

# Junior Scholastic®



## TEACHER'S EDITION

A supplement to *Junior Scholastic*

ISSUE DATES	Sept 7	Sept 21	Oct 5	Oct 19 & 26	Nov 9	Nov 23	Dec 7	Jan 4	Jan 18	Feb 1	Feb 15	Mar 1	Mar 15	Mar 29	Apr 12	Apr 26	May 10
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## Governments in Action

Dear Teacher,

Welcome to *Junior Scholastic's* World Affairs annual, an issue that you and your students can use all year. Inside, you will find colorful, up-to-date maps, facts and figures on the world's 195 independent countries, and charts and graphs that will engage your students while teaching them valuable skills.

Be sure to check out a feature that is new to *JS* this year: **21st Century Governments in Action** (see p. 4). The series is designed to help students understand the different types of governments that can be found worldwide and how profoundly they affect people's lives. Here, we introduce readers to 11 major types of governments by showing how each works in a sample country, including the United States.

Finally, the World Affairs Skills Manual accompanying this issue contains reproducibles that will extend your classroom lessons. Teacher Lois Cohen explains how the skills manual came into being and why she thinks it is such a valuable resource. We hope that the entire issue will enrich your classroom experience and encourage your students to explore the world.



*Suzanne McCabe*

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**American History:** Chief Joseph and the Nez Perce

## This Issue Online

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



### Passport: Earth

Want to extend your classroom lessons online? The digital reproducible we created for this issue draws on the information in "The World in Focus" tables (see pp. 20-29). It will help get your students thinking about how countries around the world are alike and how they are different. You'll find Passport: Earth, an updated 2009-2010 *JS* Planning Guide, and much more at [scholastic.com/juniorscholastic](http://scholastic.com/juniorscholastic).

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# COVER STORY: World Affairs Atlas and Almanac (pp. 8-29)

► **NCSS STANDARD**  
Global connections

Our handy, information-packed World Affairs Atlas and Almanac can be used throughout the school year.

## ■ Objectives

- Practice gleaning information from maps and tables.
- Use statistical data to support a thesis, opinion, or argument.

## ■ The Basics

- **Maps of the World (pp. 8-19):** Have students consult the introductory page, especially the guide to interpreting the fonts and colors used in the maps. Remind them that each map has its own key.
- **The World in Focus (pp. 20-29):** Go over the blown-up sample entry on pp. 20-21 to ensure that students understand how to read and interpret the data provided.

## ■ Atlas: The Haves and the Have Nots

The Economic Map of the World (pp. 18-19) is color-coded according to the per capita gross domestic product (GDP) of each country. The dollar figures have been divided into five categories, making it easier for readers to find countries in similar economic ranges, and to compare the relative wealth or poverty of regions.

## ■ Almanac: Who's in Charge?

Many countries have a separate **head of government** and **head of state**. The head of government runs the day-to-day operations of the country. Prime Minister Gordon Brown of the United Kingdom is an example. The head of state can be a largely ceremonial position: for instance, the U.K.'s Queen Elizabeth II. The head of state can also be a person of actual authority, such as President Nicolas Sarkozy of France, who oversees the country's foreign policy. (Presidential systems such as the one in the U.S. combine the two roles in one person.) Whenever a country has both figures, the World in Focus lists the more powerful of the two.

## ■ Content-Area Questions

### CULTURE/SOCIAL STUDIES

1. What challenges affect a country with a high percentage of its population under age 15? (*trouble filling jobs, educating youths, providing food, and*

*performing other functions filled by adults*)

2. What do you think causes such an imbalance? (*birth rate too high; decimation of adult population by war, disease; other*)

### GEOGRAPHY

1. Which country is partly in Asia and partly in Oceania? (*Indonesia*)
2. Which continent has the greatest number of poor countries? (*Africa*)

### LANGUAGE ARTS

1. What do some geographers call the single land-mass that includes both Belgium and Bhutan? (*Eurasia*)
2. What does *per capita* mean? (*per person*)

### MATH

1. How can you figure out a country's population density (number of people per square mile)? (*Divide population by land area.*)
2. What is the population density of Australia? (*about 7.3 people per square mile*)

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## Governments in Action: People and Power (pp. 4-7)

### ► NCSS STANDARD

Power, authority, & governance

As part of our new series on types of government worldwide, this feature offers background on 11 major types of government in power today.

### ■ Objectives

- Compare and contrast 11 different types of government.
- Consider the impact (positive and negative) that each type of government has on people who live under it.

### ■ Backstory

For more on types of government, see the profiles on the U.K. (Sept. 7, 2009, issue), China (Oct. 5), and the U.S. [[scholastic.com/js/ourgovt](http://scholastic.com/js/ourgovt)].

### ■ Rapid Review

- What is the difference between a monarchy and a constitutional monarchy? (In both, the ruler usually has inherited the position. In a monarchy, he or she controls the government. In a constitutional monarchy, a constitution defines and limits the ruler's role.)
- What is the difference between a presidential-legislative democracy and a presidential-parliamentary democracy? (In the former, an elected President shares power with a legislature. In the latter, authority is split between a President who serves as head of state and a Prime Minister who handles day-to-day workings of the government.)

- What does *transitional* indicate? (a government in the process of changing from one form to another)
- In which forms of government are the principal leaders not chosen by the people? (monarchy, presidential dictatorship, military, Communist one-party state, dominant party)

### WEB LINKS

- Freedom House Country Reports: [freedomhouse.org/template.cfm?page=363&year=2009](http://freedomhouse.org/template.cfm?page=363&year=2009)
- The World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/index.html>



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

### ► NCSS STANDARD

Culture & cultural diversity

This feature presents statistical data in visual formats.

### ■ Objective

- Use graphs and charts to raise and answer questions, make inferences, and draw conclusions.

### ■ Backstory

Statistical data can be both revealing and misleading. Remind students that, while statistics can be used to help tell a story, they cannot tell the *whole* story.

### ■ Rapid Review

- Which language has the most speakers as their primary language? (*Chinese*) Which two

languages are a distant second? (*Spanish and English*)

- After the United States, which country on this chart shown had the greatest percentage of its children enrolled in secondary school? (*Egypt*)
- What happens to the population when the birth rate is much greater than the death rate?

### ■ Talk It Over

- How might having a small percentage of its population using the Internet affect a poor country's chances of getting ahead?
- Which set of statistics provided here did you find the most interesting or surprising? Explain.

### ■ DIY Infographics

Refer students to our sources for these charts and graphs, some of which are listed in Web Links below, and others in the Useful URLs at [scholastic.com/js/urls](http://scholastic.com/js/urls). Have them create a chart or graph based on data other than those we used. Encourage them to be creative as well as informative. Then display and discuss students' work.

### WEB LINKS

- Internet World Stats: [internetworldstats.com/stats.htm](http://internetworldstats.com/stats.htm)
- Languages of the World: [ethnologue.com/ethno\\_docs/distribution.asp?by=size](http://ethnologue.com/ethno_docs/distribution.asp?by=size)

# WORD FIND

We've hidden the names of 20 world capitals in this grid. First, find and circle each. (They appear horizontally, vertically, and diagonally; forward and backward.) Then, on a separate piece of paper, write the name of its country.

- |                |            |
|----------------|------------|
| Antananarivo   | Praia      |
| Basseterre     | Quito      |
| Doha           | Rome       |
| Gabarone       | Roseau     |
| Hanoi          | Singapore  |
| La Paz         | Suva       |
| Majuro         | Taipei     |
| Managua        | Tokyo      |
| Port-au-Prince | Vaduz      |
| Prague         | Washington |

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

PUZZLE BY KATHY WILMORE. ANSWERS ARE ON P. T-4.

# MANY COUNTRIES, ONE WORLD

Solving this puzzle requires two steps. First, find and write the full name of the leader of each of the 10 countries listed below (one letter per dashed line). Then, write the numbered letters on the matching

lines below. When you are done, you will find something that U.S. President Barack Obama said to other world leaders last month, in his first speech before the General Assembly of the United Nations.

1. Belize:    \_1\_    \_2\_    \_3\_
2. Cambodia:   \_4\_    \_5\_    \_6\_
3. Egypt:     \_7\_     \_8\_     \_9\_
4. Ethiopia:   \_10\_   \_11\_    \_12\_   \_13\_
5. Finland:    \_14\_       \_15\_    \_16\_
6. Japan:     \_17\_       \_18\_     \_19\_

7. New Zealand:   \_20\_    \_21\_
  8. Paraguay:     \_22\_    \_23\_    \_24\_    \_25\_
  9. Peru:         \_26\_       \_27\_   \_28\_
  10. Trinidad & Tobago:   \_29\_       \_30\_
- \_31\_        \_32\_

**QUOTE**

“  
 13 1 28 24 31 12 22 27 16 8 10 26 6 21 29 11 23 30 1 7' 2 17 14 3 12  
 5 15 9 27 12 23 28 20 19 31 16 32 22 4 18 25 27 1”

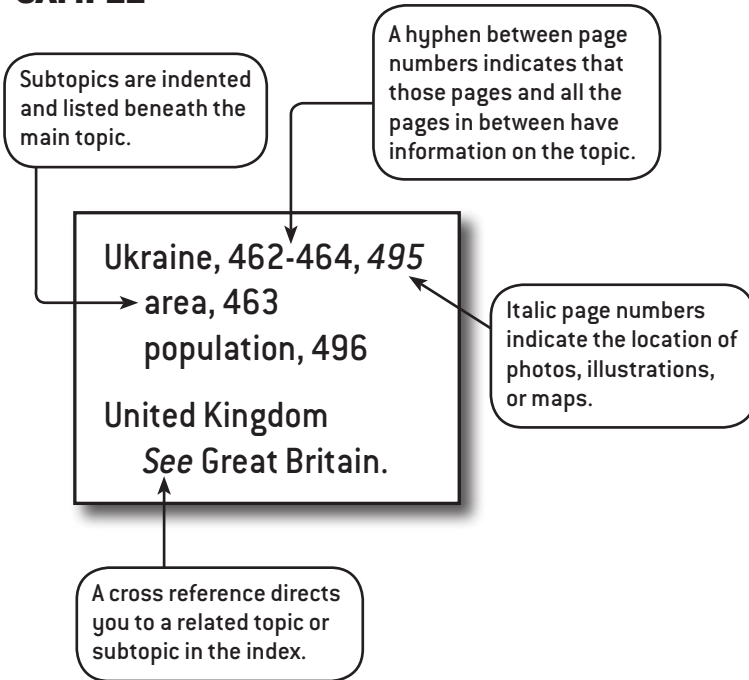
# USING AN INDEX

## FIND THAT FACT!

Most almanacs and other nonfiction reference works have an index to help you find information quickly. The callouts to the sample index entry below

explain how to use a standard-style index. Study them, then use the excerpt from a standard-style book index to answer the questions that follow.

### SAMPLE



### STANDARD-STYLE INDEX

**E**  
 Earth, 12, 71-76  
     continents, 72-73, 75  
     time zones, 91  
 Ecuador, 132-136  
     people and history, 132, 135  
 Egypt, 321-328  
     geography and economy, 326  
     people and history, 322, 323  
 Equator, 87, 94  
 Equatorial Guinea, 377, 379  
 Eritrea, 382  
 Estonia, 451, 452  
 Ethiopia, 388  
 Etna, Mount, 436, 437  
 Europe, 73, 402-499  
     geography, 403  
     plants and animals, 411-413  
     politics, 417-420  
*See also individual countries.*

### QUESTIONS

1. On which page(s) can you learn about the equator?  
\_\_\_\_\_
2. What can you read about on p. 388?  
\_\_\_\_\_
3. Which page includes a photo or map concerning Egypt's people or history? \_\_\_\_\_
4. The text on pp. 402-499 is mainly about what?  
\_\_\_\_\_
5. What subtopic about Ecuador appears in this book?  
\_\_\_\_\_
6. The subtopic *continents* is listed under which main entry? \_\_\_\_\_
7. Which entry or entries include a cross reference?  
\_\_\_\_\_
8. If you wanted to learn more about farming in Egypt, to which page(s) would you turn? \_\_\_\_\_
9. If you wanted to read about the European forms of government, to which page(s) would you turn?  
\_\_\_\_\_
10. Write a question that you might expect to find an answer to on p. 412. \_\_\_\_\_

# Information Literacy Passport: Earth

**P**ack your bags—or at least grab your pencils! With *Junior Scholastic's* 2009-2010 World Affairs Atlas and Almanac, your students will embark on a journey around the world. Use the lesson plan below and the related reproducible (available at [scholastic.com/js](http://scholastic.com/js)) to explore the almanac tables on pp. 20-29. As students complete an almanac-based activity for each continent, they will fine-tune their geography, teamwork, and information-literacy skills. 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:

- learn the purpose and content of an almanac.
- access information in an almanac efficiently and effectively.
- present information in a variety of formats, including lists, paragraphs, diagrams, and graphs.

## PREPARE

Go to [scholastic.com/js](http://scholastic.com/js) and print out the “Passport: Earth” reproducible for the October 19 & 26 issue. Make a copy for each student. If possible, display the page on an interactive whiteboard (or projector). Have graph paper available.

## TEACH

**1.** Write the words *almanac* and *atlas* on the board. Point out that each type of these reference materials (whether online or in print) can give us information about a place. Review:

- An *atlas* is a collection of maps. It gives information about location, direction, land features, and more.

- An *almanac* is a collection of facts and statistics, often given in table format. It is designed to provide information at a glance.
- 2.** Explain that atlases and almanacs need to be updated often, because borders, governments, populations, and other data change. This issue of *JS* includes a hot-off-the-presses world atlas and almanac that can be used all year. This lesson will help students become familiar with the almanac section, pp. 20-29.
- 3.** Direct students’ attention to the sample-entry infographic at the top of pp. 20-21. It explains the statistics in an almanac entry. Have students read aloud the callouts, and discuss what each category of information tells us about a country.
- 4.** Pose questions to ensure that students understand how to use this issue’s almanac section. For example, you might ask:
- What is the life expectancy in Cuba? (76 for males, 80 for females)
  - Which country in North America

has an urban population of 77 percent? (Mexico)

- What kind of government does Peru have? (presidential-legislative democracy)

Take a moment to show how to calculate population density (population divided by area), and to explain that this statistic determines how “crowded” a place feels.

**5.** Divide students into pairs for the “Passport: Earth” activity, then distribute the repro. Review the directions, emphasizing that students need to complete only one task (mini-activity) for each continent/region on the repro. Note that pairs should circle or check the task they choose for each continent. They will use the “Passport: Earth” page as their cover.

**6.** Allow one or two class periods for pairs to complete the passport tasks. When all pairs have finished, review the responses.

## ASSESS

Assign each task a value of 5 points, for a total of 30 possible points per team.