

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "From War to America."

1. Who is the article mainly about? (It can be an individual or a group of people.)

2. What significant event does the article describe?

3. What problems do the main person(s) face as a result of this event?

4. How do the main person(s) overcome these problems?

5. How are the main person(s) in the article doing today?

[illegible]

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "From War to America."

In 2014, Francois Jacob and his family joined the five million refugees who have fled war-torn Syria. When a civil war broke out in Syria in 2011, Francois, his brother Cedric, and their parents were living in _____.

In 2012, after _____,

the family was forced to flee their home and move to a safer part of Aleppo. But the war continued. _____ made life in Aleppo increasingly difficult.

Then, the Jacobs received a call that changed their lives forever. _____.

_____ After a long journey, the family arrived at their new home in New Jersey in 2014. Despite facing challenges in their new country, such as _____, the brothers started school and made new friends. Today, _____.

2. What happened that caused the family to move?

4. How did the family escape from Syria?

6. How is the Jacob family doing today?

1. Where did Francois and his family live?

3. What was happening in Aleppo that made life hard?

5. List one challenge the brothers faced in America.

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "From War to America." Then complete the activity below.

1. Imagine that you are writing a paragraph describing the challenges refugees from Syria may face.

A. Which of the following is the BEST topic sentence for your paragraph?

- Ⓐ Syrian refugees may face hardships.
- Ⓑ After arriving in a new country, many Syrian refugees cannot speak or understand the native language.
- Ⓒ The civil war in Syria has killed 300,000 people.

B. Which information from the article BEST supports the sentence you chose in part A?

- Ⓐ Food, fuel, and medicine grew scarce. (p. 8)
- Ⓑ Sometimes refugees are met with prejudice and feel unwelcome in their new country. (p. 8)
- Ⓒ Five million Syrians have fled the country. (p. 7)

C. Which of the following BEST explains why the text evidence you chose in part B is relevant?

- Ⓐ It explains why life in Syria is so difficult.
- Ⓑ It provides an example of the kinds of difficulties refugees can face while settling in a new place.
- Ⓒ It describes why so many refugees have had to flee Syria.

2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

Francois and his family had to make sacrifices to stay safe.

- Ⓐ "Francois is now in college and plans to study architecture or mechanical engineering." (p. 9)
- Ⓑ "Sometimes when Francois or Cedric turned on the faucet, no water came out." (p. 8)
- Ⓒ "Francois's dad made a quick trip back to Aleppo. . . but it was too dangerous for his sons to accompany him. 'I never had a chance to go back and say goodbye to my friends,' Francois says." (p. 8)

I chose ____ because _____

3. A. Choose THREE pieces of text evidence that BEST support the statement below.

The civil war in Syria has transformed the city of Aleppo.

- Ⓐ "'I never had a chance to see Aleppo, the city I'd grown up in, and look at it one last time.'" (p. 8)
- Ⓑ "The war in Syria has created one of the worst humanitarian crises in decades." (p. 6)
- Ⓒ "Their neighborhood—where kids had once played soccer after school, and shops had always been abuzz with activity—became littered with bullet casings and broken glass." (p. 6)
- Ⓓ "For the Jacob family—and the millions of other residents in Aleppo—the sounds of gunfire and explosions became routine." (p. 6)
- Ⓔ "Power outages became common . . . Food, fuel, and medicine grew scarce—money even scarcer." (p. 8)

B. Select one piece of evidence you did NOT choose in part A. Then explain why it does NOT support the statement above.

Choice ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from the article "From War to America" in the form of a direct quotation.

- Ⓐ Refugees are forced to flee their countries because their lives are in danger. In her article "From War to America," author Kristin Lewis explains, refugees flee their countries because of "war, persecution, violence, or natural disasters" (7). In other words, refugees flee their countries for different reasons, but primarily because something has made it too unsafe for them to stay.
- Ⓑ Refugees are forced to flee their countries because their lives are in danger. Refugees flee because of "war, persecution, violence, or natural disasters."
- Ⓒ Refugees are forced to flee their countries because their lives are in danger. In her article "From War to America," author Kristin Lewis explains that refugees flee for various reasons, including, war, persecution, violence, or natural disasters (7). In other words, refugees flee because something has made it too unsafe for them to stay.

Explain why the two answers you did NOT choose are incorrect: _____

5. Choose the paragraph that correctly uses text evidence from the article "From War to America" in the form of a paraphrase.

- Ⓐ Many Syrian refugees risk their lives to escape Syria. Thousands of people have died attempting to cross the Mediterranean Sea to get to Greece and Italy. This shows that the journey out of Syria can be dangerous and life-threatening.
- Ⓑ Many Syrian refugees risk their lives to escape Syria. Author Kristin Lewis explains that thousands of people have died attempting to cross the Mediterranean Sea to get to Greece and Italy (7). This shows that the journey out of Syria can be dangerous and life-threatening.
- Ⓒ Many Syrian refugees risk their lives to escape Syria. Author Kristin Lewis explains that thousands of people have died attempting to cross the Mediterranean Sea to get to Greece and Italy (7).

Explain why the two answers you did NOT choose are incorrect: _____

- **a topic sentence**
- **at least one piece of text evidence in the form of a paraphrase or a direct quotation**
- **a sentence that states how that evidence supports your central idea**

[illegible]

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “From War to America,” then complete the activity below.

1. Choose TWO pieces of text evidence from “From War to America” that best support the statement below.

STATEMENT:

The civil war in Syria has transformed the city of Aleppo.

- Ⓐ “The war in Syria has created one of the worst humanitarian crises in decades.” (p. 6)
- Ⓑ “Their neighborhood—where kids had once played soccer after school, and shops had always been abuzz with activity—became littered with bullet casings and broken glass.” (p. 7)
- Ⓒ “I never had a chance to see Aleppo, the city I’d grown up in, and look at it one last time.” (p. 8)
- Ⓓ “For the Jacob family—and the millions of other residents in Aleppo—the sounds of gunfire and explosions became routine.” (p. 6)

.....

2. Choose ONE piece of text evidence that best supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Francois and his family had to make sacrifices to stay safe.

- Ⓐ “Francois is now in college and plans to study architecture or mechanical engineering.” (p. 9)
- Ⓑ “Sometimes when Francois or Cedric turned on the faucet, no water came out.” (p. 8)
- Ⓒ “Francois’s dad made a quick trip back to Aleppo. . . but it was too dangerous for his sons to accompany him. ‘I never had a chance to go back and say goodbye to my friends,’ Francois says.” (p. 8)

I chose ____ because _____

3. Below are a statement and two pieces of supporting evidence. Find one more piece of evidence from the article and write it on the lines below.

STATEMENT:

Not all refugees flee their homes because of war.

- Ⓐ “In the mid-19th century, a potato famine in Ireland put nearly 4 million people at risk of starvation, and an estimated 2 million of them fled the country.” (p. 7)
- Ⓑ “In the 17th century, thousands of Huguenots fled persecution in France so they could practice their Protestant faith freely elsewhere.” (p. 7)

Ⓒ _____

.....

4. Read the lines from the article below. Then write a statement that they all support.

STATEMENT:

- Ⓐ “Refugees coming to America may not be fluent in English or know about cultural traditions like Thanksgiving and prom, making them feel like outsiders.” (p. 8)
- Ⓑ “Their journey from Syria had taken five arduous weeks: five days spent in Lebanon, then a month in Jordan, as paperwork was filed and travel plans were finalized.” (p. 8)
- Ⓒ “They have piled into leaky boats, attempting to make it across the treacherous Mediterranean Sea to the shores of Greece and Italy.” (p. 7)

Name: _____ Date: _____

Using Text Evidence: Quoting and Paraphrasing

When you write about something you have read, you need to use supporting evidence, or “text evidence,” to back up whatever point you are making. Most of your evidence will be details from the text you are writing about, which you can quote or paraphrase.

Direct quotation: A quotation is an exact copy of the words the author or speaker uses. Surround a direct quotation with quotation marks.

Paraphrase: To paraphrase is to put something written or spoken by someone else into your own words. A paraphrase is *not* surrounded by quotation marks.

Reminder! With quotations and paraphrases, always tell your readers where your information comes from.

EXAMPLE

Ever wonder what it takes to be a competitive eater? Just ask Joey Chestnut, eight-time winner of Nathan’s Famous Hot Dog Eating Contest. Joey, who once ate 69 hot dogs in 10 minutes, told *Eat It Magazine* that being a competitive eater is all about finding your rhythm and getting your hands, mouth, throat, and stomach all working together. Having been a competitive eater for almost 10 years now, Joey knows what works. “Jump up and down a little bit,” Joey advises. “It helps the food settle to the bottom of your stomach.” Oh, and don’t forget the Pepto Bismol.

▲..... paraphrase

▲..... direct quote

Name: _____ Date: _____

How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

Here are some tips for using text evidence:

1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called **“citing your source.”** Include a page number.

Words to help you:

- *according to (the author)*
- *(the author) claims*
- *(the author) suggests*
- *(the author) states*
- *(the author) writes*
- *(the author) reports*
- *(the author) describes*
- *(the author) implies*
- *(the author) explains*
- *(the author) argues*
- *(the author) declares*
- *(the author) observes*
- *(the author) notes*
- *(the author) reveals*
- *(the author) remarks*

3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

Words to help you:

- *(the author) says this because*
- *this proves that*
- *this exemplifies how*
- *this confirms*
- *this demonstrates*
- *this describes*
- *this explains*
- *this illustrates*
- *this implies*
- *this suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.
The second uses text evidence incorrectly.

SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

Name: _____ Date: _____

Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "From War to America."

1. Reread the section "Civil War." Which statement below BEST expresses the central idea of this section?

- Ⓐ Four major groups are fighting for control of Syria.
- Ⓑ The civil war in Syria has disrupted the lives of many Syrians.
- Ⓒ The Islamic State in Iraq and Syria (ISIS) is a terrorist organization.
- Ⓓ Many of Aleppo's factories and shops have been destroyed.

2. Read the central idea of the section "Fear and Chaos" that is stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

The journey to a new country can be difficult and dangerous for Syrian refugees.

- Ⓐ "From 2015 to 2016, at least 8,000 people died attempting this crossing." (p. 7)
- Ⓑ "And they have camped out along the borders of Austria, Hungary, and Slovenia, hoping desperately to be allowed through." (p. 7)
- Ⓒ "They have piled into leaky boats, attempting to make it across the treacherous Mediterranean Sea to the shores of Greece and Italy." (p. 7)
- Ⓓ "The war in Syria has created one of the worst humanitarian crises in decades." (p. 6)

I chose _____ because _____

- 3. Read the details from the section "Forced to Flee" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "In the 17th century, thousands of Huguenots fled persecution in France so they could practice their Protestant faith freely elsewhere" (p. 7)

Detail 2: "After World War II, there were some 40 million refugees in Europe." (p. 7)

Detail 3: "In the mid-19th century, a potato famine in Ireland put nearly 4 million people at risk of starvation, and an estimated 2 million of them fled the country." (p. 7)

- 4. Consider one central idea of the whole article, written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

Central Idea:
Refugees face many challenges.

Supporting detail 1:

"Even grocery store shopping can be daunting, with aisle after aisle of strange foods that are nothing like what they were used to eating back home." (p. 8)

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "From War to America."

1. Read the central idea of the sections "Civil War" and "Fear and Chaos" stated in the box below. Then check the boxes next to the THREE details that support the central idea.

Central Idea:

The civil war in Syria has disrupted the lives of many Syrians.

- ☐ "Four major groups, each divided into several factions, are now fighting for control." (p. 6)
- ☐ "There were many days when school had to be canceled entirely." (p. 6)
- ☐ "Others, like Islamic State in Iraq and Syria (ISIS), are terrorist organizations." (p. 6)
- ☐ "Six million Syrians have lost their homes, though they remain in the country." (p. 7)
- ☐ "Their neighborhood—where kids had once played soccer after school, and shops had always been abuzz with activity—became littered with bullet casings and broken glass." (p. 6)

2. Read the details from the section "Huge Challenges" listed below. In the box, complete the central idea that these details support.

Central Idea:

The life of a refugee _____

Detail 1: "Refugees coming to America may not be fluent in English . . ." (p. 8)

Detail 2: "Even grocery store shopping can be daunting, with aisle after aisle of strange foods that are nothing like what they were used to eating back home." (p. 8)

Detail 3: "Sometimes refugees encounter fear and prejudice that make them feel unwelcome in their new country." (p. 8)

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.
Tone is conveyed through the author's word choice, the information included, and how the text is organized.

In this activity, you will analyze the tone in the article
"From War to America" by Kristin Lewis.

1. In much of her article, Lewis's tone as she writes about refugees is sympathetic.

Choose one statement below that does NOT support the claim that Lewis feels sympathetic toward refugees.

- Ⓐ Lewis writes that "starting over in a new place is always a challenge . . . but can be especially challenging for refugees" and then lists hardships refugees often face (8). Lewis sounds sympathetic because she is acknowledging the difficulties that refugees face.
- Ⓑ On page 9, Lewis includes a sidebar titled "How to Help Refugees." She is acknowledging the difficulties refugees face and expressing a wish for readers to help them, which makes her sound sympathetic to refugees.
- Ⓒ Lewis includes the detail that there were protests against the Syrian government and its president, Bashar al-Asaad (6). This makes Lewis sound sympathetic.
- Ⓓ Lewis emphasizes the danger refugees face and shows an understanding for their decision to flee when she writes, "They leave because they have no choice: Staying means putting their lives in grave danger" (7).

- 2.** Consider the section "Fear and Chaos." As Lewis describes the situation in Syria, her tone is dismayed. (*Dismayed* means "horrified" or "very upset.")

Below is one statement that supports this claim. Write one more statement that supports the claim.

- a. Lewis writes, "The war in Syria has created one of the worst humanitarian crises in decades" and she provides statistics about the massive number of people who have lost their homes and lives because of the Syrian civil war (6). She sounds as if she sees the war and its effects on Syrian citizens as a horrible situation.

- b. _____

- 3.** Consider the section "Looking Forward." Complete the sentence below with one or two words that describe Lewis's tone as she describes Francois's and Cedric's lives after being in the United States for three years.

In the section "Looking Forward," Lewis's tone is _____.

- 4.** Write two statements, using text evidence, that support your claim from question 3.

- a. _____

- b. _____

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.
Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze the tone in the article
"From War to America" by Kristin Lewis.

1. In much of her article, Lewis's tone as she writes about refugees is sympathetic.
Sympathetic means "full of concern for someone else's struggles."

Choose one statement below that does NOT support the claim that Lewis feels sympathetic toward refugees.

- Ⓐ Lewis writes that "starting over in a new place is always a challenge . . . but can be especially challenging for refugees," and then lists hardships refugees often face (8). Lewis sounds sympathetic because she is acknowledging the difficulties refugees face.
- Ⓑ On page 9, Lewis includes a sidebar titled "How to Help Refugees," which has suggestions for helping refugees. She is acknowledging the difficulties refugees face and expressing a wish for readers to help them, which makes Lewis sound sympathetic to refugees.
- Ⓒ Lewis includes the detail that there were protests against the Syrian government and its president, Bashar al-Asaad (6). This makes Lewis sound sympathetic.

- 2.** Consider the section "Fear and Chaos." As Lewis describes the situation in Syria, her tone is dismayed. (*Dismayed* means "horrified" or "very upset.")

Below is one statement that supports this claim. Complete the sentence we started to write one more statement that supports this claim.

a. Lewis writes, "The war in Syria has created one of the worst humanitarian crises in decades" and she provides statistics about the massive number of people who have lost their homes and lives because of the Syrian civil war (6). She sounds as if she sees the war and its effects on Syrian citizens as a horrible situation.

b. Lewis describes the Syrian people "piled into leaky boats, attempting to make it across the treacherous Mediterranean Sea" and camped out along borders "hoping desperately to be allowed through" (7). Lewis sounds like _____

_____.

_____.

- 3.** Consider the section "Looking Forward," in which Lewis describes Francois's and Cedric's lives three years after coming to the United States.

Circle two words in the box below that describe Lewis's tone. Then complete the sentences we've started to support your choices.

gloomy	fearful	positive	questioning	hopeful
--------	---------	----------	-------------	---------

a. Lewis writes that Francois and Cedric have "come a long way" and includes a quote in which Francois is joking about his spelling abilities (9). Lewis sounds _____.

b. Lewis describes the Jacob family's plans for the future, including that _____

_____. The way

Lewis is focusing on the family's future and describing it in a positive way makes her sound _____

_____.

Identifying Tone

Tone is the author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *sarcastic*, *serious*, and *outraged*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

HINT: Keep in mind that in a work of fiction, tone is the author's attitude, and not necessarily the attitude of the story's narrator. Ask yourself, "How does the author feel about what he or she is writing about?"

Name: _____ Date: _____

Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



NEUTRAL TONE WORDS

ambiguous
ambivalent
casual
commanding
conversational
detached
direct
indifferent
introspective
neutral
pensive
questioning
reflective
scholarly
serious
solemn
straightforward
speculative
uncertain
unconcerned



NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

“From War to America”

Respond to each statement by checking “agree” or “disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Moving to a new place is difficult.		
2. Home is where your loved ones are.		
3. We can change the world with one act of kindness at a time.		
4. When you see someone suffering, it is your responsibility to help.		
5. Hope is stronger than fear.		
6. Opportunities to help others surround us every day.		
7. Being kind isn’t always easy.		

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: "From War to America"

1. How did Kristin Lewis prepare to write "From War to America"?
2. Based on the video, what was the city of Aleppo like before the war in Syria started?
How does the video help you understand what it was like?
3. How does the mood of the video shift at 3:23? Consider the narration, visuals, and music.
4. At 4:18, Lewis says, "What I love about these stories is the resilience and grit these incredible young people demonstrate." Based on context clues, what does it mean to have resilience and grit?

Name: _____ Date: _____

The Lives of Refugees

The writing prompt on page 9 says:

According to the Tennessee Office for Refugees, "it is a badge of strength, courage, and victory" to be called a refugee. Explain how this quote applies to the article. Use text evidence.

Follow the directions below to help you organize the ideas and details you will use in your response.

A badge of COURAGE

(Courage is bravery in the face of danger and uncertainty.)

1. List details from "From War to America" that show how the Jacobs and other Syrian refugees have shown courage. Include page numbers to show where you found each detail. We provided two details for you.
 - In Syria, Francois and Cedric stayed in school, trying to continue their education, despite being surrounded by gunfire and bombs (6).
 - Many Syrian refugees embark on long and dangerous journeys as they flee Syria, piling into leaky boats to cross the treacherous Mediterranean Sea (7).

Write your own definition of strength.

A badge of STRENGTH

(Strength is _____.)

2. List details from the article that show how the Jacobs and other refugees have shown strength. Include page numbers to show where you found each detail. We provided one detail for you.
 - Refugees often withstand fear and prejudice in their new country (8).

Write your
own definition
of *victory*.

A badge of VICTORY

(Victory is _____.)

3. List details from the article that show how the Jacobs and other refugees have achieved victory. Include page numbers to show where you found each detail. We provided one detail for you.
- Francois and Cedric made new friends after moving to the U.S., despite speaking little English (8-9).

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “From War to America.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and study the images on pages 4–5. What do these features tell you about Francois and Cedric Jacob?

2. Read the **caption** and study the “before and after” images on page 7. What can you infer about the war in Syria from these text features?

3. Study the **map** on page 6. What does it reveal about the Jacob family’s journey?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading
Mood, Text Structure, Inference, Tone

5. On page 6 the author writes, “Francois worried about how the disruptions in his education would affect his future.” What can you **infer** about Francois from this detail?

6. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Just In Time.”

The author gives a chronological account of the Jacob family’s escape.

The author describes the terrible effects of the war in Syria.

The author lists the causes and effects of the Jacob family’s decision to leave Syria.

- B.** Explain how you know.

7. In the section “Huge Challenges,” author Kristin Lewis uses a sympathetic **tone**. Find two examples in this section that use this tone and write them on the lines below.

8. In the section “Looking Forward,” the **mood** shifts. Describe how it changes.

After Reading

Central Idea/Details and Objective Summary

9. Below are three **supporting details** for a central idea of “From War to America.” In the space provided, write a **central idea** that these details support.

Central Idea		
Detail #1 “Even going grocery store shopping can be daunting . . .” (p. 8)	Detail #2 “Sometimes refugees encounter fear and prejudice that make them feel unwelcome in their new country.” (p. 8)	Detail #3 “They’ve lost their homes, their countries. They may have lost friends and family members too.” (p. 8)

10. Write an **objective summary** of “From War to America.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “From War to America.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features and Inference

1. Read the **headline** and study the images on pages 4-5. What do these features tell you about Francois and Cedric Jacob?

2. Read the **caption** and study the “before and after” images on page 7. What can you infer about the war in Syria from these text features?

3. Study the **map** on page 6. What does it reveal about Francois and Cedric’s journey?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference, Tone

5. On page 6 the author writes, “Francois worried about how the disruptions in his education would affect his future.” What can you **infer** about Francois from this detail?

6. **Text structure** is the term for how an author organizes information. Information in the section “Just in Time” uses a sequence-of-events structure. Which words and phrases in the section help you identify this text structure?

- Ⓐ *They sprinted; bullets whizzed; they ducked*
Ⓑ *catch their breath; lives were in danger; kept running*
Ⓒ *On that September day; At last; In the coming days*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the section “Huge Challenges.”

judgmental

surprised

sympathetic

- B.** Briefly explain how you know: _____

8. The author begins the section “Looking Forward” by describing how well Francois and Cedric have adjusted to life in the United States. The author then writes, “Of course, the brothers still think about Syria sometimes, about what they’ve lost and how their lives have changed.”

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ excited and thrilled to overwhelmed and depressed.
Ⓑ hopeful and upbeat to somber and thoughtful.
Ⓒ hopeful and happy to confused and sad.

After Reading

Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “From War to America” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea The life of a refugee can be difficult.		
Detail #1 “Even going grocery store shopping can be daunting . . .” (p. 8)	Detail #2 “Sometimes refugees encounter fear and prejudice that make them feel unwelcome in their new country.” (p. 8)	Detail #3 “For as long as there have been countries, there have been refugees.” (p. 7)

- B. Briefly explain why the detail you crossed out does NOT support the central idea above.

10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “From War to America.”

- a. The Jacob family lived in Aleppo, Syria.
- b. Gym, art, and music classes had to be cut at Francois’s school.
- c. The Huguenots fled persecution in France.
- d. The war in Syria has driven millions of people from their homes and out of the country.
- e. After leaving Syria as refugees, the Jacob family found a safe haven in the United States.
- f. I can’t believe what Francois and his family have been through.

Name: _____ Date: _____

Close-Reading Questions

"From War to America"

1. Why did the Jacob family leave their apartment on a September afternoon in 2012?
(key ideas; inference)
2. According to the article, why is there fighting in Syria? (key details)
3. What are some of the ways that the war in Syria affected Francois's and Cedric's lives in Aleppo? (key ideas and details)
4. What are some of the challenges that refugees may face? (key ideas and details)
5. What is the tone, or attitude, as Kristin Lewis writes about refugees? Explain. (tone)

Name: _____ Date: _____

Critical-Thinking Questions

"From War to America"

1. Lewis writes that Francois tries not to think too much about what his life would be like if he had stayed in Syria, that such thoughts "can haunt a person" (9). Why might it be difficult or upsetting for Francois to think about what his life in Syria would be like?
2. To empathize with someone is to understand and share their feelings—to put yourself in their shoes. Which details in the article could especially help *Scope* readers empathize with Francois and Cedric?
3. In the sidebar "How to Help Refugees," Rachel Peric says that interacting with people who are different can be awkward and require a "little bit of courage." Do you agree with her? Do you think it's important to interact with people who are different from you? Explain.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"From War to America"

1. daunting (DAWNT-ing) *adjective*; The verb *daunt* (dawnt) means "to discourage or frighten." Remember the Dauntless from the Divergent book series? Its members could not be daunted—they were fearless and determined.

Daunting is often used to describe tasks that will be difficult to complete or deal with. Anything that makes you feel intimidated, discouraged, or overwhelmed when you even *think* about doing it—skydiving, going to a new school, or writing an entire research paper in one night—could be described as daunting.

2. deteriorate (dih-TEER-ee-uh-reyt) *verb*; To deteriorate is to get worse or fall apart as time passes. If the weather goes from sunny in the morning to rainy in the afternoon, you could say that it has deteriorated. If Dave and Paul used to be good friends but now hardly speak, you could say that their relationship has deteriorated.

3. embroil (em-BROIL) *verb*; If you're embroiled in something, you're tangled up in a mess—that is, you're involved in a complicated situation that is hard to get out of. If your two best friends are embroiled in an argument, you might want to help them work it out, or you might want to avoid getting embroiled in the disagreement yourself.

4. faction (FAK-shuhn) *noun*; A faction is a group within a larger group with different ideas and opinions than those of the rest of the group.

5. humanitarian (hyoo-man-ih-TAIR-ee-uhn) *noun or adjective*; Humanitarians are people devoted to improving the lives of others. They work to end human suffering by donating money or offering a service to help solve problems like poverty, disease, and hunger. *Humanitarian* can also be used as an adjective to mean "related to humanitarians," as in "humanitarian aid" or "humanitarian efforts."

When people refer to a "humanitarian crisis," they mean something slightly different. A humanitarian crisis is an event or a situation that threatens the health or safety of a large group of people.

6. persecute (PUR-si-kyoot) *verb*; To persecute someone is to treat them cruelly and unfairly, especially because of their ideas, race, religion, or political beliefs.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"From War to America"

Directions: Choose the word that is most similar in meaning to each word in bold.

1. **daunting**

- Ⓐ scary Ⓑ comforting

2. **deteriorate**

- Ⓐ decline Ⓑ improve

3. **persecute**

- Ⓐ protect Ⓑ mistreat

4. **embroil**

- Ⓐ exclude Ⓑ involve

Directions: For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

5. If a government is **persecuting** a group of people, the government is treating these people nicely.

- Ⓐ true Ⓑ false

Reason: _____

6. If the swing set in your backyard is **deteriorating**, it is safe to use.

- Ⓐ true Ⓑ false

Reason: _____

Directions: Rewrite each sentence below using one of the words in the box. There is one word you will not use.

embroil faction daunting humanitarian

7. Speaking in front of a large group of people can be a frightening experience.

8. Casey's aunt works for an organization that makes other people's lives better—it helps people around the world get access to clean drinking water.

9. The committee will likely split into smaller groups if its members cannot find a way to settle their differences.

Name: _____ Date: _____

“From War to America” Quiz

Directions: Read “From War to America.” Then answer the questions below.

1. According to the article, the Jacob family left Syria because

- (A) the civil war in Syria made it extremely dangerous to live there.
- (B) they had always dreamed of living in the U.S.
- (C) most of their friends and family members were already in the U.S., and the Jacobs missed them.
- (D) Francois wanted to go to college in the U.S.

2. Which sentence from page 8 supports your answer to question 1?

- (A) “Their uncle, who lived in Albany, New York, was an American citizen, and he had secured permission for the family to come to the U.S.”
- (B) “The brothers had to learn to do their homework to the sound of gunfire.”
- (C) “At the time they got the news, the family was visiting a relative in another city.”
- (D) “They spoke little English.”

3. The section “Starting Over” portrays the Jacobs’s journey from Syria to New Jersey as

- (A) dangerous and frightening.
- (B) interesting and exciting.
- (C) long and tiring.
- (D) quick and uneventful.

4. On page 8, Kristin Lewis quotes Cedric: “My first thought was, ‘This place is cold. Is this real?’”

This quote helps the reader understand that

- (A) for Cedric, the hardest thing about moving to the U.S. was the weather.
- (B) the winter of 2014 was colder than usual.
- (C) Cedric thought they had taken the wrong plane.
- (D) New York’s climate is very different than what Cedric was used to in Syria.

5. On page 8, Lewis writes, “Then there are practical issues: finding jobs, getting driver’s licenses and bank accounts, and learning how to get around in a new place.” Which of the following would also be considered a practical issue?

- (A) facing discrimination
- (B) feeling isolated
- (C) finding a house or an apartment
- (D) being reminded of a traumatic experience

6. The author most likely wrote this article to

- (A) provide readers with a detailed explanation of the causes of the Syrian civil war.
- (B) suggest the role the U.S. should play in trying to end the Syrian civil war.
- (C) give advice to refugees.
- (D) help readers understand the experience of a Syrian refugee.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How has the civil war in Syria affected students’ education? Use details from the text to support your answer.

8. What might make moving to a new country as a refugee more challenging than moving to a new country for some other reason, such as for a job? Use details from the article to support your answer.

Name: _____ Date: _____

“From War to America” Quiz

Directions: Read “From War to America.” Then answer the questions below.

1. According to the article, why did the Jacob family leave Syria?
 - (A) to escape danger
 - (B) They had always dreamed of living in the U.S.
 - (C) Most of their family was already in the U.S.
 - (D) so Francois could go to college
2. Which sentence from page 8 supports your answer to question 1?
 - (A) “Their uncle, who lived in Albany, New York, was an American citizen, and he had secured permission for the family to come to the U.S.”
 - (B) “The brothers had to learn to do their homework to the sound of gunfire.”
 - (C) “At the time they got the news, the family was visiting a relative in another city.”
 - (D) “They spoke little English.”
3. The section “Starting Over” portrays the Jacobs’s journey from Syria to New Jersey as
 - (A) dangerous and scary.
 - (B) interesting and exciting.
 - (C) long and tiring.
 - (D) quick and boring.
4. Which idea in the article is supported by the photos of Shahba Mall on page 7?
 - (A) History is full of stories of refugees. (p. 7)
 - (B) Francois did not have a chance to say goodbye to his friends in Aleppo. (p. 8)
 - (C) Five million people have fled Syria during its civil war. (p. 7)
 - (D) The civil war in Syria has reduced much of Aleppo to rubble. (p. 6)
5. On page 8, Kristin Lewis writes, “Then there are practical issues: finding jobs, getting driver’s licenses and bank accounts, and learning how to get around in a new place.” What does *practical* mean?
 - (A) difficult or impossible to achieve
 - (B) having to do with the emotions
 - (C) related to action, not ideas
 - (D) related to banking
6. The author most likely wrote this article to
 - (A) describe Syrian customs and traditions.
 - (B) give ideas for how the U.S. can help end the civil war in Syria.
 - (C) give advice to refugees.
 - (D) help readers understand the experience of a Syrian refugee.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. According to the section “Civil War” on page 6, how did the civil war in Syria affect Francois’s education? Use details from the text to support your answer.
8. In the section “Huge Challenges” on page 8, Lewis writes that starting over in a new place “can be especially challenging for refugees.” How does she support this claim? Use text evidence.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

From War to America Contest

According to the Tennessee Office for Refugees, "it is a badge of strength, courage, and victory" to be called a refugee. Explain how this quote applies to the article. Use text evidence. Five winners will each get *The Only Road* by Alexandra Diaz.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: From War to America Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY October 25, 2017!