

# Junior Scholastic®



## TEACHER'S EDITION

A supplement to *Junior Scholastic*

ISSUE DATES	Sept 1	Sept 15	Sept 29	Oct 13 & 20	Nov 3	Nov 14	Dec 8	Jan 5	Jan 19	Feb 2	Feb 16	Mar 2	Mar 16	Mar 30	Apr 13	Apr 27	May 11
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### “A Glorious Burden”

Dear Teacher,

Now that Barack Obama has been sworn in as the 44th President of the United States, what challenges will he face? Some, including a monumental economic crisis, wars in Iraq and Afghanistan, and a broken health-care system, are evident. Others are unforeseen.

The presidency has been called both “a glorious burden” and “the toughest job in the world.” In a Scholastic survey conducted last year, 55 percent of students said that they would not want to be President. A whopping 81 percent of girls would take a pass on the offer.

Our **Special Pullout Section** (*see pp. 11-18*) is designed to involve your students in the awesome powers and unique aspects of the U.S. presidency. In addition to learning more about the responsibilities of the President and his Cabinet, students will get a glimpse of what it’s like to be a kid in the White House. We hope they will be inspired to watch closely—and speak out—as Obama makes decisions that will shape their future.

*Suzanne McCabe*

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**Special: Economics 101: A Primer**  
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### REPRODUCIBLES ONLINE!

Go to [www.scholastic.com/juniorscholastic](http://www.scholastic.com/juniorscholastic) for a bonus skills reproducible—plus the reproducibles from this Teacher’s Edition. Answers are posted at [scholastic.com/juniorscholastic/bank](http://scholastic.com/juniorscholastic/bank).

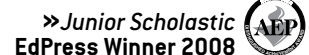
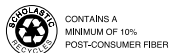
## This Issue Online [www.scholastic.com/juniorscholastic](http://www.scholastic.com/juniorscholastic)



### Keeping Up With Current Events

Students can stay abreast of news on the presidency with our online skills materials. With this issue’s test-prep reproducible, they can keep track of President Barack Obama’s Cabinet as members are confirmed. As students fill in each name, have them learn a few facts about that person, and what skills he or she will bring to the role of presidential adviser. It’s all online at [www.scholastic.com/juniorscholastic](http://www.scholastic.com/juniorscholastic).

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# SPECIAL PULLOUT SECTION: The Presidency

► **NCSS STANDARD**  
Individuals, groups, and institutions

This special pullout section on the presidency focuses on the responsibilities of the nation's Chief Executive, the role of the Cabinet, and life at the White House.

## ■ U.S. Presidency Basics

Article II of the U.S. Constitution stipulates who may be President, and specifies a President's powers, limits, and responsibilities.

- **Oath:** On becoming President, the following oath must be sworn or attested to: "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect, and defend the Constitution of the United States." The ending "so help me God" is not in the Constitution. George Washington said it, and by tradition so have other Presidents since.
- **Military powers:** "The President shall be Commander in Chief of the Army and Navy of the United States," and of the Militia of the several States. . . ."
- **Treaties and nominations:** With the "Advice and Consent of the Senate," the President has the power to "make treaties" and to "appoint Ambassadors, other public Ministers and Consuls, Judges of the Supreme Court, and all other Officers of the United States."
- **Salary:** Congress, not the Constitution, sets a President's salary. Currently it is \$400,000 a year.
- **Term of office:** The Constitution specifies a four-year term. It didn't limit the number of terms until 1951, when the 22nd Amendment stated that "No person shall be elected to the office of the President more than twice." Franklin D. Roosevelt (1933-1945) was the only President with more than two terms: He served three and died shortly after being elected to his fourth.

## ■ Word's Worth

- **Cabinet (n):** from the Italian word *cabinetto*, meaning a small, private room.
- **secretary (n):** from the Latin words *secretarius*, meaning "confidential employee"; the root of *secretarius* was another Latin word, *secretum*, meaning "secret."

## ■ Content-Area Questions

### CULTURE/SOCIAL STUDIES

- 1 In which of the President's seven roles does

he negotiate with the head of another country's government? (Chief Diplomat)

2. Which Cabinet Secretary is responsible for safe working conditions and reducing joblessness? (Secretary of Labor)
3. Who built the White House? (African-American laborers—both slave and free)

### GEOGRAPHY

1. In which state was Barack Obama born and raised? (Hawaii)
2. In which Asian country did Barack Obama live for a few years as a child? (Indonesia)
3. What was "Seward's Folly"? (the purchase of Alaska from Russia—made by Secretary of State William H. Seward in 1867)

### LANGUAGE ARTS

1. What is the origin of the term "Cabinet"? (It comes from the Italian word *cabinetto*.)

## LAST CHANCE

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## World: Kids of Kabul (pp. 6-10)

### ► NCSS STANDARD

People, places, and environments

*The Iraq war has dominated the news since it began in 2003. But the war in Afghanistan, launched two years earlier, may prove to be an even greater test of American will and purpose. This article introduces readers to the Afghan people and the hardships they have suffered from decades of war.*

### ■ Backstory

Afghanistan has a long history of invasion by forces and cultures from beyond its borders. In the fourth century B.C., Alexander the Great invaded it to expand his empire. For centuries before Europeans discovered a sea route to India, the only way to reach

the silks, spices, and other riches of India was overland through Afghanistan. More recently, the Soviet Union invaded the country in 1979 and occupied it until 1989.

### ■ Meet the Press

Imagine that you are the President of Afghanistan being interviewed by a reporter. Given what you know of Afghanistan from this article and map page, how would you answer these questions?

- How did life change for many Afghans after the Taliban were driven from power?
- What problems are occurring on your country's border with Pakistan?

- Should the U.S. send more troops to Afghanistan? Why or why not?
- If you could ask U.S. President Obama for one thing (other than more troops) to help your people, what would it be and why?

### WEB LINKS

- "Afghanistan and the War on Terror" (background, a chronology, student voices, and other features) is at [pbs.org/newshour/indepth\\_coverage/asia/afghanistan](http://pbs.org/newshour/indepth_coverage/asia/afghanistan).
- For information and a slide show on Afghan children and their country, as well as puzzles and lesson plans, go to [embassyofafghanistan.org/kids.html](http://embassyofafghanistan.org/kids.html).



## American History Play: Abraham Lincoln's Team of Rivals (pp. 19-21)

### ► NCSS STANDARD

Power, authority, and governance

*Abraham Lincoln (1809-1865), widely acknowledged as one of the greatest U.S. Presidents, was born 200 years ago this month. In addition to commemorating his bicentennial, this play dovetails with the special section's article on the President's Cabinet.*

### ■ Making Connections

President Abraham Lincoln tolerated, even welcomed, differences of opinion among Cabinet members. President Barack Obama, an admirer of Lincoln, has said that he also prefers to hear a variety of ideas and opinions from his advisers, but that it is his job to make the final decisions.

### ■ Rapid Review

- Who was freed by the Emancipation Proclamation? (slaves in states that had seceded from the Union)
- Secretary of the Treasury Salmon P. Chase resigned from Lincoln's Cabinet four times. To what position did Lincoln later appoint him? (Chief Justice)

### ■ Talk About It

- Describe a tough decision you had to make. Did you seek anyone's advice first? Why or why not?
- What are some of the advantages of hearing a variety of facts and viewpoints before making an important decision? What disadvantages can you think of?

### ■ Bookshelf

- Denenberg, Barry, *Lincoln Shot! A President's Life Remembered* (Feiweil and Friends, 2008).
- Wills, Chuck, *Lincoln: The Presidential Archives* (DK Publishing, 2007).

### WEB LINKS

- Lincoln's Cabinet [infoplease.com/ipa/A0101218.html](http://infoplease.com/ipa/A0101218.html).
- The Emancipation Proclamation [memory.loc.gov/ammem/alhtml/almintr.html](http://memory.loc.gov/ammem/alhtml/almintr.html).
- The official White House site includes a brief Lincoln biography [whitehouse.gov/history/presidents/al16.html](http://whitehouse.gov/history/presidents/al16.html).

# WORD FIND

**H**ow many U.S. Presidents can you name without peeking at a list? Hidden in this puzzle grid are the surnames of 28 of the 44 Presidents of the United States. See how many you can find. Names appear forward, backward, horizontally, vertically, and diagonally.

Keep in mind that in some cases, two different Presidents had the same last name, so some surnames appear twice.

S	T	Y	L	E	R	J	E	J	E	A	N	T	L
S	N	I	X	O	N	O	O	S	M	A	D	A	J
R	A	W	L	S	R	H	N	A	M	U	R	T	E
R	N	Y	A	N	N	N	B	R	A	R	S	N	F
E	A	C	O	S	H	O	O	V	E	R	E	G	F
T	H	M	O	H	H	O	S	W	T	R	Y	E	E
R	C	N	S	A	S	I	O	K	U	E	A	R	R
A	U	U	L	E	O	H	N	B	C	K	H	O	S
C	B	E	V	E	N	I	N	G	U	A	M	M	O
C	L	E	V	E	L	A	N	D	T	Y	J	L	N
A	L	T	S	A	V	D	E	K	L	O	P	L	O
T	R	I	A	L	V	A	N	L	O	C	N	I	L
O	E	X	L	F	O	M	A	F	O	R	D	F	O
T	N	A	R	G	T	S	H	A	R	D	I	N	G

# SUDOKU

**D**o you sudoku? This addictive puzzle from Japan has become hugely popular in the U.S. If you aren't already a fan, 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 can be used only once per row, column, and square.

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

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

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## DOCUMENT-BASED QUESTIONS

# LINCOLN'S SECOND INAUGURAL

When Abraham Lincoln began his second term on March 4, 1865, the Civil War was about to end. The four years of conflict had been far longer and bloodier than anyone on either side had expected.

In his Second Inaugural Address, Lincoln argued that the war had been necessary to preserve the Union. The bloodshed, he suggested, was God's pun-

ishment of the nation for the sin of slavery. Yet he did not call for revenge on the defeated Confederates. Instead, he urged Americans to work "with malice toward none, with charity for all" to achieve "a just and lasting peace."

Read this excerpt from Lincoln's Second Inaugural Address. Then answer the questions that follow.

### Words to Know

- **deprecate:** disapprove or denounce
- **impending:** about to happen
- **invoke:** call upon a higher power

**O**n the occasion corresponding to this four years ago, all thoughts were anxiously directed to an **impending** civil war. All dreaded it; all sought to avert it. . . . Both parties **deprecate** war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came. . . .

Both read the same Bible and pray to the same God, and each **invokes** His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged.

## QUESTIONS

- Which side did Lincoln think was the aggressor in the war? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What was he referring to when he spoke about men "wringing their bread from the sweat of other men's faces"? Explain what he meant. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What common ground did Lincoln see between the two sides? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What did he think was odd about this? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What line in this excerpt indicates that Lincoln would be willing to forgive the Confederates? How might that practice have helped heal the nation sooner after a bitter war? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Role-playing “A State of Nature” and the Purpose of Government

This role-playing exercise was contributed by Lori Sherman. Sherman teaches American history, current events, geography, and reading/language arts to sixth-graders at Ute Meadows Elementary School in Littleton, Colorado. She was inspired to become a teacher after seeing the wonderful things that were happening at her own children’s school.

**NOTE:** This is an abridged version of the lesson plan. For complete simulation-game details, visit [scholastic.com/juniorscholastic](http://scholastic.com/juniorscholastic).



Lori Sherman

PHOTO COURTESY OF LORI SHERMAN

### BACKGROUND

The Framers of the U.S. government were greatly influenced by the works of John Locke, an English philosopher. Locke asserted that the purpose of government was to protect the natural rights of the people with consideration of the common welfare. Without a government or laws, he wrote, society could be considered in “a state of nature.”

Locke observed that stronger and smarter people take away the natural rights of others, while weaker people may band together to defend themselves or take away the natural rights of the stronger and smarter. Everyone feels insecure and unsafe.

It was Locke’s belief that human reasoning keeps people from waging all-out war on each other. So does a social contract by which people agree to give up some freedoms and, for the sake of order, follow the laws of government.

### OBJECTIVES

- Compare and contrast various purposes of government.
- Understand what the Framers

believed the purpose of government to be.

- Explain the historical foundation of the constitutional government of the United States.
- Understand that great responsibility—and, hopefully, a sense of civic virtue—comes with the exercising of natural rights.

### SIMULATION

To help students grasp the importance of government in our lives, I have them role-play a situation emblematic of Locke’s state of nature. I start by asking, “What do you think our days would be like without any rules or expectations in our classroom?” I move the concept from the classroom, to the school, to the society at large.

I then introduce Locke’s state-of-nature concept. In order to better understand it, we play this game, in which the ostensible goal is to get as much money as possible.

### Roles:

- **Educated** (15% of class)
- **Educated/strong** (10% of class)
- **Strong** (25% of class)

- **Uneducated** (50% of class)

I use these role titles because I don’t want the players to personally associate themselves with *smart* or *weak*—Locke’s terminology.

### Game:

I distribute play money, giving the most to the educated and the least to the uneducated. For about 20 minutes, students are free to devise ways (short of physical contact) to get other players’ money.

During the game, you can expect the strong and educated players to become greedy and nihilistic. The uneducated band together and resist, or withdraw and give up. (Be aware of how sensitive students’ emotions are being affected.)

After time is called and kids count their money, we discuss what happened. Then we make new rules to ensure that power is distributed more evenly. The kids often decide that a judge is needed to settle disputes.

After recognizing that the problems grew out of the inequity of power and resources, we return to Locke’s state-of-nature idea. What if real life were like the game?