

ALL PRINTABLES FOR April 25, 2016

QUIZZES

Multiple-choice comprehension questions about the following articles:

- **Out of Poverty**
- **Trump vs. the GOP**
- **How the Middle East Got That Way**

CORE SKILLS PAGES

• **Organizing Ideas**

Students complete an outline of "Trump vs. the GOP."

• **Up Close**

Writing prompts to help students better understand central ideas about the global decline in extreme poverty

• **'Protectors of the Arab State'**

Primary Source: Excerpts from the Sykes-Picot agreement, which remapped the Middle East in 1916

• **Analyzing Authors' Claims**

A skills sheet to help students understand the different points of view on affirmative action

• **Word Watch**

Determine word meanings through context. For use with the articles "Out of Poverty" and "How the Middle East Got That Way."

• **Core Ideas**

Common Core skills pages to use with any *Upfront* article

GRAPH

Poverty's Retreat

Students answer questions about a graph showing the decline in global extreme poverty over the past three decades.

CARTOON ANALYSIS

Students answer questions about a political cartoon illustrating the difficulty of achieving peace in the Middle East.

PHOTO ANALYSIS

Students answer questions about a photo of a woman teaching a class of young children in the African country of Benin.

LEVELED TEXT

A lower-Lexile version of the article "How the Middle East Got That Way "

DISCUSSION QUESTIONS

Class discussion prompts to get students thinking more critically about the articles

QUIZ

For use with "Out of Poverty" on p. 8 of the magazine

Out of Poverty

Choose the best answer for each of the following questions.

CHECK COMPREHENSION

- 1. The current global benchmark for extreme poverty is**
 - a living on less than a dollar a day.
 - b living on less than \$1.90 a day.
 - c not being connected to an electrical grid.
 - d not having regular access to clean water.
- 2. According to the article, the majority of the world's poorest people live in**
 - a Southeast Asia and Eastern Europe.
 - b Central America and South America.
 - c North Africa and the Middle East.
 - d sub-Saharan Africa and South Asia.
- 3. In which country has the rate of extreme poverty fallen from 61 percent to 4 percent since 1990?**
 - a India
 - b China
 - c Kenya
 - d Uganda
- 4. Which of these is NOT mentioned in the article as a reason that rates of extreme poverty around the world have been dropping?**
 - a access to affordable technology
 - b improvements in medicine and health care
 - c a reduction in violence and conflict
 - d economic growth in many parts of the world

ANALYZE THE TEXT

- 5. Which question is NOT answered in the article?**
 - a Do experts think that extreme poverty can be ended?
 - b How does cellphone access help people out of poverty?
 - c How do vaccines help lower the poverty rate?
 - d How do experts actually count the number of people living in extreme poverty in a country?
- 6. You can infer from the article that *infrastructure* refers to**
 - a the economic opportunities that exist in a country.
 - b multiple organizations working toward a common goal.
 - c foreign investment in a country.
 - d the facilities needed for a country to run smoothly.
- 7. Select the phrase from the text that best supports your answer to question 6.**
 - a "... increased investments in education ..."
 - b "... governments, humanitarian groups, private companies, and the United Nations ..."
 - c "... roads, bridges, sewer systems, and electrical grids."
 - d "Now world leaders are working toward an ambitious goal ..."
- 8. The author discusses natural disasters to show**
 - a that such disasters are the main cause of global extreme poverty.
 - b that a drop in such disasters has reduced the number of people living in poverty.
 - c that such disasters can push families further into poverty.
 - d none of the above

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

- 9. What are some countries that have successfully lowered their extreme poverty rates in recent decades? How have they done it?**
- 10. How has the civil war in Syria affected poverty rates outside its own borders?**

Trump vs. the G.O.P.

Choose the best answer for each of the following questions.

CHECK COMPREHENSION

1. The 2012 Republican presidential nominee, _____, recently spoke out against Donald Trump.

- a Bob Dole
- b Mitt Romney
- c John McCain
- d none of the above

2. A brokered convention occurs when

- a the front-runner candidate has not declared a running mate by the time of the convention.
- b the front-runner candidate has controversial views.
- c no candidate has amassed the required number of delegates during the primary process.
- d a candidate enjoys widespread support from both main political parties.

3. Which statement is true about a brokered convention?

- a When one occurs, delegates remain bound to certain candidates based on primary and caucus results.
- b One occurs whenever members of a political party are not unanimous in their choice of a nominee.
- c The last one took place in 1952.
- d all of the above

4. The 2016 Republican National Convention will take place in

- a Cleveland, Ohio.
- b Philadelphia, Pennsylvania.
- c Dallas, Texas.
- d Washington, D.C.

ANALYZE THE TEXT

5. The author's purpose in this article is to

- a describe a conflict within the Republican Party.
- b call for a third-party candidate to enter the 2016 presidential race.
- c explain how national nominating conventions typically work.
- d describe violent confrontations that have taken place between Donald Trump's supporters and protesters.

6. Two words in the article that are used as near synonyms are

- a *securing* and *calling*.
- b *shift* and *establishment*.
- c *amassing* and *expressing*.
- d *brash* and *blunt*.

7. The text quotes Max Boot, a foreign-policy analyst and lifelong Republican, as saying "I would sooner vote for Joseph Stalin than I would vote for Donald Trump." The author probably uses the quote to show

- a that Trump's views are similar to Stalin's.
- b that some G.O.P. members are deeply opposed to Trump.
- c that Stalin is a possible third-party candidate.
- d that the Trump controversy has led to a surge in interest in America's Communist Party.

8. You can infer from the article that if there's a brokered convention,

- a G.O.P. leaders will push for a nominee other than Trump.
- b the general election will be delayed by several weeks.
- c delegates will refuse to participate in the voting.
- d violence is likely to break out among the candidates.

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

9. According to the article, how does a national convention normally work? How could this summer's Republican convention be different?

10. Based on the article, what effect do you think the Trump controversy will have on the Republican Party in the long term? Why?

QUIZ

For use with "How the Middle East Got That Way" on p. 18 of the magazine

How the Middle East Got That Way

Choose the best answer for each of the following questions.

CHECK COMPREHENSION

1. At the beginning of World War I, the area now known as the Middle East was part of

- a Britain.
- b France.
- c the Ottoman Empire.
- d the Mughal Empire.

2. According to the article, which is true of the Sykes-Picot agreement?

- a It was accepted by Arab leaders as a path to peace.
- b It was created in secret.
- c It was based on long-standing divisions between ethnic and religious groups.
- d all of the above

3. Britain and France had promised Arab leaders autonomous lands if the Arabs would

- a give Britain and France access to the oil reserves in the Middle East.
- b put aside ethnic and religious differences and work toward peace.
- c denounce Russia and its rulers.
- d join Britain and France in fighting against the Turks.

4. At the end of World War I, the League of Nations authorized mandates that

- a gave Middle Eastern countries complete independence.
- b gave Britain and France some control over policy and trade in the Middle East.
- c dictated which ethnic and religious groups could live in which Middle Eastern country.
- d none of the above

ANALYZE THE TEXT

5. The central idea of the article is that

- a political instability in the Middle East is here to stay.
- b the Middle East should return to its pre-World War I borders.
- c an agreement carved out during World War I may have a lot to do with the problems in the Middle East today.
- d the possibility of peace in the Middle East is currently in the hands of British and French diplomats.

6. The article discusses the spoils of World War I. The word *spoils* as used here means

- a goods or lands that are taken forcibly.
- b deaths and serious injuries.
- c intense power struggles.
- d devastating effects.

7. You can infer from the article that the U.S.'s stand on the Middle East immediately following World War I was that

- a the League of Nations must squash conflicts between rival religious groups.
- b the Middle East belonged under Turkish rule.
- c the Middle East lands should be autonomous.
- d the Sykes-Picot agreement was fair and necessary.

8. Which phrase from the article best supports your answer to question 7?

- a "Sunni and Shiite Muslims . . . are two distinct sects that have been at odds for centuries."
- b "... Americans tried installing a coalition government of Sunnis, Shiites, and Kurds . . ."
- c "... Wilson advocated for self-determination of these lands in his Fourteen Points."
- d "The U.S. has supported moderate rebels . . ."

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

9. How were tribal and religious differences kept in check in Iraq for decades following World War I? What eventually caused these differences to resurface?

10. Based on the article, how do you think the U.S. and other world powers should deal with the Syrian civil war?

CENTRAL IDEAS & KEY DETAILS

For use with "Trump vs. the G.O.P." on p. 12 of the magazine

Organizing Ideas

Creating an outline can be an effective way to keep track of how an author develops central ideas in a nonfiction text. After reading "Trump vs. the G.O.P.," fill in the blank sections below to complete the outline. Note that outlines will vary from reader to reader.

I. Introduction

A. Republican leaders are closing ranks in opposition to Donald Trump.

1. They're begging voters to choose someone else.

2. _____

3. _____

4. _____

B. This conflict represents a shift in the nation's political landscape.

1. _____

C. The issue is that some say Trump is "unpresidential."

1. Republican leaders point to certain undesirable traits.

a. _____

b. _____

2. Many voters seem to disagree.

a. _____

II. Convention Battle?

A. A "brokered convention" is a possibility.

1. It can happen when no candidate has the 1,237 delegates needed to secure the nomination.

2. _____

3. _____

B. Some Republicans have concerns about how a brokered convention would play out.

1. _____

2. There's a chance the party will abandon Trump.

3. _____

4. There is talk of getting a third-party candidate in the race.

C. There has been a backlash from Trump supporters.

1. _____

ANALYZE: Write a paragraph describing at least two ways you think outlining information in a text can benefit readers.

CLOSE READING

For use with "Out of Poverty" on p. 8 of the magazine

Up Close

Out of Poverty

Read the article closely, then answer each question below. Write three to five sentences for each response, using evidence from the text to support your answers. Use a separate sheet of paper if you need more space.

1. According to the article, how do experts define extreme poverty? Does this definition surprise you? Explain.

2. What similarities and differences between China and India does the author describe?

3. In the article, Teresia Olotai, a mother in Tanzania, is quoted as saying "The greatest challenge we faced . . . was the darkness in our houses." What do you think she means, and how do you think her life has changed since getting electricity?

4. Analyze the author's purpose in discussing the civil war in Syria.

5. Based on the article, what do you see as the key(s) to ending extreme poverty? Why?

6. Study the "Then & Now" infographic that accompanies the article. What does it add to your understanding of the topic?

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1. They're begging voters to choose someone else.
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4. _____

B. This conflict represents a shift in the nation's political landscape.

1. _____

C. The issue is that some say Trump is "unpresidential."

1. Republican leaders point to certain undesirable traits.
 - a. _____
 - b. _____
2. Many voters seem to disagree.
 - a. _____

II. Convention Battle?

A. A "brokered convention" is a possibility.

1. It can happen when no candidate has the 1,237 delegates needed to secure the nomination.
2. _____
3. _____

B. Some Republicans have concerns about how a brokered convention would play out.

1. _____
2. There's a chance the party will abandon Trump.
3. _____
4. There is talk of getting a third-party candidate in the race.

C. There has been a backlash from Trump supporters.

1. _____

ANALYZE: Write a paragraph describing at least two ways you think outlining information in a text can benefit readers.

EVALUATE ARGUMENTS

For use with the debate on p. 22 of the magazine

Analyzing Authors' Claims

Read "Is It Time to End Affirmative Action?" on p. 22, then follow the directions below to analyze each author's claims.

<p>AUTHOR: Ward Connerly President, American Civil Rights Institute</p>	<p>AUTHOR: Cornell William Brooks President & CEO, National Association for the Advancement of Colored People (NAACP)</p>
<p>Author's main claim or argument in the debate:</p>	<p>Author's main claim or argument in the debate:</p>
<p>REASON 1: Name one reason the author gives for his claim.</p> <p>List any evidence the author gives to support Reason 1.</p>	<p>REASON 1: Name one reason the author gives for his claim.</p> <p>List any evidence the author gives to support Reason 1.</p>
<p>REASON 2: Name another reason the author presents.</p> <p>List evidence the author gives to support Reason 2.</p>	<p>REASON 2: Name another reason the author presents.</p> <p>List evidence the author gives to support Reason 2.</p>
<p>REASON 3: Name a third reason the author presents.</p> <p>List evidence the author gives to support Reason 3.</p>	<p>REASON 3: Name a third reason the author presents.</p> <p>List evidence the author gives to support Reason 3.</p>
<p>What persuasive devices does the author use?</p> <p><input type="checkbox"/> Appeals to emotions</p> <p><input type="checkbox"/> Uses data or scholarly research</p> <p><input type="checkbox"/> Tells why the other side's argument is weak</p> <p><input type="checkbox"/> Other: _____</p>	<p>What persuasive devices does the author use?</p> <p><input type="checkbox"/> Appeals to emotions</p> <p><input type="checkbox"/> Uses data or scholarly research</p> <p><input type="checkbox"/> Tells why the other side's argument is weak</p> <p><input type="checkbox"/> Other: _____</p>

EVALUATE: Which author do you think makes his case more effectively? Do you spot any weaknesses—like a bias or missing information—in either argument? Explain on a separate sheet of paper.

Determine Word Meaning

Word Watch

Use context clues to figure out the meanings of unfamiliar words as you read the article, and jot down your inferred meanings. After reading the article, use a dictionary to check meanings and write those down too. Note each word's part of speech and origin, if available.

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ Page: _____ Part of speech: _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

Word Watch (continued)

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

WORD: _____ **Page:** _____ **Part of speech:** _____

Inferred meaning: _____

Dictionary definition: _____

Word origin or root: _____

CORE IDEAS

Common Core skills pages to use with any *Upfront* article

Dear Teachers,

The Common Core State Standards require high school students to analyze “informational texts,” like *Upfront*. Students must be able to identify central ideas, determine the figurative, connotative, and technical meanings of unfamiliar words and phrases, understand and evaluate an author’s point of view, and compare accounts of the same topic in a variety of formats or media.

To help you satisfy the Common Core, we’re pleased to offer the following reproducible. “Core Ideas” can be used with any article in the magazine: You may choose to assign a specific article or let students pick one.

Because the Common Core calls on students to analyze and compare topics from different points of view, we suggest using “Core Ideas” with articles that feature sidebars, timelines, historical-document excerpts, and/or infographics. You might also want to use “Core Ideas” with supplementary online content, such as videos, slideshows, or audio interviews available at upfrontmagazine.com.

“Core Ideas” addresses these Reading Standards for Informational Literacy:

1. Cite textual evidence to support analysis of the text.
2. Determine and analyze the central ideas of a text; provide an objective summary.
4. Determine the meaning of words and phrases as they are used in a text.
6. Determine an author’s point of view or purpose in a text.
7. Analyze various accounts of a subject told in different media or formats.

“Core Ideas” addresses these Reading Standards for Literacy in History/Social Studies:

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas of a primary or secondary source; provide an accurate summary.
4. Determine the meaning of words and phrases as they are used in a text.
7. Compare the point of view of two or more authors on the same or similar topics.
9. Compare and contrast treatments of the same topic in several sources.

We hope this material challenges your students and assists you in meeting your curriculum goals throughout the year.

Best Regards,

Ian Zack



Executive Editor, *The New York Times Upfront*

CORE IDEAS

Article title and page number: _____

Answer the following questions.

1. Share the central ideas and key details of the article in a brief summary.

2. How is this issue or event relevant today? Is it particularly relevant to young people?
Cite evidence from the article to support your response.

CORE IDEAS (continued)

- 3. Identify two words or phrases in the text that are unfamiliar to you. Write the meaning of each and cite any context clues from the text that help you determine their meanings.**

- 4. Describe the author's point of view and/or purpose in writing this article.
Cite evidence from the text.**

- 5. Consider an accompanying element that supports the main text, such as a graph, timeline, separate article, or video. (Videos and other digital content are available at upfrontmagazine.com.)
How does the second source contribute to your understanding of the topic?
Compare and contrast the main text and accompanying element.**

For use with "Out of Poverty" on p. 8 of the magazine

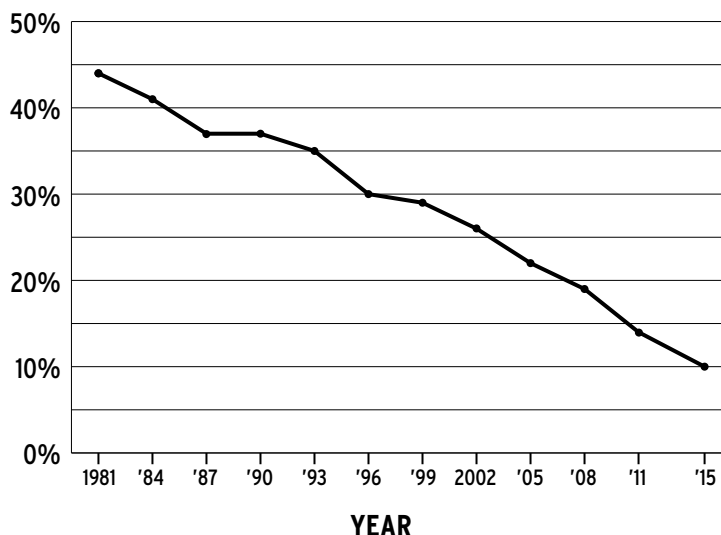
GRAPHS

Poverty's Retreat

Today, about 700 million people—almost 10 percent of the global population—live on less than \$1.90 a day, the current threshold for extreme poverty as defined by the World Bank and the United Nations. The good news, as shown on the graph at right, is that the percentage of people living in extreme poverty has declined significantly in recent decades, largely because of growing economies and improvements in technology and medicine. The U.N. hopes to eliminate extreme poverty altogether by the year 2030.

This line graph shows the decline in global extreme poverty since the 1980s.

PERCENTAGE OF GLOBAL POPULATION
LIVING ON LESS THAN \$1.90 PER DAY



YEAR

SOURCE: WORLD BANK

ANALYZE THE GRAPHS

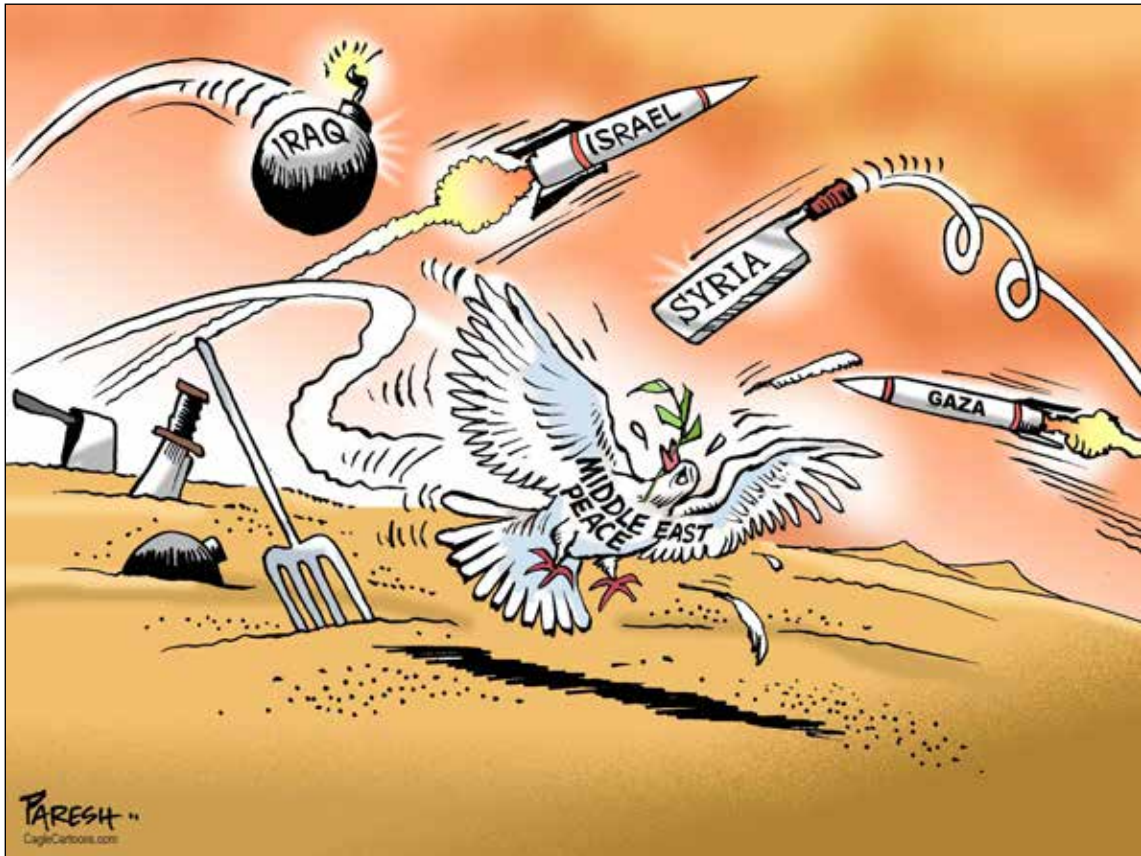
- | | | | | |
|--|---|---|---|--|
| <p>1. In which of the following years was nearly one third of the population living on less than \$1.90 a day?</p> <p>a 1981
b 1984
c 1996
d 2008</p> | <p>2. About what percentage of the population in 2005 was living on less than \$1.90 a day?</p> <p>a 19%
b 22%
c 27%
d 29%</p> | <p>3. During which of these three-year periods did extreme poverty decline by the most percentage points?</p> <p>a 1987-90
b 1990-93
c 1996-99
d 2008-11</p> | <p>4. The global population in 1981 was about 4.5 billion. About ____ people were living on less than \$1.90 a day.</p> <p>a 540 million
b 1.2 billion
c 1.5 billion
d 2 billion</p> | <p>5. In sub-Saharan Africa, 35% of people now live on less than \$1.90 a day. You can infer from the graph that ____.</p> <p>a other regions must have lower rates
b Asia's rate is about the same
c this rate is rising
d none of the above</p> |
|--|---|---|---|--|

DISCUSSION QUESTIONS

- 6.** The international poverty line is calculated based on the cost of obtaining basic food, clothing, and shelter in the world's poorest countries. How do you think this compares with the poverty line used in the U.S.? Explain.
- 7.** World Bank President Jim Yong Kim has told world leaders that extreme poverty can't be eradicated by 2030 unless countries take action on climate change. What connection do you think Kim sees between these issues?
- 8.** Why do you think extreme poverty rates remain relatively high in sub-Saharan Africa?

CARTOON ANALYSIS

For use with "How the Middle East Got That Way" on p. 18 of the magazine



PARESH NATH • CAGLE CARTOONS

Analyze the Political Cartoon

- 1.** What are some of the objects you notice flying through the air? What do they represent?
- 2.** What does the dove symbolize? How is the dove responding to the situation?
- 3.** What might the cartoonist be suggesting about peace in the Middle East? Do you agree?
- 4.** What do you know about the places named in the cartoon? Why do you think they are specifically named?
- 5.** What do you think it will take to bring peace to the Middle East? Explain.

PHOTO ANALYSIS

For use with "Out of Poverty" on p. 8 of the magazine



CODONG/UG VIA GETTY IMAGES

Analyze the Photo

(The photo appears on p. 9 of the magazine.)

1. This photo shows a contemporary classroom in the African country of Benin.
What details do you notice?
2. What similarities and differences do you see between this classroom and a typical American elementary school classroom?
3. Why do you think this photo was included in an article about a global decline in extreme poverty?

ESSAY

What role do you think education can play in eradicating poverty? Why might lower poverty rates allow more children to attend school?

How the MIDDLE EAST Got That Way

A century ago, two diplomats carved out lines on the Middle East map, creating new nations and sowing the seeds for much of the strife in the region today BY JOSEPH BERGER

Violence, ethnic clashes, political instability. Have you ever wondered why the Middle East is such a mess? It may be hard to believe, but a lot of it goes back 100 years. In 1916, two men sat down and sketched out lines on a map that basically carved out much of today's unstable Middle East.

World War I (1914-18) was still going on, and the Ottoman Empire was about to fall. Diplomats Sir Mark Sykes of Britain and François Georges-Picot of France set the boundaries for modern-day Syria, Lebanon, Iraq, Jordan, and much of the land that Israel and the Palestinians are still fighting over. They worked in secret to create an agreement, which was named for them. The agreement mostly ignored the complicated histories and interests of the many ethnic and religious groups who had been living there for centuries. These included the Turks, Arabs, Kurds, Muslims, Christians, and Jews.



Mapmakers:
Sir Mark Sykes of Britain
(top) and François
Georges-Picot of France

“Sykes-Picot is at the root of many of today’s conflicts in the Middle East,” says David L. Phillips, a Middle East expert at Columbia University in New York who has advised the last three presidential administrations.

The effects of the borders the two men created can be felt everywhere. Syria is stuck in a civil war that began more than five years ago. It has cost tens of thousands of lives. Iraq is struggling to get rid of the brutal terrorist group ISIS (also known as the Islamic State or ISIL). Since 2014, ISIS has been taking over large areas of territory in Iraq and in Syria.

The Ottoman Empire

Beginning in the 16th century, the region now known as the Middle East fell under the control of the Ottoman Empire. This was a large Turkish empire that at its height also controlled much of southeastern Europe and northern Africa. European

The ‘Palestine Mandate’ gave Britain control over lands that Israelis and Palestinians are still fighting over today.

LIBYA

VIA WIKIPEDIA COMMONS (ALL IMAGES); JIM MCMAHON (MAP)



Download an annotated excerpt of the Sykes-Picot agreement at upfrontmagazine.com

The Middle East After World War I

Some of the countries affected by the 1916 Sykes-Picot agreement and other postwar treaties



military victories in the 19th century had already begun eating away at much of the Ottoman territory. But the Turks suffered a final blow during World War I. That's when they made the mistake of joining Germany and Austria-Hungary. This ended up being a losing battle against Britain, France, Russia, and ultimately the U.S.

Britain and France were the two major European powers at the time. After the war, they split up the Ottoman Empire's territories, based on the work of Sykes and Picot. The men had met in Paris and London from November 1915 to March 1916. They marked off areas for the British and French to control at the end of the war (see map, p. 19). Britain and France were mainly focused on advancing their own interests, like tapping the Middle East's newly discovered oil reserves. They ignored the complex ethnic and religious loyalties of the people living there.

"The great powers carved up the Middle East into zones of influence, without consultations and without regard to local needs," says Phillips.

When the Sykes-Picot agreement was revealed, Arab leaders were angry.

They felt betrayed. France and Britain had promised them independent lands in exchange for fighting against their Turkish Ottoman rulers. World powers met after World War I to discuss the fate of the Ottoman territories. President Woodrow Wilson supported independence of these lands in his Fourteen Points. But the Treaty of Versailles (1919), which officially ended the war, as well as other postwar treaties, ultimately upheld the Sykes-Picot agreement. The League of Nations (the organization that eventually inspired the United Nations) approved "mandates" for Britain and France. This gave them broad powers to influence policy and trade in the former Ottoman territories.

"After being promised complete and independent nationhood from Ottoman rule, Arab leaders were told, 'No, we're not going to do that for you,'" says Christopher Rose of the Center for Middle Eastern Studies at the University of Texas at Austin. "What we're going to do is set you up as these 'mandates,' and you will get independence at some time in the future."

The British and French argued that they were helping these countries by creating

modern, non-religious nation-states. But Shadi Hamid of the Brookings Institution points out that the people who used to live under Ottoman rule didn't really think of themselves as nations with firm borders. They thought of themselves as tribal and religious groups.

"The sense of being a citizen did not exist," says Hamid. "It was about being a member of a religious community, that's how you identified."

Sunnis vs. Shiites

Sunni and Shiite Muslims, for example, are two distinct groups that have been at odds since 632. That's when Islam's founder, Muhammad the prophet, died and disagreement arose over who should replace him. Today, most of the world's 1.6 billion Muslims are Sunni. Shiites are the majority in only Iran and Iraq.

Putting rival ethnicities together into newly formed nations soon led to power struggles. Many are unresolved today. Here's how the events unfolded.

IRAQ: The clashing Sunni, Shiite, and Kurdish* tribes that the Sykes-Picot agreement forced together were mostly ruled by a series of autocratic dictators and kings. Among them was dictator Saddam Hussein, who came to power in 1979. In 2003, he was overthrown by an American-led group. The group claimed he hid weapons of mass destruction. (No such weapons were ever found.)

Old ethnic rivalries soon resurfaced. Americans tried to establish a coalition government of Sunnis, Shiites, and Kurds. But Shiites ultimately took over. That led some Sunnis to form a group that eventually joined with radicals in Syria to create ISIS. The goal of the Sunni Muslim terrorist group is to get rid of Shiite Muslims, Kurds, and Westerners and

'The sense of being a citizen did not exist.'



Israeli border police and Palestinian girls in Jerusalem last month. The Israeli-Palestinian conflict has lasted for decades.

MENACHEM KAHANA/AFP/GETTY IMAGES

start its own brand of radical Islam in the Middle East. ISIS has been remarkably successful at recruiting terrorists online from around the world, including the U.S. In December, a married couple inspired by ISIS killed 14 people at an office party in San Bernardino, California.

SYRIA: Even though most of the people living in this region were Sunni, French powers installed Western-friendly leaders from the Alawite sect of Shiite Islam. In 1971, Hafez al-Assad became president. He kept the country united, often through brutal control.

In 2000, he was succeeded by his son, Bashar al-Assad. He is Syria's current president. After the Arab Spring, a wave of democratic protests that rocked the Middle East beginning in 2010, civil war broke out in Syria. So far, it has cost more than 250,000 lives. It has also allowed ISIS to conquer some Syrian territory.

Several Sunni rebel groups are fighting to overthrow Assad. Powers like the U.S. and Russia have been offering military help. (The U.S. has supported moderate rebels. Russia has supported Assad.) Meanwhile, millions of desperate refugees have been fleeing both Syria and Iraq. They've also been posing a huge immigration problem for their neighbors and for Europe.

LEBANON: France carved out Syria's coastal region into the separate state of Lebanon. This was meant to be a safe haven for the Christian groups of the Ottoman Empire. The country gained independence from France in 1943. But from 1975 to 1990, it was ravaged by a civil war between Christians and Muslims that led to 250,000 deaths. Today its multi-religious government still struggles under a fragile power-sharing formula.



'THE PALESTINE MANDATE':

The British mandate over Palestine included present-day Israel, Jordan, and the West Bank and Gaza. At the time, the majority of the population living there was Arab. Most Arabs opposed the Zionist movement, which called for a Jewish state in Palestine.

But world pressure to create a Jewish homeland increased after World War II (1939-45). That's because 6 million Jews were murdered in the Holocaust. In 1947, Britain, with approval from the United Nations, came up with a partition plan. It would create the nations of Israel and Palestine. The Jews accepted the plan. But the Palestinians and surrounding Arab countries rejected it. They fought an unsuccessful war against the newly declared state of Israel in May 1948. In the 1967 Six-Day War, Israel expanded territory under its control by capturing lands where many Palestinians were living.

For decades, Israel and the Palestinians have been locked in a conflict that sometimes explodes into violence. At least nine American presidents have tried to broker a peace agreement. The occupied Palestinians

continue to demand a state of their own.

One hundred years after Sykes-Picot, not all experts agree that it is to blame for the Middle East's troubles. Robert Danin, of the Council on Foreign Relations, notes that many nations with random boundaries in other regions of the world have managed to live in relative peace.

Learning From the Past?

Still, many experts and Arab nations see Sykes-Picot as the starting point for a lot of the region's problems today. Rose, of the University of Texas at Austin, says that as the U.S. and other world powers struggle to figure out how to best handle crises like the Syrian civil war, the mistakes colonial powers made in 1916 should serve as a lesson.

"We can't have a peace conference where the world powers sit down and say, 'Hey, here's how we're going to solve your problems,'" says Rose. "We can help, we can aid, we can partner, we can support, but Syrians have to be a key player in how-ever the settlement is worked out." •

Joseph Berger is a former reporter for The New York Times.

DISCUSSION QUESTIONS

THREE DAYS IN CUBA For use with the article on p. 6 of the magazine

1. What makes Obama's visit to Cuba "historic"?
2. The author describes Cuba as "frozen in time." What might she mean by that?
3. What limitations do Cubans currently face?
4. Do you think Obama's visit will lead to more reforms in Cuba? Why or why not?



OUT OF POVERTY For use with the article on p. 8 of the magazine

1. How has Dhaki Wako Baneta's life improved in recent years?
2. What are some factors that have contributed to the sharp decline in the number of people living in extreme poverty worldwide?
3. Why has China's economic growth had such a big impact on global poverty levels?
4. Do you think the goal of eliminating extreme poverty by 2030 is realistic? Why or why not?



TRUMP VS. THE G.O.P. For use with the article on p. 12 of the magazine

1. In what ways are Republican leaders closing ranks against Donald Trump?
2. How do their views differ from those of Trump's supporters?
3. What is a brokered convention, and why do some experts think the Republicans may have one this year?
4. What does the cartoon on page 13 add to your understanding of the article?



JOINING THE MEN'S CLUB For use with the article on p. 14 of the magazine

1. Why is the nation's paper currency redesigned every 7 to 10 years?
2. Why does the U.S. Treasury Department say it wants to feature a woman on the new \$10 bill?
3. Why are some people complaining that the \$10 bill was chosen and not the \$20 bill?
4. What woman would you choose to be on the new \$10 bill? Why?



DANGER FROM OUTER SPACE For use with the article on p. 16 of the magazine

1. Where do asteroids come from?
2. Why are space rocks so difficult to find and track?
3. What methods are scientists studying to prevent space rocks from hitting the Earth?
4. Why do experts say people shouldn't panic about potential space-rock collisions with Earth?



HOW THE MIDDLE EAST GOT THAT WAY

For use with the article on p. 18 of the magazine

1. Who controlled the Middle East before the Sykes-Picot agreement?
2. Why have the borders drawn under the agreement caused so much trouble in the Middle East?
3. How were ethnic rivalries in countries like Syria and Iraq kept in check for decades, according to the article?
4. Do you agree with experts who say the Sykes-Picot agreement is responsible for much of the trouble in the Middle East today?

