

This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
4	Senate, House, and governor results	States have been working to finish counting votes from this year's election. What were some of the historic wins across the country? When will the next major US election take place?	Social Studies
5	Music legend is remembered	During his career of more than 70 years Quincy Jones was one of the most influential and creative forces in American pop music history. What were some of his impacts on the music industry? How did he begin his career?	Music
6	Tourist numbers restricted	A daily limit has been introduced for people wanting to visit the ancient Roman city of Pompeii. Why is this such a popular tourist attraction? What are pros and cons to limiting tourism to this historic site?	Social Studies
15	Dancing snowflakes predict weather	Scientists have found that snowflakes move in different ways as they fall. How can this movement be used to predict the weather? How did scientists set up their experiment to find these results?	Science
15	A compass that points your way	The Truest North compass has a needle that points to the destination of your choice. How does this compare to a traditional compass?	Engineering



FEATURE OF THE WEEK JUNIOR: Your turn (pages 28 and 29)

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

1. What do you think is the purpose of the "Your turn" feature?
2. Which story do you find most interesting? Which most closely connects to your life? Explain your answers.
3. Read and summarize the story, "Your dream for the nation." Write a paragraph that explains your dream for the nation.
4. Share your dream with another student. Then, consider submitting your dream for the nation at hello@theweekjunior.com.

	DEBATE	CREATE
ARTICLE	"Should hotels ban single-use toiletries?" (page 8)	"A bold and brilliant cultural icon" (pages 12-13)
VOCABULARY	single-use, recycle, toiletry, sanitary	surrealism, elements, self-portrait, style
ACTIVITY	Start by writing the phrase, "Hotels should ban single-use toiletries", on the board or chart paper. Ask students to brainstorm independently a list of examples where the statement is false. Have students turn to a partner and review their lists. Direct partners to check off examples that they both brainstormed. Ask each partner pair to share out to the class one of their examples. Remind students to listen carefully to examples that have been shared so they can contribute a new idea. Repeat again through partner groups. If the partner group cannot think of a new example, they are out. Keep rotating through partners until everyone has run through their lists.	Have students create a self-portrait based on the style of Mexican artist Frida Kahlo . First, display 3-4 images of pieces by Frida Kahlo. Invite students to observe the paintings and define her style of art as surrealism. Ask students what they think makes a work of art classified as surrealist? Clarify that surrealist art is dreamy with surprising and strange features. Invite students to list things they notice about Frida Kahlo's artwork and her style of artmaking, and then apply the different elements into their own portrait. Students can use colored-pencils, crayons, magazine cutouts, or printed images to create a surrealist work of art. Display projects around the room, and invite students to see what common elements peers used in their pieces.
EXTEND	Try making your own lotion.	View more surrealist art pieces.

	ACT	CONNECT
ARTICLE	" <i>Wicked</i> coming to theaters" (page 20)	"A full map of a fruit fly's brain" (page 14)
VOCABULARY	reimagine, stereotypes, perspective, interpretation	brain, intelligence, structure, function
ACTIVITY	Have students analyze key themes in <i>Wicked</i> and discuss how they relate to identity, friendship, and perspective. Explain that <i>Wicked</i> is a reimagining of The Wizard of Oz, focusing on the story of the Wicked Witch, Elphaba, and Glinda, the Good Witch. Play a clip or song from <i>Wicked</i> (e.g., "Defying Gravity" or "For Good") and ask students to take notes on how characters express their identities, goals, or relationships. In small groups, have students share their interpretations. How do the characters defy stereotypes? What challenges do they face that affect their identities and choices? Ask students to connect themes in <i>Wicked</i> to their own lives.	Scientists have created a high-resolution, 3D map of the complete brain of an adult fruit fly. They hope to apply what they learn to more complex brains. Show students pictures of animals that range in size (elephant, dolphin, cat, mouse, fruit fly) and set out objects representing different brain sizes (balls of different sizes, clay, or pieces of fruit). Ask students to match the "brains" (objects) with the animals. For example, they might choose a large ball for the elephant and a tiny object for the ant. Explain that bigger animals usually have bigger brains, but brain size doesn't always mean more intelligence. For example, dolphins have smaller brains than elephants, but they are very smart. Discuss as a class how brains help each of the animals move, play, and do tasks.
EXTEND	Go behind the scenes of <i>Wicked</i> .	Investigate brainless animals.

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