THE WEEK Junior EDUCATION

May 2, 2025
Issue 263

Page	Title	Summary and Discussion Points	Content Area
3	Pope Francis dies at age 88	The head of the worldwide Catholic Church died on April 21. What role does the Pope serve? How will Pope Francis be remembered?	Social Studies
4	Historical events celebrated in Boston	Celebrations in Boston and surrounding towns are marking significant events leading up to the US declaration of independence. What events have been highlighted so far? How were they recognized?	Social Studies
7	A new way to travel	Women in Zimbabwe can now use electric tricycles to get around. How will this new transportation help women?	Engineering
10	Parakeets have a mind for language	Parakeets are known to mimic human speech. What has a new study revealed about how their brains work? How do human brains compare to parakeet brains?	Science
15	A robotic glove to train piano players	A new robotic glove has been designed to help piano players. What can it help improve? How does this innovation work?	Engineering

FEATURE OF THE WEEK JUNIOR: Photos of the week (pages 16 and 17)	
Invite students to look at this week's feature and answer the questions.	1. Invite students to review the photos in this week's feature. What do they all have in common? 2. Which photo interests students the most? Which are they most curious about? 3. How do the photographers capture these images in interesting ways? 4. Invite students to use a camera or cell phone to capture an animal, insect, or other living thing. Challenge them to use different techniques, such as light lighting, blurring, depth of field, focus, or time lapse, to capture the image differently.

	DEBATE	CREATE
ARTICLE	“Should peaceful protestors be punished?” (page 8)	“A brilliant marvel of engineering” (pages 12-13)
VOCABULARY	protest, punishment, peaceful protest, law	transit, celestial body, cargo, shuttle
ACTIVITY	Ask students to evaluate the statement, “Peaceful protestors should not be punished,” using a compass points strategy to unpack their thinking. First, draw a compass in the center of the board. Then, explain what information goes at each compass point: N = Need to Know: What else do you need to know?, S = Stance: What is your current stance or opinion?, E = Excited: What excites you about this idea?, W = Worrisome: What do you find worrisome about this idea? Record responses corresponding to the appropriate direction: N, E, W, or S. Summarize by asking how their thinking has changed after the discussion.	Imagine what could be next for elevators! Space elevators are conceived as a transit system anchored to a celestial body that extends into space. Its primary objective is to move cargo across space, eliminating the need for space shuttles. Have students draw a picture of what this could look like to connect different celestial bodies. Then ask them to refine their drawings by asking the following questions: How might the mechanics of a space elevator operate? Would it need a power source? Who would use it? Where would it go? What types of things would it carry? Summarize by asking students how they think a space elevator could be the most useful.
EXTEND	Read about some of the most famous protests in US history	Read more about space elevators.

	ACT	CONNECT
ARTICLE	“Healthier school menus required” (page 6)	“Reaching the stars” (page 9)
VOCABULARY	nutrition, sugar, health, nutritional standard	Kármán Line, altitude, boundary, atmosphere
ACTIVITY	Invite students to investigate the sugar content in foods. Ask students to bring in different nutrition labels from their favorite beverages. Have students use the labels of the drinks to identify the amount of sugar in their full drinks. Share this calculator if students need help with conversions. Guide students in measuring the amount of sugar in each drink and placing them in plastic food bags to visually see the amount of sugar. Display all the bags together for students to observe. Ask students if the amount of sugar in their drinks surprised them. Invite students to discuss if schools should limit sugary drinks in schools and if they should be removed from school vending machines.	Ask students what they think it means to “go to space.” Record responses. Explain to students that traveling to an altitude beyond the Kármán Line is the generally accepted boundary between Earth’s atmosphere and outer space. It’s approximately 100 kilometers (62 miles) above Earth's surface. Divide students into groups of 3-4 and have them investigate different ways or reasons humans may cross this line. Suggestions include orbiting Earth, moon missions, visiting the International Space Station, and space tourism. Ask each group to research how people got there, famous missions, key dates, and how it differs from other types of space travel. After each group presents, discuss how space travel has changed over time and what might come next.
EXTEND	Investigate the risks of too much sugar.	Watch a recent human spaceflight.

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