

SCHOLASTIC

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ISSUE DATES	Sept. 3	Sept. 10	Sept. 17	Oct. 1	Oct. 8	Oct. 22	Oct. 29	Nov. 5	Nov. 19	Dec. 3 & 10	Jan. 7	Jan. 14	Jan. 28	Feb. 4	Feb. 18	Feb. 25	Mar. 11	Mar. 18	Apr. 1	Apr. 8	Apr. 22	May 6 & 13
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SCHOLASTIC News Interactive

THIS ENTIRE ISSUE IS ONLINE!

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Feature Video History of the Maya



▶ PLAY

Words to Know Slide Show

- innovative
- light-year
- cease
- prominently
- dictators
- ambassador
- seceded
- detest
- indigenous

Core Questions

- On pp. 4-5, what evidence is used to disprove the theory about the "end of the world"? (RI.5.8)
- Read pp. 10-13. What challenges did Lincoln face as President? (RL.5.1)
- Read p. 14. How has the decline of reindeer affected the Arctic? (RI.5.3)

LESSON PLAN: Mystery of the Maya

COMPREHENSION STRATEGY: Vocabulary Inventory

Standards
COMMON CORE STATE STANDARDS: READING INFORMATIONAL TEXT:
4. Determine the meaning of academic and domain-specific words or phrases in a text.

Objective

Students will identify vocabulary words and analyze their level of understanding of each word.

Procedure

1. Distribute this week's issue and prompt students to browse the cover story on pp. 4-5. Instruct them to highlight bold vocabulary words in the issue. Explain that bold vocabulary terms are a nonfiction text feature. Writers often use bold type to call attention to important words or to highlight words that readers might not know. In this case, the bold vocabulary terms are also defined in a box within the article.
2. Next, scan the article for content-area vocabulary, or words that are specific to the subject at hand. The class might choose to highlight

such words as *empire*, *baktun*, *civilization*, and *hieroglyphics*.

3. Read the article as a class. As you read, encourage students to highlight any additional vocabulary words they find challenging.
4. On the board, make a list of strategies that students can use to determine the meaning of unfamiliar words. The list might include root words, affixes, context clues, using a reference, etc. Practice applying the strategies to the words in the article.
5. Distribute p. T3 from this Teacher's Edition to each student. Have students revisit the highlighted words in the article and think about how well they know each word. Do they know the word's meaning well? Somewhat? Not at all? Students should then record each word in the appropriate column on the chart.

Assessment

Put students into pairs to discuss unfamiliar words. Partners should use different strategies to determine their meanings.



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ANSWER KEY

STUDENT EDITION

PAGE 16

News Chart

- \$300 million
- \$936 million
- \$448 million (*The Dark Knight Rises*)

Mystery Photo:

candy cane

News IQ

Pages 4-5

1. C 2. A 3. D 4. B

Page 14

5. C 6. A 7. C

TEACHER'S EDITION

Word Workout, Page T3

Answers will vary.

What's the Story?, Page T4

- Answers will vary, but may include: justice (doing what's right by abolishing slavery) or bravery (Lincoln issued the proclamation despite knowing it would be unpopular)
- One hundred and fifty years ago, Abraham Lincoln issued the Emancipation Proclamation, which freed most of America's slaves.
- Where? the White House, Fort Monroe, and other places in the U.S.; When? the 1860s
- 4-5. Answers will vary.

BUILDING BACKGROUND KNOWLEDGE

MYSTERY OF THE MAYA (pp. 4-5)

NCSS: CULTURE: Culture and cultural diversity, including similarities and differences; art, literature, and music

Background

The Maya Long Count calendar started on August 11, 3114 B.C. (the equivalent date on our calendar). Some people believe the current cycle will end on December 23, rather than on December 21.

In May 2012, a mural was found in an ancient Maya house in Guatemala. Markings on the mural indicate dates some 7,000 years in the future—further evidence, scientists say, that the Maya didn't believe the world would end in 2012.

The ancient Maya used a third calendar called the *Tzolk'in*. It was a 260-day calendar used to determine dates for religious events. Today, Maya "daykeepers," who keep track of different cycles of time, still use a variation of this calendar.

The Maya civilization began to decline around 900 A.D. Experts aren't completely sure why, but they believe drought and disease may have been factors.

FIRST STEP TO FREEDOM (pp. 10-13)

NCSS: TIME, CONTINUITY, AND CHANGE: Historical perspectives

Background

Although 11 slave states broke away to form the Confederacy, four slave states stayed in the Union: Delaware, Maryland, Kentucky, and Missouri. (West Virginia, another Union slave state, broke away from Virginia—a Confederate state—in 1863.) Lincoln feared that these "border states" that remained loyal to the Union would secede if he freed their slaves. As a result, the Emancipation Proclamation applied only to slaves in Confederate territory.

The 13th Amendment, ratified on December 6, 1865, was followed by the 14th Amendment, which granted full citizenship to all people born or naturalized in the U.S.—including former slaves. The 15th Amendment allowed people of all races to vote. But black Americans still faced a long struggle for equality. The Civil Rights Act of 1964 outlawed segregation in public places and prohibited discrimination in the workplace.

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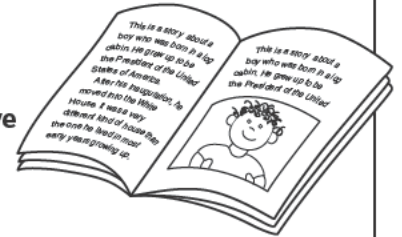
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Word Workout

Read this week's *Scholastic News*. In the first column, write words from the issue that you know well. In the second column, write words you might have read before but don't completely know. In the third column, write words you have never read before or that you don't know the meaning of.



Words I Know	Words I Think I Know	Words I Don't Know

Now use one word that you don't know to complete the dictionary entry below.

Word: _____

Part of speech: _____

Definition: _____

Use it in a sentence: _____

Draw a picture of how the word is used in the sentence you wrote:



Name: _____

What's the Story?

Read the play "First Step to Freedom" in this issue of *Scholastic News*.
Then answer the questions below. Be sure to use evidence from the text.



1. What is the main theme of this play?

2. Summarize the plot of the play.

3. Where and when did the play's events take place?

4. Pick two characters. How do they interact?

How are they similar? How are they different?

5. What do you think is the "turning point" of the play?

Why was this part so important? How did it change the course of the play—and of history?
