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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

Citizenship in Action

Whatever happened to civility? How often have you heard that complaint—or uttered it yourself? Political debate in the U.S. seemed particularly acrimonious last summer when Representative Joe Wilson shouted at President Obama during his address to Congress *(see "Can We Talk?" p. 14)*. Our article asks: At what point does our disagreement over ideas prevent us from hearing one another?

This discussion is part of our special section, **Citizenship in Action**, which begins on p. 12. We also examine the nature of volunteering as a form of active citizenship *("We the Kids," p. 12)* and offer some of the questions that prospective citizens must answer in order to become naturalized Americans *("The Great American Quiz," p. 16)*. How many of your students can get all of them correct?

In our cover story, we stop to wonder where the U.S. space program is headed *(see "Destination Mars?" p. 5)*. Students may wish to weigh in on some of the big decisions—including whether to head back to the moon or straight to Mars. Colonel Eileen Collins, the first woman to command a space shuttle flight, credits *JS* with inspiring her to become an astronaut. Who knows: One of *your* students might be the first to set foot on Mars!

Suzanne McCabe

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This Issue Online

scholastic.com/juniorscholastic

Digital Reproducibles

Norway in Literature. Norway's treacherous whirlpools, known as *Moskenesstraumen*, were immortalized by Jules Verne in his classic novel *Twenty Thousand Leagues Under the Sea*. Challenge your students to define key vocabulary words by their context in our reproducible, which offers an excerpt from the book. This and other reproducibles are available only at **scholastic.com/juniorscholastic.**

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COVER STORY: Destination Mars? (pp. 5-7)

➤ NCSS STANDARD
Science, technology, & society

Last month, the Human Spaceflight Commission (known as the Augustine Commission after its chair, Norman Augustine) released its report to President Obama. This article looks at some of NASA's past accomplishments as well as prospects for its future.

Objectives

- Help students connect recent news stories on NASA's budget and the prospect of human travel to Mars with NASA's past projects and accomplishments.
- Encourage students to draw their own conclusions after learning background facts.

The Basics

A series of early NASA programs focused on human spaceflight: Mercury, Gemini, and Apollo. *(For milestones of the Soviet space program, see the reproducible on p. T-7 of this Teacher's Edition.)*

- **Mercury (1958-1963):** This program's goal was to send a U.S. astronaut into low-Earth orbit. Its first great success came on February 20, 1962, when astronaut John Glenn—in a tiny capsule called *Friendship 7*—was shot into low-Earth orbit by a powerful rocket. He circled the planet three times in a flight lasting 4 hours, 55 minutes, and 23 seconds. In all, the Mercury program had 26 flights, only 6 of which had a human aboard.
- **Gemini (1962-1966):** Its goal was to advance our technical and human abilities by developing two-astronaut vehicles that could carry people into higher orbit, allow them to maneuver the craft, stay in space longer, and leave and re-enter Earth's atmosphere safely. Its 10 human spaceflights included the first American to walk in space.
- **Apollo (1961-1973):** This project was focused on landing a person on the moon. There were four three-astronaut Apollo flights—two orbited Earth, two orbited the moon—before the success of July 20, 1969, when two astronauts set foot on the moon. The third astronaut stayed aboard the main craft. Six additional Apollo missions were carried out (in one, the famous Apollo 13, the planned lunar landing was aborted) before the project ended.

Words' Worth

The U.S. and the Soviet Union/Russia use different names for the people they train to go into space, but both words were constructed the same way—from ancient Greek. Americans use the term *astronaut*, Russians use *cosmonaut*. The *-naut* comes from *naútes (NAW-teez)*, meaning sailor. The *astro-* is from *ástron*, star, and *cosmo-* is from *kosmos*, meaning universe.

Content-Area Questions

Culture/Social Studies

1. Do you think that NASA's share of the federal budget should be expanded, cut, or left as is? Explain. *(Answers will vary.)*
2. Do you agree with Buzz Aldrin's opinion that "It's mankind's destiny to walk on another planet"? Why or why not? *(Answers will vary.)*

Geography

1. Why do you think we are aiming for Mars when Venus is closer? *(greater likelihood of water, not as close to the sun, other answers acceptable)*

Language Arts

1. What nickname for Mars is used in this article? *(the Red Planet)*

Math

1. *Salyut 1*, the Soviet Union's first space station, was launched in 1971. How long afterward was the first U.S. space station launched? *(two years;* Skylab *was launched in 1973)*
2. If Mars is 34 million miles from Earth and you take six months to get there, about how far would you travel per day? *(183,784 miles; 34,000,000 ÷ 185—the approximate number of days in 6 months)*

Science

1. What kinds of technical advances will be needed before humans are able to travel to Mars? *(protection from radiation, a craft capable of safely taking people that far and for that long, additional fuel capacity; other answers acceptable)*
2. Give students a quick overview provided in "The Basics" above. Then discuss: Why did NASA attempt human spaceflight in stages rather than immediately try to land on the moon? What kinds of things might researchers have had to learn along the way to help them reach the next stage?

World: Norway (pp. 8-11)

➤ NCSS STANDARD
Global connections

In this issue, JS *goes to Europe, far north above the Arctic Circle—to a tiny fishing community in northern Norway.*

Objectives

- Examine life in a peaceful, traditionally stable country, in which the natural world plays a more significant role than it does for most Americans.
- Give a picture of how global warming is affecting other people far from our shores.

Backstory

Correction and amplification: Traditionally, *JS* has listed Norway in its World Affairs tables as a *parliamentary democracy* rather than a *constitutional monarchy*. *(See* JS *Oct. 19 & 26, pp. 4-7, for definitions.)* In preparing this article, the editors perceived that the country's King did retain a prominent function in government, and hence described Norway here as a constitutional monarchy.

Rapid Review

- What is the scientific name for the northern lights? *(aurora borealis)*
- Why is the duration of days in Reine so radically different in the winter and summer? *(Being north of the Arctic Circle causes this imbalance.)*

A World Away

Have students consider the phenomenon of the Arctic's long summer days and winter nights. How different would their lives be under such conditions? What would they do with the summer days? How would they survive the winter darkness?

WEB LINKS

- Facts About Norway: **vg.no/vg/norway**
- The Lofoten Islands: **visitnorway.com/en/Stories/Norway/North/Lofoten**
- Norway Country Profile: **news.bbc.co.uk/2/hi/europe/country_profiles/1023276.stm**

American History Play: General Washington's Spectacles (pp. 18-21)

➤ NCSS STANDARD
Power, authority, & governance

A little-known incident in the early days of the United States was significant in securing democracy as we know it today.

Objective

- Understand that the course of history can hinge on a single event.

Backstory

- Congress's inability to raise funds for back pay and pensions for the Army was a consequence of the weak national government created by the Articles of Confederation (1781-1788). The Newburgh incident, among other events, allowed the so-called "nationalists" (such as Alexander Hamilton) to make a case for a strong central government, which was eventually created by the U.S. Constitution.
- General Horatio Gates (1728-1806) had a prominent role in the American Revolution. His ambition and his resentment of Washington led to much political intrigue and a failed attempt to replace Washington as commander of the Continental Army.

Rapid Review

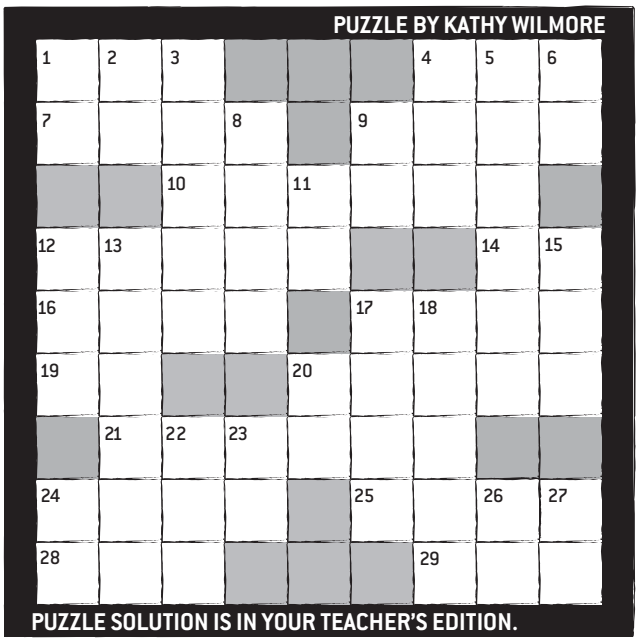
- Why were Continental Army troops upset with Congress? *(It had not paid them for years.)*
- Why did Hamilton want Congress to believe that the troops were about to mutiny? *(So its members would realize that the U.S. needed a strong central government.)*
- What might have happened to the country if Washington hadn't been able to defuse the mutiny? *(Answers will vary, but the U.S. might be a very different place today.)*

WEB LINKS

- Learning About George Washington: **gwpapers.virginia.edu/education/kids/kids1.html**
- The Newburgh address and Washington's speech in reply: **earlyamerica.com/earlyamerica/milestones/newburgh**

CROSSWORD PUZZLE

PUZZLE BY KATHY WILMORE



PUZZLE SOLUTION IS IN YOUR TEACHER'S EDITION.

Take our crossword challenge before reading this issue. Then come back and fill in any blanks. The starred clues refer to the article on pp. 5-7.

ACROSS

1 It makes electric guitars audible (abbr.).
***4** The only space station still in use (abbr.)
***7** General Charles Bolden is its administrator (abbr.).
9 Very dark
***10** *7 Across* is the official U.S. space __.
12 City in southeastern France
14 California's biggest city (abbr.)
16 Sings with lips closed
17 Graceful, long-necked bird
19 Best: "good __ it gets"
20 Jabs with something sharp
***21** Main U.S. rival in the Cold War space race: __ Union
24 Very short, as a skirt
25 Benches in a church
28 Woman's first name, as in __ Jemison, first African-American woman in space
***29** Nickname for Mars: the __ Planet

DOWN

1 "__ apple a day keeps the doctor away."
2 Pa's partner
3 Sacred song or poem
4 Abbr. at the end of many company names
***5** The first U.S. space station
6 Nickname for Seymour
8 A long, long time
9 "Are you __ or are you out?"
11 Plural ending, as in bus__
12 Exclamation of discovery
***13** Country succeeding former U.S. space-race rival
15 The reply to a question (abbr.)
***17** Buzz Aldrin was the second person to __ onto the moon.
***18** Frozen __ has been found beneath the surface of Mars.
20 Yes, in Spanish
***22** Neil Armstrong took "__ small *17 Down* for man."
23 Six, in Roman numerals
24 One thousandth of a meter (abbr.)
26 "__ the People"
27 Pierre is this state's capital (postal abbr.).

"Kids Helping Kids to Help Themselves"

Krista Laforest

PHOTO COURTESY OF LAFOREST FAMILY

Sometimes we at *JS* receive letters from students who want to share a special experience with fellow readers. Recently, we received just such a letter from Krista Laforest, a seventh-grader at Broad Meadows Middle School in Quincy, Massachusetts. Krista and her school are involved in a program call Operation Day's Work-USA, the motto of which is "Kids helping kids to help themselves." As Krista puts it, "ODW's goal is for U.S. students in grades 5 to 12 to decide together how to provide meaningful, sustainable aid to children in one poor, developing country each school year." Please see Krista's letter at **scholastic.com/js**. She hopes that you will post it in your classroom or reproduce it so that each student can have a copy.

READING A CHRONOLOGY

SPACE-RACE RIVAL

For many years, the United States and the Soviet Union (now Russia) strove to outdo one another in space. This competition is often described as the "space race." Although the U.S. was the first—and only—country to land humans on the moon, the Soviet Union achieved many more "firsts" in space.

Read this chronology of Soviet space accomplishments. Then answer the questions that follow.

TIME LINE

1957: The Soviet Union launches *Sputnik*, the world's first satellite. A month later, it launches the first living being into space—a dog named Laika. She orbits Earth aboard *Sputnik 2*.

1959: The Soviet Union launches *Luna 2*, the first probe to hit the moon's surface. Weeks later, *Luna 3* is launched. It circles the moon and radios back the first pictures of its far side.

1961: Soviet cosmonaut Yuri Gagarin becomes the first human to travel in space. He orbits Earth aboard *Vostok 1*.

1963: Soviet cosmonaut Valentina Tereshkova becomes the first woman in space. She orbits Earth 45 times in *Vostok 6*.

1965: Soviet Alexei Leonov takes the first-ever "walk" in space. He floats in space for 12 minutes and 9 seconds, connected to his craft by a 10-foot-long tether.

1971: The Soviet Union launches *Salyut 1*, the first space station. Three cosmonauts spend 23 days on the station but die when their capsule leaks air when re-entering Earth's atmosphere, depriving them of oxygen.

1971: The Soviets launch the first probe to orbit another planet—Mars—and the first probe to reach the surface of Mars.

1975: A Soviet spacecraft docks with a U.S. spacecraft in the first joint U.S.-Soviet space mission. Cosmonauts and astronauts conduct experiments together for two days.

1986: The Soviet Union launches *Mir 1*, the first space station permanently occupied by humans. It remains in orbit until 2001.

1988: Soviet cosmonauts Vladimir Titov and Musa Manarov return to Earth as the first crew to exceed one year in space. They lived and worked on *Mir 1* for 365 days, 22 hours, and 39 minutes.

1992: Following the breakup of the Soviet Union, Russia forms its own space agency.

QUESTIONS

1. True or false? Cosmonaut Alexei Leonov walked on the moon. _____
2. Why didn't the first cosmonauts to spend time on a space station survive? _____
   _____
3. What did Vladimir Titov and Musa Manarov accomplish? _____
4. Who was the first person in space? _____
5. What did the *Luna 3* probe accomplish?
   _____
6. How many years passed between the launching of the *Salyut 1* and *Mir 1* space stations? _____
7. How long ago did the Soviets send the first animal into space? _____
8. What made *Mir 1* different from the *Salyut 1* space station? _____
   _____
9. In your opinion, which space "first" achieved by the Soviet Union was the most important? Explain.
   _____
   _____
   _____
10. The Soviets had many important achievements in space. How do you think these achievements affected the U.S. space program? Explain. _____
    _____
    _____
    _____

Developing Professionally
George Washington, at the Source

Since 2001, Andrew Ragan has used *JS* to help teach the history of the Western Hemisphere and the United States to seventh- and eighth-graders at Allendale Columbia School in Rochester, New York. He is the author of the American history play on pp. 18-21 of this issue.

Andrew Ragan

PHOTO COURTESY OF ANDREW RAGAN

Dear fellow *JS* teacher,

Instead of providing a specific lesson plan to accompany the play, I would like to tell you about two great professional-development opportunities and some excellent resources for middle school teachers. Rather than a single lesson plan related to George Washington, you can take your pick from some great lessons developed by the George Washington Teacher's Institute (GWTI). They are available free at **georgewashingtonwired.org** or at **mountvernon.org/learn**. You can also request a free CD-ROM containing these lessons, as well as additional materials.

Bringing History Alive

The inspiration for "General Washington's Spectacles" came from an awesome lecture presented at a weeklong GWTI session in July 2008. The speaker was Dr. William M. Fowler, a professor of history at Northeastern University. Fowler was just one expert in a distinguished lineup of Washington and Colonial-era scholars from the fields of history, education, art, drama, and government at this seminar, held at Mount Vernon, Washington's estate in Virginia. I was one of 15 participants in the program designed specifically for middle school teachers. The Mount Vernon Education Department also runs annual seminars for elementary and high school teachers.

Mount Vernon's summer institutes, its resource-rich Web site, and its teacher resource center are great examples of some of the best-kept secrets in professional development for educators. Typically, such programs and materials are free, provided at a reasonable cost, or offered with the possibility of financial aid. Such seminars may also qualify for continuing-education credits.

Access to Primary Sources

GWTI is not the only history-based professional-development opportunity for teachers. The Gilder Lehrman Institute of American History (GLI) was founded by two philanthropists who share an interest in preserving America's vital historical documents. Their archive, which has grown to 60,000 documents, includes signed copies of the Emancipation Proclamation and letters written by George Washington, Thomas Jefferson, Abraham Lincoln, and Frederick Douglass. GLI's mission has evolved "to promote American history education in our nation's schools."

Each summer since 1994, GLI has offered as many as 40 history seminars for middle school and high school teachers, held in many states and even other countries. Topics range from pre-Columbian America and the Cold War to "Teaching Digital History." When I participated in 2005, the only requirement was that I provide a lesson plan using the historical documents related to the seminar topic.

Whether or not you attend a seminar, the GLI Web site, **gilderlehrman.org**, offers hundreds of free lesson plans and DBQs developed by seminar participants, plus historical documents from the GLI archives to view or print, and free podcasts of presentations by top historians.

For more on the author's experiences with the GWTI and GLI programs, see the extended Teacher to Teacher at scholastic.com/js.