

# 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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## Election Express



Dear Teacher,

Amid a global economic crisis, Americans are preparing to elect their 44th President. In this issue, you will find an article with some background on the current financial situation in the United States and why it has spread to other parts of the world (*see pp. 4-5*). On p. T-7, we provide a skills reproducible with economic terms that are in the news. We hope that these materials will help your students begin to make sense of a complex topic that is sure to affect life in the U.S. in the months and years ahead.

Our Election 2008 coverage continues with these features:

- **“Experience: What Kind Is Best?”:** The presidential candidates say that their job résumés qualify them for the White House. But what do we really know about their abilities? (*See pp. 6-7.*)
- **“Stretching the Truth”:** Most people complain about negative campaign advertising. Why, then, is it so effective? (*See pp. 8-9.*)
- **“ElectionSpeak”:** 20 words and phrases that your students are likely to hear from pundits and politicians alike. (*See pp. 10-11.*)
- **“Reading an Electoral Map”:** The battleground states that are up for grabs as Election Day approaches.

In our next issue, we will have complete election results.



*Suzanne McCabe*

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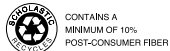
## This Week Online [www.scholastic.com/juniorscholastic](http://www.scholastic.com/juniorscholastic)



### Junior Scholastic Online

The reproducibles, lesson plans, and URLs on our newly redesigned Web site will help you get even more out of each issue of *JS*. Your students will be able to read breaking news, vote in our debates, and enjoy the Mapman Game and other interactive features. It's all at [www.scholastic.com/juniorscholastic](http://www.scholastic.com/juniorscholastic).

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EdPress Winner 2007



# COVER STORY: Experience: What Kind Is Best? (pp. 6-7)

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

The day of reckoning is almost here: After more than a year of comparing presidential candidates, Americans will cast their votes on November 4. How much weight will they give to each candidate's experience? This article discusses that question, and what experience means in a political context.

## ■ Word's Worth

● **experience:** from the Latin word *experientia*, meaning "knowledge gained by repeated attempts or trials." The words *experiment*, *expert*, and *expertise* have the same Latin root.

## ■ Content-Area Questions

### SOCIAL STUDIES/MATH

- 1. Research/Trivia:** Who was the oldest person to ever serve as U.S. President? (Ronald Reagan) Who was the youngest person sworn in as President? (Theodore Roosevelt, when he took over from assassinated President William McKinley) Who was the youngest elected President? (John F. Kennedy) Compare these facts (*see chart below*) to the ages that the current candidates will be in January 2009: John McCain, 72; Barack Obama, 47.

PRESIDENT	YEARS IN OFFICE	AGE WHEN SWORN IN
Theodore Roosevelt (youngest to take office)	1901-1909	42
John F. Kennedy (youngest elected)	1961-1963	43
Ronald Reagan (oldest to take office)	1981-1989	69

- 2.** Is John McCain too old to be President? Is Barack Obama too young to be President? Give

at least one pro answer and one con answer to each question.

- 3.** Create a chronology of U.S. Vice Presidents who took office after the death or resignation of a President. Use icons or color-coding to distinguish natural death, death by assassination, and resignation. (*Natural death:* 1841, John Tyler for William Henry Harrison; 1850, Millard Fillmore for Zachary Taylor; 1923, Calvin Coolidge for Warren G. Harding; 1945, Harry Truman for Franklin D. Roosevelt. *Assassination:* 1865, Andrew Johnson for Abraham Lincoln; 1881, Chester Alan Arthur for James A. Garfield; 1901, Theodore Roosevelt for William McKinley; 1963, Lyndon B. Johnson for John F. Kennedy. *Resignation:* 1974, Gerald R. Ford for Richard M. Nixon.)

### GEOGRAPHY

- 1. Research:** Which state does each of the top-four candidates currently represent or serve? Where was each candidate born and raised? (*Biden:* represents Delaware; born in Scranton, Pennsylvania. *McCain:* represents Arizona; born in the Panama Canal Zone, grew up on various U.S. Naval bases, attended high school in Arlington, Virginia. *Obama:* represents Illinois; born in Hawaii, grew up there after living briefly in Indonesia. *Palin:* serves Alaska; born in Idaho, raised in Alaska)
- 2.** Could a candidate's geographic roots have any bearing on his or her political perspective or shape how he or she would govern? Why or why not? Give examples to support your answer.

### LANGUAGE ARTS

- 1.** What are the differences in meaning (and skill sets) between *executive* and *legislative*? Give examples to support your answer.
- 2.** For further exploration of the language of politics, refer students to "ElectionSpeak" (*pp. 10-11*).

## ■ Talk Time

Which do you think is more important in choosing a President: the candidate's life experience or position on the issues? Explain. Do any factors hold more weight than these two?



## Election 2008: Stretching the Truth (pp. 8-9)

► **NCSS STANDARD**  
Civic ideals & practices

*The closer it gets to a major election, the more campaign ads appear and, often, the more dramatic they get. How is a viewer to know what's real and what isn't? This article helps students understand what to look for, what to question, and how to look beyond the surface of political (and other) ads.*

### ■ Adding Up Ads

In each of the following exercises, encourage students to watch for the three ad techniques highlighted in the article: words that can mean anything, exaggeration and repetition, and visual association.

**(1)** In the days before the election, have students keep a pad and

pencil handy when they watch TV. Ask them to tally how many ads they see from the McCain campaign, how many from the Obama campaign, and how many from other groups. (The candidates' own ads usually end with "I'm [name], and I approve this message.") Which used one or more of the techniques most effectively? Which seemed to be stretching or evading the truth?

**(2)** Encourage students to look for use of the three techniques in product ads, in print as well as on TV. Have them pick one ad to examine more closely. Replace words that could mean anything with precise words; strip away exaggerations

and repetitions; and choose visuals that are a truer match. Is the resultant ad more or less effective than the original? Explain.

### WEB LINKS

- FactCheck.org is associated with the University of Pennsylvania's Annenberg Public Policy Center. [factcheck.org](http://factcheck.org)
- Issues-0-Meter: the candidates' positions on "the big issues": [nydailynews.com/news/politics/election2008/issuesometer](http://nydailynews.com/news/politics/election2008/issuesometer)
- Check out the campaign ad "Truth-0-Meter" of *The St. Petersburg Times* and *CQ* at [politifact.com](http://politifact.com)



## Election 2008: "ElectionSpeak" (pp. 10-11)

► **NCSS STANDARD**  
Culture

*Like every other field of endeavor, politics has its own insider lingo. This feature defines and puts into context some of the terms commonly heard during the 2008 presidential campaign.*

### ■ Rapid Review

After students have read and discussed the article, check their grasp of key terms by using one or more of the following exercises.

- **In Your Own Words:** Call out a term from this glossary and ask who can define it in his or her own words, with or without the magazine open to the article.
- **Jargon Jeopardy:** Have a quizmaster read or paraphrase a

term's definition and see which contestants are able to "phrase the answer in the form of a question," as is done on the TV game show *Jeopardy*. (Example: Quizmaster: "Voters who may or may not be registered as Democrats or Republicans but may be persuaded to vote for either party." Contestant: "What are swing voters?")

• **Seek and Speak:** For a homework or extra-credit project, invite students to search newspapers (in print or online) for as many of these terms as they can find. Then have them bring one of the articles to class to share how that term was used in the context of the article.

### ■ Furthermore . . .

Ask students to take note of other terms used by the candidates and/or political pundits and reporters. Then have students research to find out what the terms mean and, in a class discussion or as a written homework assignment, share those terms and definitions.

### WEB LINKS

- For more election-related and political terms, visit [politicalgrassroots.org/terms.html](http://politicalgrassroots.org/terms.html)
- For other relevant links, go to [scholastic.com/juniorscholastic/urls](http://scholastic.com/juniorscholastic/urls)

# QUIZ WIZ

How much do you know about what's in this issue of JS? Getting 18-20 correct makes you a Quiz Wizard; 14-17 correct makes you a Wizard's Apprentice.

## COVER STORY: EXPERIENCE: WHAT KIND IS BEST?, PAGES 6-7

■ Use a word from this list to correctly complete each sentence.

Joe Biden, Jimmy Carter, Dick Cheney, Dwight D. Eisenhower, executives, generals, Al Gore, Governors, legislators, mayors, John McCain, Barack Obama, Sarah Palin, resigned, Senators, Vice Presidents, was killed

1. Both of the 2008 major-party candidates for the presidency are currently serving as \_\_\_\_\_.
2. Before being elected President, Jimmy Carter, Ronald Reagan, Bill Clinton, and George W. Bush all served as \_\_\_\_\_.
3. The only 2008 major-party candidate with executive experience is \_\_\_\_\_.
4. Only one Vice President became the Chief Executive after the President \_\_\_\_\_.
5. The only President in the last 50 years to have been a General was \_\_\_\_\_.

## ELECTION 2008: STRETCHING THE TRUTH, PAGES 8-9

■ Decide whether each sentence is true, false, or an opinion. Write your answer on the blank line provided.

- \_\_\_\_\_ 6. The candidates and their supporters have spent millions of dollars on TV commercials.
- \_\_\_\_\_ 7. Attack ads are never effective.
- \_\_\_\_\_ 8. Political ads should air candidates' positions on the issues instead of putting down their opponents.

- \_\_\_\_\_ 9. FactCheck.org examines campaign statements for accuracy.
- \_\_\_\_\_ 10. The political process would be fairer if campaign advertising were regulated by law.
- \_\_\_\_\_ 11. Students should reflect on what matters most to them.
- \_\_\_\_\_ 12. Political ads are usually reliable sources of information.
- \_\_\_\_\_ 13. Obama and McCain both say that they want "change" and "reform."
- \_\_\_\_\_ 14. McCain says that he will abolish the Department of Education.
- \_\_\_\_\_ 15. Obama's tax plan calls for reducing taxes for 81 percent of households.

## ELECTION 2008: "ELECTIONSPEAK," PAGES 10-11

■ On each line given, write the letter of the term that best matches the definition.

- \_\_\_ 16. The reinterpretation of a candidate's misstatement from a negative to a positive:  
 A. mudslinging      C. spin  
 B. pundit              D. swift-boating
- \_\_\_ 17. Private organization that collects campaign money and distributes it to candidates:  
 A. 527                  C. political action committee  
 B. lame duck        D. white collar
- \_\_\_ 18. Personal-attack political campaigning:  
 A. lobbying            C. sound bites  
 B. mudslinging        D. spin
- \_\_\_ 19. Workers who tend to be hourly wage earners in factories, or make a living doing manual labor:  
 A. blue collar        C. pundits  
 B. police officers     D. white collar
- \_\_\_ 20. Groups not subject to taxation that work to elect or defeat a candidate:  
 A. 527s                C. soccer moms  
 B. lobbyists            D. swing voters

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

# CROSSWORD PUZZLE

Take our crossword challenge before reading this issue. Then come back and fill in any blanks. The starred clues refer to the Election 2008 articles.

## ACROSS

- 1 "It takes \_ to tango."
- \*4 Campaign \_ often stretch the truth.
- \*7 Writing \_ is part of a legislator's job.
- 9 Great joy or delight
- 10 Panama's northern neighbor (abbr.)
- 11 Federal agency assigned to protect the environment (initials)
- 13 A holiday, \_ occasion
- 14 Film actress Thurman
- 15 150, in Roman numerals
- \*16 Big-money rescue passed by Congress
- 18 Abbr. for Latin words meaning *that is*
- 19 Irritation or anger
- 20 Akin to a st., ave., and blvd.
- 21 Bambi's deer mother
- 22 Due date, for short
- 24 Prescription drugs, for short
- \*26 Which candidate is best qualified to \_ ?
- 28 Opposite SSW on a compass
- 29 Artificial coloring

**PUZZLE BY KATHY WILMORE**

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

**PUZZLE SOLUTION IS IN YOUR TEACHER'S EDITION.**

## DOWN

- 1 What a good nurse gives (abbr.)
- \*2 John McCain was once a prisoner of \_.
- 3 Exclamation of pain
- 4 The NL's World Series opponent (abbr.)
- 5 Distributed playing cards
- \*6 *16 Down* job title (abbr.)
- 8 Prefix meaning *half*
- \*9 Home state of third-party candidates Barr and McKinney (postal abbr.)
- \*12 Republican nominee's VP candidate
- 14 Its capital is Abu Dhabi (abbr.).
- 15 Hint, as for an actor who can't recall his lines
- \*16 Democratic nominee's VP candidate
- 17 Spoken not written, as a test
- 20 Initials of the 37th U.S. President
- 21 Plural suffix, as for glass
- \*22 Election \_ is Nov. 4 this year.
- \*23 Last Army General to become President (initials)
- \*25 State represented by *16 Down* (postal abbr.)
- 27 David Letterman's TV show is broadcast from NYC's \_ Sullivan Theater.

# 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.

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

THIS GRID IS FROM SUDOKU: 100 FUN NUMBER PUZZLES COMPILED BY KJARRAN ROSSITT AND MICHAEL MEPHAM (SCHOLASTIC, 2005)

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## UNDERSTANDING ECONOMIC TERMS

# MONEY TALKS

The U.S. economy runs on **credit**. People almost always need to borrow money for large purchases, such as a house or a car. Businesses, from a pizzeria that needs to buy a new oven to a car manufacturer that wants to open a new factory, have to take out loans, too. This constant borrowing and paying back is part of the engine that drives a healthy economy.

Yet credit would be impossible if the people lending the money didn't believe that they would be repaid. That is one of the things that has caused today's problems. Several years ago, during a period when the value of homes was rising steeply, banks began lending money

to many people who actually couldn't afford to buy homes. Bankers believed that if those people couldn't pay the **mortgage**, banks could **foreclose** on the homes and sell them to someone else at a higher price.

Then housing prices stopped rising, and banks were stuck with billions of dollars in bad debts. To complicate matters, many banks had bought the right to get paid back from those first bankers, in the form of **mortgage-backed securities**. This meant the bad debts had spread to the biggest financial institutions in the economy, even to some that others depend on for credit.

Below are terms to help you understand the economy.

**assets (n):** all things of worth owned by a person or business, including cash, property, equipment, and money owed to them, as well as the value of the company's brand name and reputation.

**bailout (n):** a rescue from financial difficulties.

**bond (n):** a certificate issued by a company or government to an investor who has loaned it money, promising to repay the amount with interest.

**credit (n):** money or goods granted for use, under agreement that it will be repaid on a regular schedule.

**depression (n):** a severe economic downturn, with very high unemployment and many businesses failing.

**equity (n):** the value of property or a company after debts are deducted. A homeowner's equity is the value of the home minus **mortgage** payments owed.

**foreclose (v):** seize property from someone who has failed to make payments on a loan used to purchase it.

**leverage (v):** make an investment using borrowed money, assuming that it will earn enough to pay off the debt and leave a profit.

**mortgage (n):** loan from a bank for the purchase of a home or other major property worth as much or more than the loaned amount.

**mortgage-backed security (n):** when a bank bundles the money owed it from multiple mortgages and sells shares in the right to be paid back.

**recession (n):** a period of reduced economic activity, less severe than a depression. To economists, it is when the country's gross domestic product (GDP) drops for two consecutive three-month periods.

### QUESTIONS *(Write your answers on a separate sheet of paper.)*

- Which is worse, a recession or a depression? Explain.
- Why is credit important to the economy?
- Which of the following is most likely to happen during a recession?
  - Companies would hire more workers.
  - The GDP would increase.
  - More new businesses would start up.
  - People would lose their jobs.
- Which of the following would *not* be considered part of the assets of a car company?
  - the cars its workers own
  - the computers in its offices
  - the factories it owns in Detroit and Tennessee
  - its reputation for making good cars
- If your house is worth \$275,000 and you owe \$220,000 on the mortgage, what is the equity?

# Taking Part in the Process

## The Right to Vote

**A**s far as the Constitution's Framers were concerned, voting was a responsibility as well as a precious right. The exercises below will help students realize that voting rights are not a given—they have been hard-won. It also lets them encourage their elders to participate in the process. This lesson plan was created by Karen Kellaheer, a substitute teacher in Warren County, New Jersey. Kellaheer, a former Scholastic editor, has published more than 15 books for students and teachers.

**Objectives:** Students will be able to discuss changes in U.S. voting rights, and identify why voting is an important right.

### DIRECTIONS

1. Ask students to discuss why candidates send out so many fliers, visit so many cities, and spend so much money on TV ads. Candidates know that every vote counts—every voter who goes to the polls can help them win the presidency. However, not everyone who is eligible actually votes. In the 2004 presidential election, only 60 percent of all people eligible to vote did so.
2. Ask students to define the term *eligible voter*. Who may vote in this country? (U.S. citizens who are age 18 or older and have registered to vote are eligible. Most states allow people convicted of a felony to vote after they have served out their sentence. Only two—Maine and Vermont—allow felons to vote while still in

prison. In most early-American colonies, only adult white males who owned property could vote.)

3. Send students on a scavenger hunt to learn more about voting rights. Divide them into five groups and assign each group one of the following years: 1870, 1920, 1924, 1966, 1971. Have each group search in books or online sources to find out what happened to voting rights in that year,\* then report its findings to the class. (To emphasize the importance of reliable sources, ask each group to cite its sources and have the class discuss which aren't trustworthy and why.)
4. Ask students to discuss why so many Americans don't vote. What would they say to adults to convince them to exercise that right?
5. Have students create posters urging eligible voters to go to the polls. Emphasize that the goal isn't to persuade people to vote a certain way



Karen Kellaheer

PHOTO COURTESY OF KAREN KELLAHEER

but to persuade them to vote for whichever candidate they think is the best for the job. Encourage students to come up with catchy phrases and attention-grabbing slogans. Get permission to display the posters in your local library, community center, or school lobby/hallways.

### LESSON EXTENSIONS

Invite students to create voting bookmarks (instead of or in addition to the posters) to give to family members and neighbors.

### ASSESSMENT

Grade students on their performance on the voting-rights scavenger hunt as well as their finished posters. Make sure that everyone in the group contributed by asking them to submit brief reports outlining what they did.

\* See *Answers*, p. T-4.