THE WEEK Junior EDUCATION

November 14, 2025
Issue 291

Page	Title	Summary and Discussion Points	Content Area
3	Japan will donate cherry trees to US	To honor the 250th anniversary of America's founding in 2026, Japan will give 250 cherry blossom trees to the US. Sanae Takaichi, the newly elected prime minister of Japan, made the announcement on October 28 during a meeting with President Donald Trump.What do cherry blossoms signify? What do you know about the cherry blossoms in Washington, DC?	Social Studies
5	Word of the year announced	Dictionary.com has chosen 67 (pronounced six-seven) as its word of the year. Why would 67 be chosen as the word of the year? If you had an opportunity to vote, what would your word of the year be and why?	ELA
11	An international agreement to protect seas	An international agreement to protect the high seas is set to become law. What are the "high seas"? What will this international agreement entail?	Science
15	Gassy dwarf planet spotted	The James Webb Space Telescope has detected faint traces of glowing methane gas coming from a dwarf planet (round object that orbits a star and has debris in its orbit) called Makemake. What is unique about the James Webb Space Telescope? Why do we continue to explore space?	Science
18	Dodgers win World Series again	Major League Baseball's World Series ended on November 1 with a thrilling final game between the Los Angeles Dodgers and the Toronto Blue Jays. What was special about this World Series?	Social Studies

FEATURE OF THE WEEK JUNIOR: Nationwide survey... (pages 6 and 7)	
Invite students to look at this week's feature and answer the questions.	1. Which statistic is most surprising to you, and why? 2. Which statistic are you most curious about? What questions would you ask? 3. How do you feel when you hear about the news? 4. If you could tell adults of the world one thing, what would it be?

	DEBATE	CREATE
ARTICLE	“Should we eat lab-grown meat?” (page 8)	“A passion for pictures” (p. 4)
VOCABULARY	alternative, lab-grown, banned, cultivated	decade, evolved, photography, boroughs
ACTIVITY	Invite small student groups to sit in a circle. Direct them to read the article and highlight sentences they agree with, disagree with, and are curious about. Explain that, in this activity, they will be asked to defend each side of the debate and then defend the side they actually agree with. For the first round, the first person must explain why we *should* eat lab-grown meat. The second person must then explain the same argument but in fewer words. Keep going around the circle until each student has a turn to do it in fewer words. Repeat the activity in round two by explaining why we *shouldn't* eat lab-grown meat. Finally, in the third and final round, ask students to defend the side they agree with, with each person going around the circle and defending their argument in fewer words than the person before them.	Begin by showing students photos you have either taken or printed. If possible, show photos of the same subject taken at different times of day or different angles. Ask students what they notice about the pictures, what they like and don't like, how they are similar and different, how the images make them feel, and what story they believe the images tell. Introduce terms like angle, light, and framing and discuss how changing each of these can change how we see the image and what story the image tells. If possible, give student groups digital cameras or phones with which to experiment taking pictures. Invite each group to select an object inside or outside of the school. Direct them to experiment with the angle, light, and framing of the same image and to make observations about how these changes impact the images. Then, ask them to create a gallery of their favorite images for others in the school to see.
EXTEND	Learn how you can create meat using 3-D printing.	View 12 striking images taken in 2025.

	ACT	CONNECT
ARTICLE	“Try composting at home” (p. 24)	“Dodgers win World Series again” (p. 18)
VOCABULARY	composting, recycling, organic, landfills	franchise, seeded, standout, rookie
ACTIVITY	This experiment needs clear jars, soil, and a “set” of trash such as an apple core, piece of plastic, leaves, bread, tin, and paper. Present the objects to students and allow them to observe and touch them. Invite them to record initial observations. Introduce the scientific process and explain that they will be answering the question, “How will these objects change over time?” Place each item in a jar, and fill each jar with soil. Add a few tablespoons of water. Challenge students to create a hypothesis about each item. Record observations over several weeks. Which trash changed the most? Which didn't decompose at all? How can this experiment help them better understand composting?	Practice calculating averages through baseball statistics. Have students assume the role of a baseball coach and evaluate their players based on their batting average. A batting average is calculated by dividing the number of hits by the number of at-bats. For example, if a player has eight hits in 20 at-bats, their batting average is 8 ÷ 20 = 0.400. Invite students to calculate the batting average for each of the following players (Alex, seven hits, at-bat 20, Mel hits 9, at-bat 25, Evie, hits 5, at-bat 15, Jay, hits 12, at-bat 30). Have students round to the nearest thousandth (3 decimal places). Ask students to compare who has the highest batting average and who has the lowest.
EXTEND	Create a compost bin for home or school.	Compare the batting averages for the Los Angeles Dodgers.

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