



Page	Title	Summary and Discussion Points	Content Area
2	Massive flooding in Nepal and Tibet	Rescue efforts are ongoing after flash flooding occurred on the border between Nepal and the territory of Tibet. What caused the flooding? How are people coping?	Social Studies
4	Marking 25 years since September 11	The nation is set to mark the 25th anniversary of the largest foreign attack on the US, which took place on September 11, 2001. Known as 9/11, it's now a national day of service and remembrance. What do you know about 9/11? How can you honor first responders and those we lost?	Social Studies
5	Fall foliage predictions are announced	A list of the 17 US states expected to offer the most beautiful fall foliage in 2026 has been released by The Old Farmer's Almanac. What causes leaves to change color? Do you think your state is one of the 17?	Science
12-13	A stunning home for Black history	In 2016, a museum in Washington, DC, dedicated to the power of the African American experience and its impact on US history opened its doors. The National Museum of African American History and Culture turns 10. What is the significance of the NMAAH building design? Which exhibits would you most want to visit?	Social Studies
14	A world first for robot doctors	For the first time, humanoid robots (designed to look and move like people) have helped doctors perform surgery on living creatures. What are the benefits and tradeoffs of robots performing surgery? What problems does this solve?	Science and Technology

FEATURE OF THE WEEK JUNIOR: Around the world (pages 6 and 7)

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

1. Before reading the article, locate each featured city on a world map.
2. Read each article and identify the one that relates most to your life and the one you are most curious about.
3. Choose one story and predict what will happen one year from now. Write an "Around the world" feature to explain the update.
4. Discuss why it is important to know about events that happen in other parts of the world.

	DEBATE	CREATE
ARTICLE	Articles of students' choice	"Fall foliage predictions are announced" (page 5)
VOCABULARY	addictive, endanger, artificial intelligence, controversy, chronic, attendance	foliage, almanac, diverse, vibrant
ACTIVITY	Distribute three index cards labeled agree, disagree, and need more information to each student. Read the following statements, one at a time, and direct students to hold up the card that represents their opinion on the topic. "Students should be rewarded for attending school." "AI songs should be banned from music charts." "Social media companies should implement child safety measures." Explain that all of the topics come from this week's issue. In rapid-fire style, challenge students to explain in 30 seconds why they agree or disagree with one of the statements. Then, direct students to use the article and additional research to support the opposing position. They must have at least three facts, data points, or other evidence that support that position. Invite students to share their researched positions and reflect on whether researching the opposing position changed their thinking at all.	Challenge students to predict why leaves change color. Explain that leaves hold yellow/orange carotenoid pigments year-round, hidden beneath dominant green chlorophyll. Fall's shorter daylight causes chlorophyll to break down, revealing hidden colors, while red and purple anthocyanins form and become more vivid on sunny days and cool nights. Have student groups crush a fresh leaf repeatedly with a coin onto a spot about an inch from the bottom of a filter-paper strip until a solid, dark green line forms. Tape the strip to a pencil so it hangs into a cup filled with rubbing alcohol, just below the pigment line. Rest a pencil across the cup so the strip dangles in the alcohol, and let it sit for 10–15 minutes as the rising alcohol separates the pigments into bands by how strongly each one dissolves versus clings to the paper. Once the alcohol front has traveled most of the strip, have students remove it, let it dry, sketch and label the color bands. Discuss which pigment was "hiding" under the green and what that reveals about why fall color varies with the weather.
EXTEND	Learn six tips to help you be a better debater.	Examine the 2026 fall foliage map .

	CONNECT	ACT
ARTICLE	"Marking 25 years since September 11" (page 4)	"Marking 25 years since September 11" (page 4)
VOCABULARY	foreign attack, remembrance, first responders, commemorative	hijacker, rallied, installation, sacrifice
ACTIVITY	Begin by writing "What happened on 9/11?" and distributing sticky notes in three colors. Have students sort what they know, what they think they know, and what they'd like to learn onto separate notes. Post these in three groupings, read them aloud, correct misconceptions, and discuss what patterns emerge and whether students can answer each other's questions. Direct students to read the article and explore this interactive 9/11 timeline , tracking which of their original questions get answered along the way. Next, have each group brainstorm questions they'd like to ask a family or community member to learn about 9/11 from a first-person perspective. Each student should select one person to interview and take notes (or, with permission, record) to bring back and share with their group the next day. Close by having groups compare what they learned from the article/timeline (secondary sources) against what they learned from their interviews (primary sources), and work toward consensus on what they now know about 9/11 and what questions still remain.	Introduce students to the National Day of Service and Remembrance, which honors the 9/11 anniversary through acts of kindness and unity. Ask students to share acts of kindness they have given or received, and discuss how these could turn into a class service project. Examples could include a thank-you card or letter-writing drive for a local fire or police department, a canned-food or supply drive for a nearby shelter, a classroom "wall of gratitude" celebrating community helpers, or a kindness challenge tied to the anniversary. Have student groups identify a project they're excited about, then prepare a pitch that shares not just what they want to do but why it matters to them. Have each group pitch its idea and invite the class to vote on one or a combination of projects. Once the class has settled on its project, dedicate class time to building it together — writing, collecting, organizing, or fundraising as a team. Invite students to share a written or shared-aloud reflection describing what it felt like to give back and how taking action changed their thinking about 9/11.
EXTEND	Listen to interviews with people deeply affected by the events of 9/11.	Read hundreds of ideas for service projects .

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