

# GO-KART RACERS



## START YOUR ENGINES

Around the country, kids are competing in go-kart races and dreaming of becoming professional racers.

**LEXILE:** 970L (820L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Individuals, Groups, and Institutions

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.2, RI.6-8.3, RI.6-8.5, R.6-8.7

## ENGAGE THE READER

Have students read the headline and the article's first paragraph. Ask: What's the article about? What's happening in the first paragraph? How would you describe that paragraph's tone? Why do you think the author started the article this way? What does it tell us about the article's subject matter? How does it shape our expectations for the article? As students read, have them note details that support their initial ideas about the article.

## QUESTIONS FOR CLOSE READING AND DISCUSSION

- How would you describe the kids who race go-karts, and why? Refer to details from the article.
- Why are families important in go-kart racing? Why do you think families are willing to put up with the challenges of the go-karting life?
- Think of the sports or other extracurricular activities that you or your peers participate in. How are these activities similar to or different from go-kart racing? Would you be interested in racing go-karts? Why or why not?

## EXTEND LEARNING

Challenge students to design a promotional poster for a full-length film about go-kart kids. The poster might be the kind that's used in movie theaters or as a thumbnail image on a TV screening platform. The film can be a fictional story or a documentary featuring the people in the article. Organize students in small groups to make their posters.

Tell students that their poster should get viewers excited about the film and the sport, and that it should include visual information that tells viewers about the sport. Students should draw details from the article and class discussion, to make sure they're including key elements of the sport and its culture. The poster should also include some text: a title for the show, and a sentence or two that can get the viewer interested in seeing the film. Post the students' completed posters around the classroom and invite a discussion about the choices each group made.

## COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.

To create a digital quiz, you can use our template [here](#).

1. A (RI.1) 2. B (RI.4) 3. A (RI.8) 4. C (RI.3) 5. B (RI.1)

6. D (RI.5) 7. Answers will vary. (W.8)



## GETTING THE LEAD OUT

The Environmental Protection Agency says it will require utility companies to replace old lead water pipes.

**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 look at the photo. Ask: What's happening in the photo? Why do you think the Environmental Protection Agency wants to replace old lead pipes? (You might tell students that the EPA is a governmental organization and ask them to deduce its function and the kinds of issues it concerns itself with.) What questions do you have about the topic? As students read the article, have them note details that answer their questions or raise new ones.

### DISCUSSION QUESTIONS

- What problem is the EPA trying to solve? How did the problem come about? How can the EPA address the problem?
- Who's quoted in the article, and why? Who else might have been included in the article?
- Why are government regulations necessary to protect public health? What other government regulations can you think of? How do they affect your life?



## DRIVING CHANGE

Transportation electrification consultant Siena DeBenedittis helps prepare the country for a green-car future.

**LEXILE:** 990L (810L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Science, Technology, and Society  
**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.4, RI.6-8.9, SL.6-8.1

### BEFORE READING

Tell students that they'll read about a transportation electrification consultant. Ask: What do you think a transportation electrification consultant does? How might their work affect our lives?

### DISCUSSION QUESTIONS

- What kind of preparation do you think DeBenedittis does for her work? What details in the article tell you?
- DeBenedittis says, "Cars are a cornerstone of American society." What does she mean? Do you agree? Explain.
- What might the need for consultants like DeBenedittis tell us about the future of electric cars? Explain.

### CLOSING ACTIVITY

Pair this article with this week's news article, "Getting the Lead Out." As students read that article, have them note details that point to the government's role in protecting the environment and public health. Then start a discussion by asking them what these articles can tell us about that role. You might also ask: How do federal and local governments make sure their orders can be carried out? Ask students to refer to details from both articles.

Name \_\_\_\_\_ Date \_\_\_\_\_

Use this week's cover story, "Start Your Engines," to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, you may use the back of this page.

<p><b>1.</b> Which is true about go-kart racing?</p> <p><b>A.</b> There are few women in professional racing.</p> <p><b>B.</b> Almost all young racers are male.</p> <p><b>C.</b> Kids can start racing around age 10.</p> <p><b>D.</b> National races are still fairly small.</p>	<p><b>4.</b> Which was Jaxon Porter's first step in go-karting?</p> <p><b>A.</b> He went pro.</p> <p><b>B.</b> He found a sponsor.</p> <p><b>C.</b> He competed in local races.</p> <p><b>D.</b> He started homeschooling.</p>
<p><b>2.</b> Which word could replace <i>sponsor</i> in paragraph 3?</p> <p><b>A.</b> mechanic</p> <p><b>B.</b> funder</p> <p><b>C.</b> veteran</p> <p><b>D.</b> coach</p>	<p><b>5.</b> Who is Audrey Littrell?</p> <p><b>A.</b> the mother of a competitive racer</p> <p><b>B.</b> a young female racer</p> <p><b>C.</b> a professional NASCAR racer</p> <p><b>D.</b> the head of a racing group</p>
<p><b>3.</b> What information does McKenna Haase provide about go-kart racing?</p> <p><b>A.</b> Whole families are often involved in supporting racers.</p> <p><b>B.</b> Go-kart racing can come with large expenses.</p> <p><b>C.</b> There are opportunities for kids to race in national competitions.</p> <p><b>D.</b> Homeschooling might be the best option for serious racers.</p>	<p><b>6.</b> The purpose of the section, "Burning Rubber," is to</p> <p><b>A.</b> compare how fast different go-karts can go.</p> <p><b>B.</b> explain which kinds of go-karts are outlawed in racing.</p> <p><b>C.</b> describe camps that support racers and their families.</p> <p><b>D.</b> inform readers about other types of auto racing for kids.</p>

**7.** How might you describe go-kart racing to someone who was unfamiliar with the topic? Provide details from the article.

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