



Page	Title	Summary and Discussion Points	Content Area
2	Federal government reopens	The longest government shutdown in US history ended on November 12, after 43 days. Why did the government shut down? How were Americans affected?	Social Studies
3	Vivid northern lights seen	People across the US were able to see a rare, widespread display of the northern lights on November 11 and 12. The natural phenomenon was the result of unusual space activity. What creates the northern lights? What is a phenomenon?	Science
4	Nation bids farewell to the penny	The US Mint, which creates America's coins, has made its final batch of pennies, ending 232 years of production of the one-cent coin. Why did penny production stop? How, if at all, will this decision impact your life?	Social Studies
10	Flamingos in Florida inspire hope	Although flamingo imagery is common in Florida, the species has been largely absent from the state for 100 years. Now new sightings of the birds have led researchers to believe they may be returning to Florida for good. Why did the flamingos disappear? What scientific evidence led researchers to believe flamingos have returned?	Science
20	Exhibition on Egyptian gods	The Metropolitan Museum of Art (The Met) in New York City has opened its first major Egyptian exhibition in 12 years. Divine Egypt brings together nearly 250 objects to explore how the people of ancient Egypt imagined and represented their gods and Goddesses. What do you know about Ancient Egypt? Why is it important to study ancient civilizations?	Social Studies

**FEATURE OF THE WEEK JUNIOR: Photos of the week... (pages 16 and 17)**

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

1. Before viewing the images, list what you know about junglefowls, glider dragonflies, and the Sikh culture.
2. After viewing the images, list what you observed about junglefowls, glider dragonflies, and the Sikh culture.
3. How can images help to tell a story?
4. Why do you think these images were selected for this week's feature?

	DEBATE	CONNECT
ARTICLE	"Should we stop using wrapping paper?" (page 8)	"Exhibition on Egyptian gods" (p. 20)
VOCABULARY	anticipation, landfills, climate change, pollution	exhibition, depict, deities, civilization
ACTIVITY	Present the statement, "We should stop using wrapping paper." Invite students to decide if they agree or disagree. Then, guide students to sort themselves by "agree" or "disagree" and split into two teams. Ask teams to list why they took their position using their own ideas from the article. Have the "agree" side share one idea, then the "disagree" side, and continue to repeat. Tell students that at any point, they can change their position by moving to the other side if their opinion changes. They can continue to move as much as needed. Invite students to summarize if their opinion changed or stayed the same throughout the debate.	Ask student groups to discuss what they know about Ancient Egypt. Assign each group one of these topics: the Nile River and Ancient Egypt geography; pyramids and architecture; religion and the gods; daily life; hieroglyphics and writing; mummification and the afterlife; or art and culture. Challenge them to become experts in their topic using the article and other resources. Once research is complete, invite students to form new groups that include one member of each original group. Invite each expert to teach new group members about their topics. Once all group members have presented, invite each new group to design an exhibition called "All About Ancient Egypt," using what they have learned.
EXTEND	<a href="#">Create</a> your own wrapping paper.	<a href="#">Meet</a> a museum curator.

	ACT	CREATE
ARTICLE	"Creating gold jewelry out of e-waste" (p. 15)	"Nation bids farewell to the penny" (p. 5)
VOCABULARY	recycled, recovered, discarded, extract	farewell, auctioned, industry, circulation
ACTIVITY	Introduce students to upcycling– turning something old into something of better quality/environmental value. Re-using an item prevents it from ending up in a landfill, reducing consumption and carbon emissions. Invite students to read the article and identify the original items, what they were turned into, and the impact of the upcycling. Challenge students to gather everyday items that could be upcycled, such as rubber bands, cardboard tubes, string, fabric, buttons, bottle caps, or containers. Direct groups to draw a prototype or model of what they could create from the materials. Consider the item's purpose. Use glue, tape, markers and other art materials to create a new item. Invite them to name their new creation and explain what it does.	Distribute pennies to small student groups, and invite them to list observations about the coin. From those observations, challenge them to draw and share conclusions about American society. Ask if they know why the penny is in the news this week. Direct them to read and annotate the article. To help them say goodbye, invite students to write an obituary for the penny. Their obituary could include when and why it was born, how it was created, how its design evolved during its life, its cultural and financial impact on America, its cost and locations of production, how many pennies are still in circulation, and when and how it died.
EXTEND	<a href="#">Try one</a> of 65 upcycling ideas.	<a href="#">Learn more</a> about the penny.

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