



# TEACHER'S GUIDE

## SCHOLASTIC

# News

Edition  
4GO  
ONLINE!Visit [scholastic.com/sn4](http://scholastic.com/sn4)

FEBRUARY 3, 2020

## ISSUE DATES

Sept. 2 Sept. 9 Sept. 23 Oct. 7 Oct. 21 Nov. 4 Nov. 18 Dec. 2 Dec. 16 Jan. 6 Jan. 13 Jan. 27 Feb. 3 Feb. 17 Mar. 2 Mar. 16 Mar. 30 Apr. 13 Apr. 27 May 11

## Election Season Is Here—and We've Got You Covered!



### Dear Teachers,

Although 2020 has just begun, we at *Scholastic News*, along with millions of other Americans, are already thinking down the road to Election Day, November 3.

Presidential election years are a special time at *Scholastic News*—we've been covering the elections for more than 60 years! There's no bigger news story in the United States than the election of a president—and no better opportunity to engage kids in our democratic process.

In this issue, we kick off our 2020 election coverage with "5 Big Questions About Running for President." Presented in a kid-friendly Q&A format, the article **supports the C3 Framework** with compelling questions to spark inquiry. Students will build essential knowledge about the election process and learn about how citizens can participate in a democracy.

Go online to watch our **new video "So You Want to Be President..."** for a fun and informative look at one of the world's most difficult jobs. And use our **vocabulary skill builder** to introduce students to some of the election-related terms they can expect to hear a lot in the coming months.

As election season continues, look to us to provide the latest news in a balanced, age-appropriate, and engaging way. If you have any thoughts about our coverage, please don't hesitate to share them with me at [NTocco@scholastic.com](mailto:NTocco@scholastic.com).

Nicole Tocco  
Editor

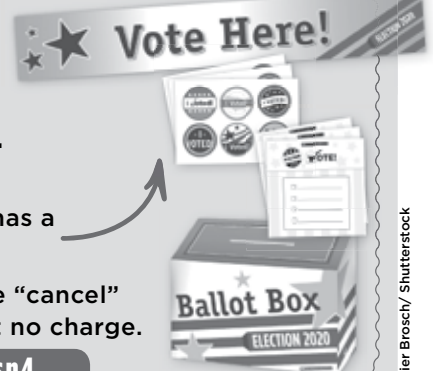


## RENEW NOW to LOCK in This Year's Price

The key to falling in love with reading is engagement, and that's what *Scholastic News* is all about.

- ♥ **Order by February 29 to lock in this year's price.** You can adjust your class size later.
- ♥ **Mention code 1080 to get a free Election Kit!** It has a class ballot box, I Voted stickers, and more.
- ♥ **Don't have the funds in the fall?** Simply write "cancel" on the invoice. Keep the September issues at no charge.

Easy renewal ordering: [scholastic.com/buy-sn4](http://scholastic.com/buy-sn4)



Javier Brosch/ Shutterstock



CONTAINS A  
MINIMUM OF  
10% POST  
CONSUMER FIBER

We are committed to your satisfaction. You can contact us at 1-800-724-6527.

A SUPPLEMENT TO SCHOLASTIC NEWS

# The Road to Revolution (pp. 1-3)

## 1 Preparing to Read

### ▶ Watch a Video: What You Need to Know About the American Revolution

Have students create a timeline of major events in the American Revolution.

### ▶ Preview Words to Know

Project the online vocabulary slideshow and introduce the Words to Know.

- revolution
- tyranny

## 2 Close-Reading Questions

Go online to download a Skill Builder with these questions.

### 1. How did Christopher Seider's death spark a revolution?

Christopher's death sparked a revolution by causing the colonists to unite to grieve his death. Their grief turned to anger and hatred toward the British. This led to an incident called the Boston Massacre, and later, the Revolutionary War. **RI.4.3 EXPLAINING EVENTS**

**2. How does the section "Troubled Times" contribute to the reader's understanding of the article?** It explains why Britain began taxing the colonists and why the colonists were angered by it. It helps readers understand the tension that existed between the groups before the Boston Massacre occurred. **RI.4.5 TEXT STRUCTURE**

**3. Describe what happened on March 5, 1770, before shots were fired.** On March 5, 1770, a group of angry colonists approached a British soldier and began insulting him. Before long, the mob started throwing ice and stones at the soldier, and more British troops arrived at the scene. **RI.4.2 KEY DETAILS**

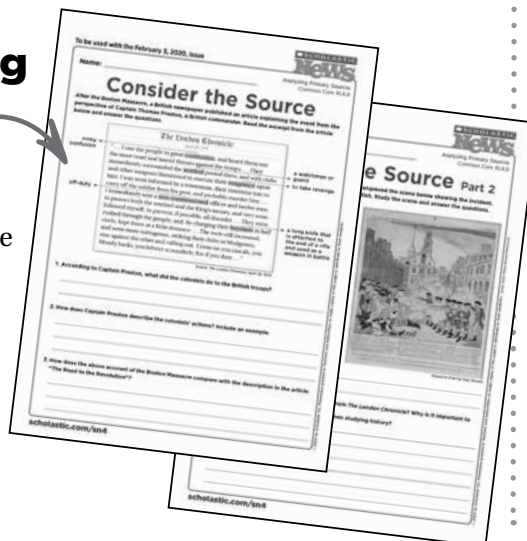
## 3 Skill Building

### FEATURED SKILL:

#### Analyze Primary Sources

Use the "Consider the Source" Skill Builders to have students study two primary sources showing different perspectives on the Boston Massacre. Download them at [scholastic.com/sn4](http://scholastic.com/sn4).

**RI.4.9 PRIMARY SOURCES**



## About the Article

### Learning Objectives

Students will determine the causes and effects of the Boston Massacre.

### Text Structure

Sequence, Cause/Effect

### Content-Area Connections

**Social Studies:** U.S. History

### Standards Correlations

**CCSS:** RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, L.4.4, SL.4.1

**NCSS:** Power, Authority, and

Governance; Time, Continuity, and Change

## WRITE ABOUT IT!

Why did the colonists want independence? Use details from the article and video to support your response.

# Running for President (pp. 4-5)

## 1 Preparing to Read

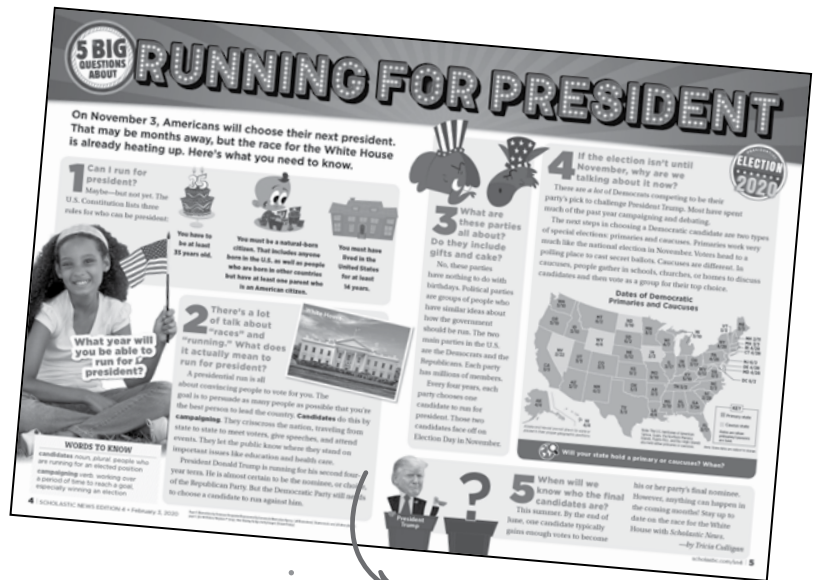
### ▶ Watch a Video: So You Want to Be President...

As students watch the video, have them make a list of the pros and cons of being the president of the United States. Then have students take turns sharing their lists with a partner. Have them discuss whether they would want to run for the job.

### ▶ Preview Words to Know

Project the online vocabulary slideshow and introduce the Words to Know.

- candidates
- campaigning



## 2 Close-Reading Questions

Go online to download a Skill Builder with these questions.

- 1. What are the three requirements for being the president of the U.S.?** The president must be at least 35 years old, a natural-born citizen, and have lived in the U.S. for at least 14 years. **RI.4.1 TEXT EVIDENCE**
- 2. What is the purpose of campaigning?** Candidates campaign to build support from voters and reach their goal of winning an election. Campaigning allows candidates to share their ideas on big issues with as many people as possible. **RI.4.3 EXPLAIN IDEAS**
- 3. How are a primary and a caucus similar? How are they different?** A primary and a caucus both show which of the candidates voters favor. One difference is that during a primary, voters cast their ballots in secret, and during a caucus, voters openly talk about and vote for the candidates. **RI.4.5 COMPARE/CONTRAST**

## 3 Skill Building

### FEATURED SKILL:

#### Build Vocabulary

Use the Skill Builder “Election Lingo” to have students define domain-specific vocabulary words and phrases and create sentences or illustrations related to the election. Download the Skill Builder at [scholastic.com/sn4](http://scholastic.com/sn4).

L.4.6 VOCABULARY

To be used with the February 3, 2020, issue

Name: \_\_\_\_\_

**Election Lingo**

As you read “5 Big Questions About Running for President,” circle new or unfamiliar words related to elections. Then complete the chart below to help you understand the meaning of election-related words and phrases.

Word or phrase	Definition	Write a sentence using the word or make an illustration with a caption.
people who are running for an elected position		
working over a period of time to reach a goal, especially winning an election		
nominees		
political party		
primary		
caucus		
write your own		

scholastic.com/sn4

## About the Article

### Learning Objectives

Students will examine the steps required to become president of the United States.

### Text Structure

List

### Content-Area Connections

**Social Studies:** Civics

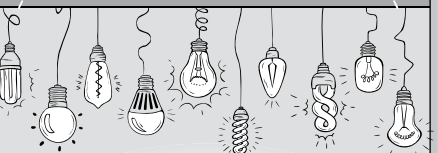
### Standards Correlations

**CCSS:** RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.10, L.4.6, SL.4.1

**NCSS:** Civic Ideals and Practices

## Bright Ideas

from Scholastic News teachers



“Scholastic News helps reinforce comprehension skills along with meaningful technology integration with the website. I utilize the back page as a quick check of my students’ comprehension.”

—Bruce Cottingham, Rochester, MI

Article	Content-Area Connections	Standards Correlations	Online Resources
<b>The Road to Revolution</b> pp. 1-3	U.S. History	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, L.4.4, SL.4.1 <b>NCSS:</b> Power, Authority, and Governance; Time, Continuity, and Change <b>TEKS:</b> Social Studies 4.2	<ul style="list-style-type: none"> <li>• <b>Vocabulary Slideshow</b></li> <li>• <b>Video:</b> What You Need to Know About the American Revolution</li> <li>• <b>Skill Builders:</b> Consider the Source, Close-Reading Questions, Quiz Whiz</li> <li>• <b>Lower-Level Version</b></li> <li>• <b>Spanish Version</b></li> <li>• <b>Read-Aloud Audio</b></li> <li>• <b>Game:</b> Know the News</li> </ul>
<b>5 Big Questions About Running for President</b> pp. 4-5	Civics	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.10, L.4.6, SL.4.1 <b>NCSS:</b> Civic Ideals and Practices <b>TEKS:</b> Social Studies 4.15	<ul style="list-style-type: none"> <li>• <b>Vocabulary Slideshow</b></li> <li>• <b>Video:</b> So You Want to Be President...</li> <li>• <b>Skill Builders:</b> Election Lingo, Close-Reading Questions, Quiz Whiz</li> <li>• <b>Spanish Version</b></li> <li>• <b>Read-Aloud Audio</b></li> <li>• <b>Game:</b> Know the News</li> </ul>
<b>I'm a Lion Dancer!</b> p. 6	Culture	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.10 <b>NCSS:</b> Culture <b>TEKS:</b> Social Studies 4.19	<ul style="list-style-type: none"> <li>• <b>Video:</b> My Story: Rylee Ma</li> <li>• <b>Skill Builder:</b> Quiz Whiz</li> <li>• <b>Spanish Version</b></li> <li>• <b>Read-Aloud Audio</b></li> <li>• <b>Game:</b> Know the News</li> </ul>
<b>This Car Runs on Sunlight!</b> p. 6	Science & Technology	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3 <b>NGSS:</b> Energy; Engineering Design <b>TEKS:</b> Science 4.6	<ul style="list-style-type: none"> <li>• <b>Skill Builder:</b> Quiz Whiz</li> <li>• <b>Spanish Version</b></li> <li>• <b>Read-Aloud Audio</b></li> <li>• <b>Game:</b> Know the News</li> </ul>
<b>Is Texting Ruining Your Writing?</b> p. 7	Debate; English Language Arts	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.6, RI.4.7, RI.4.8, RI.4.10, W.4.1 <b>TEKS:</b> ELAR 4.10	<ul style="list-style-type: none"> <li>• <b>Skill Builder:</b> Support Your Stance</li> <li>• <b>Online Poll</b></li> <li>• <b>Spanish Version</b></li> <li>• <b>Read-Aloud Audio</b></li> </ul>

## ANSWER KEY

### Student Edition

#### Page 2: The 13 Colonies

Sample response: They are all along the Atlantic Ocean.

### Page 8: News Infographic

1. A
2. true

### Page 8: News Review

1. C
2. B
3. B
4. A
5. A
6. C

POSTAL INFORMATION: The Teacher's Edition of SCHOLASTIC NEWS EDITION 4 (ISSN 0736-0592) is published biweekly during the school year except holidays and mid-term, 20 issues, by Scholastic Inc., 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. Periodical postage paid at Jefferson City, MO 65102, and at additional mailing offices. POSTMASTERS: Send notice of address changes to SCHOLASTIC NEWS edition 4 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. PUBLISHING INFORMATION: U.S. prices: \$5.75 per school year (for 10+ copies to the same address). A 10% shipping & handling charge will be added to the total subscription order. Copyright ©2020 by Scholastic Inc. All Rights Reserved. Scholastic News and associated logos are trademarks and/or registered trademarks of Scholastic Inc. all rights reserved. Materials in this issue may not be reproduced in whole or in part in any form or format without special permission from the publisher. Printed in the USA

SCHOLASTIC NEWS Edition 4 • EDITORIAL: Editorial Director: Audra Wallace • Editor: Nicole Tocco • Senior Editor: Tricia Culligan • Senior Education Editor: Elena Quagliarello • Digital Managing Editor: Matt Sheehy • Copy Chief: Ingrid Accardi • Senior Copy Editor: Suzanne Bilyeu • Copy Editor: Troy Reynolds • ART: Senior Art Director: Shelley Camhi • Associate Art Director: Matt Straub • Senior Cartographer: Jim McMahon • Senior Photo Editor: Larry Schwartz • PRODUCTION, IMAGING, AND SYSTEMS: Senior Production Editor: Moom Luu • Digital Imager: Bianca Alexis • Technical Coordinator: Elliott Hill • CLASSROOM MAGAZINES: Executive VP, Scholastic: Beth Polcari • Editor-in-Chief/Publisher: Lauren Tarshis • Creative Design Director: Felix Batcup • Executive Director of Production and Operations: Barbara Schwartz • Executive Editorial Director, Copy Desk: Craig Moskowitz • Publishing Systems Director: David Hendrickson • Reference Librarian: Karen Van Rossem • CIRCULATION & MARKETING: VP, Marketing: Danielle Mirsky • Associate Marketing Manager: Jesse Buckman • Director, Manufacturing & Distribution: Mimi Eguerra • CORPORATE: President, Chief Exec. Officer, and Chairman of the Board of Scholastic Inc.: Richard Robinson