8th grade ELA Snow Days 1-6

For each snow day an article and accompanying questions have been provided. Read the article and answer the questions. Use the close reading strategies as taught. You may want to make notes and underline on the article. Feel free to do so! Please read with a friend, sibling, or parent if you wish. Some require sentences, paragraphs or even more! You may need a piece of notebook paper. Answer the questions thoughtfully and fully.

Snow Day 1  Letter from Jackie Robinson on Civil Rights, Letter from Martin Luther King, Jr.#

Snow Day 2  Who Speaks for the Animals?*

Snow Day 3  Cherokee in the United States#

Snow Day 4  Mission to Mars*

Snow Day 5  Is Big Tobacco Out to Hook Kids*

Snow Day 6  Read an article of interest in a book, web site, newspaper, etc. Write a short summary of the article. Write questions that would guide another student to a full understanding of the article using close reading strategies taught. Think about the types of questions that you have been asked about the first 5 articles.

Please note that some of the articles will satisfy more than one subject’s work for that snow day.

*Science

#Multiculturalism/character ed
Letter from Jackie Robinson on Civil Rights
by ReadWorks

Time and Setting of the Letter

[Jackie] Robinson responded to Presidential civil rights comments amid continuing controversy over school desegregation efforts in Little Rock, AR, and the South. In September 1957, Governor Orval Faubus had ordered the Arkansas National Guard to prevent entry of nine African American students into that city's Central High School. President Eisenhower reluctantly sent U.S. troops to enforce the school's integration. (National Archives and Records Administration, Dwight D. Eisenhower Library, Abilene, Kansas)

Copy of the Jackie Robinson Letter

May 13, 1958

The President
The White House
Washington, D.C.

My dear Mr. President:

I was sitting in the audience at the Summit Meeting of Negro Leaders yesterday when you said we
must have patience. On hearing you say this, I felt like standing up and saying, "Oh no! Not again."

I respectfully remind you sir, that we have been the most patient of all people. When you said we
must have self-respect, I wondered how we could have self-respect and remain patient considering
the treatment accorded us through the years.

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to
enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we
pursue aggressively goals which all other Americans achieved over 150 years ago.

As the chief executive of our nation, I respectfully suggest that you unwittingly crush the spirit of
freedom in Negroes by constantly urging forbearance and give hope to those pro-segregation leaders
like Governor Faubus who would take from us even those freedoms we now enjoy. Your own
experience with Governor Faubus is proof enough that forbearance and not eventual integration is
the goal the pro-segregation leaders seek.

In my view, an unequivocal statement backed up by action such as you demonstrated you could take
last fall in dealing with Governor Faubus if it became necessary, would let it be known that America is
determined to provide - in the near future - for Negroes - the freedoms we are entitled to under the
constitution.

Respectfully yours,

Jackie Robinson

Source: "Featured Document: Jackie Robinson's Letter to President Eisenhower." U.S. National
You may well ask, Why direct action? Why sit-ins, marches, etc.? Isn't negotiation a better path?" You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension. I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need of having nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. So the purpose of the direct action is to create a situation so crisis-packed that it will inevitably open the
door to negotiation. We, therefore, concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in the tragic attempt to live in monologue rather than dialogue...

We must use time creatively, and forever realize that the time is always ripe to do right. Now is the time to make real the promise of democracy, and transform our pending national elegy into a creative psalm of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.

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Use the article "Excerpt from Martin Luther King Jr.'s Letter from the Birmingham City Jail" to answer questions 1 to 2.

1. According to Martin Luther King Jr., why does nonviolent direct action seek to create a crisis?

2. Why does Martin Luther King Jr. think it is necessary to create "constructive nonviolent tension" in society?

Use the article "Letter from Jackie Robinson on Civil Rights" to answer questions 3 to 4.

3. Jackie Robinson heard President Eisenhower suggest that black Americans must have patience. What did Jackie Robinson feel like doing when he heard this?

4. The word "forbearance" means patient self-control. Why does Jackie Robinson feel that the President is crushing the spirit of freedom in African Americans by urging them to have forbearance? Use evidence from the text to support your answer.

Use the articles "Excerpt from Martin Luther King Jr.'s Letter from the Birmingham City Jail" and "Letter from Jackie Robinson on Civil Rights" to answer questions 5 to 6.

5. Both Jackie Robinson and Martin Luther King Jr. wrote letters that express their views on how to fight for equality for African Americans. How are their views similar?
It was just another hot day during a humid summer in New York City. The beaches were crowded with families, and the air-conditioned subways promised a welcome respite from the heat, that is, until a woman entered a northbound train just after midnight and was confronted by an odd smell. When she looked around the train, she noticed something lying on the floor under one of the seat banks. "I board a car that's not terribly full," she is reported by the publication Gothamist as saying, "and as soon as I enter, a stench hits my nose. It's not the typical...urine/trash smell...it's...fishy? I look down to the end of the car to see a dead shark on the floor."

Questions swirled online and in the news: Where did this shark come from? How had it gotten onto the subway? How had it died? It was a curiosity that stumped anyone who'd heard about the strange incident. Photographs popped up online of the gray creature, which was about four feet long. Spectators posed the shark in a variety of ways: one of the more popular images that circulated online was a photo of a MetroCard-a card allowing entrance to the subway-on the floor next to the shark, as if it had entered the subway voluntarily.

The Metropolitan Transit Authority (MTA), responsible for the care and maintenance of the New York City subway system, was luckily equipped to deal with the deceased shark. It is reported that at Queensboro Plaza, a major transportation hub, the MTA authorities ordered everyone off the train in order to handle the situation at hand. What to do with a dead shark? The MTA authorities disposed of the body.

Still, the questions remained unanswered. Even though the subway train was clean and fishy stench-free, many in New York continued to wonder what had happened to the shark and how it ended up on a subway. Due to the amount of attention the story received online and on television news, someone...
was sure to come forward with the story of how the shark ended up taking a ride on the N train.

Some questions were finally answered when a woman recognized the shark in pictures from the subway as the same shark her kids had taken pictures of that same day, after it had washed ashore on Coney Island, a beach at the bottom tip of Brooklyn. Her neighbor's daughter had even picked up the corpse for a photograph. Images of the shark hanging in the air, held by a brown-haired girl in sunglasses, began to appear online, corroborating the woman's story.

Apparently the shark had washed ashore sometime in the afternoon, and it was already deceased. Beachgoers showed intense interest in the small shark, taking pictures and congregating around it for a time. After a while, someone picked it up and took it to Luna Park, the amusement park located just north of the beach at Coney Island. It was left on the ground by the old wooden roller coaster, when apparently someone else decided to take it home and instead, left it on the subway.

This incident brings a number of issues to light, not only about the shark and its death, but about the way city dwellers think of and act toward wildlife. To a certain extent, the appearance of a wild animal, even a dead one, is an exciting and unusual occurrence in a city. The desire to photograph it, play with it, even to take it home is, on some level, understandable—where else in a city of millions of people can one experience a creature from the marine wild in a similar way? Aquariums and zoos, in protecting the animals that live in their sanctuaries, rarely, if ever, allow visitors to handle the animals.

At issue too is the sad disregard for an animal's death that was exhibited by the people who played with its corpse. The question, "What would you do?" begs to be asked. We are told not to approach or ever touch a wild animal, even if it looks friendly. It could be carrying disease or ready to attack, no matter how sweet it appears to be. Why do we not have a similar approach to dead animals? When does it become okay to disturb wildlife? Even the photographs that were posted on the Internet in some way disturbed the death of the shark, who was taken all over the city rather than left on the beach and in the ocean where it belonged.

What remains to be seen is whether there will be any public outcry about the situation: who will speak for the animals?
1. What was found on the New York City subway?
   A. a jellyfish
   B. a dead shark
   C. a hamburger
   D. a bag of money

2. What does the author argue in the passage?
   A. Wildlife can be a distraction in New York City.
   B. The MTA should have disposed of the shark in a better manner.
   C. People should have taken pictures with the dead shark.
   D. People exhibited disregard for the shark's death.

3. Subway goers were surprised by and interested in the dead shark on the train. What details from the text support this statement?
   A. The shark was found on the N train.
   B. The MTA ordered everyone off the train so that they could dispose of the shark.
   C. People took pictures of the shark and posted them online.
   D. The shark was already dead when it had washed ashore.

4. Read the following sentences: "At issue too is the sad disregard for an animal's death that was exhibited by the people who played with its corpse. The question, 'What would you do?' begs to be asked."

   How does the author feel about the treatment of the dead shark?
   A. unhappy
   B. indifferent
   C. supportive
   D. surprised

5. What is this passage mostly about?
   A. the Metropolitan Transit Authority
   B. wildlife near Coney Island
   C. the role of social media in the news
   D. a dead shark and how New Yorkers reacted to it
6. Read the following sentences: "Some questions were finally answered when a woman recognized the shark in pictures from the subway as the same shark her kids had taken pictures of that same day, after it had washed ashore on Coney Island, a beach at the bottom tip of Brooklyn. Her neighbor's daughter had even picked up the corpse for a photograph. Images of the shark hanging in the air, held by a brown-haired girl in sunglasses, began to appear online, corroborating the woman's story."

What does "corroborating" mean?

A. imitating
B. confirming
C. destroying
D. disproving

7. Choose the answer that best completes the sentence below.

We are told not to approach or touch a wild animal, _____ many people picked up the dead shark and played with it.

A. yet
B. so
C. before
D. namely

8. How did the dead shark get on the subway? Outline its route from the ocean to the subway train.

9. Why were spectators so interested in the dead shark?

10. Was it wrong for people to carry around the dead shark, play with its corpse, pose with it, and post pictures of it on the Internet? Why or why not? Support your answer with details from the text.
A very long time ago, before the United States even existed, the land was already home to a wide variety of different American Indian tribes. You may have also heard people belonging to these tribes called "Indian" and "Native American." While some people may think of American Indians as one group of people who are all similar to one another, there are actually big differences between the American Indian ethnic groups and the tribes formed within them. Each of the different ethnic groups has a unique culture and language, and each tribe has its own system of government. Each tribe also has a unique history of interaction with early European settlers and the United States.

One example of an American Indian ethnic group is the Cherokee. Within this group, the Cherokee people formed tribes, or communities whose members shared a language, customs, and beliefs. Currently, there are three "federally recognized" Cherokee tribes in the United States, which means they get special programs and services from the government, and also have certain legal rights. In addition to these three recognized tribes, there are more than 200 other groups who identify themselves as Cherokee tribes.
The Cherokee originally lived in what we now know as the southeastern United States. This includes modern-day Georgia, North Carolina, South Carolina, and Tennessee. They lived by farming, hunting, and gathering on the land. In the 1700s, they first started to interact with the Europeans. The Cherokee traded deerskins with the Europeans, and the two groups generally had a good relationship with each other. However, as more European settlers began to move onto land the Cherokee needed for hunting or gathering, the Europeans and the Cherokee came into conflict. This led to many battles, and the Cherokee lost a lot of land to the Europeans. After the American Revolution, the Cherokee lost even more of their land as the Americans began to build new settlements in Cherokee territory.

Over the next few decades, the Cherokee people started to change. As they spent more time with the Americans, they started to adopt some parts of American culture and technology. For example, Cherokee tribes used to grow their food on communal farms. This means that the entire tribe shared the same land, farming it together and sharing the crops among themselves. The Americans encouraged them to switch to growing their food on individual farmsteads. This practice is similar to what we think of as farming today. Each farmer owns a piece of land, and grows his or her own crops on it. They also raised pigs and cattle on the land instead of hunting deer. The new United States government also gave the Cherokee spinning wheels and taught them how to spin cotton. In the 1800s, the Cherokee even began to adopt some of the structures of the United States government for their own society. They even had their own Constitution!

However, as the United States grew, the government wanted more land for new settlers. This led to the government and army pushing Cherokee off their land. At first, some of the Cherokee voluntarily relocated, but a lot of them were forced to move even though they didn't want to. In the 1830s, in an infamous event known as the Trail of Tears, the United States Army forced the Cherokee to march to Oklahoma. More than 4,000 Cherokee died during this march.

Today, most Cherokee live in Oklahoma, North Carolina, or on the West Coast. In the decades following the Trail of Tears and forced removal of the Cherokee, the United States government has worked hard to improve its relationship with the Cherokee and other American Indian groups. The government passed laws to let some tribes maintain their own governments and govern themselves legally within the United States. The Cherokee Nation is the largest federally recognized Cherokee tribe, and it has more than 300,000 members today.
5. What is the main idea of this text?

A. Since the Trail of Tears, the United States has worked hard to improve its relationship with the Cherokee.
B. After interacting with Americans, Cherokee farmers began raising their own crops, pigs, and cattle.
C. The governments of Cherokee tribes are very different from the government of the United States of America.
D. The Cherokee's relationship with the United States government has changed with their interactions.

6. Read these sentences from the text.

[The Cherokee] lived by farming, hunting, and gathering on the land. In the 1700s, they first started to interact with the Europeans. The Cherokee traded deerskins with the Europeans, and the two groups generally had a good relationship with each other.

Based on these sentences, what does the word "interact" mean?

A. to compete
B. to dislike
C. to come into contact
D. to teach skills

7. Choose the answer that best completes the sentence.

, the Cherokee had a good relationship with early European settlers.

A. Initially
B. Instead
C. Finally
D. Obviously

8. What was the Trail of Tears?

9. How has the United States tried to improve its relationship with the Cherokee?

10. How has the relationship between the Cherokee and the United States changed over time? Support your answer with evidence from the text.
1. When did the Cherokee people first start to interact with Europeans?
   A. the 1500s
   B. the 1600s
   C. the 1700s
   D. the 1800s

2. What does this passage describe?
   A. This passage describes the historical background of the Cherokee in the United States.
   B. This passage describes the different tribes of American Indians, including the Cherokee.
   C. This passage describes the different places that the Cherokee have lived.
   D. This passage describes how the Cherokee farm their land.

3. The Cherokee were not always treated fairly by the United States government. What evidence from the passage supports this statement?
   A. "The Americans encouraged [the Cherokee] to switch to growing their food on individual farmsteads."
   B. "[A]s the United States grew, the government . . . and army push[ed] the Cherokee off their land."
   C. "The Cherokee Nation is the largest federally recognized Cherokee tribe, and it has more than 300,000 members today."
   D. "In the 1800s, the Cherokee even began to adopt some of the structures of the United States government for their own society."

4. What has been the main reason for conflict between the Cherokee and the United States?
   A. The United States wanted the land on which the Cherokee lived.
   B. The Cherokee live in tribes, while most people in the United States do not.
   C. The Cherokee adopted some parts of American culture and technology.
   D. Americans farmed differently than the Cherokee.
It had taken decades of hard work, but at long last the day arrived. Hundreds of spectators gathered at NASA's Kennedy Air Force Base to watch the Orion 254 shuttle shoot up into outer space, headed for Mars. Almost everyone in the world had tuned in to watch live footage of the launch on their smartphones or on TV. Onboard the shuttle two astronauts, dressed in puffy white spacesuits, patiently waited for blastoff. Roy and Ciara Thomas were a married couple NASA had specially selected to undertake this risky mission. In just a few minutes, they would begin an adventure that would carry them further away from Earth than anyone else in human history.

A voice came over the speakers that hovered above the excited spectators. Suddenly the crowd hushed. "In 1969, human beings walked on the moon for the first time," said the deep, confident voice, "and now, in July of 2020, we expand our frontier to Mars. Please send your salutations and blessings to our brave astronauts as they embark on this groundbreaking mission."

Everyone erupted into cheers and whistles, and Ciara and Roy smiled as they heard these expressions of support over their shuttle radio. Family and friends of the astronauts stood at the front of the crowd. Tears streamed down their faces. They were proud of Roy and Ciara, but they did not know when or if they would ever see them again. The voyage would take at least a year to complete,
and it involved many risks. Although Earth was now at its closest possible distance to Mars, the famed Red Planet was still 34 million miles away. The moon, which is 240,000 miles away from Earth, seemed a walk around the block by comparison.

"Ten," counted the deep voice, "nine, eight, seven, six, five, four, three, two, one!" And with that, colossal fuel jets attached to the shuttle shot white-hot streaks of fire into the ground, and the shuttle and tanks immediately shot upward into the sky. In order to generate enough force to propel the shuttle from the earth's surface all the way into outer space, the shuttle's fuel tanks had to send an enormous amount of opposite pressure against the ground. That's why NASA scientists designed the jets to be so big and powerful. The jets created a great show of fire and smoke when they released.

Within minutes, Roy and Ciara passed through the top layers of the earth's atmosphere. The fuel jets, which were no longer necessary, broke away from the shuttle and drifted off into the vastness of outer space. Roy and Ciara began to float inside the shuttle because Earth's gravitational pull no longer weighed them down. Oxygen tanks fed air into their surroundings so that they could breathe. Roy and Ciara took their first deep breaths in space and gazed out the window. A brilliant blue sphere rose before them amid the blackness like a giant, shimmering jewel. That was Planet Earth, home to their fellow men and women, and they were now hurtling away from it at 75,000 miles per hour.

"Ground control to Roy and Ciara," said a happy voice on the radio from Mission Control.


"That was a textbook takeoff," the officer said. "Congratulations!"

"Thanks," said Roy. "We'll keep you posted as we move along."

NASA chose Roy and Ciara for the Mars mission not only because they were both very intelligent and physically fit, but also because they were happily married. Over such a long trip, NASA felt it was better to send people who would not easily get into fights. If anything went wrong on board the spacecraft, Roy and Ciara would have to work as a tight team to fix the problem. For an entire year they would have to survive without a single freshly cooked meal—all their food was stored on the craft in vacuum-sealed packs and tubes. A finite cargo of oxygen tanks contained their air supply. If at any point the mission stalled for too long, they ran the risk of running out of air to breathe. To maintain a good attitude amidst these challenges, the two astronauts really had to enjoy each other's company.

The risks of the Mars voyage did not seem to faze either Roy or Ciara. They were excited about the contribution they would make to human understanding of the universe. Roy was tall and broad-shouldered, and had been an Air Force captain before joining the team at NASA. Ciara was a petite, fine-boned woman, who worked as an astrophysicist for most of her career before volunteering to train as an astronaut.

For one whole quiet year the couple sailed across space. Every now and then Roy grew claustrophobic inside the small craft, but when this happened he exercised on the special fitness machines, or donned his spacesuit and opened the door of the craft, climbing on top of its surface to check that all parts were running smoothly. Ciara wrote in a journal about the beautiful sights she saw out the window—distant galaxies and stars, a giant asteroid not so far away. By the time Orion 254 finally approached the arid, rust-colored surface of Mars, people on Earth had almost forgotten about them. But as the craft got closer and closer to the red surface, news channels on Earth started
1. Where is the shuttle carrying Roy and Ciara going?

   A. the moon  
   B. the sun  
   C. Mars  
   D. Venus

2. What is the climax of the action in this story?

   A. The cord connecting Roy to the spacecraft snaps.  
   B. People from around the world watch as the Orion 254 shuttle takes off.  
   C. The fuel jets on the spacecraft drift off into outer space.  
   D. Roy gets claustrophobic while on the spacecraft.

3. Roy and Ciara work well as a team.

   What evidence from the passage supports this statement?

   A. Ciara is a petite, fine-boned woman who worked as an astrophysicist before becoming an astronaut.  
   B. Sometimes Roy exercises on special fitness machines when he gets claustrophobic on the spacecraft.  
   C. After his cord snaps, Roy saves himself by following the instructions that Ciara gives him.  
   D. Ciara says that she and Roy will have to be quiet and slow when they explore Mars.

4. How do people on Earth feel about the mission to Mars?

   A. People on Earth only become interested in the mission during the landing on Mars.  
   B. People on Earth are interested in the mission during takeoff and landing, but they lose interest in between.  
   C. People on Earth are not interested in the mission during takeoff and landing, but they become interested in between.  
   D. People on Earth are interested in the mission during takeoff, landing, and every point in between.
5. What is a theme of this story?
   A. the pleasures of old age
   B. the importance of recycling
   C. the challenges of living in a big city
   D. the excitement of discovery

6. Read the following sentences: "'That was a textbook takeoff,' the officer said. 'Congratulations!' 'Thanks,' said Roy. 'We'll keep you posted as we move along.'"

   What does the phrase **textbook takeoff** mean above?
   A. a fuel jet that did not work the way it was supposed to
   B. a launch that went exactly the way it was supposed to
   C. an astronaut who likes to write about stars and asteroids
   D. a group of people who gather together for an important event

7. Choose the answer that best completes the sentence below.

   Roy dashes forward _____ he sees something silver move through the air on Mars.
   A. after
   B. before
   C. as an illustration
   D. thus

8. Who are Roy and Ciara Thomas?

9. Why did NASA choose Roy and Ciara for the Mars mission?

10. Were Roy and Ciara a good choice for the Mars mission? Explain why or why not, using evidence from the story.
Is Big Tobacco Out to Hook Kids?

by Dan Risch

Teens are working to make underage smoking a thing of the past.

Teens across the nation are burning up about the number of young people who start smoking each year.

"Whether tobacco companies admit it or not, they do market to kids," says Jeffrey Tice, a West Virginia teen fighting against tobacco use. You might say Tice's proof is in the puffing. In his state alone, more than 2,000 kids younger than 18 become smokers each year, statistics show, and the situation there is not that different from other areas of the country.

Teens start smoking even though national and state laws forbid the marketing and sale of tobacco products to youths. Tobacco companies, sometimes known collectively as Big Tobacco, cannot use cartoon characters or celebrities to advertise their products to kids, nor can stores sell tobacco products to kids.

Tobacco companies say they follow the laws, and some information supports that. Since 1997, for instance, when as part of a big legal settlement cigarette manufacturers said they wouldn't advertise to kids, cigarette sales have dropped 21 percent.

Although direct, obvious advertising to kids doesn't happen today, some people think something is going on.

"We believe that marketing is geared toward youth," says David Deutsch, manager at the West Virginia Division of Tobacco Prevention. Deutsch explains that although tobacco advertising is not aimed at children, it can still catch their attention.

Trouble in Disguise

Many of Big Tobacco's newer products come loaded with kid appeal, say teen advocates. Young people sometimes buy them because they're packaged to look like candies, mints, and gum. Some even taste like candy.

"It's really sneaky," claims Judy Hou, 17. Judy is spreading the word in Virginia about how kids can get hooked on tobacco products such as snus, rubs, orbs, and sticks. Those products are either rubbed on the skin or dissolved in the mouth to deliver nicotine, the addictive chemical in tobacco. And because they are smokeless and spit-free, they can be used anywhere, anytime.

In his own school, Jeffrey Tice sees how easily teens can use and become addicted to nicotine with the new products. "Kids sit in school 180 days out of the year. If you have an orb or a stick, you can pop it in your mouth and get your nicotine fix. No one ever knows," he says.

Why does the tobacco industry need people to get addicted to its products? "If tobacco companies gave up on getting new customers, they would soon be out of business," says tobacco ad expert Connie Pechmann, a professor at the Paul Merage School of Business at the University of California,
Irvine.

Judy puts it more bluntly. "What they are trying to do is create a new generation of smokers," she says. "Tobacco companies need a new generation of smokers to buy their products. It's all about making money."

Making a Difference

Making money off teens is a little harder now thanks to Calitta Jones, Brian Bell, Jeremiah Carter, and Shanicee Dillon. As part of a tobacco prevention program in their hometown of St. Paul, Minn., the students surveyed neighborhood stores for tobacco advertising and products they felt were aimed at kids.

Instead of advertising, however, they stumbled upon something that left the group horrified. Dillon's 2-year-old sister got her hands on some candy cigarettes and toy cigarette lighters. She thought it was fun to "play" at puffing and blowing smoke. A video produced by the Campaign for Tobacco-Free Kids captures the team's reaction: "Candy and cigarettes together? Seriously not OK," Dillon says in the video.

So Dillon and her teammates powered up. With the help of St. Paul Councilmember Melvin Carter III, they worked to pass a city law banning the sale of candy cigarettes and toy lighters. With Carter's encouragement, the students met with the St. Paul city attorney to draft the law. They then asked for support from the mayor and the other members of the city council, and packed a public hearing about the proposed law with 150 of their friends.

Thanks to Dillon and her friends, it passed easily. Other cities are considering following St. Paul's example.

Melvin Carter says he is proud they were able to put the ban in place. And, he insists, all the credit belongs to the teens who came to him. "My office guided them through the process," he says. "I wanted them to learn they can change the law."

"Kids have power when it comes to public policy ... if they're willing to roll up their sleeves and get at it," Melvin Carter adds. "Young people have the ability to look around their community, figure out the problems, and solve them."

Get Involved

Judy Hou's grandfather, a smoker for many years, died of lung cancer. Judy has never forgotten what she believes took her grandpa away from her. "I saw how horrible tobacco products are, not just for the smoker, but also for our family," she recalls.
When she got to high school, Judy joined Virginia's youth-led campaign to fight tobacco use and promote healthy living, Y Street. Recently, Y Street focused on halting the spread of nicotine products aimed at children. "These products are packaged like candy, mints, or gum and made to appeal to kids. The tobacco companies know they can take advantage of us," says Judy. "That needs to end!"

As a seventh grader, Jeffrey Tice learned what cigarettes do to people's lungs. Teen volunteers with RAZE, a West Virginia program that fights tobacco use, visited his class. (The word raze means "tear down.") They showed students pig lungs that were supposed to mimic smokers' lungs. "They're discolored," he recalled. "They don't inflate all the way and not quickly. They're disgusting!"

Tice, now 18, is a youth leader with RAZE, taking up the campaign against tobacco use. "Our main goal at RAZE is to tear down the lies of the tobacco industry," he explains. Tice believes that young people, when told the truth, will see how harmful tobacco is.

Judy agrees. "Kids need to take a stand," she says. "Kids need to know they can make a difference. I've learned that I can make a difference."

2. The passage describes the problem of underage smoking. Teens in St. Paul, Minn. did all of the following to address this problem EXCEPT

A. they took part in a video produced by the Campaign for Tobacco-Free Kids
B. they ran for public office with support from the mayor and joined the city council
C. they surveyed neighborhood stores for tobacco advertising and products aimed at kids
3. After reading the passage, what can you conclude about tobacco products?

A. Cigarettes that contain less nicotine are not that addictive.
B. Teens can't get hooked on certain types of tobacco products.
C. Smokeless and spit-free tobacco products are not addictive.
D. All tobacco products contain nicotine and are addictive.

4. Read these sentences from the passage:

"Judy puts it more bluntly. 'What they are trying to do is create a new generation of smokers,' she says."

In this sentence, the word bluntly means

A. eagerly
B. wishfully
C. innocently
D. directly

5. Which statement supports the main idea of the passage?

A. Some kids get hooked on tobacco products that dissolve in the mouth.
B. In West Virginia, more than 2,000 kids are becoming smokers each year.
C. Teens are working to make underage smoking a thing of the past.
D. Tobacco companies want to gain new customers to buy their products.

6. According to the passage, what happened to cigarette sales when cigarette manufacturers agreed to stop advertising to kids?

7. The first paragraph starts with this sentence:

"Teens across the nation are burning up about the number of young people who start smoking each year." What did the writer mean by the words "burning up"? Why do you think the writer chose those words?