

Junior Scholastic®



TEACHER'S EDITION

A supplement to *Junior Scholastic*

ISSUE DATES	Sept 6	Sept 20	Oct 11	Oct 25 & Nov 8	Nov 22	Dec 13	Jan 10 & 24	Feb 7	Feb 28	Mar 14	Apr 4	Apr 18	May 9
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Welcome to JS

Dear Teacher,

JS helps you bring the world to your classroom. Look to us for high-interest news stories, thought-provoking debates, reports about kids in countries near and far, and engaging history plays and articles. Below are some of the other great features you'll find in JS this year. —Suzanne McCabe, Editor, JS



THE FIVE THEMES OF GEOGRAPHY

Your students will learn about location, place, human-environment interaction, movement, and regions. See pp. 22-23 for the first theme: location.

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21ST-CENTURY GOVERNMENTS IN ACTION

What role does government play in people's lives around the world? In this issue, your students will learn more about the government in Mexico (see p. 13). Look for our continuing series throughout the school year.



102 WORDS TO KNOW

In each issue, your students will find the meaning and context for key social studies terms. After reading, they can try our "Words to Know" quiz (see p. 24).

IN OUR NEXT ISSUE: SEPTEMBER 20, 2010

The Supreme Court and the Constitution • African Independence, 50 Years Later • Cleopatra: Dead or Alive! • The 19th Amendment

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This Issue Online

www.scholastic.com/js



COVER STORY: OBAMA'S CHALLENGES

Our PowerPoint slide show highlights some of the challenges facing President Obama and the nation this year. For this, map skills, test-prep reproducibles, Web links for topics covered in the current issue, and more, go to www.scholastic.com/js.

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COVER STORY: Obama's In-Box (pp. 6-8)

► **NCSS STANDARD**
Power, authority, & governance

The President of the U.S. is often called the most powerful person in the world. But the job is also immeasurably hard. In our cover story, we look at some of the major issues President Obama and the nation currently face.

■ Objectives

- Consider the key challenges facing the President—and affecting all Americans—in 2010.
- Understand the complexity of the President's job.

■ The Basics

The President has a range of responsibilities. It helps to think of him as wearing seven hats, each representing a key aspect of his job:

- 1. Chief executive:** The President oversees federal agencies, appoints top government officials and federal judges, including Supreme Court Justices, and enforces U.S. laws and policies.
- 2. Commander in Chief:** The Constitution puts the President in charge of military forces but gives Congress the power to declare war.
- 3. Head of state:** The President represents the U.S., greeting foreign dignitaries, presenting honors to Americans of achievement, and performing other ceremonial tasks.
- 4. Foreign policy director:** The President sets the tone of U.S. relations with other countries. Under the Constitution, only Presidents can negotiate treaties, but the Senate must approve them.
- 5. Political party head:** The President leads his political party by supporting its candidates and appearing at fund-raisers, among other duties.
- 6. Economic guardian:** The President plans the federal budget and is expected to safeguard the U.S. economy.
- 7. Legislative leader:** The President can propose laws, but only Congress can write and pass them. The President may then sign bills into law or veto (reject) them.

■ Content-Area Questions

GEOGRAPHY

1. Arizona, which has a controversial new law aimed at illegal immigrants, borders which country? (*Mexico*)

2. All of the problem countries mentioned in the "Abroad" section of the article are on which continent? (*Asia*)

LANGUAGE ARTS

1. What is an *in-box*? How does the term as used here serve as a metaphor (or symbol) rather than as the name of an actual object? (*Answers will vary.*)
2. The failed Times Square bomber is referred to as a *homegrown terrorist*. Do you think Americans are more troubled when a terrorist is from the U.S.? Why or why not? (*Answers will vary.*)

MATH

(See "By the Numbers," p. 7.)

1. How would you write 10.8 million in all digits? (*10,800,000*)
2. The U.S. population in May 2010 was roughly 309 million. How many of those people were counted as unemployed that month? (*29,973,000: 9.7% of 309,000,000*)

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JS Spotlight: Big Dreams in Mexico (pp. 10-15)

► NCSS STANDARD
People, places, & environments

Students may have misconceptions or negative perceptions about Mexico, based on a large number of stories in the news recently. JS sets out to learn how an everyday Mexican teen sees her life—and the United States.

■ Objectives

- Identify with an average Mexican youth.
- Gain perspective on how Americans see Mexicans and how they see us.

■ Backstory

In Mexico, religion, language, and racial identity have been shaped by the country's many indigenous

groups and by the culture of Spain, which ruled Mexico from 1521 until 1821.

Historians date the first known human presence in Mexico to around 9000 B.C. A number of advanced civilizations—including the Olmec, Toltec, Maya, and Aztec—flourished there in the centuries before Europeans arrived.

■ Rapid Review

- How did Sandra Gómez Pablo's family arrive in her hometown? (*Her grandparents migrated there from the countryside in search of greater opportunities.*)
- Which of the Mexican government's three branches

wields the most power? (*the Executive/President*)

- The conquering Spanish built their capital on the ruins of what earlier significant city? (*Tenochtitlán, capital of the Aztec empire*)

WEB LINKS

- Mexico—Past and Present: www.history.com/topics/mexico
- Geography of Mexico: geography.howstuffworks.com/mexico/geography-of-mexico.htm
- Mexico: History and Culture: geographia.com/mexico/mexicohistory.htm



American History: "We Are Americans Too!" (pp. 16-19)

► NCSS STANDARD
Civic ideals & practices

Americans expect the U.S. to hold high standards of fairness and justice. But these standards have not always been met. It is important to understand how and why.

■ Objectives

- Establish that Japanese-Americans were wrongfully imprisoned during World War II.
- Understand how injustice can arise from legitimate concerns about safety and national security.

■ Backstory

The legal exoneration of Japanese-Americans came in stages. On December 18, 1944, the U.S. Supreme Court ruled in *Korematsu*

v. United States that their internment was constitutional. However, in another ruling the same day (*Ex parte Endo*), the Court said that specific "citizens who are concededly loyal" should be freed. Finally, the Civil Liberties Act of 1988, signed by President Ronald Reagan, recognized that "a grave injustice was done" by the internment.

■ Rapid Review

- By what legal means did President Roosevelt establish the internment? (*an executive order*)
- Why was Ko Wakatsuki treated harshly by other internees? (*Some believed that he was a spy for camp officials.*)

■ Pride or Resentment?

During the war, many young Japanese-American men from the camps volunteered for or were drafted into the U.S. military. If you had been drafted under these circumstances, would you be proud to fight—or refuse to go? Explain.

WEB LINKS

- Ansel Adams's photos of the internment camp at Manzanar: memory.loc.gov/ammem/collections/anseladams/aamsp.html
- Firsthand Accounts of the Internment Experience [video clips]: egusd.net/tor/archive.html

ANSWERS

MapSearch, pp. 14-15

1. Mexico City
2. Plateau of Mexico
3. the Yucatán Peninsula
4. California, Arizona, New Mexico, and Texas
5. the Rio Grande
6. Tijuana and Mexicali
7. Belize and Guatemala
8. Cabo San Lucas
9. 1521
10. Arizona

GeoSkills, pp. 22-23

1. equator
2. prime meridian
3. New Orleans (U.S.)
4. Valletta, Malta
5. Africa
6. Berlin, Germany
7. Santiago, Chile, and Florianópolis, Brazil
8. Seattle
9. minutes and seconds
10. 90°N

The Back Page, p. 24

Cartoon Corner

Cartoon 1: 1. concerns about illegal immigrants entering the U.S. by crossing the border with Mexico
2. Efforts by the U.S. (represented by Uncle Sam) to secure the border with Mexico are not as easy as pulling a zipper shut. Students' opinions and explanations will vary.

Cartoon 2: 1. Americans' high consumption of oil and oil products
2. Americans' everyday wasteful behavior contributes to the country's high consumption of oil. Students' opinions and explanations will vary.

Cartoon 3: 1. the troubled U.S. economy, including high unemployment

2. Despite reports that the economy is improving, many Americans are still out of work. Students' opinions and explanations will vary.

Words to Know

1. B; 2. A; 3. B; 4. B; 5. C; 6. A

Quiz Wizard, p. T-5

1. true
2. false (by transportation)
3. opinion
4. false
5. opinion
6. jobs
7. deepwater drilling
8. climate change
9. homegrown terrorist
10. nuclear weapons
11. B
12. B
13. B
14. C
15. D
16. 5
17. 2
18. 4
19. 1
20. 3

Puzzles Reproducible, p. T-6

Crossword



Acrostic

1. Everest
2. Aconcagua
3. McKinley
4. Kilimanjaro
5. Elbrus
6. Vinson Massif
7. Carstenz Pyramid
8. Kosciuszko

Our message: Have a great school year!

Skills Reproducible, p. T-7

1. infamy (*disgrace; a wicked, shameful act or reputation*); regret (*feel sorrow; mourn*); onslaught (*a fierce attack*); grave (*solemn; serious*); dastardly (*mean and cowardly; villainous*); other answers acceptable
2. He cites the attack on Pearl Harbor, but also other attacks made the same day or the next: American ships torpedoed, and attacks on Malaya, Hong Kong, Guam, Philippine Islands, Wake Island, and Midway Island.
3. the nature of the attack (Roosevelt implies that it was heinous, or shockingly evil.)
4. The President is Commander-in-Chief of the armed forces (*"As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense"; see Article II, Section 2 of the Constitution*), but only Congress has the power to declare war (*"I ask that Congress declare that . . . a state of war has existed between the United States and the Japanese Empire"; see Article I, Section 8*)
5. Answers will vary, but should be supported with reasoned arguments or examples.

**REPRODUCIBLES
ONLINE!**

Go to www.scholastic.com/juniorscholastic for bonus skills reproducibles—plus the reproducibles from this Teacher's Edition. Answers for all our reproducibles and a downloadable version of the Quiz Wizard page are posted at www.scholastic.com/js/bank.

POSTAL INFORMATION: JUNIOR SCHOLASTIC® (ISSN 0022-6688; in Canada, 2-c no. 9229) is published biweekly: Sept, Oct, Nov, Jan, Feb, and Apr, and monthly: Dec, Mar, and May, 15 issues total, by Scholastic Inc., 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. Periodical postage paid at Jefferson City, MO 65102-3710 and at additional mailing offices. POSTMASTERS: Send notice of address changes to JUNIOR SCHOLASTIC, 2931 East McCarty St., Jefferson City, MO 65102-3710. PUBLISHING INFORMATION: U.S. prices: \$8.25 each per year, \$5.40 per semester for 10 or more subscriptions to the same address. 1-9 subscriptions, each: \$19.95 student, \$24.95 Teacher's Edition, per school year. Single copy: \$5.45 student, \$9.35 Teacher's. A 10% shipping and handling charge will be added to the total subscription order. Communications relating to subscriptions should be addressed to *Junior Scholastic*, Scholastic Inc., 2931 East McCarty St., Jefferson City, MO 65102-3710. Communications relating to editorial matters should be addressed to Editor, *Junior Scholastic*, 557 Broadway, New York, NY 10012. Canadian address: Scholastic Canada Ltd., 175 Hillmount Rd., Markham, Ontario L6C 1Z7. Toll-free Canadian number: 1-888-752-4690. Indexed in Children's Magazine Guide. Printed in U.S.A. Member, Audit Bureau of Circulations. Copyright © 2010 by Scholastic Inc. Scholastic, Junior Scholastic, and associated logos are trademarks and/or registered trademarks of Scholastic Inc. All Rights Reserved. **Materials in this issue may not be reproduced in whole or in part in any form or format without special permission from the publisher.** PRINTED IN THE U.S.A.

QUIZ WIZARD

How much did you learn from this issue of JS?
Getting 18-20 correct makes you a Quiz Wizard;
14-17 correct makes you a Wizard's Apprentice.

IN THE NEWS: BEYOND THE CLEANUP, P. 2

■ Decide whether each sentence is true, false, or an opinion. Write your answer on the blank line provided.

- _____ 1. The BP oil spill will cost more than just money.
- _____ 2. Most oil in the U.S. is consumed by power plants.
- _____ 3. BP isn't doing enough to compensate fishermen and other Gulf residents.
- _____ 4. Petroleum is *not* used to make plastic bottles and cell phones.
- _____ 5. Americans have to stop using petroleum-based products.

COVER STORY: OBAMA'S IN-BOX, PP. 6-8

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

Afghanistan war, bringing troops home, climate change, deepwater drilling, green technology, homegrown terrorist, illegal immigration, insurgency, jobs, legislation, Middle East, nuclear weapons, rebuilding Iraq, recession, sanctions

6. One of the major consequences of the recent recession was a widespread loss of _____.
7. After a disastrous oil spill in the Gulf of Mexico, President Obama asked for a temporary halt to _____.
8. Obama said that, unchecked, the effects of _____ may be "irreversible."
9. The failed Times Square bomber was an example of a _____.
10. U.S. officials fear that Iran may be developing _____.

JS SPOTLIGHT: BIG DREAMS IN MEXICO, PP. 10-13

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

- ___ 11. How was Sandra Gómez Pablo's house built?
A. by slaves C. over centuries
B. one room at a time D. with government aid
- ___ 12. Which of these has Sandra's family become in two generations?
A. dissatisfied with its progress C. poor
B. middle class D. wealthy
- ___ 13. Mexican traditions were most heavily influenced by which of the following?
A. modern culture C. Rome
B. Roman Catholicism D. U.S. movies
- ___ 14. Which statement describes most people in Mexico City?
A. They are eager to migrate to the U.S. C. They have services that they couldn't easily afford in the U.S.
B. They are unable to get health care. D. They suffer from drug-related violence.
- ___ 15. Who or what dominated Mexico's politics for 71 years?
A. the Congress C. President Calderón
B. the military D. the PRI

AMERICAN HISTORY PLAY: "WE ARE AMERICANS TOO!" PP. 16-19

■ Put the events below in chronological order by writing the appropriate number (1-5) in front of each event.

- ___ 16. Atomic bombs are dropped on Japan.
- ___ 17. Ko is taken away by FBI agents.
- ___ 18. Manzanar becomes "home."
- ___ 19. Pearl Harbor is attacked.
- ___ 20. President Franklin D. Roosevelt orders the internment of Japanese-Americans.

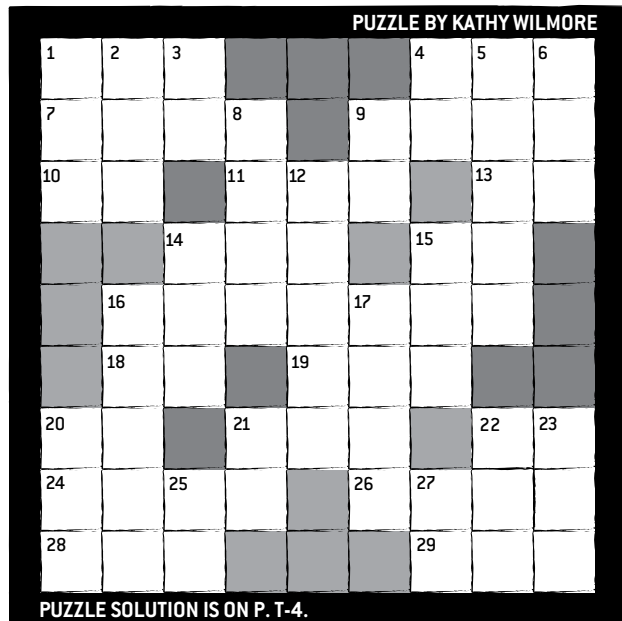
Available as a PDF at scholastic.com/juniorscholastic

CROSSWORD PUZZLE

Take our crossword challenge before reading this issue. Then come back and fill in any blanks. The starred clues refer to the article on pp. 6-9.

ACROSS

- 1 Biol. or chem.: _ [abbr.]
- 4 Somewhat earlier: a while _
- *7 An oil rig exploded in the _ of Mexico.
- 9 Unit of area, as of farmland
- 10 Six-pointer in football [abbr.]
- 11 City in Wisconsin: _kosh
- 13 Big, bigg_, biggest
- 14 Small space, as between teeth
- 15 Exercise class at school [abbr.]
- *16 Insurgent group in Afghanistan
- 18 Present tense of *was*
- 19 Top, as of a bottle or can
- 20 Two thousand, in Roman numerals
- 21 Every single one
- 22 Prefix meaning two, as in *_cycle*
- 24 Luxury car company: Mercedes _
- *26 Americans are spending _.
- 28 Pose a question
- *29 The _ in Afghanistan is the longest the U.S. has ever fought.



PUZZLE SOLUTION IS ON P. T-4.

DOWN

- 1 Rank just above corporal [abbr.]
- 2 What cows chew
- *3 Kim Jong _ is developing nuclear weapons.
- 4 Cooling device [abbr.]
- *5 President Obama wants the U.S. to develop _ technologies.
- 6 “_ the land of the free”
- 8 Baby horse
- 9 Doc to patient: “Say _!”
- *12 A massive oil _ has destroyed jobs and wildlife along the 7 *Across* coast.
- *14 A goal of the President: reducing greenhouse _ emissions.
- 15 Cushion
- *16 A homegrown terrorist tried to set off a car bomb in _ Square.
- *17 Congress has failed to pass an immigration reform _.
- 20 Grad. degree in business [abbr.]
- *21 This state passed a controversial immigration law [postal abbr.].
- 22 Brother group of the Girl Scouts of America [abbr.]
- *23 A Middle East country that the U.S. supports [abbr.]
- *25 One of two hostile countries with nuclear programs [abbr.]
- 27 Magazine that covers film, TV, and popular culture, for short

JS has a special message for you! To find it, you'll have to complete this puzzle, which relates to the article about teen mountain climber Jordan Romero (see p. 4).

First, look up and fill in the name of the tallest mountain on each continent, plus the tallest in the region of Oceania. (Jordan has climbed all but Antarctica's.) Then write each letter in parentheses on the line with the same number.

- 1. Asia: () _ _ () _ _ () _ (29,035 ft)
- 2. South America: () _ _ _ _ _ () _ _ (22,835 ft)
- 3. North America: _ _ _ _ _ () _ (20,320 ft)
- 4. Africa: _ _ () _ _ () _ _ _ () _ (19,340 ft)
- 5. Europe: () _ _ _ _ () _ (18,510 ft)
- 6. Antarctica: () _ _ _ _ () _ _ _ () _ _ _ (16,067 ft)
- 7. Oceania: _ () _ _ _ _ _ () _ _ _ _ * (16,503 ft)
- 8. Australia: _ _ _ () _ _ _ _ () _ (7,310 ft)

Our message:

H 15 12 1 8
5 9 6 4 3
H 11 17 13 18 7
16 10 14 2 1



*Also known as Puncak Jaya SOURCE: World Book

DOCUMENT-BASED QUESTIONS

“A DATE WHICH WILL LIVE IN INFAMY”

Available
as a PDF at
www.scholastic.com/juniorscholastic

The day after Japan bombed an American naval base at Pearl Harbor, Hawaii, President Franklin D. Roosevelt called for the United States to enter World War II (*see play, pp. 16-19*). His speech before

Congress on December 8, 1941, has become one of the most famous in U.S. history.

Read the excerpts below, then answer the questions that follow.

Mr. Vice President, Mr. Speaker, members of the Senate and the House of Representatives:

Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. . . .

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese government also launched an attack against Malaya [Malaysia].

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. . . .

As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense, that always will our whole nation remember the character of the onslaught against us. . . . There is no blinking at the fact that our people, our territory, and our interests are in grave danger. . . .

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese Empire.

SOURCE: The History Place Great Speeches Collection (historyplace.com)

QUESTIONS

Write your answers on a separate sheet of paper.

1. What words does President Roosevelt use to stir emotions against Japan? What do they mean?
2. What reasons does the President give for asking Congress to declare war?
3. What does Roosevelt mean by “the character of the onslaught” against the U.S.?
4. What different constitutional responsibilities for the President and Congress are hinted at in this speech?
5. If you had been reluctant to go to war, would this speech have changed your mind? Why or why not?

Words to Know

Exploring Content-Area Vocabulary

Have you heard the word? *Junior Scholastic's* Words to Know feature is back by popular demand. Words to Know are key social studies terms that middle-school students should understand and use. Students will encounter several words in each issue, for a total of 102 by the end of the school year. Use the ideas below to make the most of this feature and boost your students' content-area vocabulary.

—Karen Kellaheer



OBJECTIVES

Students will:

- use related words, context clues, dictionary definitions, and cognates to unlock the meanings of content-area vocabulary words.

PREPARE

Preview this issue's Words to Know (see pp. 10 and 16).

TEACH

• Idea 1: Before You Read

Have students read the Words to Know and their definitions aloud, then check the context in which each word appears. Have students rate each word with four stars (I know it and can use it in conversation or writing), three stars (I know what it means), two stars (I have heard this word before), or one star (I don't know this word). Mention related words. For example, the word *immigrant* may help students guess the meaning of the less familiar term *migrate*.

• Idea 2: Draft a Dictionary

Have students designate the back of their notebook or binder for a Words to Know dictionary. Each entry should include the word,

part of speech, and meaning (all given in *JS*), as well as an original sentence that demonstrates understanding of the word, a synonym and (where appropriate) an antonym, and a list of related words. Drawing a picture to illustrate a word's meaning can help commit a word to memory.

• Idea 3: Play "V-O-C-A-B" Bingo

As the year progresses, use the Words to Know to play vocabulary bingo. Have students create their own cards by drawing a grid with five squares across and five squares down. Have them label the columns with the letters V-O-C-A-B across the top, then write "Free" in the middle square.

List Words to Know on the board and have students write the words on their grids in any order, one word per square. (Each card has room for 24 words. Words can be repeated if you haven't reviewed that many yet. However, a word should appear only once per column.) To play, announce a column (for example, V), and read aloud the definition of one of the words. Students look under the appropriate column for the word that matches

the definition. If they find it, they color in that box. The first student to color in five squares in a row (across, down, or diagonally) calls out "Bingo!"

• Idea 4: Explore Cognates

Students whose first language is Spanish may find it helpful to identify English/Spanish cognates: words with similar meanings and spellings in both languages. For example, in this issue, *migrate/migrar* are cognates, as are *prosperity/prosperidad*. To find cognates, use an English-Spanish dictionary or go to latinamericallinks.com/spanish_cognates.htm.

• Idea 5: Swat the Words

Bring in two clean flyswatters. On the board or whiteboard, write the Words to Know, leaving space around each word. Divide the class into two teams. Each team sends to the board a member who is given a flyswatter. Call out a synonym or definition. Whoever can "swat" the correct word first earns a point for his or her team. A new team member plays each round.