

Junior Scholastic®

TEACHER'S EDITION

A supplement to *Junior Scholastic*



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Living History

Dear Teacher,

Welcome to our first issue for the 2006-2007 school year. This year, we are introducing a new program, *America and Your World Today*. The series will draw on primary sources—including



newspaper articles, diaries, and eyewitness accounts—and show students how such documents of the past and present help shape our world today. In our first article of the series, “Hurricane Katrina: One Year Later,” readers are introduced to young people in New Orleans who survived America’s worst natural disaster (*see p.7*). Their heart-breaking accounts provide a “living history” from which readers can learn and draw strength. We hope many will be inspired to take action. (*See p.T-2 for details.*)

Suzanne McCabe

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IN OUR NEXT ISSUE SEPTEMBER 18, 2006

- World:** Middle East Crisis*
- USA:** How to Manage Your Time
- News Special:** Constitution Day
- World History:** Hammurabi’s Laws

*The Sudan article announced in the Student Edition will appear in a later issue.

FEATURE	SKILLS REINFORCED
NEWS SPECIAL* Hurricane Katrina: One Year Later, pp. 7-9	cause and effect, making past–present connections, reading a bar graph
WORLD* JS Goes Inside Iran, pp. 10-13	making connections, recognizing varying viewpoints, reading a map and pie charts
USA* Believe in Yourself, pp. 14-15	cause and effect, forming supported opinions, recognizing and avoiding stereotypes
AMERICAN HISTORY PLAY* Did Pocahontas Save Jamestown?, pp. 16-19	comprehension, drawing inferences, differentiating fact from opinion
GEOSKILLS Hurricane Warning, p. 21	understanding and using latitude and longitude, using a map key
SKILLS REPRODUCIBLE Hard Times in Jamestown, p. T-6	interpreting a primary source, paraphrasing key information

*Objectives and related social studies standards for major features are included in the lesson plans on pp. T-2 & T-3.

This Week Online

www.scholastic.com/juniorscholastic

- **In the Wake of Katrina** Scholastic Kid Reporters talk with survivors of Hurricane Katrina. How are they doing a year later? Plus quizzes, a debate, and the latest in national and international news. Go to: www.scholastic.com/juniorscholastic

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LESSON PLANS

NEWS SPECIAL

Hurricane Katrina: One Year Later, pp. 7-9

Objective

Students should be able to:

- describe some problems facing New Orleans a year after Hurricane Katrina, and what is being done to help.

Word To Know

- graphic (adj.):** clearly shown; including vivid, realistic details.

Background

In New Orleans, Hurricane Katrina devastated a population already suffering high unemployment and poverty rates (*see census.gov/katrina*). More than 25 percent of people in New Orleans were living below the poverty line. Most of those living in the hardest-hit areas were African-Americans, many of whom have been unable to return and rebuild.

Critical Thinking

MAKING INFERENCES: See the p. 8 graph on the 10 costliest hurricanes. When computing “damages,” what would you count? (Answers can include destruction/loss of roads, buildings, vehicles, personal property; not included: human losses—people hurt or killed.)

EXPRESSING SUPPORTED OPINIONS: If your hometown were devastated by a storm or flood, would you be eager to move back? Why or why not? (Answers will vary.)

Activity

GET INVOLVED: Aiding people in need can give kids an empowering boost. Ask students to suggest ways in which they can help Katrina victims. A few organizations helping out are:

- bushclintonkatrinafund.org
- habitat.org
- mississippirecovery.com

STANDARD

SOCIAL STUDIES, GRADES 5-8

People, places, and environments: A location below sea level made New Orleans and its people vulnerable to the devastation of flooding as well as wind and rain damage.

RESOURCES

PRINT

- Fine, Jill, *Hurricanes* (Scholastic, 2006). Grades 5-7.
- Brennan, Kristine, *The Galveston Hurricane* (Chelsea House, 2002). Grades 6-12.

WEB SITES

- Aftermath of Katrina on the Mississippi Gulf Coast (photos)**
photosfromkatrina.com
- PBS Frontline: The Storm**
pbs.org/wgbh/pages/frontline/storm

WORLD

JS Goes Inside Iran, pp. 10-13

Objectives

Students should be able to:

- recognize causes and effects of tense relations between the U.S. and Iran.
- better understand a country (and its people) in the news.

Word To Know

- conservative (adj.):** tending to oppose change; favoring long-held traditions and institutions.

Background

The name *Persia* came from a region in southwestern Iran known in the ancient world as Persis. It was home to the Achaemenid dynasty, conquered by Alexander the Great in 331 B.C. That name was used by the Western world for centuries. In 1935, the country formally adopted its own traditional name, Iran.

Critical Thinking

DRAWING INFERENCES: Who—Mohsen or Setare—seems to be at least a little doubtful about Iran’s conservative Islamic rule? Why? (Likely answer: Setare, because she remarks that women don’t have as much influence and freedom as they should.)

MAKING COMPARISONS: What are some differences and similarities between your life and Mohsen’s? between yours and Setare’s? Which of the two would you feel more comfortable visiting? Explain. (Answers will vary.)

Activity

GIVE NEWS A HUMAN FACE: Keep track of news stories on Iran–U.S. relations (perhaps pin news clippings to a bulletin board). From time to time, have students discuss events—and consider how news developments may affect Mohsen and Setare as well as themselves.

STANDARD

SOCIAL STUDIES, GRADES 5-8

Culture: Traditions, languages, and core beliefs may vary from country to country, yet those countries’ young people have much in common.

RESOURCES

PRINT

- Canini, Mikko (editor), *Iran* (Thomson Gale, 2004). Grades 6-12.
- Foreign Policy Research Institute, *Iran* (Mason Crest, 2002). Grades 6-12.

WEB SITES

- BBC Country Profile: Iran**
news.bbc.co.uk/1/hi/world/middle_east/country_profiles/790877.stm
- Iran Daily news online**
iran-daily.com

USA Believe in Yourself, pp. 14-15

Objectives

Students should be able to:

- recognize similarities between themselves and other teens.
- understand how they can help themselves as well as friends.

Words To Know

- **adolescence:** period in life (roughly ages 12 to 20) when a person undergoes a great deal of physiological and psychological change.
- **Heisman Trophy:** award presented annually to college football's outstanding player.

Background

Adolescence is a difficult time, yet most kids feel as if they are in it alone. In this article, a psychologist, a star athlete, a counselor, and everyday kids offer insights and advice on what is happening and how to get through it.

Critical Thinking

DEFINING A PROBLEM: What makes adolescence difficult to go through? (Teens' bodies and relationships with family and friends are changing; teens are unsure where they fit in; other answers acceptable.)

FORMING SUPPORTED OPINIONS: Do you agree that the boy who teased Cagney puts other people down to "feel better about himself"? Give reasons to support your answer. (Answers will vary.)

Activity

TALK IT OVER: Commenting on the notion that poets must suffer to gain inspiration for their writing, poet John Ciardi (*chee-AR-dee*) said, "You don't have to suffer to be a poet. Adolescence is enough suffering for anyone." Have students discuss that statement. What did Ciardi mean? Do students agree? Why or why not?

STANDARD

SOCIAL STUDIES, GRADES 5-8

- **Culture:** Examining and understanding one's own culture (behaviors, language, beliefs) is as valuable as doing so for others'.

RESOURCES

PRINT

- Carlson, Richard, *Don't Sweat the Small Stuff for Teens: Simple Ways to Keep Your Cool in Stressful Times* (Hyperion, 2000). Grades 6-12.
- Kirberger, Kimberly, *No Body's Perfect* (Scholastic, 2003). Grades 6-12.

WEB SITES

- **Bullying Online**
bullying.co.uk/pupils.php
- **Empowered Kidz**
empoweredkidz.com

AMERICAN HISTORY PLAY

Did Pocahontas Save Jamestown?, pp. 16-19

Objectives

Students should be able to:

- recognize the role that a young girl played in the Jamestown settlement's survival.
- understand that this small loss of Native American land to European settlers was an omen of massive losses to come.

Word To Know

- **Algonquian:** a family of Native American languages once spoken from Labrador to the Carolinas, the Atlantic coast to the Great Plains.

Background

Powhatan was one of the most powerful of Native American leaders. His territory—some historians call it a kingdom—covered much of tidewater Virginia and included as many as 38,000 people from some 30 Algonquian-speaking tribes. When he died in 1618, lead-

ership passed to Opechancanough. Opechancanough led two bloody uprisings against the English, in 1622 and 1644, but they were doomed to failure.

Critical Thinking

DRAWING INFERENCES: Why did Smith tell Powhatan that the ships landed because they had sprung leaks? What might have happened if he had told the truth? (He didn't want the Indians to know that the English planned to stay and claim more land; answers will vary.)

Activity

VIEWPOINTS: Have students role-play the Scene 2 incident, first using Smith's interpretation (death sentence), then from the Indians' possible point of view (ritual adoption). In each case, what might have happened if Pocahontas hadn't intervened? Why?

STANDARD

SOCIAL STUDIES, GRADES 5-8

- **People, places, and environments:** Conflict with the Indians and lack of food caused problems for the settlers.

RESOURCES

PRINT

- Holler, Anne, *Pocahontas: Powhatan Peacemaker* (Chelsea House, 1993). Grades 6-12.
- Price, David A., *Love and Hate in Jamestown* (Knopf, 2005). Advanced readers.

WEB SITES

- **400th Anniversary: Jamestown**
jamestown2007.org
- **Primary Sources**
memory.loc.gov/ammem/ndlp/edu/features/timeline/colonial/jamestown/jamestown.html

ANSWERS

Iran Map, p. 13

- Persia
- Islamic republic
- petroleum
- Tabas
- about 460 miles
- Shia Islam
- Iraq and Turkey
- salt desert
- Persian
- oil

GeoSkills, p. 21

- the equator (0° latitude)
- the prime meridian (0° longitude)
- Miami, Florida
- 85°W
- 30°N, 90°W
- northeast
- 23–38 mph
- the Tropic of Cancer
- North Carolina
- Boston, Massachusetts

What Do You Know?, p. 22 News IQ

- B; 2. A; 3. C; 4. B; 5. D

Political Cartoon

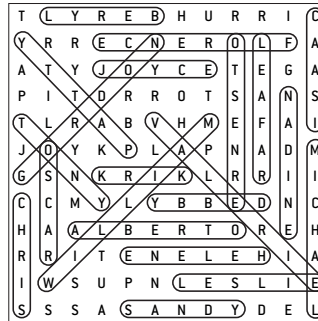
- The cartoon pictures Native Americans on the left and the

Pilgrims of Plymouth Colony on the right. You can tell by the way they are dressed—the haircuts and buckskin clothes we associate with Indians, and the high hats and collars of the Pilgrims. The Indians also mention the *Mayflower*, the Pilgrims' ship.

- Thanksgiving; the Indians are bringing a turkey.
- The Indians' words have an unexpected meaning. There are the same reasons people today give to keep immigrants out of the U.S. In this cartoon, the immigrants are the Pilgrims, ancestors of many people now trying to limit immigration.
- Answers will vary; may include that the cartoonist is calling for tolerance of immigrants; that if these criteria for living in America had been applied from the beginning, most of us would not be here.
- Answers will vary but should include the point that, like the

English of Jamestown, the immigrant Pilgrims ended up pushing out the native peoples.

Word Find



Think It Through

- Possible answers: The English were interested in conquest from the beginning. They would never have been satisfied until they completely controlled what they called Virginia. Powhatan also looked for opportunities to get rid of the English. **OR:** Many English people simply sought a better life, or the chance that they might grow rich in the New World. They could have adapted some of the Indians' ways of living and shared the land.
- Possible answers: Smith took Powhatan and Pocahontas seriously and knew that they had a lot to teach the settlers. But he did not hesitate to lie to Powhatan or take advantage of Pocahontas's friendship.

Quick Quiz, p. T-5

- A
- C
- A
- B
- C
- Shah
- Farsi (Persian)
- nuclear power
- hijab
- oil
- F
- O
- O
- F
- F
- B
- E
- A
- C
- D

Skills Reproducible, p. T-6

- a peninsula
- England
- They were "gentlemen" who con-

sidered themselves above building shelter and growing food.

- famine (no food; starvation)
- It was swamp water, either very salty or slimy and dirty.
- six weeks (according to Percy)
- Answers will vary; reasons should be well thought out. (Some probable opinions: "If there were any conscience in men" they would sympathize; no other Englishmen were ever left in such a harsh foreign land.)
- Answers will vary. (Some probable facts: men died of diseases and famine; the water was bad.)
- That anyone who heard the men's misery would feel great compassion/sympathy for them.
- Because the men of Jamestown were so weak, they were in danger of being overrun by the Indians, whom Percy called the "Savages." Percy believed Jamestown was spared because God put "terror in the Savages' hearts."

Some Fun, pp. T-7 Crossword



Sudoku

5	8	3	2	1	9	6	4	7
4	7	2	3	5	6	9	8	1
1	9	6	7	8	4	3	2	5
8	3	4	6	7	2	1	5	9
6	1	5	8	9	3	4	7	2
7	2	9	1	4	5	8	3	6
2	6	8	9	3	7	5	1	4
3	5	7	4	6	1	2	9	8
9	4	1	5	2	8	7	6	3

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NEWS SPECIAL: HURRICANE KATRINA: ONE YEAR LATER, PAGES 7-9

■ Write the letter of the correct answer on the line before each question.

- ___ 1. In which place(s) did Hurricane Katrina destroy roads and buildings?
A. Louisiana, Mississippi, and Alabama
B. New Orleans alone
C. Oklahoma and Texas
- ___ 2. Which best describes New Orleans's current population?
A. Almost all New Orleanians have returned.
B. Half of the remaining people voted to rebuild the city on higher ground.
C. More than half the people have not returned to the city.
- ___ 3. Many poor homeowners lacked what?
A. flood insurance
B. floodwalls
C. levees
- ___ 4. Most of New Orleans lies where?
A. atop levees
B. below sea level
C. in the Lower Ninth Ward
- ___ 5. A rapid rise in sea level caused by high winds blowing ocean water ashore is called what?
A. blastwater
B. sea surge
C. storm surge

WORLD: JS GOES INSIDE IRAN, PAGES 10-13

■ Use a word from this list to correctly complete each sentence.

Bidhand, Buddhism, carpets, cotton, Farsi, *golab giri*, Greece, *hijab*, mosque, Muslim, nuclear power, nuclear weapons, oil, Persia, sari, Shah, Shia Islam, Sunni Islam, Tehran

- 6. The leader overthrown by the 1979 revolution was the _____.

- 7. Iran's major language is called _____.
- 8. Iran's current government says it wants to develop _____.
- 9. In public, Iranian women and girls must wear the _____.
- 10. Iran's economy is heavily dependent on exports of _____.

USA: BELIEVE IN YOURSELF, PAGES 14-15

■ Decide whether each quote from the article is a statement of fact or of opinion. Write your answer (*F* or *O*) on the blank line provided.

- ___ 11. "[Teens'] bodies are changing."
- ___ 12. "I think he may have some problems."
- ___ 13. "You're the most annoying person."
- ___ 14. "He asked me if I was pregnant."
- ___ 15. "I try hard in school, but I hide it because my classmates make me feel bad."

AMERICAN HISTORY PLAY:

DID POCAHONTAS SAVE JAMESTOWN?, PAGES 16-19

■ Match each person or group in the left column with the correct description in the right column.

- | | |
|-----------------------|--|
| ___ 16. Naturals | A. a Jamestown settler who married Pocahontas |
| ___ 17. Powhatan | B. what English settlers called the American Indians |
| ___ 18. John Rolfe | C. an English settler and a leader of Jamestown |
| ___ 19. John Smith | D. a kinsman to Pocahontas's father |
| ___ 20. Uttamatomakin | E. the most powerful chief in the area |



PRIMARY SOURCES

HARD TIMES IN JAMESTOWN

In April 1607, three English ships commanded by Captain Christopher Newport arrived at Chesapeake Bay. After sailing 60 miles up what they dubbed the James River, the settlers founded “James Towne” on a peninsula. In June 1607, Newport returned to England for supplies and more colonists.

The settlers left behind were ill-equipped for survival. Many of them were “gentlemen” who considered themselves above building shelter and growing food. Then, as the summer progressed, the area around Jamestown turned into a swamp. Mosquitoes spread disease, and worms invaded the dwindling food supply. The men of Jamestown struggled for survival.

Much of what we know about Jamestown comes from **primary sources**. Though often filled with prejudices, misunderstandings, opinions, and mistakes, primary sources are invaluable to historians.

George Percy, a Jamestown settler, wrote the passage at right in September 1607. Read it, then answer the questions.

➔ Words to Know

- **famine:** starvation; a severe shortage of food.
- **fluxes:** diarrhea. • **primary sources:** accounts (including letters, diaries, and books) written by eyewitnesses.

Our men were destroyed with cruel diseases—as swellings, **fluxes**, burning fevers—and by wars, and some **departed** [died] suddenly; but, for the most part, they died of mere **famine**. There were never Englishmen left in a foreign country in such misery as we were in this new-discovered Virginia. . . . Our food was but a small can of barley, [soaked] in water, to five men a day. Our drink, cold water taken out of the river, which was at a [high tide] very salt[y], at a low tide full of slime and filth. [This] was the destruction of many of our men. . . . If it had not pleased God to have put a terror in the Savages’ hearts, we [would have] all perished. . . . being in that weak state as we were, our men night and day groaning in every corner of the fort, most pitiful to hear. If there were any conscience in men, it would make their hearts to bleed to hear the pitiful murmurings and outcries of our sick men, without relief, every night and day, for the space of six weeks; some departing out of the world, many times three or four in a night.

Source: Library of Congress

QUESTIONS

- On what landform was Jamestown established?

- Where were the settlers from? _____
- Why were some of the settlers ill-equipped for survival?

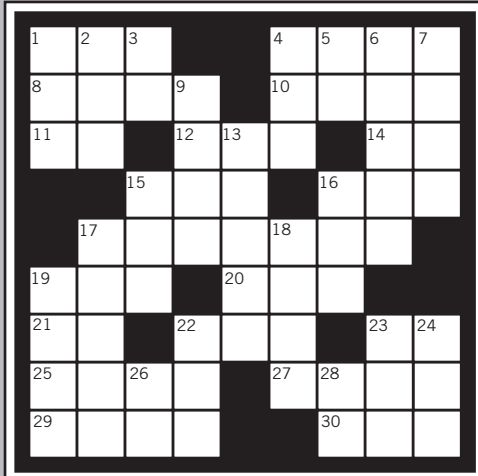
- According to Percy, what killed the most settlers?

- What was wrong with the water? _____
- How long did the worst of that period of misery last?

- Choose a phrase or sentence that you consider to be Percy’s opinion. Why do you think so? _____
- Choose a phrase or sentence that you consider to be fact. Why do you think so? _____
- What does Percy mean when he says “it would make their hearts bleed”? _____
- Percy says that the Jamestown settlers were spared one cruel fate during this hard time. What was it? Why does Percy believe they were spared? _____

Crossword

Pocahontas and Jamestown



ACROSS

- *1 "We ___ only in self-defense," said Powhatan.
- *4 Jamestown's settlers could not ___ the food they needed.
- *8 Pocahontas wished to keep peace in her father's ___.
- 10 "___ upon a time . . ."
- 11 16 oz = 1 ___ [abbr.]
- *12 The ___ [abbr.] Alexander Whittaker converted Pocahontas to Christianity.
- 14 Short for *each*
- *15 Tatacoope was a ___ of Powhatan.
- 16 An acorn becomes this tree.
- *17 Did Pocahontas save ___ John Smith's life?
- 19 *Your*, in a Shakespeare play
- 20 An extension to a building
- 21 $X \div V = \underline{\quad}$ (Roman numeral)
- 22 André Young is the real name of rap star Dr. ___.
- 23 *Am* and *were* are forms of the verb *to* ___.
- 25 Brief note or reminder
- *27 The Indians called the Europeans ___-wearers.
- 29 Go-betweeners for ABCD and IJKL
- 30 Home of MLB's Mets [abbr.]

DOWN

- *1 "My father plans to kill you ___," Pocahontas warned Smith.
- 2 Another word for *taxi*
- 3 Nashville is its capital [state postal abbr.].
- *4 In 1610, Lord De La Warr arrived as Virginia's new ___ [abbr.].
- 5 Initials of the 37th U.S. President, who resigned in disgrace
- *6 English settlers crossed the Atlantic ___ in 1607.
- 7 Lacking in strength
- 9 Let fall from your hand
- 13 Go into
- 15 "O ___ can you see . . ."
- 16 Major export of Iran and Iraq
- *17 When English settlers arrived, Powhatan was the most powerful ___ in the area.
- 18 First name of actor Baldwin
- *19 The settlers called the winter of 1609-1610 "the Starving ___."
- 22 Homer Simpson's favorite exclamation
- *23 Jamestown was built upriver from Chesapeake ___.
- 24 Abbr. for Latin phrase *et cetera*, meaning "and so on"
- 26 Magnesium or milligram [abbr.]
- 28 "Mom! They're picking ___ me!"

The starred clues refer to the play on pp. 16-19.

Crossword by Kathy Wilmore

Flashback

The Coming of Elvis

"What was that?" millions of American parents asked in horror. It was Sunday night, September 9, 1956. Much of the country had just witnessed a human comet named Elvis Presley for the first time, on *The Ed Sullivan Show*. Now the History Channel calls that event one of the "10 days that unexpectedly changed America."

Both Elvis and the brand-new music called rock 'n' roll had been on TV before. But America's most popular musical variety program—that was the big time. Elvis, who had been driving a truck two years earlier, was now on the fast track to Elvishood. *The New York Times* said that his four songs were "assaults on the American ear." Still, teens liked what they heard.

Sudoku

What has 81 squares and is dangerously addictive? It is sudoku, the puzzle that first became a hit in Japan and now is fascinating Americans.

How do you play? Each row, column, and section in the grid has 9 small squares. In each blank square, write a number from 1 to 9. Each digit can be used only once per row, column, and square. (*Sudoku* means "single number.")

It is harder than it looks. Give it a try!

	8		2		9	6		
						9		1
1	9	6		8				
		4	6		2		5	
				9				
	2		1		5	8		
				3		5	1	4
3		7						
		1	5		8		6	

THIS GRID IS FROM *SUDOKU: 100 FUN NUMBER PUZZLES*, COMPILED BY KJARTAN POSKITT AND MICHAEL MEPHAM (SCHOLASTIC, 2005).