

Junior Scholastic®



TEACHER'S EDITION

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Internet Safety

Dear Teacher,

Chances are, many of your students don't think twice about digital communications. Online socializing has become a fun and creative way for teens to express themselves. But they may not realize that the photos, videos, and messages they post today could end up floating around cyberspace indefinitely. Our cover story looks at some of the dangers of Internet and cell phone usage and provides tips for kids to stay safe online and protect their privacy (*see p. 6*).

On page 9, you'll find a classroom play about one of the most raucous inaugurations in U.S. history. Andrew Jackson, who took the Oath of Office in 1829, was the first President to not come from wealth and privilege. A child of the frontier, Jackson believed that the presidency belonged to the people. After his swearing in, ordinary citizens jubilantly shared in the celebration at the Executive Mansion, as the White House was then called. Jackson was lucky to escape out the back door! Enjoy the issue.

Suzanne McCabe

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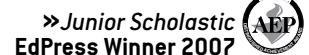
This Issue Online www.scholastic.com/juniorscholastic



Your Government, Your Voice!

Are your students eager to learn more about the inauguration and presidency of Barack Obama? Our bonus online program will help teach them about the U.S. government while fostering writing skills and civic awareness. For reproducibles, lesson plans, writing prompts, multimedia activities, and more, go to www.scholastic.com/juniorscholastic and click on "Your Government, Your Voice!"

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Talking to friends and potential friends online is an important part of every teen's life these days. But because it may seem safer and more anonymous than face-to-face contact, kids may not recognize the perils of the World Wide Web: Anything you put out there is out there for good, and there is no stopping its spread.

■ Common Cyber Dangers

Merely being online can leave you vulnerable in a number of ways. Here are a few of the dangers, with suggestions from CyberAngels about how to protect yourself against them.

- **Cyberstalking:** If a person harasses or threatens you repeatedly, that person is a stalker—even if the contact is made only online. The danger is that the contact can get physical. If you think that a cyberstalker knows where you live, contact local law enforcement or the FBI immediately. Log off and stay offline for at least 24 hours. Important: **DO NOT REPLY** to the stalker.
- **Phishing:** It's just like it sounds—the “phisher” uses deceptive devices to lure you into giving up information you wouldn't ordinarily divulge. The bait might come in the form of e-mails or pop-up boxes that look like they're from a bank or other reputable business. Beware if an unknown contact asks you for information like bank account numbers or passwords. Report any suspected phishing e-mails to the Federal Trade Commission at spam@uce.gov.
- **Identity theft:** Be very careful about giving out essential personal information online, such as your Social Security or credit card numbers. Cyber thieves can use this information to run up enormous debts or commit fraud in your name. The consequences of fraud could haunt you for years. When submitting any sensitive data via the Web, always check that the URL starts with “https” and look for a lock icon in the bottom right of your browser to make certain it's secure. Take care that you know who you're dealing with.

■ Other Suggestions

- Change your passwords frequently. When using a public computer, always be sure to log out of your account and quit the browser before leaving.

- If you receive a communication that says a product or service is *free*, chances are that it isn't.
- For more information on cyber safety, check out these Web sites: cyberangels.org, ftc.gov, onguardonline.gov, projectsafechildhood.gov, and wiredsafety.org.

■ Content-Area Questions

CULTURE/SOCIAL STUDIES

1. Why has communicating over the Internet become so popular? Why does it feel “safe” to teens? What are its limitations?
2. If you were to set up your own social-networking site for teens, what safety requirements would you establish? What would you do if a user broke the rules?
3. What kinds of things that you talk about with your friends would you find embarrassing if your parents or future employer found out about them?

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American History Play: Muddy Boots! (pp. 9-11)

► **NCSS STANDARD**
Civic ideals & practices

The upcoming inauguration of Barack Obama will mark a major shift in U.S. presidencies: Obama will be the first African-American to take office. The 1829 inauguration of Andrew Jackson also marked a major shift in U.S. presidencies.

■ Backstory

Andrew Jackson was the first President born a U.S. citizen. (The previous six, all born during colonial times, were British subjects until America declared its independence.) He was the first President of humble birth, and the first born west of the Appalachian Mountains. Perhaps most significant, Jackson was the first President elected by appealing to, and winning the support of, the “common man.” (All voters were men: Women did not have the right to vote until 1920.)

■ In His Own Words

Read the following quotes to students, or write them on the board. Then have students pick one to rephrase in their own words.

- “I know what I am fit for. I can command a body of men in a rough way; but I am not fit to be President.”
- “The people are the government, administering it by their agents; they are the government, the sovereign power.”
- “The President is the direct representative of the American people . . . [and is] elected by the people and responsible to them.”
- “If government would confine itself to equal protection, and . . . shower its favors alike on the high and the low, the rich and the poor, it would be an unqualified blessing.”

- “Our government is founded upon the intelligence of the people. . . . I have great confidence in the virtue of the great majority of the people, and I cannot fear the result.”

■ Write It

- Jackson’s concern for the “common man” did not extend to all Americans. Research and write a paragraph about his complex relationship with Native Americans.

WEB LINKS

- Andrew Jackson’s administration: ipl.org/div/potus/ajackson.html
- Andrew Jackson profile: whitehouse.gov/history/presidents/aj7.html
- Home of President Andrew Jackson: theheritage.com



GeoSkills: Tip-Off! (p. 15)

► **NCSS STANDARD**
People, places, & environments

Using this feature will help students practice using time zones by way of NBA team locations.

■ Backstory

Until the steam engine and the railroad, there was no need for time zones. Each area had its own local time, with noon when the sun was at its height. But fast-moving travelers encountered confusing train schedules when traveling east to west or vice versa. Sir Sandford Fleming, a Scottish-born Canadian railway engineer,

came up with a plan for time zones in the late 19th century. The first international plan for time zones was adopted in 1884.

■ Rapid Review

- The world is divided into 24 time zones (one for each hour in a day).
- The United States is divided into six time zones: Eastern, Central, Mountain, Pacific, Alaska, and Hawaii-Aleutian.
- When traveling from east to west, we turn clocks back one hour per time zone.

- When traveling from west to east, we turn clocks forward one hour per time zone.

■ Look It Up

What is Greenwich Mean Time?

WEB LINKS

- Interactive time-zone map: timezonecheck.com
- Time-zone calculator and interactive map: amadeus.net/home/worldtime/en/wt_en.htm

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. 6-8.

ACROSS

- 1 Small, pesky insect
- *4 World Wide _
- *7 Countless people may _ anything you post online.
- *9 Protect your password and user _
- 10 Time Zone for Maine and Virginia (abbr.)
- 11 Suffix for one who does or believes something, as in *novel* _ or *social* _
- 13 A train, _ automobile
- 14 George Washington is pictured on the _-dollar bill.
- 15 To be true to size
- *16 There are many ways to fall victim to online predators in the _ world.
- 18 Will Smith's TV acting debut: *The Fresh Prince of* _ *Air*
- 19 British pronunciation of the alphabet's last letter
- 20 Abbreviation for *pound*
- *21 Don't give your real name, address, or _ number to strangers online (abbr.).

- *22 Be careful how you _ yourself on the Internet (abbr.).
- 24 Sound from a pig
- 26 Unable to walk well
- 28 The Pontiac _ was a popular car.
- 29 Compass direction (abbr.)

DOWN

- 1 A broad street (postal abbr.)
- 2 Insect egg
- 3 Teacher's Edition (abbr.)
- 4 Its capital is Olympia (postal abbr.).
- *5 Your _ may not be as private as you think.
- 6 Crooked or twisted

- 8 One of two, on a bird or bat
- 9 Book of the Bible (abbr.)
- 12 Grab suddenly
- 14 Salad dressing: _ and vinegar
- 15 Briefly popular activity
- 16 Used at ATMs: _ cards
- *17 Phishers try to get you to _ private info.
- *18 Don't put anything in a _ entry that you wouldn't want the world to see.
- 21 A printer's abbr. for "to come"
- *22 Instant communications online (abbr.)
- 23 Morning moisture on grass
- 25 Negative answer
- 27 Good _ gold

PUZZLE BY KATHY WILMORE

1	2	3				4	5	6
7			8		9			
10			11	12			13	
		14				15		
	16				17			
18				19		24		
20			21				22	23
24		25			26	27		
28						29		

PUZZLE SOLUTION IS IN YOUR TEACHER'S EDITION.

SUDOKU

Do you sudoku? This addictive puzzle from Japan has become hugely popular in the U.S. If you've never tried it, here's how to play:

The puzzle grid is divided into 9 large squares, each of which is divided into 9 small squares. Each row and each column also has 9 squares. Your goal is to write a number from 1 to 9 in each square. Each digit may be used only once per row, column, and square.

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

THIS GRID IS FROM SUDOKU 100 FUN NUMBER PUZZLES COMPILED BY KJARRAN ROSSITT AND MICHAEL MERRHAM (SCHOLASTIC, 2005)

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Honing Research Skills

Get to Know Andrew Jackson

This lesson plan, created by teacher Andrew Ragan, is to be used with this issue's American History Play, "Muddy Boots" (pp. 9-11). Ragan has been a reader of *Junior Scholastic* (1971-1973), a *JS* intern (1980), an associate editor and staff writer (1981-1983), and a freelance contributor (1984-present). Since 2001, he has used *JS* to help teach the history of the Western Hemisphere and the United States to seventh- and eighth-graders at Allendale Columbia School in Rochester, New York.



Andrew Ragan

OBJECTIVES

This lesson will help students:

- practice Internet and library research skills
- hone public-speaking and presentation skills
- appreciate the depth of interesting information available about historical figures

It also will give students cool facts about Andrew Jackson to share with their families over dinner, one gold standard of a successful lesson!

Padding the Prologue: An Andrew Jackson ["A.J."] Scavenger Hunt

The "Muddy Boots" prologue is packed with great information about Andrew Jackson's pre-election life. Digging beyond these facts may provide even more surprises for students about Andrew Jackson.

Have students read the prologue aloud. Then assign the following questions to different students. Students will use research skills to find new "cool facts" about Andrew Jackson. Students should search the Internet, textbooks, encyclopedias, or nonfiction books. (The answers to the questions are provided on p. T-4.) If you can't fit student research time into your schedule, use the information to show some of the interesting facts about Andrew Jackson.)

Here are some hints for specific sources. Find many more with Google searches.

Andrew Jackson page from the State Library of North Carolina, statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm

- Hakim, Joy. *History of Us: The New Nation, 1789-1850, Book Four*. Oxford University Press, 2003
- Meacham, Jon, *American Lion: Andrew Jackson in the White House*. Random House, 2008
- The Hermitage Web site, thehermitage.com
- Wilentz, Sean. *Andrew Jackson*. Henry Holt & Co., 2005

When students complete their detective work, have them present their discoveries to the class. Fill in information as necessary using the answers provided.

Have students look for the answers to these questions:

- A.J. became famous as a general in the War of 1812. But that wasn't his first war experience. What was, and how old was he?
- A.J. held many jobs before becoming President. How many can you name?
- A.J. lived much of his adult life in pain from bullets in his shoulder. How did he get them? (Hint: One man died as a result of A.J.'s involvement in one of these events.)
- A.J. was the first U.S. president to travel on a form of public transportation that was very new in 1833. What was it?
- A.J. used government funds to buy something for the Executive Mansion (later known as the White House) that perhaps saved the building's floors and carpets from permanent damage. What was it?