words in the box below can be divided into two categories, as depicted in the two photos. Decide which words belong with each picture.

<table>
<thead>
<tr>
<th>hatred</th>
<th>acceptance</th>
<th>fighting</th>
<th>anger</th>
<th>love</th>
</tr>
</thead>
<tbody>
<tr>
<td>harmony</td>
<td>violence</td>
<td>security</td>
<td>abuse</td>
<td>friendship</td>
</tr>
</tbody>
</table>
Writing Warm-up

A conflict is a fight, battle, or struggle.

Directions: Write about a time in your life when you had a conflict with another person. In your writing, answer the following questions:

- How did the conflict start?
- Who was involved?
- Was the conflict resolved? If so, how?
- What did you learn from this conflict?
Directions: Look at the following images and vocabulary words. Guess what you think the words mean based on the given images.

A: stability  
B: conflict  
C: tolerance  
D: violence
Using Words in Context: Multiple Choice

Directions: For each of the four statements below, choose the answer that best completes each sentence.

1. A conflict between two sisters could be …
   a. a fight over who gets to use the car on Saturday night.
   b. a similarity in the way they look, act, and think.
   c. a friendship that lasts for years and years.
   d. a secret that is shared between the two of them.

2. In a country with stability, all people might …
   a. find it difficult to find work.
   b. have basic resources like food, water, and homes.
   c. only speak to people who look like they do.
   d. fight over land, food, and water.

3. To show tolerance toward a group of people who are from a different culture means that …
   a. you are willing to talk to them to understand them better.
   b. you would make fun of them.
   c. you avoid them and ignore them if they talk to you.
   d. you have knowledge about this group of people.

4. A video game that includes violence may involve …
   a. a person practicing karate with a teacher.
   b. a soldier shooting other soldiers in a war.
   c. two basketball teams playing against each other.
   d. a musician playing different types of instruments.
**Breaking Down the Meaning**

**Directions:** Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

---

**stability**
**Definition:** *the condition of being dependable or not likely to fall apart*

1. Why might the stability of an old bridge be questionable?
2. Use stability in a sentence.
3. Which word does not belong?
   - peaceful
   - balanced
   - safe
   - dangerous

---

**conflict**
**Definition:** *a fight or struggle*

1. What is one conflict you have seen recently?
2. Use conflict in a sentence.
3. Which word does not belong?
   - war
   - unity
   - hatred
   - abuse

---

**tolerance**
**Definition:** *acceptance of differences*

1. What things could someone do to show tolerance to a group of people?
2. Use tolerance in a sentence.
3. Which word does not belong?
   - acceptance
   - open-minded
   - racist
   - harmony

---

**violence**
**Definition:** *physical force that causes damage or injury*

1. What type of violence have you seen on television?
2. Use violence in a sentence.
3. Which word does not belong?
   - fighting
   - combat
   - weapons
   - friendly
In groups of four, you will work to understand the meaning of a poem titled *Funny, Isn’t It?* Before you read the poem, you will be assigned one of the following roles: summarizer, questioner, predictor, or clarifier.

**Directions:** Find the section of the table below that explains your role. Read the explanation of your role. Using this information, work with your group to understand the meaning of the poem.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarizer</strong></td>
<td>As the summarizer, you will read the poem and summarize the main idea of the poem. Remember that the main idea is the most important message and is supported by details.</td>
</tr>
</tbody>
</table>
| **Phrases you can use:** | This main idea of this poem is...  
This poem is about...  
The author wrote this poem because... |
| **Questioner**| As the questioner, you will read the poem and come up with at least three questions about the meaning of the poem. |
| **Phrases you can use:** | I wonder why...  
I’m not sure if...  
Why did...  
Who was... |
| **Predictor** | As the predictor, you will make predictions about the poem before, during, and after the poem is read. |
| **Phrases you can use:** | I predict...  
I think...  
I bet... |
| **Clarifier** | As the clarifier, you will write down any ideas, words, or phrases you find confusing. You will also try to help anyone who is confused about any part of the poem. |
| **Phrases you can use:** | What I would like to know from the author is...  
I don’t understand why...  
I don’t understand the following words or phrases... |
Funny, Isn’t It?

When I was younger,
I didn’t care to know him.
He was new and I was not,
reaching out was something I forgot.

When I was younger,
I didn’t want to see him.
He didn’t have anything to offer me,
I thought friendships shouldn’t be free!

When I was younger,
I didn’t try to talk with him.
He spoke in a tongue I didn’t understand,
I couldn’t tolerate him or lend a hand.

I found him easy to ignore
because he was new and I was not.

I found him easy to avoid
because he had nothing and I did not.

I found him easy to dismiss
because he spoke strangely and I did not.

Now that I’m older,
I wish I had reached out to him.
I wish I had spent time with him.
I wish I had tolerated him.

I wish I knew why we sometimes choose
to do what’s easy instead of what’s right.

Funny, isn’t it?
The theme of a reading is an important message about life that the author wants to express to the reader. While the main idea of a text focuses on what the reading is about, the theme focuses on a lesson.

Examples of themes include:
- Love and sacrifice
- Community
- Revenge
- The meaning of freedom
- The meaning of friendship
- Overcoming racism
- Fulfilling your dreams
- Good and evil in the world
- Saving the environment
- Treating others as you would want to be treated
- Stopping violence

Example: Read the poem on the following page. As you read, think about what lesson the poem is trying to teach. What is the theme of the poem? What details provide clues about the theme?
This poem is dedicated to an Asian American teenager killed because of racial conflict.

The sky is getting darker.
We're losing our stars one at a time
to streets that don't hear prayers
and calls to stop the violence.

Our sons are dying in the city scenes they call home
as their mothers send breakfast-time chants in their direction,
keeping them safe until streetlights come clean
to serve as makeshift guardian angels.
A generation disappearing before its light has a chance
to shine through,
etch its shadow in our minds,
decorate our night sky with spirits
we can remember without having to try.

A generation disappearing, begging for blessings
from anyone who might have them to give.

It's harder to notice stars from the city
because lights from the ground
make them harder to see.
Another one of our stars has fallen to the ground,
and all we can do is keep our heads up,
eyes toward the heavens,
and wish there was an answer that
would keep our night sky from falling,
falling,
trying to lull us back to sleep.

But it's hard to find sleep tonight,
because looking into the sky,
we know another one of our stars was taken
before his time.


Identifying Theme
Based on evidence from the poem, what is the theme of the poem?

Detail #1: “Our sons are dying in the city scenes they call home”
Detail #2: “A generation disappearing”
Detail #3: “we know another one of our stars was taken before his time”

Theme: Youth are losing their lives too early due to violence.
In addition to poems, books, and other readings, visual art can also have themes. Just as an author might communicate an important message about life through a story, an artist may communicate an important message in a painting or drawing.

**Directions:** Look at the drawing below. Identify the theme of this drawing. Then, find three details from the drawing that support this theme.

Detail #1:

Detail #2:

Detail #3:

Theme:
**Pre-reading: What Would You Do?**

**Directions:** Read each of the following scenarios about conflict. Decide what you would do in each situation. Choose from the multiple choice answers below.

1. Class has just started and a new student walks in. You notice that she looks very different than the rest of the students in your class. As soon as she sits down, a few classmates begin making fun of her. What do you do?
   a. Remain silent; you don’t know her, and at least they are not making fun of you!
   b. Join your classmates in making fun of her. She looks very different than you, so you know you’ll never be friends with her.
   c. Stop your classmates from making fun of her. You point out that they haven’t even learned her name and know nothing about her.
   d. Walk over and introduce yourself to her; she will meet someone in her new school, and your classmates will see an example of tolerance.

2. Imagine you live in a country with a population that includes different groups of people. You are part of the majority group (90% of the population), and your friend is part of the minority group (10% of the population). Lately, you have started seeing cartoons on the Internet and graffiti in your neighborhood that make fun of your friend’s group. In addition, news reports on television speak negatively about the group. Your family tells you that you must stop spending time with your friend. What do you do?
   a. Do what your family says. You do not want to upset them.
   b. Talk to your family respectfully, and let them know you cannot end your friendship.
   c. Do what your family says. Talk to your friends from the majority group to let them know they should not be friends with anyone from the minority group either.
   d. Pretend to agree with your family and keep seeing your friend in secret.

*graffiti (n)* – drawings or writings on a wall that can be seen by the public

continued →
3. You are a world leader. Conflict has increased along the border of two countries because both places need freshwater for drinking. You, along with other world leaders, have been asked to help decide how this water should be shared between the two countries. What do you do?
   a. You allow the country with the stronger leader to take control of the water. That country will know how to divide the water fairly.
   b. Since both countries need the freshwater, you decide to help them write an agreement with each other in which they will share the water equally.
   c. The country with more money should decide how the freshwater is distributed.
   d. Since the two countries cannot agree, you decide for them how much freshwater each country will get.

4. You are president of a country and have been trying to deal with the issue of overpopulation. Within thirty years, the number of young people between thirteen and twenty-four years old will triple. What should you do now to prepare for this increase in youth population and avoid conflicts in the future?
   a. Put limits on the amount of resources each person will be allowed to consume. This group of young people could decrease the already limited food and water in your country.
   b. Increase money spent on education. Providing youth with an excellent education could make your country stronger in the future.
   c. Increase money given to the military. The youth are at the right age, and a large military could make your country stronger.
   d. Do nothing because you will no longer be the leader by the time the growing population becomes a real problem.
Chapter Reading

Stories of Conflict

Reading 1: Choosing a Better Life

When Anderson Sa was only ten years old, he saw a man shot on the street. He lived in the city of Rio de Janeiro in the country of Brazil. The neighborhood he lived in is called Vigario Geral and, at the time, was one of the most violent favelas in Rio de Janeiro.¹

By the age of thirteen, Anderson was already part of a drug army. At first, belonging to the drug army gave Anderson a sense of belonging and helped him to make more money than he could at any other job. However, while he was part of this drug army, he lost some of his friends and family to violence. He began to realize the lifestyle he was living was not the one he wanted to keep on living. How could he escape?

Favelas in Brazil

The city of Rio de Janeiro has a population of 10 million people. Around 30% of people live in favelas, where many people do not have basic resources like electricity and clean water. Conflicts and violence happen often in these areas because people are poor and struggling to survive.²

Why would anyone choose to live in a place with no clean water or electricity? Many people who live in favelas have no choice. In Brazil, large populations of poor people move to cities from rural areas in search of a better quality of life, better job opportunities, good health care, and education for their children. However, they are often unable to find the necessary work to help them survive.³

Afro Reggae performs and spreads positive messages about the future.

favela (n) – a run-down part of a city; a slum
rural (adj) – of or relating to the countryside or farming
Finding Peace in the Afro Reggae Cultural Group

During the same time Anderson wanted to leave the drug army, a DJ by the name of Jose Junior started the Afro Reggae Cultural Group. This group was created to give youth an alternative to being involved in the drug trade. At first, this group published a newspaper for young people to share news about popular music. Soon the group opened a community center in in Vigario Geral, where young people could learn about soccer, music, capoeira, and dance. The goal was to help youth to become positive leaders in the community who shaped their own futures instead of joining the drug armies. Thanks to the Afro Reggae Cultural Group, young people in Vigario Geral finally had real choices to make in their lives.

Anderson joined the Afro Reggae Cultural Group and was soon an active member of a band. He played different instruments, wrote songs, and taught other young people in the favela about music. During this time, he left the drug army and became a positive role model for many young people. His songs were about both the struggles of living in a favela and how young people should say no to violence.

These days, Anderson Sa is the president of the Afro Reggae Cultural Group. In 2006, Afro Reggae expanded, offering programs to over 2,000 young people in favelas throughout Rio de Janeiro. Anderson made a huge decision in his life by choosing the path of peace instead of the path of violence. Through this choice, he has taught thousands of others that they also have choices—that they can choose their own future.

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alternative (n) – a choice between two or more things

capoeira (n) – a dance form that includes martial arts, started in Brazil as system of physical discipline and movement

expanded (v) – increased in size
Reading 2: Not Your Average Teenager

Anne Frank was thirteen years old when she received a diary. She wrote in this diary for two years and included her deepest thoughts about her life, her family, and falling in love. Many teenagers write in diaries or on blogs to reflect about their lives, but two facts separated Anne Frank from a typical teenager:

- She mostly wrote in her diary while she was living in a secret hiding place.
- She was a Jewish living in Europe during World War II.

Anne Frank was born in Germany in 1929. World War I ended just ten years earlier. Germany was one of the countries that had lost World War I and had to pay other countries for the damages they caused. The country was not doing well. By 1932, unemployment had increased from 3 million people to 6 million people. Anti-Semitism, or discrimination against Jews, also started to increase. Some people blamed Jews for the difficulties Germany was experiencing.

Beginning in 1933, Adolf Hitler became the leader of the Nazi political party that ruled Germany at that time. Hitler was clear about his hatred for Jewish people. His plan, called the Final Solution, was to rid Germany and other countries in Europe of all Jews as well as other groups of people. Slowly but surely, the Nazi party was able to convince German citizens that Jewish people could not be trusted.

In Hiding

When Anne was young, her parents decided to move the family to the Netherlands because Germany was becoming less and less safe for Jews. Slowly, life became more difficult for Jewish families all over Europe. The Nazi party forced Jewish stores and businesses to close.
Jews had to start wearing the Star of David on their clothing, and children were no longer allowed to attend non-Jewish schools.

World War II started in 1939. Germany eventually invaded the Netherlands, where the Frank family was living. In 1942, Anne’s father decided that the family needed to go into hiding. Along with another family, they moved into a secret hiding place above the office where Mr. Frank had worked. No one was allowed to leave the secret hiding place. Since there were people that worked in the office below and in the building next to the office, the families in hiding could not talk above a whisper during the day. There was a small attic that let in some sunlight; this attic was the only place that opened to the outside world.

Life was not safe for Jews anywhere that the Nazi party had power. Anyone who was Jewish risked being sent to work in concentration camps.

Anne Frank: A Hero at a Young Age

While Anne lived in the secret hiding place, she kept herself busy by studying French, reading books, and writing in her diary. She wrote about fights she would get into with her mother and sister and how she really liked Peter, a boy from the other family that she and her family lived with. In addition, she wondered about what caused other people to hate Jews so much and when the war would end. In one of her diary entries, she wrote, “I still believe, in spite of everything, that people are still truly good at heart.”

In 1944, Nazi soldiers discovered the secret hiding place and forced both families to go to concentration camps. The women were separated from the men. In March of 1945, Anne Frank died in a concentration camp at the age of fifteen. The only member of Anne Frank’s family to survive was her father, Otto Frank.

Ultimately, 6 million Jewish people died in concentration camps. This mass killing is known as the Holocaust. Many countries, shocked at this genocide, put Nazi leaders on trial for war crimes after the end of World War II in 1945.

Anne Frank lost her life at a young age, but she had hope that the world could be a better place and that unnecessary conflict would end. In 1999, TIME Magazine chose Anne Frank as one of the 100 most important people of the 20th Century.

Star of David (n) – a symbol of the religion of Judaism
concentration camps (n) – camps created by the Nazi party to imprison Jews, gypsies, homosexuals, and other people considered racially inferior to the Nazis, or anyone who spoke out against the Nazis
 genocide (n) – the planned destruction, in whole or in part, of an ethnic, racial, religious, or national group
Reading 3: The Dirt on Diamonds

When you think of a diamond, what words come to mind? Perhaps you think of words like sparkly, shiny, or expensive. Would you ever connect a diamond with the words conflict or war? If not, it may surprise you to learn that during the 1990s, several countries in Africa, including the Democratic Republic of Congo (DRC), Sierra Leone, and Angola, all experienced conflicts involving diamonds.

Some of the African countries where diamonds are found are not stable. Think of going to class all year without having the same teacher every day. This type of classroom is not stable because one teacher may not know what the other teacher taught. You might be confused by the new teacher’s classroom rules. It is difficult to know what to expect without stability. When a country is not stable, its people may not know what will happen from one day to the next.

More diamonds come from Africa than from any other continent. In countries like Sierra Leone and the Democratic Republic of Congo, groups have traded diamonds for illegal purposes. Conflict diamonds are diamonds used in wars or conflicts. Armed rebel forces rule over war zones and trade these diamonds illegally for weapons and other war-related needs. Why diamonds? Diamonds are extremely valuable and also extremely easy to smuggle since they are so small.

Conflict in the Democratic Republic of Congo

The Democratic Republic of Congo (DRC) has 26% of the world’s diamonds. Although the country is rich in resources like diamonds, copper, silver, and gold, 80% of its citizens do not have safe

illegal (adj) – forbidden by law
rebel forces (n) – groups that fight against the government
smuggle (v) – to import or export something secretly and against the law
life expectancy (n) – the number of years a person is expected to live
drinking water, 70% have little or no health care, and the average life expectancy is just forty-three years. Since the 1990s, over 4 million people in the DRC have died as a result of the effects of war.\textsuperscript{14}

How can a country so rich in diamonds have so much suffering? Looking at the history of the DRC helps to understand why the country is the way it is today. The DRC is a former colony of Belgium, a European country. Under the rule of Belgium, it was known as the Congo. During the late 1800s, King Leopold II of Belgium changed the Congo from a place where people had freedom to a place where people were forced to harvest rubber for the king. People were forced to live under horrible conditions. Millions of innocent people were killed or worked to death during this time.\textsuperscript{15}

The country slowly began to regain its independence, or freedom, over the next several decades. In 1960, the Congo became independent from Belgium. Independence was not easy, however. Belgium no longer controlled the DRC, but there was no clear idea of how to run the country. The country was unstable for many years to follow. Both civil wars within the country and conflicts in surrounding countries increased instability in the DRC.\textsuperscript{16}

Throughout this time, rebel groups traded conflict diamonds with each other to buy guns and other weapons to support civil war. Diamond miners, including children, worked in dangerous conditions and were paid extremely low wages. Children were also forced to become soldiers and participate in the war.

Diamonds, a natural resource, were used as a way to trade weapons and support conflict instead of helping to support the growth of the DRC in a positive way. People bought these diamonds in jewelry stores around the world, not realizing where they came from or the weapons they had helped to pay for. Unfortunately, several countries in Africa continue to trade conflict diamonds for weapons.

**Decreasing Conflict**

The good news is that people around the world are becoming aware of the true cost of diamonds. Buying conflict diamonds contributes to ongoing conflicts and violence in Africa and to a decreased quality of life for many people. In 2000, many countries came together to create the Kimberley Process. By establishing guidelines for certifying conflict-free diamonds, the Kimberley Process has helped to reduce the number of conflict diamonds sold around the world. During the 1990s, as much as 15\% of internationally traded diamonds were believed to be conflict diamonds. Today, less than 1\% of diamonds available for sale are conflict diamonds.\textsuperscript{17}

\begin{itemize}
  \item \textbf{colony (n)} – a region or country controlled by another country
  \item \textbf{innocent (adj)} – free from guilt; without fault
  \item \textbf{civil wars (n)} – wars between different groups within a single country
\end{itemize}
Chapter Reading: Stories of Conflict

Reading 4: Discrimination in America

Imagine you decide to meet your friends for dinner at a restaurant to celebrate your birthday. A sign in the front of the restaurant says to sit anywhere you would like. The four of you decide to sit at a booth. Suddenly, the manager of the restaurant comes over to your table and angrily tells you that you are not allowed to sit in the section you chose and that your people can only sit in one small area separate from everyone else.

This situation may seem highly unlikely to you, but not too long ago, African Americans and other people of color living in the United States were forced to eat in separate sections of restaurants, sit in separate parts of trains, attend separate schools, and even use separate public bathrooms from white people. Many people thought this type of treatment was unfair and started to work toward ensuring equal rights for all people, including African Americans, Native Americans, Asian Americans, and Latinos. The Civil Rights Movement began when people started to speak out against racial inequality.

Looking Back

In 1865, slavery—the practice of forcing people to work against their will—ended in the United States. During slavery, many African Americans were forced to work on plantations and for white owners without pay. They lived under horrible conditions and were treated inhumanely.

Members of the Bourne Youth Center created this mural in Bourne, England, to speak out against racism.

Civil Rights Movement (n) – the national effort made by black people and their supporters in the 1950s and 1960s to eliminate segregation and gain equal rights

Racial Inequality (n) – the lack of equality between people of different races

Plantations (n) – large farms or estates on which cotton, tobacco, coffee, sugar cane, or other crop is cultivated, usually by resident laborers

Inhumanely (adv) – without pity or compassion
Even though slavery ended in 1865, a number of laws and rules were put into place that kept black people from having the same rights as white people:

- In 1881, laws in Tennessee and other southern states separated white people from black people in public places like restaurants, trains, and schools.
- In 1890, the state of Mississippi required a poll tax for all voters. Most African American people in Mississippi could not afford to pay this tax and therefore could not vote in elections.
- In 1896, a Supreme Court case known as *Plessy v. Ferguson* ruled that segregated public places were allowed. Public places included schools.\(^\text{18}\)

**The Greensboro Four**

Four young black men who were students at North Carolina A&T State University were tired of being treated differently because of their skin color. They made history on February 1, 1960, when they said no to racism. Ezell Blair Jr., David Richmond, Joseph McNeil, and Franklin McCain went to Woolworth’s, a store and a restaurant that had a whites-only lunch counter. These four young men bought a few items at the store and then sat at the restaurant’s lunch counter. When they were refused service, they continued to sit at the counter until the restaurant closed. Over the next several days, they continued to sit at this lunch counter and thousands of people joined them at Woolworth’s to show their support of this act of **nonviolent protest**. People inspired by these men known as the Greensboro Four held **sit-ins** at restaurants in forty other cities across the country. Finally, on July 26, 1960, Woolworth’s decided to **integrate** its lunch counter by allowing people of all races to eat there.\(^\text{19}\)

Before the Civil Rights Movement, water fountains were segregated by race.

This victory was one of many in the Civil Rights Movement. Other famous victories include a successful bus **boycott** in Alabama in 1955, which began when Rosa Parks refused to give her seat to a white person on the bus, and the integration of a high school in Little Rock, Arkansas, in 1957. As a result of these victories, President Lyndon B. Johnson signed the Civil Rights Act on July 2, 1964. This act made it illegal, or against the law, for employers to **discriminate** against people based on their skin color, race, or religion.\(^\text{20}\) The passage of this act was a significant moment in American history.

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**Glossary**

- **nonviolent protest (n)** – an act of peaceful resistance; an expression of disagreement without violence
- **sit-ins (n)** – organized protests in which people refuse to move from an area
- **integrate (v)** – to combine into one system; the opposite of segregation, or separation
- **boycott (n)** – a refusal to buy or to use something
- **discriminate (v)** – to treat people differently based on their membership in a group (such as social class, religion, or race)
**Directions:** As you read a specific section from the chapter reading with your group, write down at least three important details that provide clues to the theme of the reading. Use these details to identify the theme of the reading. Be prepared to share this information with the rest of the class.

<table>
<thead>
<tr>
<th>Details</th>
<th>Theme</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
<td></td>
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</tbody>
</table>
**Directions:** With your reading group, record information about the section you read. Your group will then share information about the section with the other reading groups. Other groups will also share information about the sections they read.

<table>
<thead>
<tr>
<th></th>
<th>What was the conflict?</th>
<th>Where did the conflict happen?</th>
<th>Why did the conflict happen?</th>
<th>When did the conflict happen?</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choosing a Better Life</td>
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<td>2. Not Your Average Teenager</td>
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<td>3. The Dirt on Diamonds</td>
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<td>4. Discrimination in America</td>
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</tbody>
</table>
Comprehension Questions

Directions: Answer the following questions about the section you read to support your comprehension of the chapter reading.

Reading 1: Choosing a Better Life

Understanding what you read
1. What group did Anderson join at the age of thirteen?
2. What percentage of people in Rio de Janeiro lives in favelas?

Thinking about what you read
3. Why did Anderson Sa join the drug army?
4. Identify the change Anderson Sa made in his life.

Questioning what you read
5. Analyze the author’s purpose in writing about a 13-year-old.

Reading 2: Not Your Average Teenager

Understanding what you read
1. Where did Anne Frank write most of her diary entries?
2. When did Hitler become leader of Germany?

Thinking about what you read
3. Why did life become more difficult for Jewish people in Europe during the 1930s?
4. Why do you think Anne Frank was named one of the 100 most important people in the 20th century?

Questioning what you read
5. Determine the author’s purpose in writing about a teenager.

continued ▶
Reading 3: The Dirt on Diamonds

Understanding what you read
1. Which continent has more diamonds than any other?
2. What country once ruled over the country now known as the Democratic Republic of Congo?

Thinking about what you read
3. When Belgium ruled over Congo, what were people forced to do?
4. Why do you think life expectancy in the Democratic Republic of Congo is so low?

Questioning what you read
5. If the author is writing about how diamonds are related to war, why would he or she first want you to think of positive words related to diamonds?

Reading 4: Discrimination in America

Understanding what you read
1. Who were the Greensboro Four?
2. What did the court case Plessy v. Ferguson rule?

Thinking about what you read
3. Why did the Greensboro Four decide to do a sit-in at Woolworth’s?
4. What happened as a result of the sit-in at Woolworth’s?

Questioning what you read
5. Evaluate why you think the author begins the reading by having you imagine the scenario in the restaurant.

All Readings

Making connections to what you read
6. Identify ways you could work to decrease conflict in your life.

Further Discussion Questions
7. How can resource scarcity lead to conflict?
8. Explain why a country with a high number of unemployed people would have more conflicts than a country with a high number of employed people.
Has anyone ever asked you for advice about a problem? Have you ever asked someone to help you with a conflict you are having? Sometimes people write to an advice columnist to get help with their problems.

An advice column is a piece of writing in a magazine, newspaper, or online written by a person called a columnist. This person gives people advice on problems or conflicts they are facing in their lives.

Imagine you have your own student advice column and you give advice to young people about how to resolve conflicts peacefully. Your pseudonym, or assumed name, is Conflict Solver.

Example: Before you write an advice column for a student in need, you will analyze advice columns written by two students. When you analyze writing, read it carefully to see what the writer did well and how the writer could improve. Grade the advice columns on a scale of 1-3 (1 needs a lot of work, 2 is pretty good, and 3 is great). Use the following questions to help you grade:

- Did the columnist give advice on what the girl should and should not do?
- Did the columnist think of a positive solution to the conflict?

First, read the letter sent to the advice column:

Dear Conflict Solver,

I have become friends with a group of people I like spending time with. They go out almost every evening during the school week. Over the past month, I spent time with them during most weekdays. Yesterday I received two tests back from my math and social studies classes. I failed both tests. I’m not sure what to do. I want to keep spending time with these friends, but not at the expense of my grades. Help!

Sincerely,
Confused Gal
Now, read and evaluate two sample responses:

ADVICE COLUMN 1

Dear Confused Gal,

I know you must be confused—you have a great group of friends that you are spending time with and you are having fun with them, but of course you don’t want your grades to suffer.

What you do not want to do is continue failing tests in your classes. If you follow this pattern, you could end up failing your classes. Think about the consequences of this. Ask yourself: is it worth having fun with your friends if you are not learning what you need to prepare you for your future, or if you have to repeat your classes in summer school?

Consider taking a balanced approach. You can spend time with your friends, but you can also spend time on your schoolwork and your classes. Try creating a schedule that allows you to complete all of your work and leaves time to see your friends. If you are still failing in class at this point, talk to your teachers and ask them for help. You might have to spend time with your friends on the weekends and leave the weekdays for schoolwork.

You’re very smart to be thinking about your future. I know you’ll come up with a great plan!

Conflict Solver

What grade would you give this advice column? Why?

ADVICE COLUMN 2

Dear Confused Gal,

It sounds like you are having such a fun time with your friends! Be sure to keep up with your schoolwork. You are allowed to have fun, but you don’t want to let your grades suffer. If your friends are true friends, they will understand if you can’t come out with them all the time. In fact, maybe some of them could use the extra study time, too!

Conflict Solver

What grade would you give this advice column? Why?
Directions: Read the following two letters. Decide which one you will respond to in your advice column.

**LETTER 1**

Dear Conflict Solver,

My family recently had to move to a new place because my mom was transferred for her job. I am happy for my mom, but I had to say goodbye to all my friends, my basketball team, and my favorite teachers. I've been at my new school for two months, and I still don't have a single friend. I have tried sitting with different people at lunch, but nobody seems to be interested in talking to me. One group even laughed at me when I sat near them and moved from the table. Lately, they have been making fun of me more and more whenever they see me. I miss my old life! Can you please advise me on what I should do?

*Looking for Real Friends*

**LETTER 2**

Dear Conflict Solver,

Last week, I was in class when my phone accidentally rang. I know I am not supposed to have a phone in class, but I honestly forgot to turn off the ringer because I had so much to do before coming to school. My teacher took my cell phone from me, gave me a week of detention, and told me I could only get my phone back after I serve my detention. I need the phone to communicate with my family. My mom expects me to call her when I get home every day. My teacher is being so unfair about this situation. What should I do?

*Need My Cell*
Step 1: Choose one of the letters from the previous page to respond to in your advice column. Your response will be in the form of a letter.

Step 2: Write a rough draft of your advice column using the Writing Organizer on the next page.

Step 3: Edit the advice column using the Edit Checklist below.

Step 4: Have a peer read and edit your advice column using the Edit Checklist.

Step 5: Revise your column based on the edits.

**Edit Checklist**

<table>
<thead>
<tr>
<th>Author Check</th>
<th>Peer Editor Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you include an introductory sentence?</td>
<td></td>
</tr>
<tr>
<td>Did you include a paragraph about what the student <em>should</em> do and a paragraph about what the student <em>should not</em> do?</td>
<td></td>
</tr>
<tr>
<td>Did you offer advice that will resolve the conflict peacefully?</td>
<td></td>
</tr>
<tr>
<td>Did you use chapter vocabulary words correctly?</td>
<td></td>
</tr>
</tbody>
</table>
Dear ______________________________,

Introductory sentence about what you think about this student’s situation:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Advice on what you think she or he should not do:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Advice on what you think she or he should do:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Closing statement:

____________________________________________________________________________________
____________________________________________________________________________________

Sincerely,

Conflict Solver
Chapter 8

Community Development

What defines a community? How can members of a community work together to build a better future?

In Chapter 8, you will learn what different kinds of communities look like. You will also learn how people work together to create change where they live and in the world around them. Throughout the chapter, you will speak to your classmates about who and what defines your community. You will listen to your classmates speak about their personal identities and the communities they belong to. You will read about different types of communities that have worked well together in the face of challenges. Finally, you will write a speech to present your ideas for community improvement.
Directions: Each of the photos on this page shows a different community. Work with a partner to answer the questions below the photos.

What do these communities have in common?

Are you a member of any communities like these?

What are positive things that you see in each community?

What are other examples of communities not pictured here?
Directions: Write about a time in your life when you worked with another person or a group of people in a positive way to accomplish a goal. Describe exactly what you did as a group, and explain why working with other people helped you to accomplish this goal.
Directions: Look at the following images and vocabulary words. Guess what you think each word means based on the given photos.

A  
![Image of cultural event]  
culture

B  
![Image of community gathering]  
community

C  
![Image of development site]  
development

D  
![Image of individual in traditional clothing]  
identity
Directions: Read the story below and fill in the blank spaces with the following chapter vocabulary words.

| culture | community | identity | development |

Sophea had just stepped off the plane and couldn’t believe her eyes. She was finally in Beijing to meet her family. When they picked her up, she saw many things that surprised her: different types of restaurants from around the world, a bunch of teenagers in a park blasting music, and at least five different Internet cafés. This was her first time visiting China. She had imagined the country would look very different than what she was seeing right now. She did not expect to see this type of ________ in the country.

“Uncle Tony, I had no idea Beijing was like this!”

“What do you mean?” her uncle asked.

“I thought society in Beijing would be completely Chinese and not have influences from other parts of the world,” Sophea replied.

“Sophea, our world is connected. I am proud of my Chinese ________. It’s who I am—it is part of my ________. At the same time, I love learning about people, music, and cultures from around the world. With help from technology like the Internet and the TV, we are able to share ideas and learn about other people and countries.”

Sophea nodded in agreement. “I guess I always pictured Beijing like the photographs my mother showed me. Those photos are thirty years old. It looks like Beijing has changed a lot over the past thirty years!”

“The world is changing. Just like we have influences from different cultures, you do too. Think about it—in the United States, you can eat at restaurants from all over the world and you live next to people from all over the world.”

Sophea sat quietly for a moment and then replied, “You’re right, Uncle Tony. I guess we are all part of one big global ________!”
Breaking Down the Meaning

Directions: Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

**culture**

Definition: the behavior, arts, beliefs, and traditions of a group of people

1. What different cultures do you see where you live?
2. Use culture in a sentence.
3. Which word does not belong?
   - American
   - jeans
   - French
   - youth

**community**

Definition: a group of people who share common interests or live together

1. What would a community leader care about?
2. Use community in a sentence.
3. Which word does not belong?
   - neighborhood
   - citizens
   - population
   - court

**development**

Definition: the act of growing or expanding

1. What kind of development might you see in a city?
2. Use development in a sentence.
3. Which word does not belong?
   - grow
   - expand
   - decrease
   - increase

**identity**

Definition: the set of characteristics that make a person who he or she is; each person has a unique identity

1. What is one part of your identity someone would not know just by looking at you?
2. Use identity in a sentence.
3. Which word does not belong?
   - personality
   - unique
   - character
   - education
Dialogue: Who Are You?

Example: Read information about Amelia and her life. After you read this example, use the graphic organizer on the next page to fill in information about yourself.

My name, where I am from, and the languages I speak:

*My name is Amelia. I am from Houston. I speak Spanish and English.*

Who I am:

*I am a girl, sister, granddaughter, basketball player, singer, dancer, community member, flute player, and Panamanian American.*

Where I live:

*I live in a two-bedroom apartment in a building with fifty apartments.*

What I like about where I live:

*I like seeing people from different cultures and learning about the different countries they come from. I like that people say hello to me in my apartment building.*

Problems or issues where I live:

*I notice some people from different cultures do not like talk to each other.*

Possible solutions to these problems:

*We should have a community block party. We can offer games, prizes, and live music so people can meet each other and get to know each other better. I think this would make people feel safer and more like a part of the community.*
**Dialogue: Who Are You?**

**Directions:** Complete the graphic organizer with information about your identity, culture, and community.

- **My name, where I am from, and the languages I speak:**

- **Who I am:**

- **Where I live:**

- **What I like about where I live:**

- **Problems or issues where I live:**

- **Possible solutions to these problems:**
Dialogue: Who Are You?

Directions: Ask your partner the following questions and write down the information you learn about your partner. Your partner will then ask you the same questions; use the information from the previous page to help you answer them. When you write your partner’s response to each question, make sure to use complete sentences.

1. What is your name?
2. Where are you from?
3. What languages do you speak?
4. Who are you?
5. Where do you live?
6. What do you like about where you live?
7. What are some problems or issues in the place where you live?
8. What are possible solutions to these problems?

First Person versus Third Person

When your partner interviews you, respond by speaking in first person.

Example: My name is Tran Pham. I speak Vietnamese and English.

When you write your partner’s responses to your questions, write in third person.

Example: She is Tran Pham. She speaks Vietnamese and English.
Imagine you are reading a paragraph and you suddenly come across the word *incredulous*. What do you do?

- **a.** Keep reading; you have never seen that word before, and you have no idea what it means!
- **b.** Stop for a moment and guess the meaning.
- **c.** Stop and use clues from the reading to figure out exactly what the word means.
- **d.** Pull out your dictionary. There’s no use in guessing what the word means!

As you read about different subjects, you will come across words you do not know. A dictionary is useful, but, before looking in a dictionary, you can use **context clues** to help you determine the meaning of a word. Context clues are clues within a sentence or paragraph that can help you understand the meaning of a word.

**Example:** There are different types of context clues that can help you to uncover the meaning of what you have read. Read the following sentences and determine what the word *incredulous* means.

She had an *incredulous* look on her face when he told her that the city spent $3 million dollars to build the community center. She had no idea it would cost that much!

The following types of clues will help you figure out the meaning of unfamiliar vocabulary.

<table>
<thead>
<tr>
<th>Clue</th>
<th>How the Clue Is Used</th>
<th>Example in a Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>synonym</strong></td>
<td>This clue includes a synonym of the vocabulary word. A synonym is a word with a similar meaning.</td>
<td>She had an incredulous, <strong>shocked</strong> look on her face when he walked in.</td>
</tr>
<tr>
<td><strong>explanation</strong></td>
<td>This clue includes an explanation of the vocabulary word.</td>
<td>She had an incredulous look on her face, <strong>meaning she was completely surprised</strong>, when he walked in.</td>
</tr>
<tr>
<td><strong>antonym</strong></td>
<td>This clue includes an antonym of the vocabulary word. An antonym is a word with an opposite meaning.</td>
<td>She had an incredulous look on her face, unable to <strong>believe</strong> what she was seeing when he walked in.</td>
</tr>
<tr>
<td><strong>inference</strong></td>
<td>This clue includes words around the sentence that can help you uncover the meaning of the word.</td>
<td>She had an incredulous look on her face, and he could tell because <strong>her mouth was wide open with shock</strong>.</td>
</tr>
</tbody>
</table>
Directions: Read the following story. Define the bold words in the paragraph by using context clues. The first two have been done as an example.

Greening a School Community

In the United States, the average person throws away 4.6 pounds of garbage each day. Think about how many students and teachers are in your school. If each person produces over 4 pounds of garbage, imagine how much garbage your school produces in just one day!

Prospect Sierra School in California did some investigating about how much trash they produce. Students began studying the idea of reducing, rather than increasing, waste in their schools. They completed a trash audit of the school’s waste—a careful examination of the amount of garbage produced by students and teachers. They discovered that the school produced over 30,000 pounds of garbage each year. (To compare, the average car weighs about 2,000 pounds.)

Prospect Sierra formed a Green Squad—a group of students, parents, and teachers with the goal of cutting down waste. They were successful in achieving their goal through a number of efforts: reducing lunch waste, reducing the amount of paper thrown away, and using email to send the school newsletter instead of regular mail. The school actually saved money because less trash had to be hauled, or taken away, by garbage trucks.¹

<table>
<thead>
<tr>
<th>Bold Word</th>
<th>Definition</th>
<th>Type of Context Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>reducing</td>
<td>to make smaller</td>
<td>antonym</td>
</tr>
<tr>
<td>trash audit</td>
<td>an examination of the amount of waste created</td>
<td>explanation</td>
</tr>
<tr>
<td>achieving</td>
<td></td>
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<tr>
<td>hauled</td>
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</tbody>
</table>
**Pre-reading: Anticipation Guide**

**Directions:** Read each statement below. Determine whether you agree or disagree with each statement. Write a sentence or two explaining why you agree or disagree with the statement.

**Agree or Disagree?**

1. Art can support the development of a community.

2. The environment is an important part of a community.

3. People can turn unsafe communities with crime and drugs into safe places.

4. Creating community can solve problems like homelessness and poverty.

5. People can do more together than individuals can do alone.

People in Chicago join together to make sure that everyone in the community has a home.
Creating Community

Think of all the different problems happening around us in the world—poverty, climate change, crime, war, polluted air and water, overpopulation...the list could go on and on. You might be thinking, What can I do? I’m only one person! You are right; solving these problems alone would not be easy. Have you ever thought about how working with other people could be a powerful way to find solutions and create change?

Throughout history, communities have worked together to create sustainable solutions to the problems we face. There are many different types of communities. Just a few examples include:

- a local community—people who live together in a neighborhood or city
- a global community—people from around the world who work together on a common cause
- a religious community—people who attend a temple, mosque, or church together
- a cultural community—people who come from the same cultural background
- an online community—people connected by the Internet
- a school community—people who attend the same school

Festivals like this one can bring members of a local community together.

The following examples from the city of Philadelphia show the power of what can happen when people in a community work together to create change.
Painting a Brighter Community

The state of the environment where you live can say a lot about what is happening in your town, neighborhood, or city. For example, what would you think if you saw a city with broken bottles all around, garbage on the streets, empty buildings, and no parks?

Several years ago, the city of Philadelphia made a decision. In order to clean up negative graffiti written on buildings around the city, develop after-school activities to help youth stay out of trouble, and make neighborhoods safer, they decided to put aside money to paint thousands of beautiful murals on buildings in the city. Creating these murals would help to give people pride in where they lived.

The city of Philadelphia began a mural arts program which replaced this type of negative graffiti with positive murals throughout the city. Philadelphia’s mural arts program has worked with 100 different communities, like schools, neighborhood organizations, and churches. They have painted the city with over 2,500 murals about peace, unity, music, history, culture, and education. Community members from youth to the elderly decided on themes and designs for the murals, and they were also involved with the painting. This project has turned churches, museums, schools, libraries, and playgrounds into places with positive messages for everyone to see.

Norris Square: Planting New Seeds

If you were to walk through Norris Square, a neighborhood in Philadelphia, you would see many gardens, parks, murals, and trees. That wasn’t always the case. Years ago, Norris Square was known for its drug problem and crime. Community members didn’t feel safe in their own neighborhood. They were frustrated and unhappy with what was happening, so they came together to share their concerns and figure out how to improve it. Iris Brown was one of these people. She had lived in Norris Square for a while and had seen her community change. She wanted to speak out against the crime she saw, but she was scared at first.

Then, she and other community members realized the more time they spent on the streets at night, the less illegal and criminal activity there was. Instead of sitting at home at night, they patrolled the streets. When they saw any sign of drug dealing, they called the police. Thanks to this teamwork, drug dealers had more and more trouble controlling the neighborhood. After working for some time to make Norris Square a safe place, Iris took action in a part of the neighborhood known for drug deals. She and a few
volunteers went to a vacant, empty parking lot. They painted a mural, planted fruit trees, and even built a small swimming pool. No one bothered them as they did this work. Finally, Iris had gained the courage to reclaim her community.4

Today in Norris Square, children have safe places to play, people are planting vegetables and fruits in gardens, and murals give people a sense of pride about their identity and culture. The Norris Square Neighborhood Project is a community center with many different services to support neighborhood development: women empowerment projects, community gardening, afterschool child care, and youth leadership programs. Norris Square transformed from a neighborhood full of crime into a safe and healthy place. More and more people want to move into this community instead of leave it. As community leader Iris Brown stated, “We want our youth to be proud of who they are and of where they come from.”5

**Up and Running**

Anne Mahlum would get up early in the morning to run through the neighborhoods of Philadelphia. She loved running and had even been in a few marathons, 26-mile races. On her route in the city, she would always pass by a homeless men’s shelter and they would cheer her on. At one point, she realized she was always running past them, but they never moved. These were people who lived in her community, but were not able to fulfill their personal goals. Anne wanted to help the men at the shelter accomplish their goals just like she accomplished her goals each time she completed a marathon. Anne talked to the director of the shelter and started a running club called Back on My Feet. Members of this group run three mornings a week to improve their health. Additionally, the organization helps those who are homeless to improve their lives by providing them with opportunities to go to school and gain computer and job skills.6

Back on My Feet has expanded and grown. There are now Back on My Feet groups in three different shelters in Philadelphia. Anne was able to create a community of people from very different backgrounds who could support each other to achieve their personal goals.7
Through community support and teamwork...

- thirty-three members have been able to complete a half-marathon.
- forty-six members have found jobs.
- thirty-three members have found housing.
- thirty-five members have decided to go back to school or get job training.\(^8\)

**Communities that Last**

Throughout the city of Philadelphia, people have come together in different ways to build strong communities. What type of world do you want to be a part of in the future? What are ways you could work with the people around you to create this kind of world? There are many problems in the world, but when communities, both local and global, join together to think of positive solutions, they have the ability to make an **impact**, or change. There are many ways you can work to improve the communities where you live and around the world. Here are a few ways to get involved:

- Join a youth volunteer group.
- Become part of a community theater.
- Work with younger students as a mentor or tutor.
- Volunteer with an organization supporting communities around the world.
- Take an inventory of your community’s resources, like grocery stores and libraries. If any important resources are missing, write a letter to your mayor or city council.
**Directions:** Look at the bold-faced green words in the reading and determine the meaning of these words by using context clues. Also, identify the type of context clue used for each word.

<table>
<thead>
<tr>
<th>Bold Word</th>
<th>Definition</th>
<th>Type of Context Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>graffiti</td>
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<tr>
<td>murals</td>
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<td>frustrated</td>
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<td>illegal</td>
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<td>patrolled</td>
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<td>vacant</td>
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<td>transformed</td>
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<td>marathons</td>
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<td>expanded</td>
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<tr>
<td>impact</td>
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Comprehension Questions

Directions: Answer the following questions to support your comprehension of the chapter reading.

Understanding what you read

1. How many murals have been created in Philadelphia?
2. Identify what kinds of services Norris Square Neighborhood Project provides the community.

Thinking about what you read

3. Evaluate how Norris Square is different today than in the past.
4. Explain how Back on My Feet helps build community.

Questioning what you read

5. Do you think the author believes communities are a positive or negative thing? Why?
6. What three problems did the author discuss in the reading?

Making connections to what you read

7. What is a challenge or problem you could work on together with a community of people, either in your school or where you live?
8. Identify possible challenges to creating a community.

Further discussion questions

9. What is a way a community could work together to solve environmental issues?
10. How might people around the world connect as a community to solve global issues?
How can you start to make change in your community and the world? One way is to identify problems that you think are important to solve. Once you find key leaders in your community you can talk to about these problems, you can reach out to these leaders and ask them for support.

Identify a problem you see within your community. This could be a problem in your neighborhood, around your school, or in your wider community. Problems could range from not having curbside recycling service to needing sidewalks and wheelchair ramps along public streets.

You will write a speech to deliver to a leader in your community. A speech is a formal way of speaking to an audience. In your speech, you will tell a leader in your community why this problem is an important concern for you and what you think should be done to solve the problem.

Your speech should include:
- An introduction—thank the audience for taking time to listen to you, and introduce yourself
- An explanation of the problem and why it concerns you
- A solution that would solve the problem and ways to achieve this solution
- A conclusion—finish with a powerful statement

Tips to Keep in Mind

**Before giving the speech:**
1. Read the speech out loud to yourself several times.
2. Practice reading it to a classmate.
3. Work to memorize key ideas from the speech.

**During the speech:**
1. Make eye contact.
2. Do not read directly from your paper. You can use cards to remind you of the key ideas.
3. Sound excited and passionate about what you are talking about!
4. Speak loudly and clearly so everyone can hear you.
**Sample Speech**

**Example:** The following example is a speech written by student Timothy Lee to address his school principal and school board members about a problem in his school community.

Hello, Principal Scott and esteemed School Board members!

My name is Timothy Lee, and I am a sophomore at West High School in the Cedar Grove neighborhood. I want to express a concern I have about my school. During the past year, I have noticed that students are not taking as much pride in the school as they could be. I can tell when I see graffiti all over the school, when I attend assemblies and no one cheers, and when I see friends who are embarrassed to tell people they attend West.

I came to West High School so excited to be a Cougar. I was ready to join the basketball team and take part in the international club. I soon realized there were only six people on the basketball team, and no one came to watch our games. I also learned our international club hasn’t existed for five years. I believe a lack of school pride doesn’t help our school to have a sustainable future. If students don’t believe in our own school, who will? I don’t want to leave in two years and think of high school as a sad memory. Being a Cougar is part of my identity, and I want it to be something I can be proud of.

I think the problem could be resolved if we were to have more opportunities to create school spirit. I know other schools have a spirit week and sports mascots. I have also heard of student councils at other schools where student representatives have a voice in how to make their schools better. I think we should bring these things to West High School. They would help build community at our school. School culture must change if we want a high school that people are proud to attend. Once we give West students something to be proud of, you’ll see a great change in our attitude. I’m betting our grades will improve, too!

If you seriously consider these solutions, West could be the school everyone wants to attend.

Thank you very much for your time.
Writing Steps: Preparing a Speech

Step 1: Brainstorm problems you see in your community using the Writing Brainstorm Page (see next page).

Step 2: Choose one problem you care about most, and choose a leader in your community who you can talk to about this problem.

Step 3: Use the Speech Organizer to help you write your speech.

Step 4: Edit your speech using the Edit Checklist below.

Step 5: Have a classmate read and edit your speech using the Edit Checklist.

Step 6: Rewrite the speech on a fresh sheet of paper.

After Writing: Use the tips provided on page 191 to help you practice and deliver your speech. Give your speech at a community meeting.

Edit Checklist

| Did you begin by thanking your audience and introducing yourself? | Author Check | Peer Editor Check |
| Did you explain your concern? | |
| Did you offer a possible solution to this problem? | |
| Did you conclude by thanking your audience and giving a powerful closing statement? | |
| Did you include at least two vocabulary words from the chapter? | |
1. What are problems you see in your community, or what could be improved?

2. Which problem is most important to you? Why do you care about this problem?

3. What are possible solutions to this problem? What needs to happen to achieve these solutions?

4. Who is a community leader you should speak to about this problem?
Hello, ________________________________. I want to thank you for taking the time to listen to me today.

My name is ________________________________, and I am here because I have a concern.

(State your concern): __________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

(State two to three reasons you have this concern):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

I think there are solutions to this problem. (State your solution):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

(Explain why your solution is important and how it can be achieved):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Closing statement (sound convincing!):
____________________________________________________________________________________
____________________________________________________________________________________

Thank you again for your time.
Creating Our Future

Throughout this book, you have learned about sustainability. Sustainability involves living your life today with the future in mind. Now, you will be challenged to think about ways that you can be part of a sustainable future.

In Chapter 9, you will identify sustainable solutions to issues that affect our world. You will speak to a classmate about important issues in the world and how you think they can be solved. You will listen to your classmates as they talk about which issues are most important to them. You will read about individuals and organizations who are working to find personal and structural solutions to economic, environmental, and social challenges, and make our world more sustainable. At the end of the chapter, you will write a letter about how you would like the world to be thirty years from now.
Activating Knowledge

**Directions:** Match each photo to one of the statements on the right. Then, answer the questions that follow.

1. Volunteers combat homelessness by building houses for low-income neighbors.
2. Education and attending school is one way to prevent poverty.
3. Removing tires and other trash helps to keep rivers clean.
4. Students can voice their opinions by attending public rallies and protests.
5. Health education teaches mothers how to keep themselves and their children healthy.
6. Students can create peace and understanding by meeting people from different cultures.

Have you ever participated in activities like the ones in the photos?
Which of the activities in the photos would you like to participate in someday?
How do these activities promote **sustainability**?
Writing Warm-up

Mahatma Gandhi was a very famous political and spiritual leader in the country of India. He once said,

“It’s not too late at all. You just don’t yet know what you are capable of.”

Directions: Reflect on Gandhi’s quote in a free write. You may want to think about your answers to the following questions as you write.

• What do you think Gandhi meant?
• Do you agree with what Gandhi said?
• What are you capable of doing now?
• What would you like to become capable of in the future?
**Directions:** Look at the following images and vocabulary words. Guess what you think each word means based on the given photo.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="citizen" /></td>
<td><img src="image" alt="government" /></td>
</tr>
</tbody>
</table>

- **citizen**
- **government**

<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="personal solution" /></td>
<td><img src="image" alt="structural solution" /></td>
</tr>
</tbody>
</table>

- **personal solution**
- **structural solution**
Directions: For each of the sentences below, choose a word from the Word Bank to complete the sentence. One word will not be used.

**Word Bank**

<table>
<thead>
<tr>
<th>personal solutions</th>
<th>economy</th>
<th>structural solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>society</td>
<td>citizen</td>
<td>sustainability</td>
</tr>
<tr>
<td>government</td>
<td>environment</td>
<td></td>
</tr>
</tbody>
</table>

1. There are many ________ to conflict. For example, instead of using your fists to fight, you could talk to the person you are having a problem with.

2. She had just become a ________ of the country and was excited that she could vote in the next presidential election.

3. Leaders from the ________ were open to hearing different people's ideas on how to improve the _________. One person mentioned that teaching our children how to take action against climate change was a possible solution.

4. As city leaders thought about ________ to end poverty, they decided to do a few things: increase the number of jobs, increase the minimum wage, and increase the number of young people who enroll in college. These three things would support the ________ and help to reduce poverty.

5. The community decided to make ________ a priority. This meant it would take whatever action necessary to make sure people's needs were met now and in the future.

A man puts his vote in the ballot box for national elections in the country of East Timor.
Directions: Each box below includes one of the four vocabulary words from the previous page, as well as its definition. Below each definition:

1. Answer the question.
2. Write a sentence using the vocabulary word.
3. Choose the one word in the group that does not relate to the vocabulary word.

### Citizen
**Definition:** A person who is a member of a community, state, or nation

1. Which nation are you a citizen of?
2. Use citizen in a sentence.
3. Which word does not belong? person group individual voter

### Government
**Definition:** An official organization that makes and enforces laws for a community, state, or region

1. The United States government is a democracy. What is another kind of government?
2. Use government in a sentence.
3. Which word does not belong? laws president election hospital

### Personal Solution
**Definition:** A solution to a problem whereby an individual attempts to solve the problem

1. What is a personal solution to climate change?
2. Use personal solution in a sentence.
3. Which word does not belong? disposing recycling helping volunteering

### Structural Solution
**Definition:** A solution to a problem that involves changing a system or an established structure

1. What is a structural solution to poor health?
2. Use structural solution in a sentence.
3. Which word does not belong? law event government education
Dialogue: What are problems you see in the world?

Example: With a partner, read the sample interview below to find out Matt’s and Ji Sun’s thoughts on important world issues.

Matt: Hi, Ji Sun. How are you today?
Ji Sun: Hi, Matt. I am great! What’s on your mind?

Matt: This morning our teacher asked us what we think is the most important issue affecting the world today. What do you think is the most important issue in the world?

Ji Sun: Oh, that’s a tough question! If I had to choose just one, I would say health.

Matt: Why do you think health is the most important issue affecting the world today?

Ji Sun: I know that many people are sick from diseases like AIDS and malaria, and many of them do not have money to pay for medicine.

Matt: Ji Sun, do you think there is a solution to this problem?

Ji Sun: Yes, Matt, I think there is. We need to learn more about how diseases spread and to tell people what they can do to prevent getting diseases.

Matt: Good idea!

Ji Sun: Thanks. What do you think is the most important issue affecting the world today?

Matt: I think conflict is the most important issue affecting the world.

Ji Sun: Why do you think conflict is such an important issue?

Matt: There are violent conflicts happening all around the world. For example, did you know that thousands of people have died in Sudan, a country in Africa, because of a conflict between different groups of people?

Ji Sun: No, I didn't know that. Do you think there is a solution to that kind of conflict?

Matt: Yes, I think there are many possible solutions. I think if we could start at a very young age treating each other better, people would have fewer conflicts when they are older.

Ji Sun: Interesting thought! Thanks for sharing your ideas with me.
Dialogue: What are problems you see in the World?

Directions: Now it’s your turn. Using the sentences below, have the following conversation with your partner. Fill in the blanks with your partner as you go. When you are finished, reread your completed dialogue.

A: Hi, __________ (partner B). How are you today?
B: Hi, __________ (partner A). I am great! What’s on your mind?

A: This morning our teacher asked us what we think is the most important issue affecting the world today. What do you think is the most important issue in the world?
B: Oh, that’s a tough question! If I had to choose just one, I would say __________.

A. Why do you think that is the most important issue affecting the world today?
B. I think it is important because ________________________________.

A. __________ (partner B), do you think there is a solution to this problem?
B. Yes, __________ (partner A), I think there is. One solution is ________________________________.

A. Good idea!
B. Thanks. What do you think is the most important issue affecting the world today?

A. I think __________ is the most important issue affecting the world.
B. Why do you think it is such an important issue?

A. I think it is important because ________________________________.
B. Do you think there is a solution to this problem?

A. Yes, I think one solution is ________________________________.
B. Interesting thought! Thanks for sharing your ideas with me.
Fiction and nonfiction stories of people taking positive action in the world often inspire us. These stories are really powerful if we learn details about the people in the story. The author of a story might tell you about a person’s personality by using descriptive words, or the author might hint at the person’s personality through his or her actions. These descriptors of a person in a story are called **character traits**.

Consider the following two sentences. They reveal character traits in different ways.

*Jack is the funniest person I know.*  
*Jack is always telling stories and jokes that make people laugh.*

Jack’s character trait is being funny. In the first example, the author tells you that Jack is funny. In the second example, the author does not actually say that Jack is funny. Instead, the author told you about Jack by describing his actions (telling stories and jokes that make people laugh).

### Sample Character Traits

<table>
<thead>
<tr>
<th>confident</th>
<th>courageous</th>
<th>determined</th>
<th>disinterested</th>
</tr>
</thead>
<tbody>
<tr>
<td>enthusiastic</td>
<td>funny</td>
<td>generous</td>
<td>hard-working</td>
</tr>
<tr>
<td>intelligent</td>
<td>interesting</td>
<td>kind</td>
<td>lazy</td>
</tr>
<tr>
<td>mean</td>
<td>motivated</td>
<td>optimistic</td>
<td>outgoing</td>
</tr>
<tr>
<td>pessimistic</td>
<td>serious</td>
<td>shy</td>
<td>unfocused</td>
</tr>
</tbody>
</table>
Example: Read the following paragraphs. As you read, try to identify some of John Muir’s character traits. Do any of the character traits you identified match those in the table below the reading?

John Muir was born in 1838 in Scotland. He and his family moved to the United States when he was a boy. As a young man, he became very curious about the environment. He enjoyed learning about plants and geology and formed theories about how valleys are formed. As an adult he traveled all around the country, exploring wild areas. He once walked all the way from Indiana to Florida to enjoy the beauty of nature!

Muir was very concerned about protecting the environment, and urged Congress and the President to protect wilderness areas. He argued strongly that natural areas should be protected from human development. He was even able to persuade President Teddy Roosevelt to create Yosemite National Park. Muir wrote many books and essays describing his feelings about nature and encouraging the protection of natural lands. Many environmentalists are still inspired by Muir’s writings about nature.

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Evidence from Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. curious</td>
<td>enjoyed learning about plants and geology</td>
</tr>
<tr>
<td>2. passionate</td>
<td>argued strongly for protection of natural areas</td>
</tr>
<tr>
<td>3. persuasive</td>
<td>persuaded President Roosevelt to create national parks</td>
</tr>
<tr>
<td>4. inspirational</td>
<td>many environmentalists are inspired by his writings</td>
</tr>
</tbody>
</table>

The Muir Woods National Monument in California is named after John Muir.
**Directions:** Now it’s your turn. Read the following selection. Then, choose words from the box of character traits that apply to BYOP members. Use evidence from the reading to support your choices.

In the 1990s, youth violence caused many deaths of young people living in Boston, Massachusetts. In response to the violence, a group of pastors from different religions began the Boston Area Youth Organizing Project, or BYOP. This group gave youth the chance to speak out against problems they saw in their schools and neighborhoods. BYOP works for social change and justice by helping young people to identify problems in the Boston community and to develop their own solutions to those problems. BYOP members have become leaders who work to create a strong and diverse Boston community.¹

The youth-led group has chapters in over twenty-two high schools throughout the Boston area. High school students in these different chapters work to improve relationships between students and teachers, extend the service hours for public transportation, clean up schools, and speak to the local community about opening youth centers so that young people have safe places to spend time with each other. In 1999, because of the BYOP, schools in Boston made a promise to keep the bathrooms in high schools clean. Two years later, teenagers involved with BYOP organized an effort to win $2 million toward purchasing new textbooks.²

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<table>
<thead>
<tr>
<th>Character Traits of BYOP Members</th>
<th>Evidence from Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Members of the Boston Youth Organizing Project**
Did you know there are usually multiple solutions to every problem?

Consider this math problem:

Seven out of ten local TV stories on violence involve youth. 14% of local violent arrests involve youth. Is the TV coverage of youth violence representative of the problem of youth violence?

You could solve this problem in two different ways:

1. You could turn $\frac{7}{10}$ into a percent. Does it equal 14%? If not, the TV coverage is not representative. ($\frac{7}{10} = 70\%$)

2. You could see if the two fractions form a proportion. If the fractions are not proportional, the TV coverage is not representative. ($\frac{7}{10} \neq \frac{14}{100}$)

Just like the math problem, global issues like poverty and climate change have multiple solutions.

In this chapter, you will read about a variety of sustainable solutions—ones that take into consideration the well-being of people, economies, and environments, now and long into the future.

You will also be learning about two different kinds of sustainable solutions: personal solutions and structural solutions.

• A **personal solution** is an action that one person can take.

• A **structural solution** is a broader approach to solving a problem that involves changing a system, such as education or agriculture.

Before you read, you will practice identifying personal and structural solutions.
**Directions:** Determine whether the following solutions are personal or structural solutions. The first two have been completed for you.

<table>
<thead>
<tr>
<th>Global Issue</th>
<th>Solution</th>
<th>Personal or Structural?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. poverty</td>
<td>Volunteer weekly to serve food to people who are homeless.</td>
<td>personal</td>
</tr>
<tr>
<td>2. poverty</td>
<td>Create a job training program to help people who are homeless find jobs.</td>
<td>structural</td>
</tr>
<tr>
<td>3. resource scarcity</td>
<td>Recycle your aluminum, glass, plastic, and paper items instead of throwing them in the trash.</td>
<td></td>
</tr>
<tr>
<td>4. hunger</td>
<td>Teach farmers how to produce food when resources like water and fertilizer are limited.</td>
<td></td>
</tr>
<tr>
<td>5. climate change</td>
<td>Create an international agreement for all nations to reduce their greenhouse gas emissions.</td>
<td></td>
</tr>
<tr>
<td>6. conflict</td>
<td>Encourage your friends to treat other people respectfully.</td>
<td></td>
</tr>
<tr>
<td>7. population</td>
<td>Make reproductive health care available to all women.</td>
<td></td>
</tr>
<tr>
<td>8. air pollution</td>
<td>Carpool to school with friends instead of driving alone.</td>
<td></td>
</tr>
<tr>
<td>9. human migration</td>
<td>Send food and other supplies to refugee camps.</td>
<td></td>
</tr>
<tr>
<td>10. consumption</td>
<td>Create laws that require manufacturers of electronic items (televisions, computers, and cell phones) to repair items when they break.</td>
<td></td>
</tr>
</tbody>
</table>
“Whether you believe you can, or whether you believe you can’t, you’re absolutely right.”
—Henry Ford, founder of the Ford Motor Company

Personal Solutions
Have you ever seen a problem and decided to do something about it? Maybe you have stopped a fight between two friends. Or, perhaps you have found a lost wallet and returned it to its owner.

These are examples of personal solutions. Personal solutions are ways in which individuals, or people acting on their own, can help solve problems. Anyone can be part of a personal solution. For example, to help prevent deforestation, you could write on both sides of your notebook paper. Or, you could help save water by educating people about how washing their cars at home wastes more water than going to a carwash.

As you read the following stories, see if you can identify the problem the individuals were trying to solve. What personal solutions did they come up with?

Wild Ambitions
Jarid Manos grew up in rural Ohio, where he first fell in love with the prairie ecosystem. Prairies, also known as grasslands or plains, are landscapes with tall grasses and few trees. They are home to many plants and animals.

The prairie served as a refuge where Jarid could go when life got difficult. Jarid’s childhood was not easy. As a teenager, he ran away from home.

Jarid Manos founded the Great Plains Restoration Council.

He spent years moving from one city to another, making money any way he could. As a young man he struggled with depression and drinking. Eventually he resorted to selling drugs. During those turbulent times, Jarid yearned to return to the prairies he loved.

Now, Jarid’s refuge is an ecosystem under attack. In the past, prairies were found all over the United States. Today, prairies in North America are disappearing because people are building homes and farms where prairies used to be.

ecosystem (n) – a community of organisms (plants, animals, and other living things) together with their environment, functioning as a unit
refuge (n) – a safe place
turbulent (adj) – characterized by much movement or instability
Although Jarid had to live through difficult times, he grew from a troubled young man into a leader and role model. After spending years learning about efforts to save America’s disappearing prairies, becoming healthy, and learning how to lead a movement for change, Jarid founded the Great Plains Restoration Council (GPRC).

The Great Plains Restoration Council restores prairie ecosystems in Texas and South Dakota with the help of people from different cultures, backgrounds, and communities. The Council works to protect natural prairie areas and the wildlife that live there. GPRC also helps young people to improve their lives by teaching them leadership skills. The Council strives to build healthy spaces and healthy people. Says Jarid, “This is Ecological Heath—healing ourselves through healing the Earth.”

Clean Sweep
Kelydra Welcker may be young, but she has already made a huge difference in the world. Kelydra grew up in Parkersburg, West Virginia, near the Ohio River. Parkersburg is home to a chemical plant that produces Teflon®. Teflon is a material used in nonstick pots and pans, among other things.

One of the ingredients used to make Teflon is a chemical called ammonium perfluorooctanoate, or APFO for short. Traces of the chemical have been found in the nearby Ohio River, which supplies drinking water to Parkersburg. When Kelydra was sixteen, people were debating the safety of APFO. As it turns out, APFO is a suspected carcinogen, meaning it may cause cancer. At the time, Kelydra feared that it was toxic, and started working on a way to remove APFO from water.

After two years of work, Kelydra developed a simple test to detect the presence of APFO in water (it creates foam when you shake it!).

movement (n) – an organized effort to accomplish a goal
restores (v) – returns something to its original state
debating (v) – considering or thinking about something
toxic (adj) – able to cause harm or death
She also created a filtration device that removes APFO from tap water. You can put water in the filtration device, let it sit overnight, and it will be APFO-free in the morning.

When Kelydra discovered that a potentially toxic substance was in her community’s drinking water, she didn’t wait for other people to figure out a solution. Instead, she took action and created a solution. Kelydra’s filtration device has the potential to improve both the environment and human health. According to Kelydra, “Science isn’t just white lab coats and big words, it’s taking the brand new discoveries and helping your community, state, and even your country in a way that can be simple, and yet life changing.”

**Structural Solutions**

Jarid and Kelydra made a difference in their personal lives and in the communities around them. Another kind of solution, called a structural solution, involves more people and addresses the root cause of a problem. Structural solutions often involve organizations or governments, and they can have a lasting impact on people and places around the world. While a personal solution to hunger might be to give food to people who cannot afford to buy food, a structural solution might be to give people the tools and education they need to grow their own food.

Structural solutions can help solve complex global issues, including poverty. The following story shows how structural solutions can help solve problems in a big way. As you read, try to identify what structural problem is addressed. What are other structural solutions that might also help to solve that problem?

**Small Loans, Big Impact**

In 1976, an economics professor named Muhammad Yunus was visiting very poor households in Bangladesh, a country in South Asia, when he realized that very small loans could lift people out of poverty. In 1983, Yunus helped found the Grameen Bank to provide loans to poor Bangladeshis. This system of providing very small loans to poor people is now called microcredit.

Microcredit is a tool used to break the cycle of poverty. As with any form of credit, borrowers pay back the loaned money, with interest. A microcredit borrower might buy materials to open a small store that sells basic household supplies or buy cooking materials to sell snack foods.

Successful microcredit programs improve the economic well-being of whole communities. Women, who receive the majority of these loans, often use their earnings to support their families and community projects such as schools.

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**Terms:**
- **filtration (n)** – the act of moving through a filter, which separates things with a barrier
- **interest (n)** – a fee paid to borrow money
What are green or eco-friendly products?

The word *green* is often used to describe products that have a lower environmental impact than other products. For example, green tissue paper might be made from recycled, non-bleached paper.

*Eco-friendly* is another term used to describe products that have a reduced environmental impact.

**Buyer Beware:** Not all products that claim to be green or eco-friendly really are! Some companies use those terms just to persuade you to buy their products.

coolest thing I have ever done,” she exclaimed, “and it sells! I make up my own organic cleaner and people call because of that.”

Said Jill, “I remember starting out with $5 in my business bank account. Now I make a **deposit** every day. Washington CASH has been a big help in getting my business started.” She has paid back her first $500 loan. “I plan on growing and going for another loan. And I’ll be hiring two people in January. Right now I am figuring out my taxes!”

### The Solution Is You

All solutions, whether personal or structural, involve citizens like you. You can take part in both personal and structural solutions. Is there a problem you’d like to solve? How can you help?

**deposit** (n) – money placed in a bank
**Reading Skill Follow-up: Character Traits**

**Directions:** Identify at least one character trait for the following people. Identify evidence from the reading that supports this character trait.

<table>
<thead>
<tr>
<th>Person</th>
<th>Character Trait</th>
<th>Evidence from Reading (at least two examples for each person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jarid Manos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelydra Welcker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jill Paull</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehension Questions

Directions: Answer the following questions to support your comprehension of the chapter reading.

Understanding what you read

1. Why did Kelydra create a filtration device?

2. When Jill Paull was working as a housekeeper in a hotel, what did she realize about the cleaning products she used?

Thinking about what you read

3. Explain how the Great Plains Restoration Council is working to develop healthy spaces and healthy people.

4. Kelydra Welcker said that a simple solution could be life-changing. How can her water filtration device be considered simple yet life-changing?

5. How is microcredit different than giving people food so they won’t be hungry?

Questioning what you read

6. Identify the author’s purpose in writing this chapter reading.

Making connections to what you read

7. Do you relate to any of these stories? Why or why not?

8. What character traits do you have now that can help you start making a difference in your life and creating a sustainable future?

Further discussion questions

9. In previous chapters, you read about issues that affect people all over the world, including poverty, population growth, environmental damage, and conflict. Which of these problems do you think is most urgent, and why?

10. What is a personal solution to the problem you identified? What is a structural solution to that problem? How could you be part of one of those solutions?
Think about the world you want to live in thirty years from now. What would your ideal world look like?

• What do you want your community (your family, neighborhood, or city) to be like?
• What do you want the environment to be like?
• What kind of job do you want to have?

Now, think of the things you need to do to create the vision of the future you just imagined.

**Directions:** In a letter to yourself, you will describe what you want your community, environment, and job to be like. You will also explain the things you need to do to make sure your vision of the future becomes a reality. This letter will help guide you toward your vision of the future.
March 9, 2010

Dear Juana,

After reading about sustainability, I started to think about the world I want to live in thirty years from now. I understand that my vision is going to take some work, but it will pay off in the end. I’m writing this letter to tell you about my vision and the ways I’m going to turn my vision into a reality.

First, I want my community to be built for people rather than cars. Right now I have to drive to see my friends because my neighborhood does not have sidewalks for walking. I can ask my neighbors to sign a petition for the city to build sidewalks in our neighborhood. Also, I would like there to be more places for me and my friends to play sports and spend time outdoors. I need to contact our city council to convince them to build more parks. I could also organize more outdoor community events, like picnics and basketball tournaments.

Second, I want the environment to be like it is now, but a little cleaner. I am concerned about the litter I see. People in my community sometimes throw their trash in the street instead of putting it in a garbage can. I think the area where I live is beautiful, but I wish there was less litter. I can join the Adopt-A-Street program to help clean up our neighborhood. I can also work with local environmental organizations to help educate people about the importance of keeping our environment clean. I learned in school that birds try to eat trash and plastic bags, which kills them. Maybe I can convince people not to litter by sharing this information.

Finally, I want to be a restaurant owner in thirty years. In order for this to happen, I need to make sure that I learn how to run a business. I like to cook, but I would like to learn how to cook more things. I want to own a Mexican restaurant that serves food like my family ate in Mexico. Most Mexican restaurants in my town don’t serve food like we ate in Mexico. I want to share my culture with people. I think they would love my delicious family recipes! I need to write down my favorite family recipes so that I will always have them. Maybe someday I will even write a cookbook. I also need to start saving money so that I can go to cooking school and take some business classes.

As you can see, I have many hopes and dreams for the future. I know I will need to be determined to fulfill these dreams. Thinking about how I want the world and my life to look in the future will help me to make it happen!

Sincerely,

Juana Cortes Ramirez

Juana Cortes Ramirez
Writing Steps: A Letter

Step 1: Brainstorm ideas on the Writing Brainstorm Page (see next page).

Step 2: Write a letter to yourself about what you hope the world will look like in thirty years. Use the Writing Organizer to write the rough draft of this letter.

Step 3: Edit your letter using the Edit Checklist below.

Step 4: Have a classmate read and edit your letter using the Edit Checklist.

Step 5: Rewrite the letter based on the edits. Then, sign it and put it in a safe place!

You may want to keep the letter somewhere that you can see it every day, or you may want to tuck it away somewhere safe and reread it in a few years. Either way, make sure you reread the letter in the future to check your progress on creating the future you want.

Edit Checklist

<table>
<thead>
<tr>
<th>Did you write a paragraph about what you want your community to be like in thirty years?</th>
<th>Author Check</th>
<th>Peer Editor Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you write a paragraph about what you want the environment to be like in thirty years?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you write a paragraph about what you want your job to be like in thirty years?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you write in a letter format?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you include at least two vocabulary words from the chapter?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In thirty years, what do you want your community, environment, and job to be like?

A. Your community:

How will you make sure this happens?

a.

b.

c.

B. The environment:

How will you make sure this happens?

a.

b.

c.

C. Your job:

How will you make sure this happens?

a.

b.

c.
Dear ________________________________ (your name),

After reading about sustainability, I started to think about the world I want to live in thirty years from now. I understand that my vision is going to take some work, but it will pay off in the end. I’m writing this letter to tell you about my vision and the ways I’m going to turn my vision into a reality.

First, I want my community to… _________________________________________________________

In order for this to happen, I need to… ____________________________________________________

Second, I want the environment… ________________________________________________________

Therefore, I need to…__________________________________________________________________

Finally, I want to be a _______________________________________________________ (occupation) in thirty years. In order for this to happen, I need to make sure that I…

____________________________________________________________________________________

As you can see, I have many hopes and dreams for the future. I know I will need to be ________________________________ (character trait) in order to fulfill these dreams. Thinking about how I want the world and my life to look in the future will help me to make it happen!

Sincerely,

________________________________ (your name)
Directions: You have read about many different topics in this textbook, and you’ve learned a lot of new vocabulary words. Read the clues below and fill in the answers in the crossword. Some of the words are chapter vocabulary words. Others are words you have seen throughout this textbook.

**ACROSS**
1. A group of people who have shared interests
4. The state of being poor and living without necessary resources
5. The ability of people to take care of needs now and for future generations
6. A person who is a member of a community, state, or nation
13. Substances that contaminate the air, water and soil
14. The area of land and water required to support a certain lifestyle
16. An organization that makes and enforces laws for a community, state, or nation

**DOWN**
2. The movement of people from one place to another
3. An attempt to solve the root cause of a problem, usually with the help of many people
7. An individual person’s attempt to solve a problem
8. The well-being of an individual
9. The use of resources and products
10. The variety of plants, animals, and other living things in an ecosystem
11. The behaviors, traditions, art, and lifestyle that define a group of people
12. The total number of people who live in an area
15. A fight or struggle
Chapter 1


Chapter 2

1 Mark Lester R. Brown, Plan B 3.0: Mobilizing to Save Civilization (New York: W. W. Norton & Co., 2008), 102.


Chapter 3


Endnotes, continued


Chapter 4


Consumption Match-up Cards

**Jeans:**

**Hamburger:**

**Cola:**

**Chocolate:**

**Car:**
Gold:

CDs:

Cell phone:

Cardboard box:

Chapter 5


Endnotes, continued


Chapter 6


Chapter 7


9 Anne Frank, Anne Frank: The Diary of a Young Girl (Geneva: Bantam, 1993).


Chapter 8


4 Ibid., 121-126.

Endnotes, continued


Chapter 9


4 Kelydra Welcker, personal communication, July 28, 2009.


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