



# ELECTION 2008 SPECIAL: What Global Challenges Will Our Next President Face? (pp. 4-7)

► **NCSS STANDARD**  
Power, authority, & governance

Continuing our in-depth coverage of this year's presidential election, this article focuses on some of the international issues that will challenge the next U.S. President as soon as he takes office.

## ■ Begin With Basics

Before students read the article, have them scan its elements and discuss what they expect to read about.

- Who are the men pictured on p. 4? What do their images, along with the title and deck (intro blurb), tell you about what the article covers, and how?
- What stories do the photos and captions on pp. 5-7 tell?
- Make sure that you understand the Words to Know (p. 5) before reading the article.

## ■ Vocabulary

- **AIDS:** a fatal disease of the human immune system, in which a virus destroys the body's natural defenses against infection. The virus that causes AIDS is called HIV—human immunodeficiency virus. (See the related question in the Language Arts section below.)

## ■ Content-Area Questions

### CULTURE/SOCIAL STUDIES

1. Name at least two leaders mentioned in the article with whom the new U.S. President will have to contend. (President Mahmoud Ahmadinejad of Iran, President Hamid Karzai of Afghanistan)
2. With whom do you think the new U.S. President should meet first? Why? Give reasons or examples to support your answer.

### GEOGRAPHY

1. As you read the article, locate on a large map of the world (or the map on pp. 18-19) these countries/areas mentioned in the article: Iraq, Iran, the Afghanistan-Pakistan border, Israel, China, India, Sudan, Haiti, and Côte d'Ivoire.
2. What is the capital of each of those countries?

### LANGUAGE ARTS

1. In your own words, define *authoritarian* and *pragmatic* (see "Words to Know, p. 5). Then use each in a sentence.
2. **AIDS** is an acronym—a word formed by the initials of several words. What does each letter

stand for and what does it mean? (acquired immunodeficiency syndrome; *acquired*: got, caught; *immuno*: prefix referring to the immune system, the body's natural protection from infection; *deficiency*: lack of; *syndrome*: a set of symptoms or signs appearing together)

### MATH

1. From the article: "An estimated 2.5 million Sudanese are now refugees. Of these, 60 percent are children." How many Sudanese children are refugees? (1,500,000: 2,500,000 x 0.60)

### SCIENCE

1. How have advances in technology in India hurt the American economy?
2. AIDS cannot be cured, but it can be controlled. However, the drugs to treat it are expensive. What do you think the next U.S. President should do to ensure that poor African communities get the medications and education needed to reduce the rate of illness and death?

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## Atlas/Almanac: Maps of the World/World in Focus (pp. 8-29)

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Global connections

Teachers tell us that our annual atlas/almanac section on the nations of the world is their favorite JS feature—one that they and their students use throughout the school year.

### ■ Prep Work

#### ● Maps of the World (pp. 8-19):

Before students use this atlas section, have them consult the introductory page, especially the guide to interpreting the fonts and colors used on the maps.

#### ● The World in Focus (pp. 20-29):

Go over the blown-up sample entry on pp. 20-21, to make sure that students understand how to read and interpret the data used in these tables.

### ■ Backstory: Maps

Archaeologists believe that the oldest-known map in existence, which was carved into a clay tablet, was created some time before the year 2000 B.C. It shows the area known as “the cradle of civilization,” between the Tigris and Euphrates rivers—then Babylonia, today Iraq.

### ■ Thinking About Stats

Statistical data, such as those provided in this issue’s “World in Focus” and “Snapshots From Around the World” sections, can be invaluable aids to learning about almost any subject. However, remind students that they must be used with care.

Statistics can be misinterpreted—accidentally or on purpose—in ways that obscure facts instead of revealing them.

### WEB LINKS

- This BBC Web site provides weather and climate information and weather-related news stories for almost anywhere in the world. [bbc.co.uk/weather](http://bbc.co.uk/weather)
- Up-to-the-minute information on every country. [cia.gov/library/publications/the-world-factbook](http://cia.gov/library/publications/the-world-factbook)
- For other links, go to [scholastic.com/juniorscholastic/urls](http://scholastic.com/juniorscholastic/urls)



## Skills: Snapshots From Around the World (pp. 30-31)

► **NCSS STANDARD**  
Culture

Statistical information can be conveyed in many different ways. This feature presents various categories of data in visual formats to both grab readers’ attention and give them practice in reading charts and graphs.

### ■ Rapid Review

- Go over the elements of graphs and charts and how to use them: title, subtitle, x- and y-axis labels, and source info.
- Unless rounded for convenience, the slices of a pie chart should always add up to 100 percent.

### ■ Talking Points

- Why is this feature called

“Snapshots From Around the World”? (The information it provides is presented with a minimum of background and explanation; each provides a glimpse of just one aspect of a country or culture rather than a comprehensive picture.)

- Take note of the graphic (illustration) used with each category of information. Describe how each graphic relates to the topic being presented. (Examples: globe for data in the “World at a Glance” section; dove with olive branch—symbol for peace—for the world religions; long-stemmed flowers for the “Green Countries” item.)

### ■ Do It Yourself

Challenge students to create their own illustrated graphs or charts, using data from the “World in Focus” tables (pp. 20-29).

### WEB LINKS

- For more statistics on international topic, go to [infoplease.com/ipa/A0004372.html](http://infoplease.com/ipa/A0004372.html)
- The World Health Organization (WHO) compiles statistics on health-related issues worldwide. Go to [who.int/whosis/en](http://who.int/whosis/en)
- For other links, go to [scholastic.com/juniorscholastic/urls](http://scholastic.com/juniorscholastic/urls)