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LOOK INSIDE!
FREE classroom poster of the portraits of the Presidents!

TEACHER'S EDITION

ISSUE DATES	Sept. 1	Sept. 8	Sept. 22	Sept. 29	Oct. 13	Oct. 27	Nov. 3	Nov. 14	Dec. 1	Dec. 8	Jan. 5	Jan. 12	Jan. 26	Feb. 2	Feb. 16	Feb. 23	Mar. 9	Mar. 23	Mar. 30	Apr. 13	Apr. 20	May 4	May 11 & 18
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TEACHING THE COVER STORY

TEACHING TIP OF THE WEEK

Putting the Brakes on Bullies

Standard HEALTH—
Students should demonstrate an ability to analyze the possible causes of conflict among other youth. They should also demonstrate strategies to manage conflict effectively.

Summary
Scholastic News tells the story of Emily and Sarah Buder, two sisters who started a letter-writing campaign to support a young victim of bullying named Olivia Gardner. They received about 6,000 letters from around the world written by former bullies, victims, and people who had witnessed bullying. More than 150 of these letters are published in the book *Letters to a Bullied Girl: Messages of Healing and Hope*.

Pre-Reading Discussion
● Have you ever been bullied or known someone who has been bullied? Have you bullied someone? Do you regret it?

Background
● Bullying is a widespread problem in schools. Most targets

are singled out because they are perceived to be different in some way. Olivia, who has epilepsy, was bullied because she had a seizure one day in class.

- Being a bystander to bullying may be almost as bad as being a bully, experts say. Bystanders don't help a victim for fear of making things worse or of becoming targets themselves.
- The cycle of bullying can be interrupted when even one person has the courage to resist a bully and/or support a victim, like Emily and Sarah did.

Post-Reading Discussion
● What are some things you have done or plan to do to help combat bullying in your school?

Mini Lesson Plan
Have students write their own letters of support to Olivia, specifying their experiences with bullying. Letters to Olivia should be mailed to the following address: Olivia's Letters, c/o Janet Buder, 293 Corte Madera Avenue, Mill Valley, California 94941.

Resources
● Get ideas to help stop bullying at stopbullyingnow.hrsa.gov

Using This Issue

PREPARING FOR A NEW PRESIDENT On this week's news pages, we preview the upcoming inauguration of President-elect Barack Obama (page 2). In addition to exposing your students to on-level nonfiction reading, we also help your students:

- **BOOST MAP SKILLS:** Have students use the Street Map that accompanies page 2.
- **CONNECT TO HISTORY:** Have students utilize the timeline that accompanies the King Day story (page 6) and read about Obama's plans for the day.
- **SEE THE PRESIDENTS:** Don't miss the **FREE POSTER** in this week's bundle. It shows the Presidents' faces and the three branches of government. Enjoy!

—Dara Sharif, Editor
dsharif@scholastic.com

[/index.asp?area=main](#), from the U.S. Department of Health and Human Services.

- *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence* by Barbara Coloroso. (Collins Living, 2004)



We are committed to your satisfaction. You can contact us at 1-800-724-6527.

ANSWER KEY

The answer key is available in the print version of this Teacher's Edition.

Honoring Dr. King..... p. 6

Standard

SOCIAL STUDIES: Students should understand the role of important figures in history as a way to understand historical events and their impact on society.

Summary

Civil rights leader Dr. Martin Luther King Jr. would have turned 80 on January 15. That fact, coupled with the January 20 inauguration of Barack Obama, our first African-American President, makes 2009's Martin Luther King Day extra special.

Pre-Reading Discussion

● What do you know about Dr. Martin Luther King Jr.?

Background

● King believed in taking nonviolent action to fight for equality for all people, regardless of race.

● In 1986, President Ronald Reagan declared the third Monday in January a federal public holiday in honor of the birth of King. While schools and many workplaces are closed, the holiday is known as "A Day On, Not A Day Off." People celebrate the day by participating in service activities to honor King's legacy.

Post-Reading Discussion

● Name some ways in which you can help make the world a better place.

Mini Lesson Plan

Have students research King's most famous speeches. Have them choose a few of their favorite lines from one of the speeches, memorize them, and recite them to the class.

Resource

● To learn more about Dr. Martin Luther King Jr.'s life and work, visit the Web site of the King Center at www.thekingcenter.org.


This Week Online

www.scholastic.com/news

BRING THE PRESIDENCY TO LIFE!

Students can jump into the shoes of the President-elect by taking "The 7 Hat Challenge" online. Players step into the role of the presidency by embarking on a time-travel journey to train for the office. Along the way, players meet seven former U.S. Presidents, who describe important decisions they made during their terms in office. Correctly answering questions about a President earns players that President's hat.

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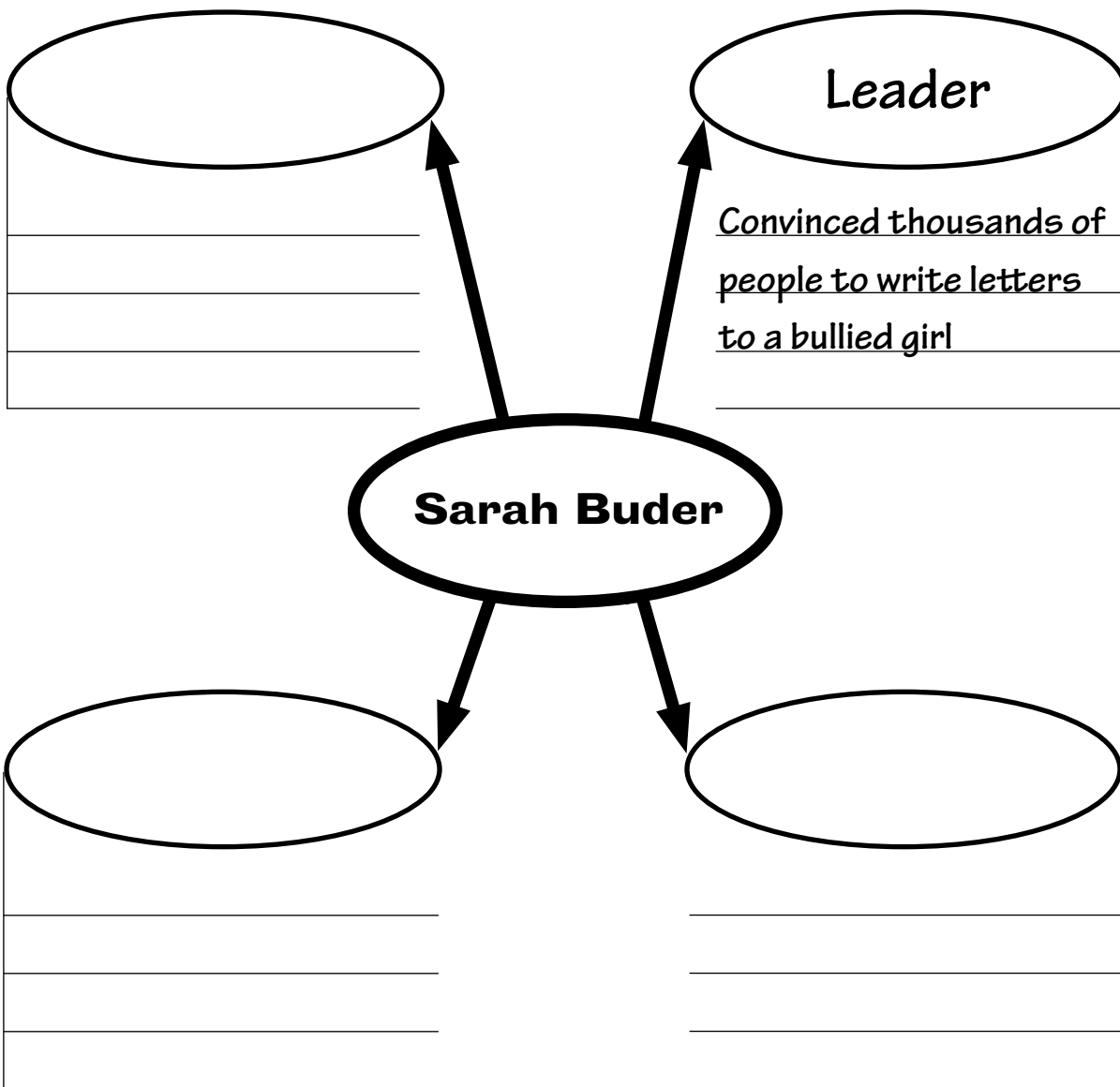
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Great Character

Now that you have read the *Scholastic News* story "Lesson in Compassion," you can get a clearer idea of who the people in the story are. Examine their characters, personalities, and behaviors by creating a character chart.

DIRECTIONS: Create a character chart of Sarah Buder, one of the main people discussed in the story. In the ovals, write a word or phrase that you think describes Sarah. Then list examples from the article that show how Sarah exhibited this trait. One example has been provided to get you started.



Write It Out! Write a short paragraph that uses the words in the ovals to describe Sarah Buder's character. Remember to include supporting details to make her character come alive!

Name: _____

You and Dr. King

Now that you have read the *Scholastic News* story about Dr. Martin Luther King Jr., think about what you have learned. Here are two questions to consider: "What do I have in common with Dr. Martin Luther King?" and "What can I learn from his life?" In this activity, you will compare yourself and your experiences with those of Dr. King. **DIRECTIONS:** Fill in the blanks in each column. Then, follow the writing prompt below.

Dr. King

You

1

Dr. Martin Luther King Jr. is often remembered as a powerful and persuasive speaker. Why? (Give examples from the story to explain your answer.)

Is there something that you are very good at? What is it?

Is there a cause to which you feel very committed? What is it?

2

Dr. King was committed to social justice. Some people resisted Dr. King's call for equal rights for all, sometimes even with violence. Based on what you have read in the story, how did Dr. King react to such behavior?

How has America responded to the contributions made by Dr. King?

Was there a time when you decided to help others? Explain.

How did helping others make you feel?

Write Now! Write a paragraph describing ways in which you are like Dr. Martin Luther King Jr., using examples from your life and from the story.