



Page	Title	Summary and Discussion Points	Content Area
2	Fastest-growing US cities named	The US Census Bureau has released a list of cities that experienced the fastest population growth from July 2024 to June 2025. The South topped the rankings, with the state of Texas accounting for all five of the fastest-growing cities. Why is this information tracked? Beyond the number of people, what else is affected when a city grows rapidly?	Social Studies
3	WHO declares virus emergency	On May 17, the World Health Organization (WHO) declared a global health emergency due to the Ebola virus in Africa. What is Ebola? Why is this announcement significant?	Health
3	Earth Prize is awarded to teens	The Earth Prize, given to young people ages 13 to 19, has named seven regional winners for 2026. Run by the Earth Foundation, the prize recognizes student-led solutions to environmental challenges. Which solution are you most curious about? Who should win, and why?	Science
4	Dispute over changes to Reflecting Pool	About two-thirds of the Lincoln Memorial Reflecting Pool in Washington, DC, has been painted "American Flag Blue." The change, ordered by President Trump ahead of the 250th anniversary of America's founding, has drawn criticism. Why has the renovation drawn criticism? Who should decide on changes to US landmarks?	Social Studies
10	Rainforests can bounce back quickly	A new study has found that rainforests can recover from damage more quickly than expected. What is a rainforest? Why does rainforest recovery time matter?	Science

**FEATURE OF THE WEEK JUNIOR: Animal of the week (page 11)**

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

1. Before reading, what do you know about the lifespan, habitat, size, and diet of the Marsupial frog?
2. What fact or facts from the article most surprised you and why? What are you still curious about?
3. Why is it important for us to know facts like these about animals?
4. Choose an animal you are curious about, conduct research, and create an "Animal of the week" feature of your own.

	DEBATE	CREATE
ARTICLE	"Should kids be on reality television?" (page 8)	"Stamps for nation's 250th" (page 4)
VOCABULARY	unscripted, narrative, dramatic, controversy	icons, fashion designer, curated, images
ACTIVITY	<p>Hang four signs around the room, each with one of these prompts written on it: characteristics of a reality show, favorite reality show, downsides of appearing in a reality show, and minimum age someone should be to appear in a reality show. Invite students to travel around the room and share their thoughts/answers on each sign. Allow students to read answers and discuss their observations. Poll students to see if they think kids should be on reality television. In groups of four, invite two students to take the "yes" position in this question and two to take the "no" position. Give them time to research and create their positions. Direct the "yes" dyad to explain their position and reasoning. Then, direct the "no" dyad to repeat back what they've heard. Repeat with the "no" dyad presenting. Once both positions have been heard and repeated, invite all four to discuss and try to reach a consensus. If they can, direct them to identify the strongest supporting reasons. If they can, ask them to explain why.</p>	<p>Ask what the Lunar New Year, Thurgood Marshall, and the FIFA World Cup all have in common. They were all featured on stamps. Ask students what they know about how US stamps are selected. Explain that the United States Postal Service reviews 15,000-30,000 proposals each year for new stamps. Stamps must be meaningful to American history, culture, or values; they can't feature living people or be negative or controversial; and they must be distinct from existing stamps. Direct students to <a href="#">select one US stamp from the past or present</a> and identify what is on it and when it was issued, why it was selected, what story the stamp tells, and what they find surprising or interesting about it. Share answers in small groups. Then, challenge students to create a proposal for a new stamp. Their proposal must include who or what the stamp will honor, why it's meaningful, how it contributes to American history, culture, or values, and a brief design description. Further challenge them to anticipate an objection the review committee might have and how they would address it.</p>
EXTEND	<a href="#">Review</a> the "best" kid versions of reality shows.	<a href="#">Visit</a> the National Postage Museum.

	CONNECT	ACT
ARTICLE	"Dispute over changes to Reflecting Pool" (page 4)	"Earth Prize is awarded to teens" (page 3)
VOCABULARY	dispute, criticism, historian, landmarks	tamarind, microplastics, seed-dispersing, rubble, biodegradable
ACTIVITY	<p>Invite student groups to discuss these questions: What does it mean for a place to "belong to history?" What places in the US, if any, belong to history? Who should be able to decide changes to any of these places? Have groups pair up with another group to compare answers. Direct students to read and annotate the article and identify the different perspectives presented about changes to the Reflecting Pool. Ex: "The Pool was deteriorating and the new color celebrates American patriotism for the 250th anniversary", or "The Pool is a national landmark tied to historic civil rights events and federal law requires public input before permanent changes." Assign groups of students to research and summarize the position of either the Trump administration or the Cultural Landscape Foundation. Invite them to present their researched positions and ask questions of the opposing groups. Once finished, have each student complete an exit ticket that summarizes their personal position.</p>	<p>Ask students what role they think young people have in helping to solve problems in their communities or around the world. Introduce them to the <a href="#">Earth Prize</a>, a global environmental sustainability competition for students ages 13-19. Ask students what types of environmental problems they think need to be solved. Direct them to select 2-3 Earth Prize <a href="#">finalist profiles</a> and summarize the teams, the projects, the problems the projects solve, and how the projects relate to their lives. Then, challenge them to find commonalities among the projects, even if the problems are different. Invite students to identify a local or global environmental problem they care about. Challenge them to create a "napkin pitch" where they summarize the problem; the people, animals, plants, ecosystems, and/or things it affects; and at least one possible solution or idea, all on a napkin. Invite them to share their pitches with three other students and collect feedback on the strongest part of their solution, how it could be improved, and what questions they have.</p>
EXTEND	<a href="#">Look</a> at historic photos of the Reflecting Pool.	<a href="#">Vote</a> for the Earth Prize winner.

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