SWEET SUCCESS
A Pennsylvania cookie company helps refugee women and their families start a new life in the United States.

LEXILE: 990L (840L alternate reading level)
SOCIAL STUDIES (NCSS) STANDARD: Individuals, Groups, and Institutions
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, RI.6-8.4, W.6-8.2

ENGAGE THE READER
Post the word refugee. Ask students to define it. Take note of the key phrases they use to define the term. Then ask: Why do refugees relocate? Discuss the concept of moving to a new country: how it would make them feel, what would be challenging, and what they would hope for after relocating. Explain to the class that the article they are going to read today is about a company that helps refugees and their families.

QUESTIONS FOR CLOSE READING AND DISCUSSION
• What is a refugee? Why do refugees leave their countries? (revisit and modify definition from start of lesson)
• One of the goals of the Lancaster Stroopie Company is to make a difference in the lives of refugee women and their families as they make a fresh start in the United States. In what ways has the company accomplished its goals?
• How do refugees and the owners of the shop benefit from one another? Do you think other businesses should follow this model? Explain.

EXTEND LEARNING
After reading, have students watch the U.N. Refugee Agency’s video about the Lancaster Stroopie Company. Ask students to talk with a partner about the ways the company supports refugees and their families. Then tell students that the company’s store, the Lancaster Sweet Shoppe, also sells products from local artisans, many of whom employ refugee women, as well.
Tell students that they’ll be imagining their own business that employs refugees. Have them consider what skills such people might bring to the company. Then have them write responses to these questions: 1) Describe your company and what products or services you will sell. 2) What benefits or solutions does your company bring to the market? 3) How will your business seek to employ refugee workers? 4) How will your company policies support the families of refugee workers?

COVER STORY QUIZ + ANSWER KEY
The cover quiz can be found on page 3 of this guide.
For the Google Forms quiz, click here.

6. D (RI.8) 7. Answers will vary. (W.8)
A VOLCANO ERUPTS
La Soufrière explodes, forcing thousands of people on the island of Saint Vincent to flee their homes.

LEXILE: 1040L (840L alternate reading level)
SOCIAL STUDIES (NCSS) STANDARD: People, Places, and Environments
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.4, RI.6-8.5, RI.6-8.6

BEFORE READING
Have students read the article’s headline and deck: “A Volcano Erupts: La Soufrière explodes, forcing thousands of people on the island of Saint Vincent to flee their homes.” Review the 5Ws and 1H of a news story: Who, What, When, Where, Why, and How. Ask: Which of these do you see in the headline and deck of the article? Do you think the deck provides enough information? Why or why not? What information do you expect the article to provide? As students read the article, have them note details that add to their understanding of La Soufrière’s eruption.

DISCUSSION QUESTIONS
- What new information did you find in the article’s first paragraph? Why do you think the author included this information in the opening paragraph?
- Who is Erouscilla Joseph? Why is she quoted in the article? What do her statements tell us about the volcano?
- What information do you see in the article’s closing paragraph? Why did the author save this information for last?

STITCHED IN TIME
A tiny community in Alabama is the birthplace of an American art form.

LEXILE: 1040L (840L alternate reading level)
SOCIAL STUDIES (NCSS) STANDARD: Culture
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.4, RI.6-8.5, RI.6-8.6

BEFORE READING
Ask students if they have a quilt at home. What purpose does it serve? Show them some quilts from the Souls Grown Deep Foundation at ti.me/2Rj10DF. Explain that art collector William Arnett helped get these quilts recognized as works of art.

DISCUSSION QUESTIONS
- How were early quilts in Gee’s Bend created? What’s interesting about them?
- The Gee’s Bend quilts have been compared to paintings. Discuss the similarities and differences.
- What impact have the quilts made on the community of Gee’s Bend?

CLOSING ACTIVITY
Have students visit ti.me/2Rj10DF to learn more about the quilters of Gee’s Bend and their work. Then have students respond to these questions: 1) Of the quilts you have seen, which quilt do you like best? Why? 2) What is the quilt called? Who created it? Describe the quilt. 3) Use Louisiana Pettway Bendolph’s story to summarize how quilting has been passed down to generations.