

Junior Scholastic®



TEACHER'S EDITION

A supplement to *Junior Scholastic*

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Economics 101

Dear Teacher,

Most adults cannot untangle the complicated web of today's global financial crisis. How, then, can middle-school students be expected to understand such terms as *mortgage-backed securities* and *credit default swaps*? Still, we felt a need to begin to understand. Our primer (*see pp. 6-9*) will introduce your students to basic economic principles that are fundamental to everyday life. Readers will also meet teens who are learning that smart financial choices are possible even in a rough economy.

In our American history play, we spotlight children from a long-ago generation that faced even harder times. The play dramatizes the 1899 newsboys' strike in New York City. What happened when the newsies stood up to two millionaire publishers? Turn to p. 10 to find out.



Suzanne McCabe

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IN THIS ISSUE

- News, Debate 3, 5
- Special: Economics 101 6
- American History Play:
Extra! Extra! The 1899
Newsboys' Strike 10
- Teen Scene: Too Much of a Good
Thing? (sports injuries) 14
- GeoSkills: Find Mapman®
Contest 15
- What Do You Know? 16

TEACHER'S EDITION

- Special: Economics 101 T-2
- Cover Story; Contest Rules T-3
- Answer Key T-4
- Quiz Wiz T-5
- Reproducible T-6
- Knowledge Bowl #4 T-7
- Teacher to Teacher T-8

IN OUR NEXT ISSUE

MARCH 2, 2009

World: A Report from Gaza
American History: Eleanor Roosevelt
Special Pullout Section: Technology

This Issue Online www.scholastic.com/juniorscholastic



Test-Prep Reproducibles and More

Have you visited our Web site lately? It's a great way to complement your use of *Junior Scholastic* in the classroom. You'll find test-prep reproducibles that help your students make sense of primary-source documents, chronologies, maps, and more. Students can link to top news stories and play the Mapman Game. It's all online at www.scholastic.com/juniorscholastic.

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With so many news reports focused on the recession, debt, credit crises, and job losses, students may be wondering what economics is and how national economic issues compare with those in their everyday lives. This feature gives readers a basic outline of economic principles and why economics has such a major impact on our lives at every level, from the personal to the federal to the global.

■ Getting Started

Before students look at the article, put these economics terms on the board: *capital, consume, credit, debt, goods and services, interest, scarcity, stocks, and supply and demand*. Do students know what they mean? Advise them to watch for these words and their meanings as they read the article.

■ Economics Basics

- **Production, distribution, and consumption:** As the NCSS points out in the seventh of its 10 thematic standards, people have come up with many ways to answer “four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? How shall factors of production (land, labor, capital, and management) be allocated?”
- **Value:** What makes something valuable? If chunks of gold were strewn about everywhere we looked, would it cost so much? If diamonds weren’t so difficult and dangerous to mine, would people still be willing to pay huge sums for them? If anyone could print money, how worthy would a fistful of \$100 bills be?

■ Word’s Worth

- **economy:** Today, people tend to think of the economy as a large-scale system, having to do with the finances of a state or a country. But its roots lie closer to home. Before the term was applied to governmental systems, it referred to family matters. Economy comes from two Greek words: *oikos* (*EE-kohs*), meaning “house,” and *nemein*, “to manage” or “to distribute.” The Greeks combined the words to form *oikonomos*—“household manager”—someone who clearly had to watch expenses in order

to keep the home running smoothly. *Oikos* is also where we get the prefix *eco-*, as in *ecology, ecosystem, and eco-friendly*.

■ Content-Area Questions

CULTURE/SOCIAL STUDIES

1. What are the two basic forms in which people buy and sell things? (goods and services)
2. After students read “Helping Out” on p. 8, have them share their own experiences. Have their families been cutting back lately? If so, in what ways? How are teens they know helping out?

GEOGRAPHY

1. Can something of little worth in one culture or location be valuable in another? Give examples as well as reasons to support your answer.

LANGUAGE ARTS

1. Review the terms listed in the “Getting Started” section at left by asking students to explain, in their own words (and without looking at the article), what each means.
2. What is the difference between *want* and *need*? Why do we so often confuse the two?

MATH

1. Have students compare national average prices for basic goods with prices in their own area by consulting the figures at data.bls.gov/cgi-bin/surveymost?ap.

HISTORY

1. If students have read the play on pp. 10-13 of this issue, ask: How did the publishers’ efforts to maximize profits during the readership boom affect the boys’ ability to make ends meet later?
2. If readership had gone up after the war instead of down, would there have been a strike? Explain.

■ Research and Reflect

Have students consider items once counted as extremely valuable—such as salt, spices, and silks—in light of what they learned by reading the article. In particular, ask them to think of those items in terms of the times and places in which they were valued. What roles did scarcity, supply and demand, and production, distribution, and consumption play in making those commodities so valuable to people in those times and places?



American History Play: Extra! Extra! (pp. 10-13)

► **NCSS STANDARD**
Time, continuity, and change

A century ago, hard economic times led to millions of children working to support themselves and/or their families. This play introduces readers to the once-ubiquitous newsboys of the late 19th century.

■ Backstory

Child labor has existed for millennia. What changes—besides the types of work and degrees of mechanization—is people’s attitudes toward it. They vary according to time, place, social order, and economic status. Disapproval of hard labor and long working hours for children is a relatively new development. Less than a century ago in this country, kids labored without any of the protections now ensured by federal law.

■ Rapid Review

- What did the newsies want from the publishers of the *Evening Journal* and *Evening World*? (price per 100 papers lowered from 60 to 50 cents)
- What made the 60-cent price become too steep for the newsboys? (The end of the Spanish-American War led to a decline in newspaper sales.)
- What were scabs? (strikebreakers; anyone who sold the *Journal* and *World* during the strike)
- What compromise was reached between the newsies and the publishers? (The price per 100 papers wasn’t lowered, but the publishers bought back any unsold papers.)

■ Food for Thought

If you had to support your family or yourself, what kind of work could you get today? How would it compare with the working conditions of 19th-century newsies?

WEB LINKS

- *Child Labor in America, 1908-1912: Photographs of Lewis W. Hine* can be seen at www.historyplace.com/unitedstates/childlabor.
- For background on newsies (including Kid Blink), go to digitalhistory.uh.edu/database/article_display.cfm?HHID=166.
- For text of several 1890s’ news articles on newsies, see geocities.com/estella2560/history.html.

Find Mapman® Contest Rules

COMPLETE RULES TO BE ONLINE:

NO PURCHASE NECESSARY. To enter, fill out the Find Mapman® entry form (eight answers, name, school, and school address: please print clearly) and hand-drawn map of the mystery country. Entries *MUST* answer all eight questions correctly before their maps will be judged on originality, creativity, and cartographic clarity. Send completed entries and hand-drawn map to Mapman Contest, *Junior Scholastic*, Dept. C, 557 Broadway, New York, NY 10012-3999. Your entry must be postmarked by April 3, 2009. Winners will be announced in the May 11 issue of *Junior Scholastic*. All entries, including rights therein of winning entries, become the property of *Junior Scholastic* and will not be returned. Scholastic Inc. is not responsible for late, lost, stolen, misdirected, damaged, mutilated, postage-due, incomplete, or illegible entries or mail.

Contest is open to residents of the United States, including students who attend American international schools overseas,

enrolled in grades K–9. Employees, and members of their families living in the same household, of Scholastic Inc., its parent, subsidiaries, brokers, distributors, dealers, retailers, affiliates, and its advertising, promotion, and production agencies are not eligible to enter. Void where prohibited by law.

One entry per person. By entering, entrants agree to abide by these rules, warrant and represent that their entry is original work, and grant to Scholastic the right to edit, publish, promote, and otherwise use their entries without further notice or compensation.

One (1) grand-prize winner will receive a \$500 U.S. savings bond, a Nintendo Wii video-game console (est. value \$250), and a Mapman T-shirt (est. value \$5.63). Twenty-five (25) runners-up will each receive a Mapman T-shirt (est. value \$5.63).

All entrants, as a condition of entry, agree to release Scholastic, its affiliates,

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No cash substitutions, transfers, or assignments of prizes allowed, except by Scholastic in case of unavailability, in which case a prize of equal or greater value will be awarded.

Each winner grants to Scholastic the right to use his or her name, likeness, hometown, biographical information, and entry for purposes of advertising and promotion without further notice or compensation, except where prohibited by law.

For the names of the prizewinners (available after May 11, 2009), send a self-addressed stamped envelope to: Mapman Contest, *Junior Scholastic*, Dept. C, 557 Broadway, New York, NY 10012-3999.

Contest Sponsor: Scholastic Inc., 557 Broadway, New York, NY 10012-3999.

UNDERSTANDING PRIMARY SOURCES

JUST THE FACTS

For many immigrants in the late 1800s and early 1900s, life in the United States was brutally difficult. What was it like for workers forced to toil

in a sweatshop? Below is an excerpt from a first-person account published in a New York newspaper in 1909. Read it, then answer the questions.

Life in the Shop

by Clara Lemlich



The regular work pays about \$6 a week. [The] girls have to be at their [sewing] machines at 7 o'clock in the morning, and they stay at them until 8 o'clock at night, with just one-half hour for lunch. . . .

There is just one row of machines that the daylight ever gets to—that is the front row, nearest the window. The girls at all the other rows of machines . . . have to work by gaslight, by day as well as by night. Oh, yes, the shops keep the work going at night, too. . . .

The shops are unsanitary—that's the word that is generally used, but there ought to be a worse one used. Whenever we tear or damage any of the goods we sew on, or whenever it is found damaged after we are through with it, whether we have done it or not, we are charged for the piece and sometimes for a whole yard of the material.

At the beginning of every slow season, \$2 is deducted from our salaries. We have never been able to find out what this is for.

QUESTIONS

- What is the title of the article?

- Who wrote the article? _____
- Has the author experienced the conditions she describes firsthand? How do you know? _____

- What is the author's general view of the working conditions she describes? Explain. _____

- What feelings are the workers likely to have experienced? _____

- How many hours a day did the girls work?

- How much were they paid?

- Why do you think the author wrote the article?

- Do you think the author made her case effectively? Explain. _____

- Which details best help you understand the working conditions of the individuals described?

Understanding Cause and Effect Extra! Extra!

Read all about the newsboys' strike of 1899 in this issue's American history play (pp. 10-13). Then use the lesson plan below to explore the causes and effects of this pivotal event in labor history. This lesson was written for *JS* by Karen Kellaheer, a substitute teacher in Warren County, New Jersey, and former Scholastic editor.



Karen Kellaheer

PHOTO COURTESY OF KAREN KELLAHEER

OBJECTIVES

Students will:

- analyze the causes and effects of the 1899 newsboys' strike.
- distinguish between short-term effects and long-term effects.
- investigate how ordinary people, including children, have advanced democratic values.

ENGAGE

First, review the concepts of cause and effect. Set up a short row of dominoes (or upright books), then nudge the first one to set off a chain reaction. Guide students to understand that most historical events are like the dominoes in the middle of the row. They can be viewed as both an effect (a result of other events or forces) and a cause (a reason for other events). Explain that, in reading this play, students will learn about such an event.

TEACH

1. Help students brainstorm signal words that will help them recognize cause and effect.

SOME CAUSE-AND-EFFECT SIGNAL WORDS

<i>because</i>	<i>so</i>
<i>due to</i>	<i>then</i>
<i>for that reason</i>	<i>therefore</i>
<i>since</i>	

2. Assign roles and have students read the play aloud. Then have them work in pairs to find and mark examples of cause and effect. Have pairs underline the cause and circle the effect for each example. Clarify that the cause and effect may not be described in the same sentence.
3. Invite pairs to share their examples. Create a cause-and-effect chart on the board or interactive whiteboard (see *partial example below*). For each example, have pairs tell how they identified the cause and effect, sharing signal words and other clues.

CAUSE	EFFECT
Spanish-American War was being fought	People bought papers to get war news (p. 11)
War ended	Newspaper sales dropped (p. 11)
Publishers charged newsies more	Newsies lost money (p. 11)

4. Use your completed chart to recap the causes of the newsboys' strike. Review that the decline in news interest after the Spanish-American War was one cause. The publishers' refusal to restore the

previous price for each stack of papers was another.

5. Use your chart to sum up the strike's effects. Point out that the strike had both short-term effects (things that happened right away) and long-term effects (things that happened years or even decades later). As students cite effects, have them identify whether each effect was short- or long-term.

Short-term effects:

- Scabs were hired to sell papers.
- Newsies were arrested.
- Newspaper sales dropped by $\frac{2}{3}$.
- Publishers agreed to buy back unsold papers.

Long-term effects:

- Attention was drawn to poor working conditions for kids.
- Other child workers were inspired to strike.
- The Fair Labor Standards Act was passed.

ASSESS

As an exit-ticket activity, have each student describe one way kids' lives are better today because of the 1899 newsboys' strike.