



TEACHER'S GUIDE

SCHOLASTIC

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4

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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

Teaching Tough Topics With Powerful Stories

Dear Teachers,

Here at *Scholastic News*, a big part of our mission is to provide teachers with articles and resources they can use to help their students make sense of the world. We know that teachers look to us for content that will help them discuss difficult topics with their students. And we also know that learning about the past is key to understanding today's world.

So, when we set out to write this week's cover story about Indigenous Peoples' Day, we knew we had a big responsibility—to present the long, often heartbreaking history of Native Americans in an accurate, yet digestible and meaningful, way. Senior Editor Tricia Culligan (who wrote the article) reached out to several schools and organizations in New Mexico to find a child whose lens we could tell the story through. We consulted with a Native American professor and cultural expert to make sure that we explained the events correctly and sensitively.

The *Scholastic News* team learned a lot along the way, and we hope that your students walk away from this article with a better understanding of the first inhabitants of America. We'd love to hear what you think and how you used this article with your class. As always, feel free to email us at scholasticnews4@scholastic.com.

Nicole Tocco
Nicole Tocco,
Editor



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A SUPPLEMENT TO SCHOLASTIC NEWS

Honoring Our Past (pp. 1-3)

1 Preparing to Read

Preview Words to Know

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

- culture
- heritage

Build Knowledge

Use the American Indian Heritage text set at scholastic.com/sn4 to build knowledge and extend learning. Students can select an article from the text set to read. Then use the Skill Builder “Same and Different” to have students compare and contrast an article with “Honoring Our Past.” You can find the Skill Builder in the text set under Teaching Resources.



2 Close-Reading Questions

Go online to download a Skill Builder with these questions.

1. What is Indigenous Peoples' Day? Explain its significance.

Indigenous Peoples' Day is a holiday to honor the native people who were living in America before Christopher Columbus arrived. It helps celebrate the history and cultures of indigenous people. **RI.4.3 EXPLAIN EVENTS**

2. What is the section “A Stolen Past” mainly about? The section is about the mistreatment of Native Americans that began when Columbus arrived in what is now North America. **RI.4.2 MAIN IDEA**

3. What is the purpose of the sidebar “What Amara Wants You to Know”? The sidebar shares information about the heritage and culture of Amara’s pueblo. **RI.4.7 TEXT FEATURES**

About the Article

Learning Objectives

Students will identify the cultural significance and assess the impact of Indigenous Peoples' Day.

Text Structure

Description

Content-Area Connections

Social Studies: U.S. History

Social-Emotional Learning: Social Awareness

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: Time, Continuity, and Change

CASEL: Appreciating Diversity

More Online Resources

- Differentiate for striving readers with a lower-level version of the article.
- Download a Spanish version of the article.
- Use the read-aloud audio feature to support English language learners and to model fluent reading.

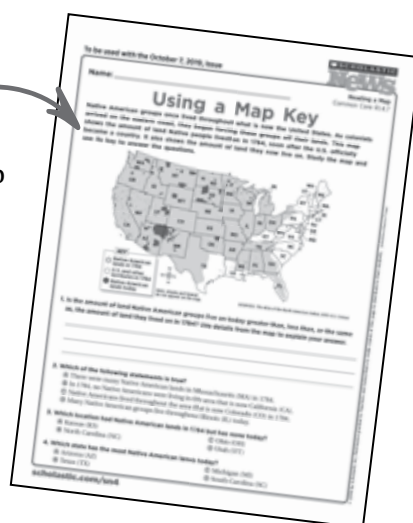
3 Skill Building

FEATURED SKILL:

Interpret a Map

Use the Skill Builder “Using a Map Key” to have students study a map and answer questions about Native American lands in 1784 and today. Download the Skill Builder at scholastic.com/sn4.

RI.4.7 READING A MAP



Should This Lion Cub Be in a Zoo? (pp. 4-5)

1 Preparing to Read

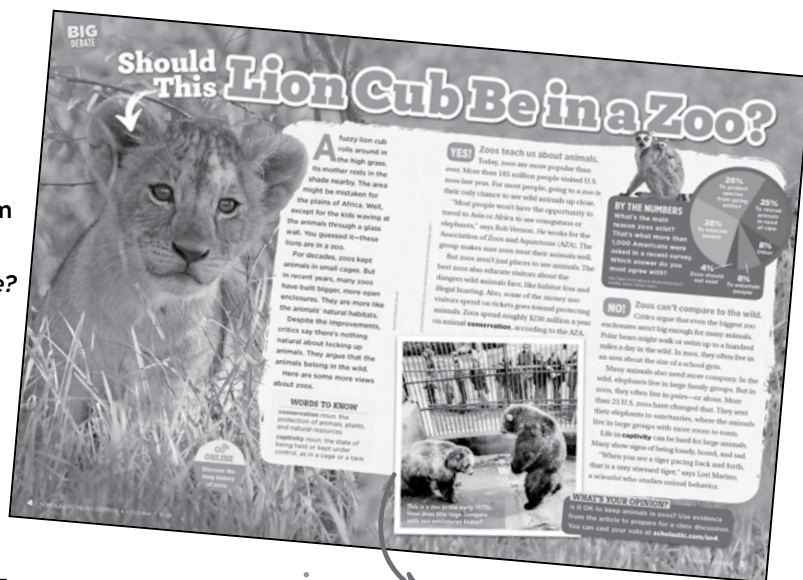
▶ Watch a Video: What to Do About Zoos

After students watch the video, have them discuss the following questions with a partner: *How have zoos evolved over time? Do you think these changes are enough?*

▶ Preview Words to Know

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

- conservation
- captivity



2 Close-Reading Questions

Go online to download a Skill Builder with these questions.

1. What improvements have zoos made in recent years? In recent years, many zoos have replaced small cages with bigger, more open enclosures that are more like the animals' natural habitats.

RI.4.1 TEXT EVIDENCE

2. According to Lori Marino, how does living in captivity affect animals? Include an example. Life in captivity is difficult for many animals. Some animals live in large family groups in the wild and have a hard time living in pairs or alone in zoos. Many zoo animals show signs of being lonely, bored, and sad. For example, a tiger will pace back and forth when it is stressed. RI.4.3 CAUSE/EFFECT

3. What is the purpose of the graph on page 5? Why do you think the authors included it? The graph shows the main reasons Americans think zoos exist. The authors included it to let readers know that people have a variety of beliefs about zoos. RI.4.7 TEXT FEATURES

3 Skill Building

FEATURED SKILL:

Have a Collaborative Discussion

Use "Let's Discuss It!" to have students prepare for a class discussion about zoos. During the discussion, students will take notes and reflect on classmates' ideas.

Download the Skill Builder at scholastic.com/sn4.

SL.4.1 COLLABORATIVE DISCUSSIONS



About the Article

Learning Objectives

Students will examine reasons for and against animals in zoos.

Text Structure

Argument

Content-Area Connections

Science: Life Science

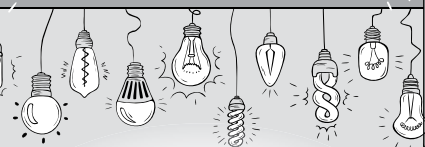
Standards Correlations

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, W.4.1, SL.4.1

NGSS: Earth and Human Activity

Bright Ideas

from Scholastic News teachers



"Each student has a Scholastic News folder at school. We refer back to previously read issues all year for small group reteaching or strategy groups."

—Krista Titchener, Frisco, TX

HAVE A BRIGHT IDEA?

Email EQuagliarello@scholastic.com or share it using #ScholasticNews

Article	Content-Area Connections	Standards Correlations	Online Resources
Honoring Our Past pp. 1-3	U.S. History; Social-Emotional Learning	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: Time, Continuity, and Change CASEL: Appreciating Diversity	<ul style="list-style-type: none"> • Vocabulary Slideshow • Skill Builders: Using a Map Key, Close-Reading Questions, Quiz Whiz • Lower-Level Version • Spanish Version • Read-Aloud Audio • Game: Know the News
Should This Lion Cub Be in a Zoo? pp. 4-5	Debate; Life Science	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, W.4.1, SL.4.1 NGSS: Earth and Human Activity NCSS: Individuals, Groups, and Institutions	<ul style="list-style-type: none"> • Vocabulary Slideshow • Video: What To Do About Zoos • Skill Builders: Let's Discuss It!, Close-Reading Questions, Quiz Whiz • Online Poll • Spanish Version • Read-Aloud Audio • Game: Know the News
Slime in Space p. 6	Earth Science	CCSS: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.10 NGSS: Matter and Its Interactions	<ul style="list-style-type: none"> • Video: At Home in Space • Skill Builder: Quiz Whiz • Spanish Version • Read-Aloud Audio • Game: Know the News
Dav Pilkey Does Good p. 7	Social-Emotional Learning	CCSS: RI.4.5, RI.4.7, RI.4.10 CASEL: Empathy	<ul style="list-style-type: none"> • Video: Dav Pilkey Interview • Skill Builder: Quiz Whiz • Spanish Version • Read-Aloud Audio • Game: Know the News

ANSWER KEY

Student Edition

Page 8: News Map

1. B
2. False; Denver does

Page 8: News Review

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

Go online for text sets on science and social studies topics!

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