



Page	Title	Summary and Discussion Points	Content Area
2	Protests are held across nation	On Oct. 18, a No Kings Day of Peaceful Action took place in all 50 states and Washington, DC. Organizers said nearly 7 million people participated in about 2,600 events to protest the government. Why do people protest? What makes a protest successful?	Social Studies
3	A first for Olympics opening ceremony	On October 16, organizers of the 2026 Milano Cortina Winter Olympics in Italy announced that, for the first time in modern Olympic history, the opening ceremony will be held in multiple venues. Why is this significant? How do you think the Olympic host country is selected?	Social Studies
4	Major rescue effort after Alaska storm	At least 49 communities along the southwest coast of Alaska are recovering after Typhoon Halong struck the area, causing major damage and displacing 2,000 people from their homes. What is a typhoon? What severe weather impacts your community most?	Science
10	Big noses change monkeys' calls	Scientists have discovered that male proboscis monkeys' massive noses help create the unique calls they make to communicate with one another. Why is it important to study animals? What are you curious about related to the proboscis monkey?	Science
11	Urging caution on climate solutions	A group of more than 40 researchers has published a study saying that trying to solve climate change with "geoengineering," or attempting to cool the planet artificially using scientific techniques, could damage the environment. How does climate change impact your life? What actions can you take to help reduce the impacts of climate change?	Science

FEATURE OF THE WEEK JUNIOR: Amazing invention... (page 215)

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

1. In your opinion, what would make an invention amazing?
2. What problem does the featured invention solve? Do you think the invention will be successful? Is this something you would purchase? Explain.
3. What problem in your school or community would you like to solve?
4. Sketch an amazing invention that could help to solve this problem.

	DEBATE	CREATE
ARTICLE	"Should parents track their children?" (page 8)	"Huge pumpkin takes top prize" (page 9)
VOCABULARY	tabs, hinders, psychology, reassurance	runner-up, skills, engineer, gourd
ACTIVITY	Hang four signs in different corners of the room – one that reads strongly agree, one that reads agree, one that reads disagree, and one that reads strongly disagree. Read the prompt, "Parents should track their children," and direct students to move to the sign that reflects their opinion. Invite groups at each sign to discuss and write evidence/reasons for their opinion. Present opinions. Give students an opportunity to move. Next, invite groups to read the article and add to their list of evidence/reasons. Invite groups to present their new information. Again, give students an opportunity to move. Finally, invite students to summarize their argument in 10 words or less. Give students an opportunity to move one more time.	Punkin' Chunkin' is the sport of launching pumpkins through the air using catapults, trebuchets, and other engineered contraptions. Challenge student groups to design and make a catapult that will launch a candy corn pumpkin using the steps of the scientific method to predict, design, create and test their catapults. Distribute materials such as candy corn pumpkins, popsicle sticks, rubber bands, cardboard, masking tape, glue, rulers, and scissors. Invite groups to design their catapult models, explaining how the model will catapult the pumpkins. Then, challenge them to build their model using the materials. Invite them to test it several times by launching and measuring the launch distance. Encourage them to make modifications to their designs. Finally, hold a contest to see which team's catapult launches the pumpkin furthest.
EXTEND	Submit a vote in this debate.	Learn about the physics of the Punkin Chunkin .

	ACT	CONNECT
ARTICLE	"Protests are held across the nation" (page 2)	"Giving history a voice (p. 9)
VOCABULARY	protest, media, democracy, deployment	podcast, migration, displacement, dissent
ACTIVITY	Introduce the term, "protest," and challenge students to define it. Invite students to read and annotate the article to learn who, where, why, and how people protested on October 18, and what they were protesting. Discuss answers in small groups. Invite groups to also discuss why people protest, whether protest can be effective, and what they might feel strongly enough to protest. Then, invite each group to research one of the following youth-led protest movements: March of the Mill Children, Little Rock 9, Tinker v. Des Moines, and March for our Lives. Challenge them to answer the same W/H questions they did for the No Kings protest and to conclude whether the protest was effective and why.	Invite students to share what, if any, podcasts they listen to and what they like about the format. Direct students to read the article. Do they agree with the statement, "It's up to my generation to preserve, share, and learn from these stories"? Why or why not? Have students imagine that they are a guest host on Ameya Desai's podcast. They must select one person from history whose story they want to preserve. Invite them to select their subject, to write a list of questions they will ask their subject on their podcast, and to conduct research to learn the answers. Then invite students to pair up to produce an imaginary podcast where they ask and answer the researched questions in character.
EXTEND	Listen to the 100 best protest songs of all time .	Learn how to start a podcast .

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