THE WEEK Junior EDUCATION

October 23, 2026
Issue 340



Page	Title	Summary and Discussion Points	Content Area
2	Nobel Prizes for 2026 are awarded	The 2026 Nobel Prizes, which are among the world's most prestigious honors, were announced between October 5 and October 12. What categories are awarded Nobel Prizes? Why did the Nobel Peace Prize winner draw mixed reactions?	Social Studies
3	Student protests surge in France	Hundreds of thousands of people took to the streets across France on October 13 as part of continuing student protests that began in September. What were the students protesting? What issues do you feel strongly enough about to protest?	Social Studies
5	First new national park since 2021	An area in southeastern Arizona known for its rock spires that stand hundreds of feet tall is set to become the nation's first new national park since 2021. What makes something a national park? Why was the national parks program started?	Science
14	Tut's tomb may have hidden rooms	When archaeologists unearthed King Tutankhamun's tomb in Egypt's Valley of the Kings in 1922, it was a momentous discovery. A new study found that hidden chambers behind the tomb may still be undiscovered. Why are discoveries like this one important? What period from the past would you like to learn more about, and why?	Social Studies
18	USWNT prepares for the World Cup	The 2027 FIFA Women's World Cup will take place in Brazil next summer, and the US Women's National Soccer Team (USWNT) is already preparing for the tournament. Why is the team under extra pressure to perform well in this tournament? Who do you predict will be on the World Cup roster?	Social Studies

FEATURE OF THE WEEK JUNIOR: This week's book (p. 22)	
Invite students to look at this week's feature and answer the questions.	1. What do you think the book Raise the Bar might be about? 2. After reading the review, how would you describe the book in just six words? 3. Does the review make you want to read the book? Share specific examples of why or why not. Which featured book would you most want to read, and why?

	DEBATE	ACT
ARTICLE	“Should athletes be allowed to protest” (page 8)	“Student protests surge in France ” (page 3)
VOCABULARY	protest, activism, podium, controversy	surge, demonstrators, vandalism, violence
ACTIVITY	At opposite walls, post two statements: “Athletes should bring attention to issues they care about” and “Athletes should keep politics out of sports and focus on the game.” Direct students to create a human continuum, standing at the point that reflects their opinion. Discuss. Invite groups to research one of these athletes/teams: Muhammad Ali, Billie Jean King, Colin Kaepernick, or the U.S. Women’s National Soccer Team. Groups should learn what they protested, the reactions, and the outcomes. Hold an imaginary press conference where the class acts as reporters. Each reporter asks a question from a different perspective, such as an upset fan base, a news organization, league officials, or a civil rights group. Athletes should answer using what they learned from research. Discuss patterns and return to the continuum to see if positions have shifted.	Read the article and have students list the French protesters’ complaints, such as teacher shortages, overcrowded classes, and schools without heating or desks. Ask which problem would bother them most at their school. Next, broaden the conversation by defining “protest” as a class, brainstorming its many forms, from marches and petitions to letters, art, and speeches, and discussing what moves someone from complaining about a problem to actually protesting it. Then have each student write down an issue they feel strongly about in school, their community, or the world, and rate how much they care on a scale of 1 to 10. In small groups, students choose one issue and design a peaceful plan to raise awareness, such as a petition, poster campaign, or presentation to the principal, while considering who might disagree and how they’d respond. Wrap up with brief group presentations and a short written reflection on whether protest is an effective way to create change.
EXTEND	Learn more about Colin Kaepernick’s protest.	Read about 11 protests that changed the world.

	CREATE	CONNECT
ARTICLE	“First new national park since 2021” (page 5)	“Tut’s tomb may have hidden rooms” (page 14)
VOCABULARY	legislation, volcanic eruption, inhabited, designated	unearthed, momentous, chambers, pharaoh
ACTIVITY	Show students these photos and invite them to share observations. Ask them to guess the difference between a place becoming a national park vs. a national monument. Invite groups to represent a different perspective: local business owners hoping for more visitors, Apache tribal members whose ancestors called the area “The Land of Standing-Up Rocks,” National Park Service rangers who care for the land, and environmental scientists concerned about protecting it from crowds. Each group discusses what it hopes to gain and what it worries about as the park may attract many more than its current 60,000 yearly visitors. Have groups design a one-page visitor guide that honors the area’s volcanic history, Apache heritage, and natural beauty while encouraging visitors to treat it with respect. Have groups share their designs and discuss how a new national park can balance tourism, preservation, and respect for the land.	Challenge students to name what they know about King Tut and his tomb. Direct them to read the article and identify clues that made Nicholas Reeves suspect a hidden chamber, such as the tomb’s small size, the altered wall painting, and the cracks in the northern wall, then discuss which clues seem most convincing and which could have other explanations. Next, have students act as a review panel for Egypt’s government, which must decide whether to approve drilling a hole above the tomb to lower cameras inside. Invite groups to weigh the possible benefits, such as uncovering Queen Nefertiti’s tomb or learning more about ancient Egypt, against the risks, such as damaging a priceless historical site or spending money only to find empty rooms. Have each group vote and explain its decision. Finally, ask each student to sketch what they predict lies beyond the wall and explain the evidence behind their guess, then discuss why archaeologists rely on evidence and careful testing rather than hunches before announcing a discovery.
EXTEND	Explore all of the National Parks in your state.	Tour the tomb of King Tutankhamun.