THE WEEK Junior EDUCATION

November 6, 2026
Issue 342




| Page | Title | Summary and Discussion Points | Content Area |
|---|---|---|---|
| 3 | Total eclipse's path is charted | Next year's eclipse on August 2, 2027, is being called the "eclipse of the century" because it will be the longest total eclipse visible from land until the next century, in 2114. What is a total eclipse? Why do people view them? | Science |
| 4 | Supreme Court rules in voting case | The US Supreme Court ruled on October 22 that New Hampshire will be allowed to prevent people in the state from using their student IDs to vote in the midterm elections on November 3. What identification, if any, does your state require to vote? Should all states require the same identification? | Social Studies |
| 5 | New York City carriage rides banned | Lawmakers in New York City voted on October 22 to ban horse-drawn carriage rides in and around Central Park, ending a tradition that has been a major attraction for more than 160 years. Why was horse-drawn carriage riding banned? What are the benefits and drawbacks of this ban? | Social Studies |
| 12-17 | The Power of Change | Young people have strong opinions about the world around them. Learn what they are saying, how they can make a difference, and books that can keep inspiring. What changes do you think would make the most positive impact in the world? What gives you the most hope for the future? | Social Studies |
| 18 | Fungi could help farming in space | NASA plans to send humans to the Moon and Mars for long-term missions. First, they need to find a way to grow crops in the dry, rocky soil on the lunar and Martian surfaces since sending food from Earth would be too expensive and slow. How might you approach this problem, if you were a NASA scientist? Why is space exploration important? | Science |

| FEATURE OF THE WEEK JUNIOR: How to ... (pages 24 and 25) | |
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| Invite students to look at this week's feature and answer the questions. | 1. What do you know about Diwali?<br>2. Who celebrates Diwali, when it is celebrated, and what happens each day?<br>3. Try one of the activities on p. 25. Along with creating the diyas or making a batch of shakaparra, create a video or poster that explains what you have made, what it symbolizes for those who celebrate Diwali, and why it is important to learn about cultural holidays we may not celebrate. |

| | DEBATE | CONNECT |
|---|---|---|
| **ARTICLE** | “Should Election Day be on a weekend?” (page 8) | “Supreme Court rules in voting case ” (page 4) |
| **VOCABULARY** | convenient, polling, democracy, evidence | midterm, coalition, democracy, barriers |
| **ACTIVITY** | Explain that U.S. federal elections are held on the Tuesday after the first Monday in November, set by Congress in 1845 to fit the lives of farmers. Set up a “time-travel town hall” in which the class acts as a committee deciding whether to move Election Day to a weekend. Give students a character card, such as a farmer from 1845, a nurse who works weekend shifts, a parent with two jobs, a poll worker, a person whose religious observance falls on a weekend, or an election official worried about costs. Divide characters into pro and con sides and give them time to prepare an opening statement and two arguments in character. During the town hall, direct each side to present its case, and then have characters question each other directly. Have students drop their roles and work in groups to propose a compromise, such as a two-day voting period or making Election Day a holiday. Finish by having the class vote on the proposals and explain their reasoning. | Ask students what ID a person might need to vote. Direct students to read the article together and identify the key players: New Hampshire lawmakers and the voting rights groups. Set up a mock Supreme Court. Divide the class into three groups: lawyers for New Hampshire, lawyers for the Coalition for Open Democracy, and a panel of nine justices. Direct the lawyer teams to prepare a two-minute argument using evidence from the article, while the justices write three questions they want each side to answer. During the hearing, invite each side to present its case. Then, direct the justices to ask their questions and discuss as a panel before announcing and explaining their decision. Afterward, have students step out of their roles and look at the article’s section on other states, discussing why rules might vary so widely and how a student ID compares to other forms of identification. Finish by comparing the class decision to the real Supreme Court ruling and asking students to explain which argument they found most convincing and why. |
| **EXTEND** | Learn more about election day. | Listen to live oral arguments from the Supreme Court. |

| | CREATE | ACT |
|---|---|---|
| **ARTICLE** | “The Power of Change” (pages 12-17) | “The Power of Change” (pages 12-17) |
| **VOCABULARY** | inspires, pledge, impact, cause | visionaries, trailblazers, empowering, inspire |
| **ACTIVITY** | Explain that a survey is a way to gather information by asking a representative sample of people questions. Designing a survey includes knowing what you want to learn, choosing who to ask, picking the right question type, using clear, neutral wording and balanced answer choices. Explain the difference between closed and open-ended questions. Have students read the survey results on pages 12 and 13, and ask whether any of the results surprise them. Challenge groups to design a survey to learn how students at their school feel about the same topics. Have groups draft questions and conduct the survey across the school, aiming to include students from every grade. Once results are in, have groups tally the closed questions, turn the numbers into percentages and graphs, and sort open-ended answers into common themes. Challenge students to compare their school’s results with results in the article, noting where answers were similar or different and discussing possible reasons. | Begin by reading the article together and listing the four ways it suggests kids can make a difference: helping out, speaking up, supporting a cause, and performing acts of kindness. Ask students to share which ideas from the article they’ve already tried and which causes matter most to them. Then launch a one-week “Change-Maker Challenge,” in which each student chooses one action from each of the four categories to complete, such as helping a classmate, writing a letter to the principal about a school issue, collecting cans for a food pantry, or giving a sincere compliment. Have students plan their actions on a simple tracker and record what they did, how others responded, and how it made them feel. At the end of the week, ask students to share their experiences in small groups. Have the class create a “Ripple Effect” wall showing all the actions taken and the people they reached. Finish by having each student write a personal pledge describing one action they will keep doing to make a positive difference in their school, home, or community. |
| **EXTEND** | Learn 10 best practices for writing survey questions. | Share your pledge to make a difference. |