

News for You®

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Teacher's Guide



Democrats' Debate

U.S. NEWS • PG. 1

READING LEVEL: 4-6

Content Learning Objective

Learn that people submitted videos to CNN and YouTube to ask Democratic presidential candidates questions in their most recent debate.

Before Reading

Have students look at the photographs and read the headline. Ask students: What do you think “new media” in the headline refers to?

Check Comprehension

1. What did presidential candidates do for the first time in this debate? (*took questions from the public on video*)
2. What did workers at a refugee camp in Darfur ask the candidates? (*what they would do to end the crisis there*)
3. What did a cancer patient ask the candidates? (*what they would do about health care*)
4. Why did one expert say the debate was “a win for democracy”? (*because it gave average Americans a chance to question the candidates*)
5. In what ways did the format of the debate not represent all people? (*It included only people who are good with technology and own computers.*)
6. What do candidates use websites like MySpace and YouTube for? (*to send voters to the candidates' websites*)

Discussion Questions

1. Do you think having presidential candidates answer video questions submitted to YouTube is a good idea? Why or why not? (*Answers will vary but might include: yes, because it gives average Americans more of an opportunity to ask candidates questions; or no, because a moderator probably would ask more meaningful questions.*)
2. If you could ask the Democratic or Republican presidential candidates a question, what would you ask? Explain why. (*Answers will vary; accept answers that students can support with clear thinking.*)

Write About Clinton's Comment

In her video, presidential candidate Hillary Clinton said “sometimes the best man for the job is a woman.” Ask students what they think Clinton meant by her statement. Remind them that U.S. voters have never elected a woman to the office of president. Democrats and Republicans have never even chosen a woman as a presidential candidate. Discuss whether students agree with Clinton. Ask them to each write a paragraph that reacts to Clinton’s comment. Suggest they start by writing a sentence that tells the main idea of the paragraph. Then have them include at least two reasons for their opinions. Ask volunteers to read their paragraphs aloud.

Cartoon

HUMOR • PG. 4

Content Learning Objective

See the truth and humor in a cartoon that shows cats learning to speak the language of dogs, including different dialects.

Read Aloud Activity

Explain to students that a dialect is a type of language used in one region

of a country. Have students read aloud the dog “words” on the blackboard in the cartoon. Point out that each word is spelled and pronounced differently, though all are in dog “language.” Explain that one U.S. dialect is Southern American English. Explain that *you-all* and *y'all* often replace *you* in that dialect.

VOCABULARY

- afford** – to have enough money for
- ancient** – very old; from a long time ago
- archaeologist** – a scientist who studies objects from the past
- challenge** – an invitation to join a competition
- minimum** – the smallest possible amount or number
- moving** – causing strong feelings
- physical** – of the body
- psychologist** – a person who treats problems of the mind and behavior
- rank** – to assign a position to
- subject** – a person who takes part in a survey or study
- YouTube** – a video-sharing website that has a search engine

ANSWERS

Wage Increase Will Help Poorest Workers

1. D 2. G 3. A 4. F 5. C 6. E 7. B

Try, Try Again: First Town Sold on eBay Is Back Up for Sale

Cause and Effect Chart: Effects:

2. Town buildings looked better.
 3. Building and repair projects stopped.
- Questions:** 1. Answers will vary.
2. Answers will vary.

Stressed-Out Guests Invited to Smash Up Hotel

1. Yes 2. No 3. Yes 4. Yes 5. Yes 6. No

Computer Model of Ancient Rome Offers Trip to the Past

1. B 2. C 3. D 4. A

Women Should Run with the Cows, Spanish Group Says

1. men 2. note 3. festival 4. favor
5. events 6. people

Kids Don't Make the Marriage, Survey Finds

1. F 2. T 3. T 4. T 5. F 6. T 7. T 8. F

The Teacher's Guide is
also available at
www.newreaderspress.com.

Wage Increase Will Help Poorest Workers Pg. 1

Reading Level: 2-3

Read the story. Match the word or words with the meaning.

Word	Meaning
_____ 1. raise	A. having to do with the U.S. government
_____ 2. cost of living	B. not married
_____ 3. federal	C. a lack of money
_____ 4. wage	D. an increase in pay
_____ 5. poverty	E. thankful
_____ 6. grateful	F. money paid at regular times to a person doing work
_____ 7. single	G. amount of money needed to live on

Try, Try Again: First Town Sold on eBay Is Back Up for Sale Pg. 2

Reading Level: 4-6

Read the story. A cause is an event that makes another thing happen. An effect is the thing that happens after the event. Fill in the chart with the effects that resulted from the causes.

WHAT HAPPENED IN BRIDGEVILLE: CAUSES & EFFECTS

Causes	Effects
1. <i>In 2006, Bruce Krall put Bridgeville back up for auction.</i>	1. <i>Daniel La Paille bought Bridgeville.</i>
2. <i>Daniel La Paille started to fix up the town.</i>	2. _____
3. <i>La Paille killed himself.</i>	3. _____

1. Why might a wealthy person buy Bridgeville? Explain. _____

2. Would you buy Bridgeville if you had enough money? Why or why not? _____

Stressed-Out Guests Invited to Smash Up Hotel Pg. 2

Reading Level: 4-6

Read the story. Then read the statements below. Decide whether or not each one is a conclusion that can be drawn from the story. Check yes or no.

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Smashing up a hotel can help relieve stress. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Stress is a feeling of great joy. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Stress can affect how a person acts. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The hotel chain wanted to create publicity for its hotels. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. People need to wear safety gear for protection as they wreck a building. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. In September, people will trash the hotel rooms again. |

Computer Model of Ancient Rome Offers Trip to the Past Pg. 3

Reading Level: 4-6

Read the story. Then circle the letter of the sentence or phrase that best answers each question.

- | | |
|---|---|
| <p>1. How can people today view ancient Rome in 3-D images?</p> <p>A. look at a book in the library</p> <p>B. look at a computer-based model of the city</p> <p>C. visit a museum in Rome</p> <p>D. watch TV shows about ancient Rome</p> <p>2. Why is it important to learn about ancient Rome?</p> <p>A. because so many Americans have relatives who live in Rome today</p> <p>B. because most people do not have enough money to travel to Rome</p> <p>C. because ancient Rome produced many texts, works of art, and buildings that people value today</p> <p>D. because some students still learn Latin, the language of the Romans</p> | <p>3. How did a team create ancient virtual Rome?</p> <p>A. The team dug up objects used by ancient Romans.</p> <p>B. The team mainly used ancient letters to do the project.</p> <p>C. The team looked at maps of Rome today.</p> <p>D. The team used high-tech scans and research about the city.</p> <p>4. What is the main reason the team wants to create a virtual time machine?</p> <p>A. so people can study the history of Rome and many other great cities</p> <p>B. so tourists can find ancient places in Rome</p> <p>C. so virtual Rome can be updated at all times</p> <p>D. so more schools will teach Latin to students</p> |
|---|---|

Women Should Run with the Cows, Spanish Group Says Pg. 3

Reading Level: 2-3

Read the story. Then read the sentences below from the story. Each sentence has a word missing. Fill in each blank with the correct word.

1. Most of the runners are _____.
2. The title of the _____ was "Cows Want to Run."
3. Cow runs would make the _____ better.
4. Many people sent messages in _____ of cow runs.
5. The _____ begin early in the morning.
6. Since 1924, 13 _____ have died during the running of the bulls.

Kids Don't Make the Marriage, Survey Finds Pg. 4

Reading Level: 4-6

Read the story and look at the bar graph. Then read each sentence below. Put a check mark on the line under true or false to indicate whether the sentence is true or false..

- | True | False | |
|-------|-------|---|
| _____ | _____ | 1. Most Americans surveyed think children are the key to a happy marriage. |
| _____ | _____ | 2. More Americans in 2007 think sharing household chores helps create a lasting marriage than did in 1990. |
| _____ | _____ | 3. Between 1990 and 2007, the number of adults who said children were very important in a good marriage dropped 24 percent. |
| _____ | _____ | 4. About the same number of Americans in 2007 think shared tastes and interests help a marriage as did in 1990. |
| _____ | _____ | 5. The study results show that parents love their children less now than they did in 1990. |
| _____ | _____ | 6. Faithfulness was ranked first in importance for a happy marriage in 2007 and 1990. |
| _____ | _____ | 7. At a rate of nearly 3 to 1, adults said marriage was for the happiness of both adults and not for raising children. |
| _____ | _____ | 8. The survey shows that adults think having kids holds marriages together. |