



Page	Title	Summary and Discussion Points	Content Area
2	US prepares for midterm elections	The nation's midterm elections will be held on November 3, 2026. Although voters will not elect a President, they will choose hundreds of federal, state, and local officials across the US. Which party do you predict will win the House and the Senate, and why? Who is on the ballot in your state?	Social Studies
4	Media outlets banned from White House	On September 18, President Trump banned three major media outlets from accessing the White House, sparking widespread pushback from journalists and advocates for free speech and a free press. How is freedom of the press a core tenet in a democracy? Why did the founders put freedom of the press in the First Amendment?	Social Studies/ELA
5	Hispanic Heritage Month is celebrated	The US is celebrating National Hispanic Heritage Month from September 15 through October 15 to recognize Hispanic and Latino communities. This year's theme is "Unidos, Somos Más," which means "Together, We Are More." What does this year's theme mean to you? Why is it important to learn about other cultures?	Social Studies
7	Singapore: New program pays people to read	Singapore has launched a new program that rewards people for reading books for at least 15 minutes a day. Do you think people should be paid for reading 15 minutes a day? What, if anything, would incentivize you to read more?	ELA
15	AI finds artistic "signatures" in jazz	No two artists are alike, and the qualities that set them apart are known as their artistic "fingerprints." Scientists have developed artificial intelligence (AI) to spot these fingerprints. How do you use AI the most? What could be the benefits and tradeoffs of AI spotting artistic fingerprints?	Science/Tech

FEATURE OF THE WEEK JUNIOR: Quiz of the week (page 30)

Invite students to look at this week's feature and answer the questions.

1. Why do you think the magazine has a "Quiz of the week" feature?
2. How, if at all, is this quiz different from other quizzes you have taken?
3. Challenge yourself to see how many questions you can correctly answer from this week's quiz.
4. Create your own quiz using information from this week's issue, and challenge a friend to see how many answers he or she can get correct!

	DEBATE	CONNECT
ARTICLE	Various articles	"Media outlets banned from White House/" (page 4)
VOCABULARY	protest, demonstrating, unstructured, regulate	outlets, advocates, credentials, press pool
ACTIVITY	Hang two signs in opposite corners of the room, one that says "agree" and one that says, "disagree." Read these statements and direct students to move to the sign that matches their position: "US Presidents should be able to decide which press outlets have access to the White House." "People should be paid by the government to read." "People should relax more on the weekend." "President Trump should be able to add his name to the Kennedy Center." After each statement, invite students to briefly explain their reasons. Allow students to change positions if they are convinced to. Then, challenge students to read the articles from this week's issue that relate to each statement, to select one of the statements, and to gather at least three pieces of evidence or quotes to support the <i>opposing</i> position. Allow students to share their evidence with the class. Then repeat the introductory activity. Did anyone change positions based on the evidence? If so, allow students to explain	Invite pairs to read the First and Fifth Amendments and translate each line that relates to freedom of the press and due process into their own words. Guide them to think about two questions in the cases you will discuss: Is the government punishing or controlling the press because of what it reported, and has the government followed a fair process before taking something away? Divide students into three groups to research one of the following cases: Sherrill v. Knight (1977), the Jim Acosta case (2018), and the Associated Press case (2025). Challenge them to identify the reporter/ news outlet, what the government did, what the reporter argued, and what the court decided. Invite each group to share its case and answer the guiding questions. Then, invite students to read the article and capture the facts of the case related to CNN, MS Now, and Politico being banned from the White House. Further challenge them to answer the guiding questions, determine if they agree with the judge's latest ruling, and predict what will happen next.
EXTEND	Visit the Kennedy Center and learn about its history.	Read Judge Kelly's temporary restraining order restoring White House access to CNN, Politico, and MS Now.

	CREATE	ACT
ARTICLE	"US prepares for midterm elections" (page 2)	"US prepares for midterm elections" (page 2)
VOCABULARY	midterm elections, primary elections, nominees, ballot	Republican, Democrat, hinder, restricted
ACTIVITY	Distribute three sticky notes, and challenge students to answer one of these questions on each: What are the midterms? When are the midterms? Who from your state is on the ballot? Post student answers. Direct students to read the article and go here to find the answers. Note: All 435 representatives run in the midterms, about a third of the Senate, and many local and state offices. Challenge student pairs to use the school address to look up state and local races. Invite students to create a mock ballot that includes federal, state, and local races as well as the ballot questions that voters will decide. Assign each pair one race or ballot question to research. For races, they should identify the office, what the office does, who is running, one issue each candidate is talking about, and the predicted winner. For the ballot questions, they should explain the question and what a "yes" or "no" vote would mean for them. Challenge the class to create a "Guide to the 2026 midterms" using what they've learned.	Challenge students to predict what percentage of eligible voters voted in the 2022 midterm election (46%) vs. the 2024 presidential election (64%). Explain that historically fewer people vote in the midterms. Ask: " <i>Why might an adult who is eligible to vote not vote?</i> " Collect answers on the board. These could include being too busy, not knowing when or where to vote, not knowing the candidates, not thinking their vote matters, not liking the choices, forgetting, transportation problems, or not registering in time. Go here and here to learn more. Direct students to sort the barriers into categories such as information, motivation, practical, and knowledge-based. Then, challenge student groups to design a non-partisan voter campaign to get a specific group in their community to vote in the midterms (first-time voters, older voters, men, women, etc.). Direct them to choose a barrier to overcome, a specific message, how they will reach the group (poster, social media, ad), and what facts will be most impactful to get them to vote.
EXTEND	Learn about each state's voting rules.	Choose at least one campaign to launch, and track any feedback.

* Note: On your computer or mobile device, click or tap blue links to access linked content.