

NEWS BREAK

Wednesday's News Break selects an article from Monday, December 7 of The Seattle Times e-Edition for an in-depth reading of the news. Read the selected article and answer the attached study questions. **Please remember to always preview the content of the article before sharing with your students.**

Free ORCA cards for low-income students (NW Monday, **page B1**).

Pre-Reading and Vocabulary

1. Before you read this article, as a class discuss what you think this story will be about.

Write down any keywords from the title, which you used to make your predictions.

2. **Vocabulary: Match the words to the numbered definitions below.**

- A. advocate
- B. budget
- C. commutes
- D. credit
- E. disparate
- F. eligible
- G. equity
- H. expand
- I. impact
- J. investment
- K. lobbied
- L. pilot program
- M. policy
- N. qualify
- O. social justice
- P. testified

1. different from each other
2. the act of spending money on something that is valuable or expected to be useful or helpful
3. to have the right to do, have, or be a part of something
4. fairness or justice in the way people are treated
5. the journey that you make when you travel to or from a place that you go to regularly (such as the place where you work)
6. to talk and answer questions about something especially in a court of law while formally promising that what you are saying is true; to talk about or say (something) in an honest and confident way
7. done as a test to see if a larger program should be done
8. praise or special attention that is given to someone for doing something or for making something happen
9. able to be chosen for something; able to do or receive something

10. an officially accepted set of rules or ideas about what should be done
11. a person who argues for or supports a cause or policy
12. to cause (something) to increase in size, range, or amount; to make (something) bigger
13. the distribution of advantages and disadvantages within a society
14. an amount of money available for spending that is based on a plan for how it will be spent
15. to have a strong and often bad effect on (something or someone)
16. to try to influence government officials to make decisions for or against something

Comprehension

1. Why did Rainier Beach High School sophomore Mariam Bayo nearly fail some of her classes last year?
2. Mariam Bayo wasn't eligible for a free bus pass last year because she lived within how many miles of Rainier Beach High School?
3. This year, Mariam Bayo has a free bus pass thanks to a Seattle Public Schools _____ program for 50 low-income students. **(Fill in the blank with vocabulary word)**
4. How did Mariam Bayo say the program had changed her life in regards to school?
5. Starting next year, the program will expand to include students in what grades who qualify for free or reduced lunch?
6. The Rainier Beach students marched last summer from Seattle School district headquarters to Seattle City Hall and testified about what to council members?
7. The Rainier Beach students argued that the policy had a _____ impact on low-income students, who might live within the 2-mile walk zone but couldn't cover the \$1.50 bus fare. **(Fill in the blank with vocabulary word)**
8. Thanks to the efforts of Bayo and other Rainier Beach students who lobbied for the change how much money does the Seattle City Council's 2016 budget include to expand the pilot program? **(Multiple Choice)**
 - a) \$1 million
 - b) \$2 million
 - c) \$5 million
9. Under the new expanded program, any student who is eligible for the federal free or reduced-price lunch program will be able to get a bus pass, regardless of what?
10. This year, under the program, if a student with a pass is late or doesn't come to school what will happen?

Additional Activities

1. Read the following quote from the article: ***"We achieved our goal not just from evidence, but from our passion and drive," sophomore Katera Howard said. "It was us saying 'we're going to fight for this.'"*** Journal about a goal you achieved, with or without the help of others that you were passionate about. What was the goal? How long did it take for you to achieve it? What did you do to accomplish your goal? How hard or easy was it for you? How did you feel afterwards?

2. In the article, it read “The students say they consider the funding a victory for social justice.” What does social justice mean to you? What is social injustice? Look through today’s e-Edition and through your e-Edition two-week archive for photos showing social injustice. Choose one of the photos you found and describe what is happening in the photo and why you think it represents social injustice.

News Break is posted to the Web on Wednesday and Friday. Please share this NIE News Break program with other teachers. To sign-up for the electronic edition for your class, please register on-line or call 206/652-6290 or toll-free 1-888/775-2655. Copyright © 2015 The Seattle Times Company

Answer Key to Vocabulary

- A. 11
- B. 14
- C. 5
- D. 8
- E. 1
- F. 9
- G. 4
- H. 12
- I. 15
- J. 2
- K. 16
- L. 7
- M. 10
- N. 3
- O. 13
- P. 6

Answer Key to Comprehension Questions

1. She failed some of her classes because she had trouble getting to school on time.
2. Because she lived within 2 miles of Rainier Beach High School.
3. pilot
4. Now she is on time for school and getting A's and B's.
5. Middle and high school.
6. They testified about the difficulties they faced getting to school.
7. disparate
8. a) \$1 million
9. Regardless of where they live.
10. The student will lose their bus pass.