

Junior Scholastic®



TEACHER'S EDITION

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How to Deal With Cyberbullies

Dear Teacher,
 As the ways in which we communicate and interact with the world become ever more sophisticated because of the Internet, so do methods of bullying. In this issue's Teen Scene (*see pp. 6-7*), we examine a new twist on a timeless problem. Experts believe that one in five teens is a victim of cyberbullying abuse via e-mail, social networking sites, or cell phones. Although it is not in itself physically dangerous, cyberbullying can be more insidious than the old methods. In a world where kids are electronically connected 24/7, such abuse is impossible to ignore.

WE NEED YOUR HELP!
 Please fill out our Online Teacher's Survey. At *Junior Scholastic*, we value the expertise of our teacher-subscribers. We'd like to incorporate your ideas as we prepare next year's calendar. Please take a few minutes to complete an online survey at www.scholastic.com/juniorfall09survey. Thank you!

Parry Aftab, an expert quoted in our story, is one of the nation's foremost experts on cyberbullying. Her organization's Web site, stopcyberbullying.org, is an excellent resource for understanding and battling the problem. Its newest feature, a Stop Cyberbullying Toolkit, includes posters and activities written for K-12 students, parents, and schools. The toolkit is downloadable and free.

We hope that you and your students find "Cyberspace Bullies" helpful and informative.

Suzanne McCabe
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This Issue Online

scholastic.com/juniorscholastic



Teacher's Corner

Check out our *JS* Web site for a wealth of info and aids: lesson plans, vocabulary words, Teacher-to-Teacher lesson plans, and interviews with experts. As always, you'll find current and archived reproducible, useful URLs to amplify your lessons, and top news stories written at four different reading levels. It's all at www.scholastic.com/juniorscholastic.

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COVER STORY: Cyberspace Bullies (pp. 6-7)

► **NCSS STANDARD**
Individual development & identity

Bullying has long been a problem for young people—and the adults responsible for their education and well-being. The ubiquity of Internet access has taken the problem to a new and troubling level. This article helps readers think about and discuss the phenomenon and ways that can help them cope, should it affect them personally.

■ Objectives

- Understand what cyberbullying is, and why/how it is harmful.
- Learn some ways to protect oneself from cyberbully attacks.

■ The Basics

● **Cyberbullying:** “when a child, preteen, or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, preteen, or teen using the Internet, interactive and digital technologies, or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyberharassment or cyberstalking. Adult cyberharassment or cyberstalking is *never* called cyberbullying.” (For more on what cyberbullying is and is not, go to stopcyberbullying.org.)

■ Words’ Worth

The prefix *cyber-* comes from the word *cybernetics*, coined in 1948 from the Greek word *kybernan*, which means to steer or to govern. *Cybernetics* includes the study of human functions and the mechanical and electronic systems designed to imitate or replace them. *Cyber* has evolved into a stand-alone word or prefix meaning “computer” or “computer network.”

■ More on the Matter

For resources on dealing with cyberbullying (for parents as well as for teachers and students), see this issue’s “Useful URLs” at scholastic.com/js/urls.

■ Content-Area Questions

CULTURE/SOCIAL STUDIES

1. What are some effects of cyberbullying on a victim? (*damaged self-esteem; anxiety,*

depression; other answers acceptable)

2. What makes cyberbullying more harmful than traditional bullying? (*There is no escape—it can affect you anywhere, anytime you turn on your cell phone or computer.*)
3. What kind of cyberbullying can be a felony? (*making a death threat online*)

LANGUAGE ARTS

1. What is cyberspace? (*the Internet; being on the Web; other answers acceptable*)
2. What is a felony? (*a serious crime for which the punishment may include time in prison*)

SCIENCE

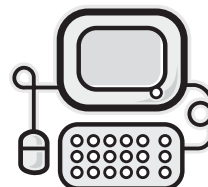
1. How does technology make it easier for a teen to become a cyberbully or the victim of one? (*Abusive messages can be sent anonymously; can be sent without having to look a victim in the eye; no need to be in the same place, as e-mail messages can be sent long distances; Internet access is 24/7; other answers acceptable.*)

For downloadable reproducibles, go to



scholastic.com/js

Want to enhance your classroom experience with JS? Go to our home page. You’ll find digital reproducibles, plenty of useful URLs that relate to articles in each issue, and “Word Wise,” a list of vocabulary words featured in each issue. Your students can play the Mapman Game and vote on debate topics.





American History: “Fight No More Forever” (pp. 8-11)

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

November is Native American Heritage Month. We mark it with this article on one of American history’s remembered greats.

■ Objectives

- Compare and contrast the interests of the Nez Perce and the whites in terms of the same land.
- Understand why Chief Joseph is remembered.

■ Name to Know

Napoleon: Mistakenly believing that Chief Joseph had led the Nez Perce in battle, white newspapers called him “the Red Napoleon.” Meant in part as a compliment, this was a reference to Napoleon Bonaparte

(1769-1821), or Napoleon I, a general and brilliant military tactician who was Emperor of France from 1804 to 1815.

■ Rapid Review

- Why did whites want the land on which the Nez Perce lived? (*Gold had been discovered there.*)
- Why did Chief Joseph try leading his people to Canada? (*so that they could live as they chose, rather than being forced onto a reservation; to avoid bloodshed; other answers acceptable*)
- Do you consider Chief Joseph a hero? Why or why not? (*Answers will vary.*)

■ Talk About It

What does the Nez Perce legend on p. 11 (“Creatures of the Earth”) have to say about the relationship between human beings and the other animals of Earth? If you had to condense the message of that story into one sentence, what would it be?

WEB LINKS

- Native American Voices—Chief Joseph: digitalhistory.uh.edu/native_voices/voices_display.cfm?id=80
- Nez Perce: infoplease.com/ce6/society/A0835536.html
- Nez Perce Indians: lewis-clarkvalley.com/indian.html



GeoSkills: A New Arctic Shortcut (p. 15)

► **NCSS STANDARDS**
People, places, & environments;
Global connections

Two German cargo ships recently achieved a historic “first”—sailing from Asia to Europe by way of the Arctic Ocean’s Northeast Passage.

■ Objectives

- Use a key (legend) to glean more information from a map.
- Compare advantages and disadvantages of the traditional southern and new northern sea routes.
- Consider the factors that made it possible for this “first” to occur.

■ Backstory

For centuries, trade between Europe and Asia was carried out overland, via the storied Silk Road. European entrepreneurs and explorers sought

a quicker route by sea. Christopher Columbus (1492) tried to do it by sailing west across the Atlantic. Bartolomeu Dias (1487-1488) and Vasco da Gama (1497-1498) blazed the route south around Africa to the Indian Ocean. That was the only viable route until 1869, when the Suez Canal opened, cutting thousands of miles off the trip. But the shortest route between the two points—traversing the Arctic Ocean—remained blocked by ice.

Because of global warming and the melting of Arctic ice, the Northwest Passage, along Canada’s northern shores, and the Northeast Passage, along northern Russia, were both recently traversed.

■ Rapid Review

- What made this historic first possible? (*global warming melting Arctic ice, plus icebreaker ships*)
- Judging by the map, where was the ships’ journey most difficult? (*near Severnaya Zemlya, Russia, where the sea ice was thickest*)

WEB LINKS

- Suez Canal—official site: www.suezcanal.gov.eg
- Two German Merchant Ships Conquer Famed Northeast Passage: boston.com/news/science/articles/2009/09/12/two_german_merchant_ships_conquer_famed_arctic_passage

WORD FIND

We've hidden the names of 25 Native American tribes in this grid. First, find and circle each. (They appear horizontally, vertically, and diagonally; forward and backward.) Then consult an encyclopedia to learn about them and many others.

- | | |
|----------|--------------|
| Apache | Kickapoo |
| Caddo | Kiowa |
| Chinook | Modoc |
| Comanche | Mohawk |
| Creek | Navajo |
| Crow | Nez Perce |
| Delaware | Onondaga |
| Fox | Paiute |
| Hopi | Pottawatomie |
| Huron | Sauk |
| Illinois | Sioux |
| Iowa | Zuni |
| Kansa | |

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

PUZZLE BY KATHY WILMORE. THE SOLUTION IS ON P. T-4.

SUDOKU

Do 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.

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

THIS GRID IS FROM SUDOKU: 100 FUN NUMBER PUZZLES, COMPILED BY KJARTAN FOSKITT AND MICHAEL MEFHAM (SCHOLASTIC, 2005).

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Exploring Folklore

The Nez Perce

Native
American
Heritage
Month

Commemorate Native American Heritage Month with our article about Chief Joseph and the Nez Perce (pp. 8-11). Then use the lesson below to learn more about the Nez Perce through their folklore. This lesson was written for JS by contributor Karen Kellaheer.

OBJECTIVES

Students will:

- identify important themes in a Nez Perce creation story.
- use traditional characters from Nez Perce legends to write original legends.

ENGAGE

Read pp. 8-11, then have students highlight the origin of the conflict between the Nez Perce and the white settlers. (Page 8: *Whites were about to force the Nez Perce from their homeland.*) Explain that students will hear a legend that will help them better understand this conflict.

TEACH

1. Explain that a legend is a story that has been handed down through generations and holds important truths for a people. Legends are one way in which all peoples—including the Nez Perce and other Native American groups—keep alive their cultures, beliefs, and values.
2. Read aloud or distribute copies of the *Nimi'ipuu* (Nez Perce) legend at right. Explain that it is a creation story—a legend that explains how the world or humanity began.
3. Have students work in small groups to discuss:
 - What questions does this legend answer for the Nez Perce? (*how humans got their start and why the Nez Perce lived where they did*)
 - What does it tell us about how the Nez Perce view themselves and their land? (*They were special and pure. They were meant to live on that area of land.*)
 - How do you think the Nez Perce felt when settlers arrived? (*They were desperate to keep the land that was sacred to them.*)
4. List some traditional characters on the board (Coyote, Fox, Meadowlark, Porcupine, Rabbit, Raccoon, Turtle, Wolf). Challenge students to use them to write their own legends. Students may write a creation story or another kind of “why” story. Sample topics may include why the seasons change or why Turtle has a shell.

Coyote and the Monster

One day, Coyote noticed that he was all alone. He searched high and low, but he did not spot another animal. Finally, he heard a cry. It was Meadowlark. Coyote had stepped on the poor bird's leg and broken it.

“Where is everyone?” Coyote asked Meadowlark. “I will make you a new wooden leg if you tell me where they have gone.”

“They have been swallowed up by a great monster,” Meadowlark said, wailing. She pointed in the direction in which the monster had gone.

After Coyote had fixed Meadowlark's leg, he collected some supplies and set off to find the monster. Finally he saw it: a fearsome beast as big as the hills. Determined to help his friends, Coyote approached the beast.

“I am lonely,” he told the monster. “You have swallowed my friends. Now you must swallow me too.”

The monster swallowed Coyote without hesitation. As soon as he entered the beast's belly, Coyote got to work. He set a fire in the belly and cut out the beast's heart. Before long, the beast was dead and the animals trapped inside were free.

To celebrate, Coyote carved up the body of the slain beast and threw each piece in a different direction. Wherever a piece of the monster landed, a tribe of people came to be.

As Coyote finished, his friend Fox spoke. “Coyote, you have done a good job creating humans, but you have forgotten this very spot. Who will live here, where we have fought the monster?”

Coyote looked at his blood-spattered hands. Then he sprinkled drops of the monster's blood on the ground. This blood turned into the Nimi'ipuu, the purest tribe of all.