THE WEEK Junior EDUCATION

November 27, 2026
Issue 345




| Page | Titlet | Summary and Discussion Points | Content Area |
|---|---|---|---|
| 2 | Measles status changes in US | The Pan American Health Organization, part of the World Health Organization, announced that measles is no longer considered eliminated in the US. What is an outbreak? Why might an international health organization decide a country's elimination status? | Science |
| 3 | Earthshot Prize winners are named | The winners of the 2026 Earthshot Prize were announced, recognizing ambitious projects in five categories: protecting and restoring nature, cleaning our air, reviving our oceans, building a waste-free world, and fixing our climate. What winner best represents Prince William's quote, and why? | Science |
| 5 | Remaining Senate races called | Winners of the last two US Senate races were called after outstanding votes from the November 3 election were counted. Why were these races called so late? What story do these races tell? | Social Studies |
| 10 | Birds guided on migration route | A group of northern bald ibises completed a six-week migration through Europe with the aid of a special support system. Should humans help endangered animals? What does the article teach us about bird behavior? | Science |
| 18 | Youth Olympics come to an end | The 2026 Summer Youth Olympics concluded on November 13 after nearly two weeks of competition in Dakar, Senegal. What was significant about these Olympics? Aside from the athletes' age, what are the differences between the Youth Olympics and the traditional Olympic Games? | Social Studies |

| FEATURE OF THE WEEK JUNIOR: Book club ... (pages 22 and 23) | |
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| Invite students to look at this week's feature and answer the questions. | 1. What are book reviews, and why do people write them?<br>2. What elements are part of a book review?<br>3. Do you find book reviews helpful? How might a book review help you decide whether or not to read a book?<br>4. Which featured book would you be most likely to read, and why?<br>5. Read one of the featured books, and write your own review. |

| | DEBATE | CREATE |
|---|---|---|
| **ARTICLE** | “Birds guided on migration route” (page 10) | “Birds guided on migration route” (page 10) |
| **VOCABULARY** | province, satellite, wintering, habitat | migration, native, breeding, monarch |
| **ACTIVITY** | Give each student Agree, Disagree, and Unsure cards. Read the claim "Humans should step in to help endangered animals," and have students hold up the card that matches their opinion. After they read the article, repeat the claim and see whether any opinions changed. Point out that humans caused the ibis to disappear from Europe and are now helping it return. Some people think this is right. Others worry the birds may come to depend on people, or that the effort could help more animals elsewhere. Have groups discuss whether humans should help endangered animals the way the Waldrappteam does. Have each student share their opinion and one reason backed by the article. Challenge them to listen carefully for ideas that differ from their own, since they will need those ideas in their writing. Finally, have students write a paragraph that reflects their opinion with a clear claim, two pieces of evidence from the article, a counterargument and their response to it, and a concluding sentence. | Have students read the article once for understanding. On the second read, direct students to underline the problems the ibises faced, circle the ways people helped, box key numbers and dates, and put a question mark next to anything confusing. Next, ask them to use their markings to explain how people solved three problems: the birds disappearing from Europe, young birds having no older birds to teach them the route, and wild birds not trusting people. Remind students to support each explanation with evidence from the text. Give each student a blank map of Europe and colored pencils, and invite them to imagine they are members of the Waldrappteam. Direct them to label Austria and Spain, shade the four countries with breeding sites, and mark the wintering grounds in Catalonia and Andalucía. The article doesn't give the exact flight path, so have students draw the route they predict and add a key. Then lead a short discussion about how mountains or seas might shape that route. Close by having students put six key events in order on a timeline, from the ibises disappearing in the 1700s to this year's arrival in Spain. |
| **EXTEND** | View bird species with live cameras. | Follow the timeline of the ibis migration. |

| | CONNECT | ACT |
|---|---|---|
| **ARTICLE** | “Measles status changes in US” (page 3) | “Giant pandas make their US debut” (page 5) |
| **VOCABULARY** | outbreaks, contagious, complications, vaccine | native, endangered, extinction, reserves |
| **ACTIVITY** | Before students read the article, ask them what they know about how diseases spread, and list their ideas on the board. After a first read for understanding, have students reread the article, underline causes, and circle effects. Next, put students in pairs and give each pair six sticky notes, each with one key event from the article. The events run from vaccines becoming available in 1963 to the US losing its elimination status. Have pairs arrange the notes into a chain that shows how each event led to the next, then compare chains with another pair. To close, challenge each pair to "break the chain": have them choose the one link that, if it changed, would most likely have kept the US from losing its elimination status, and have them pull that sticky note out. Ask each pair to defend their choice to the class using evidence from the article, and end with a quick vote on which link mattered most. | Begin by writing Prince William's quote on the board, "Change is not only possible. It is already happening," and ask students what kind of change he might mean. Have students read the article, and direct them to underline the five prize categories and circle each winner. Then have them find one example from the article that supports the quote. Next, divide the class into five expert groups and assign each group one winner. Have each group record on chart paper the problem its winner addresses and what it did. Regroup students so each new group has one expert per winner, and have the experts teach about their winner to the group. To close, point out that this year's first Children's Earthshot award honored students ages 9 to 17. Have each group choose a category and plan a realistic project for their school or community. Groups give a one-minute pitch that names the problem and explains their plan. Then the class acts as a judging panel and votes for a winner. |
| **EXTEND** | Learn how vaccines work. | Meet the Earthshot Prize winners. |