

# Junior Scholastic®



## TEACHER'S EDITION

A supplement to *Junior Scholastic*

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### In This Issue

Dear Teacher,

We don't have to tell you that the world is a complicated place full of messy problems—and that attempts at solutions often have unexpected consequences. In this issue, we take a look at the \$787 billion recovery package passed by Congress last month. The legislation may or may not work as it is intended, but it will undoubtedly have repercussions in your students' lives.

On the international front, President Barack Obama and Secretary of State Hillary Rodham Clinton are making a resolution of the conflict between Israelis and Palestinians a central component of their foreign-policy agenda. How did the situation get so incendiary? We offer a brief overview and chronology, and our reporter Cassandra Nelson examines firsthand the effects that the violence has had on kids in Israel and the Gaza Strip.

Our cover story comes from the heart of Africa. There, a group of concerned Africans and activists are working hard in the face of rebels and poachers to save one of the planet's most fascinating animals, the mountain gorilla.

Finally, we offer an article about Martin Luther, the man who, in the course of objecting to what he saw as corruption in Europe's religious establishment, sparked one of the biggest revolutions of ideas in the history of the world—the Reformation. We hope that the issue encourages lively classroom debate!

*Suzanne McCabe*

Suzanne McCabe, Editor  
smccabe@scholastic.com

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APRIL 13, 2009

- Special Pullout Section: Earth Day: Portrait of a Planet
- World: Going Green in France
- World History Play: Miss Irena's Children (the Holocaust)

### This Issue Online

[www.scholastic.com/juniorscholastic](http://www.scholastic.com/juniorscholastic)



#### Find Mapman Contest!

Your students have only a few days left to enter *Junior Scholastic's* annual Find Mapman Contest. The contest page appears in our February 16, 2009, issue. You can also access downloadable entry forms from our home page. Go to [www.scholastic.com/juniorscholastic](http://www.scholastic.com/juniorscholastic), and click on "Mapman Contest Entry Form" under the "For Your Students" heading. All entries must be postmarked no later than April 3.

TEACHER'S EDITION WRITER: Kathy Wilmore • TEACHER'S EDITION EDITOR: Bryan Brown • CONTRIBUTING WRITER: Lisa Arce • TEACHER'S EDITION PRODUCTION EDITOR: Kathleen Fallon EDITORIAL ADDRESS: *Junior Scholastic*, 557 Broadway, New York, NY 10012-3999 or [junior@scholastic.com](mailto:junior@scholastic.com) • CUSTOMER-SERVICE INQUIRIES: 1-800-SCHOLASTIC (1-800-724-6527) or [www.scholastic.com/custsupport](http://www.scholastic.com/custsupport)





## MAIN FEATURE: Crisis in the Middle East (pp. 8-12)

► NCSS STANDARD  
Global connections

*How did relations between Israelis and Palestinians get so fraught? Why is a resolution to their conflict so elusive? What is life like for their young people? Our article, chronology, and eyewitness accounts introduce your students to one of the world's most-troubled regions and the ongoing quest for peace.*

### ■ Israel/Palestine Basics

- **Migration, conquest, dispersal, exile:** These four words can be used to sum up the history of the area once called Palestine—and the people who have moved into it and been moved out of it. When discussing the background of today's problems, refer to the chronology on pp. 8-9.
- **Abraham and the Hebrews:** According to tradition and the Bible, Abraham is the father of the people called Hebrews, Israelites, and then Jews. The account in Genesis says that he left Ur in Mesopotamia after being promised a land by God—the place then called Canaan.
- **Right of return:** When the modern state of Israel was created in 1948, about 1,300,000 Arabs were living in Palestine. According to the United Nations, some 750,000 to 900,000 left or were forced from their homes. Some moved to the neighboring Arab countries of Lebanon, Jordan, Syria, and Egypt. About 276,000 Palestinian Arabs moved to the West Bank and as many as 190,000 made their way to the Gaza Strip. Thousands of others were displaced during the Six-Day War of 1967. One of the central issues between Israelis and Palestinians is the "right to return" of those people or their descendants—how many of them, if any, and where they would be allowed to go.

### ■ Words to Know

- **Jew:** a descendant of the original Hebrews and Israelites; the name comes from *Judah*, a kingdom of Israel that lasted from 931 B.C. to 586 B.C.
- **Palestinian:** refers to Arabs living in the area of Palestine (today Israel, the West Bank, and Gaza Strip) or descendants of those who dispersed after the creation of Israel in 1948.
- **state:** a political division of people, often used interchangeably with *nation* or *country*.

### ■ Content-Area Questions

#### GEOGRAPHY

1. Which of the two sections of Palestinian territory borders the Mediterranean Sea? (Gaza Strip) Who or what controls that region's access to the sea? (Israeli military)
2. Which Palestinian-held territory is led by Fatah and which by Hamas? (Fatah controls the West Bank; Hamas controls Gaza.)

#### LANGUAGE ARTS

1. What is the origin of the name Palestine? (Conquerors from ancient Rome named the land Palaestina, after the Philistines who once inhabited Gaza.)

#### MATH

1. How long had Israel been an independent country when the Six-Day War broke out? (19 years; 1967 minus 1948)

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## News: Saving Africa's Gorillas (pp. 6-7)

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

*All over the world, human activity threatens the natural life of the planet. Many students will find the story of the mountain gorillas a compelling example of this principle.*

### ■ Backstory

The mountain gorillas of Virunga National Park came to the attention of most of the world through the work of Dian Fossey, by way of her book *Gorillas in the Mist* (1983), and the 1988 biopic based on it starring Sigourney Weaver. Beginning in 1966, Fossey, an American zoologist, lived with the gorillas for months at a time, adding immensely to our understanding of

their behavior. A fierce opponent of poachers, Fossey did not endear herself to some local people who, then as now, relied on illegal activities in the forest for their marginal existence. Her murder in Rwanda in 1985 has never been solved.

### ■ Review

What conditions threaten the mountain gorillas of Virunga National Park? (war, cross fire between rebels and soldiers, poachers, destruction of natural habitat)

### ■ Empathy and Argument

Imagine that you are living at the edge of the Virunga National Park. Your family makes next to nothing—

and the little that comes in is from illegal charcoal production. How would you convince your family that you should be preserving the gorillas' habitat? Or would you argue that the family's survival was more important?

### WEB LINKS

- Dian Fossey Gorilla Fund (includes videos): [gorillafund.org](http://gorillafund.org)
- Mountain Gorilla Population in Congo Increases [audio]: [npr.org/templates/story/story.php?storyId=100118056](http://npr.org/templates/story/story.php?storyId=100118056)
- Virunga National Park: [wcs.org/globalconservation/Africa/drcongo/37108495](http://wcs.org/globalconservation/Africa/drcongo/37108495)



## World History: The Reformer: Martin Luther (pp. 13-15)

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

*Martin Luther was a pivotal force in the history of Christianity. This article introduces students to the man whose beliefs launched the Reformation.*

### ■ Context

Martin Luther's impact on society might not have been so huge without the printing press. This relatively new invention made it possible for written ideas to spread much farther and much more quickly than ever before.

### ■ Words to Know

- **diet (n)**: a legislative assembly of princes or estates.
- **Reformation (n)**: a religious

movement of the 16th century that led to the rise of Protestantism in Europe.

### ■ Rapid Review

- Whose authority did Martin Luther question in his 95 Theses? (the Pope, head of the Roman Catholic Church)
- What was Luther's objection to the selling of indulgences? (that people should earn pardon or forgiveness by their own deeds and words, not by paying money)
- What was the Diet of Worms? (a meeting held in the city of Worms, Germany, before which Martin Luther was called to recant his writings against the Church)

### ■ Words' Worth

- **Catholic**: from the Greek word *katholikos*, meaning "universal" or "general" (from *kata*, by or according to; *holos*, whole).
- **Protestant**: from the verb *to protest*. The word *protest* comes to English by way of the Latin term *protestari*, meaning "to call forth" (*pro-*, forth; *testari*, to call).

### WEB LINKS

- Comparison charts of Christian denominations: [religionfacts.com/christianity/denominations/comparison\\_charts.htm](http://religionfacts.com/christianity/denominations/comparison_charts.htm)
- The 95 Theses: [theopedia.com/95\\_theses](http://theopedia.com/95_theses)

## USING CONTEXT CLUES

**HADRIAN**

Available  
as a PDF at  
[scholastic.com/juniorscholastic](http://scholastic.com/juniorscholastic)

Roman Emperor Hadrian (76 A.D.-138 A.D.) played a brief but fateful role in the history of the land that the Romans called Palestine. The results of his actions are still pro-

ducing repercussions today. Fill in the missing blanks in the text with words from the vocabulary list, based on the clues given you by the context of the sentence.

**altered****Caesar****church****complained****construction****England****expansion****found****frontiers****Greece****Iraq****judge****mosque****Muslims****occupy****Palestine****return****revolted****ruler****Temple**

Many historians believe that Hadrian was the **(1)** \_\_\_\_\_ under whom the Roman Empire reached its greatest strength. He became Emperor in 117 A.D., succeeding his uncle, Trajan.

Hadrian reorganized Roman law. He appointed a respected **(2)** \_\_\_\_\_ to clarify previous interpretations of the law, then put them into one set of rules. He declared that no law could be **(3)** \_\_\_\_\_ except by the Emperor.

Recognizing that the empire was getting too big to control, Hadrian reversed Trajan's policy of **(4)** \_\_\_\_\_. He withdrew from Mesopotamia. (Centuries later, U.S. troops would **(5)** \_\_\_\_\_ the modern nation of Iraq, located there.) Instead, he concentrated on strengthening the empire's farthest reaches, or its **(6)** \_\_\_\_\_. On his orders, workers built Hadrian's Wall in Britain. It separated Roman-ruled **(7)** \_\_\_\_\_ from a rebellious Scotland.

Hadrian's rule was largely peaceful. The one exception was Palestine. The Emperor built a shrine to Roman gods on the ruins of the Jewish **(8)** \_\_\_\_\_ in Jerusalem. Hadrian also prohibited Jews from entering the city except for one day a year. In 132 A.D., angry Jews **(9)** \_\_\_\_\_, but the Roman Army crushed them. More than half a million people were killed in the violence. In 135, Hadrian expelled the Jews from Jerusalem. They left Palestine and did not begin to **(10)** \_\_\_\_\_ until nearly 1,800 years later.

## Putting News in Context Seeing the Big Picture

**T**eacher Andrew Ragan calls articles such as “Saving Africa’s Gorillas” (pp. 6-7) “kid magnets.” Students zero in on them because of their subject matter, the images, and the dilemma—in this case, animals, extinction, and habitat destruction. He uses students’ heightened interest in such topics to generate lively class discussions, fun activities, and student action.

Ragan teaches American history and current events to seventh- and eighth-graders at Allendale Columbia School in Rochester, New York.



Andrew Ragan

PHOTO COURTESY OF ANDREW RAGAN

### OBJECTIVES

Students will:

- build a classwide knowledge base on gorillas by sharing information
- draw conclusions about gorilla habitat and reinforce geography skills
- compare per capita GDP to make deductions about the plight of African gorillas
- analyze information in the article, perform additional research, and strengthen writing and presentation skills

#### #1: Brainstorm to Build a Knowledge Base

Before reading “Saving Africa’s Gorillas,” ask students to share their knowledge about gorillas. Write responses on the board. Use prompts to establish location, food, habitat, gorilla types, characteristics, and cool facts. Announce that this lesson will focus on mountain gorillas.

#### #2: Extrapolate From Geography

Use Google Earth or a topographical map of Africa to “fly” to the Virunga Mountains (on the bor-

ders of the Democratic Republic of Congo, Rwanda, and Uganda). Explain that most remaining mountain gorillas live in this area. Can students draw conclusions about the mountain gorilla’s habitat from the images or the topographical map? (high elevation, heavy vegetation, rain forest)

#### #3: Speculate Using Statistics

Have students use *JS’s World Affairs Atlas & Almanac* (Oct. 13 & 20, 2008) to find the per capita GDP of the DRC (\$300), Rwanda (\$900), and Uganda (\$900). How do these numbers compare with those of other African nations? (lower than most) What might cause such extreme poverty? (natural disasters, drought, overpopulation, war, etc.) What effect might such poverty have on gorilla populations?

#### #4: Make Comparisons

After reading the article, have students compare their knowledge about gorillas with the facts in the story. Any surprises? What did students get right from their earlier deductions about mountain

gorillas? What surprised them the most? Discuss other aspects of the article you wish to emphasize.

#### #5: Visit Mountain Gorillas

Bring mountain gorillas to life in your classroom by using video, DVDs, or online video clips. See “Useful URLs” at [scholastic.com/juniorscholastic](http://scholastic.com/juniorscholastic) for video or check your local library for DVDs.

#### #6: Take Action

A handful of organizations provide aid for mountain gorillas and other great apes. After receiving your administration’s approval, have students research the various groups and choose one to support with a fund-raising activity (car wash, returnable can-and-bottle campaign, penny collection). Some organizations to check out include:

- African Wildlife Foundation
- Dian Fossey Gorilla Fund International
- International Gorilla Conservation Programme
- Wildlife Conservation Society (Web sites for all these organization are listed in “Useful URLs” at [scholastic.com/juniorscholastic](http://scholastic.com/juniorscholastic).)