



Page	Title	Summary and Discussion Points	Content Area
2	Supreme Court decides on voting case	On April 29, the US Supreme Court ruled that Louisiana lawmakers had illegally used race as a factor in creating a map of voting districts. What is the significance of this ruling? How could it impact the Voting Rights Act?	Social Studies
3	LA schools will limit screen time	The Los Angeles Unified School District has passed a resolution to limit student screen time in classrooms starting in the 2026–2027 school year. Why do you think this resolution was passed? How much screen time is appropriate for students during the school day?	Media Studies
3	Mental Health Awareness Month begins	May is Mental Health Awareness Month in the US. The event raises awareness of mental health issues and provides education about the symptoms of mental illness. According to the article, how many people struggle with mental health issues? Why are people often less likely to talk about their mental health?	Health
4	Funding ends government shutdown	On April 30, President Trump signed legislation that will fund most operations of the Department of Homeland Security, marking the end of a 76-day partial government shutdown, the longest in history. What is a government shutdown? Why is it difficult for lawmakers in different parties to work in a bipartisan way?	Social Studies
13	AI data centers create warming problem	A study has found that data centers powering artificial intelligence generate so much heat that they warm up the surrounding areas. What could be the impact of this warming problem?	Science

FEATURE OF THE WEEK JUNIOR: Ask an expert (page 11)

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

1. Before reading the article, how would you answer the question in the headline, and why? Are you surprised by the answer?
2. The question was posed by a young reader. Why do you think she was curious about this?
3. What question makes you curious?
4. Conduct research and answer the question in an “Ask the expert”-style feature.

	DEBATE	CREATE
ARTICLE	“Should people stop traveling by air?” (page 8)	“Honoring Barbie” (page 3)
VOCABULARY	greenhouse gases, carbon dioxide, climate change, environmental effects	iconic, variety, careers, evoke
ACTIVITY	Begin by asking students if they know what makes a debate argument strong. Take a few responses and explain that every strong argument has a claim (a clear statement of what you believe), evidence (specific facts, statistics, or examples that support the claim), and reasoning (an explanation of why the evidence supports the claim, connecting the dots for the listener). Present the debate prompt, “People should stop traveling by air.” Challenge student pairs to build two arguments – one supporting the prompt and one opposing it. Their claims must clearly state their positions. Their evidence must be specific, and their reasoning must explain why the evidence supports the claim. Once the arguments are built, the pair should practice reading both arguments and select the one they find more convincing. Match each pair with another pair that has chosen the opposing view. Direct pairs to debate using the arguments they have created.	Ask what the Lunar New Year, Thurgood Marshall, and the FIFA World Cup all have in common. They were all featured on stamps. Ask students what they know about how US stamps are selected. Explain that the United States Postal Service reviews 15,000-30,000 proposals each year for new stamps. Stamps must be meaningful to American history, culture, or values; they can't feature living people or be negative or controversial; and they must be distinct from existing stamps. Direct students to select one US stamp from the past or present and identify what is on it and when it was issued, why it was selected, what story the stamp tells, and what they find surprising or interesting about it. Share answers in small groups. Then, challenge students to create a proposal for a new stamp. Their proposal must include who or what the stamp will honor, why it's meaningful, how it contributes to American history, culture, or values, and a brief design description. Further challenge them to anticipate an objection the review committee might have and how they would address it.
EXTEND	Calculate the carbon footprint of a flight.	Visit the National Postage Museum.

	CONNECT	ACT
ARTICLE	“Supreme Court decides on voting case” (page 5)	“How to ... help your community” (page 22-25)
VOCABULARY	redistrict, citizens, minorities, gerrymandered	awareness, community, civics, eradicate
ACTIVITY	Introduce the term “suffrage” as the right to vote and explain that voting rights have been expanded, reduced, redistricted, and fought over throughout history. Invite them to read the article and identify how the Supreme Court's decision regarding Louisiana affects voting rights. Invite student groups to select three of these voting rights milestones to research: the 15th Amendment, women's suffrage and the 19th Amendment, poll taxes and literacy tests, the Voting Rights Act of 1965, the 26th Amendment when the voting age was lowered to 18, the Shelby County v. Holder Supreme Court decision, and the Allen v. Milligan Supreme Court decision. For each milestone, challenge them to research and summarize what happened, whom it affected and how, the problem it solved or created, and whether it advanced or rolled back voting rights. Then, challenge them to find commonalities for all three milestones and how, if at all, they relate to the Louisiana redistricting case.	Ask students to write one thing they love about their community and one thing they wish were better. Give them one minute to walk around and exchange answers with as many classmates as possible. What patterns emerged? What categories were identified? Explain that community action means taking steps, big or small, to make life better for those around you. Invite students to read the article to learn about the different ways the 12 members of The Week's Junior Council are making life better for those around them. How many aligned with the categories shared by classmates. Which story matched with something they care about? Challenge students to select an issue in their community they would like to make better. Direct them to conduct research to learn more about it and then complete the following sentences. The need I want to help address is ___ because ___. I can help by ___. One way I can get started is ___. Someone who could help me is ___. Encourage students to take any step, large or small, to help address their issue.
EXTEND	Read the Supreme Court decision.	Learn about the Junior Council.

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