Celebrating the Constitution

In this issue we unveil a **new feature**, a special **pullout section** devoted to topics of vital interest to your students. The first in a series of four, this section coincides with **Constitution Day**, which is celebrated on September 17. It includes a discussion of **five Supreme Court cases** of particular relevance to young people, an exclusive interview with former **Justice Sandra Day O’Connor**, and a skills reproducible on the **Bill of Rights**.

Justice O’Connor (pictured above with Scholastic Kid Reporter Danny Murphy) is developing an interactive Web site for young people called [ourcourts.org](http://www.ourcourts.org). She encourages your students to submit questions to her at askthejustice@ourcourts.org. The site is now up in rudimentary form. Justice O’Connor’s answers to students’ questions should start appearing on the site in January.

**Suzanne McCabe**, Editor
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**ELECTION BALLOT**

**Vote for President!**

Your students can vote for President in the Scholastic Student Vote 2008

1. Students can vote online until October 10. **ballots must be postmarked by October 3. Mail to:**
   
   **Go to [www.scholastic.com/vote](http://www.scholastic.com/vote)**

2. OR you can mail this class ballot. Tally your students’ votes, and enter the total for each presidential candidate on this ballot. **Paper ballots must be postmarked by October 3. Mail to:**
   
   **Election 2008 c/o Scholastic Inc.**
   
   **P.O. Box 829**
   
   **New York, NY 10013-0829**

   **Results will be posted online and in a future issue.**

**CLASS BALLOT TALLY**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Other (write in)</th>
</tr>
</thead>
</table>

- **John McCain**
- **Barack Obama**

**(optional)**

**Grade**

**State**
Constitution Day is September 17. In 2004, Congress established Constitution Day (formerly known as Citizenship Day) as a time for all federally funded schools to commemorate the signing of the United States Constitution on September 17, 1787. This special section will help you and your students recognize and discuss what the Constitution is, why it is important, and the impact it can have on our everyday lives.

**Constitution Basics**

As your students read the articles in this special section, go over these basic facts about the Constitution.

- The Constitution is the document that establishes the structure of the U.S. government and the fundamental (basic) laws of the land.

- After independence in 1776, Congress wrote the Articles of Confederation, setting up a loose alliance of the 13 original states. Adopted in 1781, the articles held the states together during the American Revolution, but soon proved ineffective for running a country.

- Leaders proposed holding a convention with delegates (representatives) from each of the states to improve the Articles. That proved so difficult, however, that they decided to start over—with what became the Constitution.

- The Constitutional Convention of 1787 began on May 25 and ended on September 17, when the document was signed.

- The Constitution was written at the Pennsylvania State House in Philadelphia. The original document is now part of the Charters of Freedom exhibit at the National Archives in Washington, D.C., which also includes the Declaration of Independence and the Bill of Rights.

- Fifty-five delegates, representing 12 of the 13 states, participated in the Constitution’s creation. (Rhode Island did not send a delegation.) Thirty-nine of the 55 signed the final document. Among the signatories were future Presidents George Washington and James Madison; renowned statesman Benjamin Franklin; Alexander Hamilton, the first Secretary of the U.S. Treasury; and James McHenry, the Secretary of War for whom historic Fort McHenry in Baltimore, Maryland, was named.

**Content-Area Questions**

**CULTURE/SOCIAL STUDIES**

- The Constitution itself is just a document, a piece of paper. What gives it its power?

- How might life in the U.S. be different if no one accepted the Constitution as law?

**GEOGRAPHY**

- **Look it up:** How many capitals did the U.S. have before Washington, D.C., was established in 1800? Name it/them. (two: New York, 1785-1790; Philadelphia, 1791-1800)

**LANGUAGE ARTS**

- **Look it up:** What other meanings does the word **constitution** have? Do they connect in any way?

**MATH**

- As of September 17, 2008, how many years has it been since the signing of the Constitution? (221; 2008 minus 1787)
JS marks Hispanic Heritage Month (September 15-October 15) with an article that introduces readers to a Mexican teen and his family—including an older sister who lives in the U.S. and sends money home to help support the family.

**Facts & Figures***
- Hispanic Heritage Month begins on September 15 each year because that is Independence Day in Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica. Mexico’s is September 16 and Chile’s is September 18.
- Hispanic Heritage Month grew out of Hispanic Heritage Week, created by a resolution of Congress and declared by President Lyndon B. Johnson in 1968. It was expanded to a month in 1988.
- Mexico and the U.S. rank first and second in countries with the largest Spanish-speaking populations. Spain, where the language began, comes in third. (Mexico: 110 million; U.S.: 46 million; Spain: 40 million)
- An estimated 64 percent of the Hispanic (of Latin American descent) population of the U.S. are of Mexican heritage.

**Did You Know?**
Cuernavaca, the name of César’s hometown, is Spanish for “cow horn.” The city was founded in 1521 by Hernán Cortés, the conquistador who wrested Mexico from the Aztec and claimed it for Spain.

*Source: U.S. Census Bureau

**WEB LINKS**
- For the “About Mexico” area of the Mexican government’s kid-friendly site, go to elbalero.gob.mx/kids/about/html/home.html.
- For a Scholastic Student Reporter’s interview with U.S. Treasurer Anna Cabral about celebrating one’s heritage, go to scholastic.com/js/HispanicHeritage.
- For other links, go to scholastic.com/juniorscholastic/urls.

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**American History Play: Puritan Protester (pp. 19-21)**

Anne Hutchinson’s 1637 trial was just one in a long line of struggles for freedom of religion that contributed to the ideals expressed in the First Amendment.

**A Growing Right**
- **1620**: A group of English Puritans found Plymouth, the first permanent European settlement in New England. They seek freedom of religion—but faiths other than their own are not welcome.
- **1636**: Roger Williams, a religious dissenter banished by the Puritans of Massachusetts Bay Colony, founds Providence Plantations. The settlement is the first to guarantee its people freedom of religion.
- **1649**: Maryland, founded as a Catholic colony, grants religious freedom to all Christians.
- **1663**: The colony of Rhode Island and Providence Plantations is granted a charter. It states that “no person within the said colony . . . shall be in any wise molested, punished, disquieted, or called in question in matters of religion.”
- **1766**: The Virginia Declaration of Rights, drafted by George Mason, calls for “the free exercise of religion, according to the dictates of conscience.”
- **1769**: The 13 Colonies adopt the Declaration of Independence.
- **1776**: The Virginia Statute (law) for Religious Freedom.
- **1789**: The U.S. Constitution is adopted.
- **1791**: The Bill of Rights is adopted.

**Discussion Cue**
Have students read the text of the First Amendment, then compare its guarantees with Hutchinson’s experience.

**WEB LINKS**
- For “The Trial of Anne Hutchinson,” go to pbskids.org/wayback/civilrights/features/hutchison.html [note incorrect spelling of Hutchinson]
- For other relevant links, go to scholastic.com/juniorscholastic/urls.`
QUIZ WIZ

How much do you know about what’s in this issue of JS? Getting 16-20 right makes you a Quiz Wizard; 10-15 right makes you a Wizard’s Apprentice.

WORLD: MEXICO: DEFYING THE ODDS, PAGES 6-9
Decide whether each sentence is true, false, or an opinion. Write your answer on the blank line provided.

1. Cuernavaca is the capital of Mexico.
2. Mexican schools are free, but supplies cost about $260 a year.
3. It is time for Magdalena to move back to Mexico.
4. Cuernavaca’s climate is mild and springlike year-round.
5. Mexico’s lack of services for the disabled is shocking.

AMERICAN HISTORY: ANNE HUTCHINSON, PURITAN PROTESTER, PAGES 19-21
Put the following events of Hutchinson’s life into correct chronological order by writing the appropriate number (1st–5th) in front of each.

11. is banished by colony leaders
12. is ordered to stand trial
13. moves to Massachusetts Bay Colony
14. moves to Rhode Island
15. starts holding meetings in her home

SPECIAL SECTION: THE CONSTITUTION AND YOU, PAGES 11-18
Write the letter of the correct answer on the line before each question.

6. Which of the following was replaced by the U.S. Constitution?
   A. Articles of Confederation
   B. Declaration of Independence
   C. Gettysburg Address
   D. Magna Carta

7. Who or what chooses Justices for the Supreme Court?
   A. Attorney General
   B. House of Representatives
   C. President
   D. Senate

8. Who or what must approve that choice?
   A. Electoral College
   B. House of Representatives
   C. President
   D. Senate

9. The Supreme Court’s authority is based on which part of the Constitution?
   A. Article I
   B. Article III
   C. Bill of Rights
   D. Fourteenth Amendment

10. The case of New Jersey v. T.L.O. dealt with which school-related issue?
    A. censorship of school papers
    B. racial diversity
    C. school-organized prayer
    D. student privacy

16. One legend says the discoverer of coffee was a young goatherd from _______.

17. The country that produces the most coffee per year is on the continent of _______.

18. Early Arab traders transplanted coffee trees to _______.

19. The southernmost point at which the sun appears directly overhead at noon is called the Tropic of _______.

20. The world’s largest agricultural commodity is _______.

Uses copying machine, opaque projector, or transparency master for overhead projector. Scholastic Inc. grants teacher-subscribers to Junior Scholastic permission to reproduce this Quiz Wiz for use in their classrooms. Copyright © 2008 by Scholastic Inc. All rights reserved.
**CROSSWORD PUZZLE**

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. 18-21.

**ACROSS**

*1 Hutchinson was found guilty of breaking the __.
*4 Governor Dudley’s nickname?
7 Software test version
8 Afresh
10 The nation’s first presidential caucus is held here (postal abbr.).
*11 Massachusetts Bay ___
13 The number 56, in Roman numerals
15 Acceptable
16 Opposite of right
*22 Where Roger Williams founded a settlement (state postal abbr.)
*24 Hutchinson preached her own ideas about ___ and the Bible.
*25 The magistrates decided to ___ Hutchinson as punishment.
29 Pa’s partner
30 Useful thought
31 Seven days a ___
33 Wise bird
34 Here and there, poetically: hither and ___

**DOWN**

*1 Hutchinson and her family chose to ___ England.
2 Word that @ stands for
3 World War II women’s army unit (abbr.)
*4 Hutchinson got in trouble for holding ___ in her home.
5 Widow of rocker John Lennon: Yoko ___
*6 Only ___ were allowed to preach God’s word.
*7 The ___ of Rights established freedom of religion.
9 Home of Casper and Laramie (postal abbr.)
12 Score in a scoreless game
14 Maybe; perhaps
*17 Leaders ordered Hutchinson to stand ___.
19 Abbr. for Latin words meaning “for example”
*20 Unlike most ___ of her time, Hutchinson could read and write.
21 Where to find Badlands National Park (abbr.)
23 It ___; they are.
25 Prefix meaning two
26 Much ___ About Nothing
*27 Present-day region where Hutchinson lived: ___ England
28 Major roadway (abbr.)
32 Initials of Long Day’s Journey Into Night playwright

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**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.

```
  1   9   8   7
  2   3   6   1
  3   2   1
  1   4   5
  2   1   8   9
  3   2   6
  9   3   8
  7   1   2
  5   8   6   9
```
Reading Comprehension

Pop-up Preamble

The introduction to the Constitution is called the Preamble. It describes the purpose of the remarkable document that laid the foundation for our nation’s government. The Preamble is only one sentence—but what a sentence! Below, we have “popped up” some of the more challenging words. Once you have grasped them, reading the Preamble will help you see just how remarkable the Constitution really is.

We the People of the United States, in Order to form a more perfect Union, Establish justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Questions (Write your answers on a separate sheet of paper.)

1. The Preamble lists six reasons for the establishment of the Constitution. What are they?
2. If you were to list the reasons in order of importance, which would come first? Explain. Is anything missing that you would add?
3. Which phrase tells anyone reading the Preamble that the new government is not to be ruled by a king or other single power?
4. Which phrase hints that the Constitution’s authors intended its rules and standards to remain in effect indefinitely?
5. Rewrite the Preamble in your own words, as briefly and clearly as possible. Spell out who the Constitution is for as well as why it is necessary. Bonus Question: The “Blessings of Liberty” are not specified. What does that phrase mean to you?
Using Bloom’s Taxonomy
Mexico: Defying the Odds

Our Teacher to Teacher program offers the following suggested lesson plan, designed for use with the Mexico article (pp. 6-9). It was written for JS by Lisa Arce, who teaches seventh- and eighth-grade students at Selden Middle School in Centerreach, New York.

NOTE: This is an abridged version of the lesson plan. For the complete plan and two reproducible work sheets, visit scholastic.com/juniorscholastic.

OBJECTIVES
Students will
• be able to complete a scaffolded 10Q reading-comprehension activity based on Bloom’s Taxonomy (allowing for modifications and differentiated instruction).
• learn about the lives of Mexican citizens.
• discover the causes of illegal immigration from Mexico throughout the 20th century.
• research various problems that many Mexican citizens face in their everyday lives.

OPENING ACTIVITY
Have students create a KWL (Know–Want to Know–Learn) chart like the one below; then have them fill in the first column’s boxes in as much detail as they can.

<table>
<thead>
<tr>
<th>What I know about illegal immigration:</th>
<th>What I want to learn about illegal immigration:</th>
<th>What I have learned about illegal immigration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know about Mexico:</td>
<td>What I want to learn about Mexico:</td>
<td>What I have learned about Mexico:</td>
</tr>
</tbody>
</table>

List all responses on the board. Then have a class discussion. Which of these assumptions are correct? Which are incorrect or uncertain? This discussion will help generate topics or questions for the second column.

MAIN ACTIVITY
As students read the article on Mexico, pause from time to time to pose questions from the 10Q list (scaffolded questions) below. Ask the questions in the order given. You may wish to assign some questions as homework. (See the unabridged lesson plan for more options.)

10Q
1. Who is César? Where is he from?
2. Define the following terms: migration, emigration, bracero program, Aztec empire.
4. What is César’s favorite activity? How could it help him in the future?
5. What “momentous decision” did César’s family make?
6. Why did the family think that César’s older sister should go to the U.S. illegally?
7. What domestic (within the country) problems does Mexico have overall? List problems/issues that Mexico’s government should improve for its citizens.
8. Create a cause/result chart on this topic: “Magdalena Emigrates to the U.S.”
9. Illegal immigration is a controversial topic in the U.S. What do you think the U.S. should do about such immigrants? Give reasons to support your ideas for how U.S. immigration policy should be changed.
10. What challenges does a Mexican living in poverty face? Create a Venn diagram or a two-column chart comparing the problems of those who stay in Mexico with others who are living in the U.S. illegally.