



Greece Spends Too Much Money Page 1

STANDARDS: National Content Standards in Economics (National Council on Economic Education) Standard 11: **Role of Money.** Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. Explain how people's lives would be more difficult in a world with no money, or in a world where money sharply lost its value.

LEARNING OBJECTIVES

In this article, students will learn about:

- Greece's money problems.
- How this situation came about.
- What Greece is doing to reduce spending.
- How other countries are helping.
- The reaction of Greek citizens.

AIM: Will new laws help fix Greece's problems?

PRE-READING: Write the word *money* on the board. Ask students to explain what money means to them. Ask: *What is the purpose of money? What other ways do people pay for things? What happens if someone tries to spend more money than he or she has?*

DURING READING: Write each subhead on the board. If it is not a question, restate it as one. Have students take turns reading the article out loud. After each section, have students provide answers to the subhead questions.

AFTER READING: Discuss with students the idea of saving money and spending wisely. Ask: *Why is saving money important? What are some ways to spend wisely?*

Note to Teachers:

Your students would love to be published in *The Current Events*. Send us their letters or some of their fine writing. We may publish their submissions in a future issue. Please be sure that students include their names, the name of their school, and their grade level.

Teacher's Guide

Curriculum Comments

This is it — the last issue of the school year! We hope you and your students enjoyed staying current with news events we have highlighted. This final issue includes a fun word search for your students, as well as a review of the QAR strategy and an activity to reinforce that important comprehension skill. Have a great summer! See you in September.

– Charlene Kerwin Reyes, Teacher's Guide Editor

Answers To Globe Gallopers

1. On which continent is Greece?

Greece is on the continent of Europe.

2. What does the map tell you about Greece? List three facts you learn from the map.

Possible answer: Most of Greece is near water; one part is a peninsula; there are many islands; Greece shares a border with at least four countries.

Answers To Review Questions



1. What mistakes did the Greek government make with money?

The Greek government paid workers too much money; it paid for work that was not necessary; it failed to collect all of the taxes it was owed.

2. What is Greece doing to fix its problems?

Greece passed new laws that will raise some taxes and pay workers less money; the government is trying to spend less.



3. Should the people of Greece be angry? Why or why not?

Possible answers: Yes, they are right to be angry. Their government mismanaged its money; no, they are not right to be angry. Citizens should support their government, especially during tough times.

TEXT COMPREHENSION SKILL — QAR

Remind students that QAR is a reading strategy that helps readers categorize comprehension questions based on where they can find the information to answer them. Remind students that

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they learned about two QAR categories. Have volunteers name these categories. A description of each follows:

In the Book questions are answered directly in the text. The answers may be found in a single sentence or paragraph, or in a few different parts of the text.

In My Head questions are not answered in the text. Students will need to use what they already know to answer these questions.

Inform students that today they will be labeling the review questions on page 2 of the newspaper according to these two categories.

Give students the Activity Sheet (see page 4). Say, *We have just reviewed two types of questions: those whose answers can be found in your reading, and those whose answers you already know or can figure out on your own.* Read the first question aloud. Model the thinking: *Is this an 'In the Book' question or an 'In My Head' question? If it is an 'In the Book' question, then I will find the answer in the article. I can highlight the answer when I find it.* On the Activity Sheet, have students write the type of question it is in column 2, and then write their answer. Do question 3 together in the same way. After students determine that the answer is not in the article, have them identify the question as 'In My Head' and then write their answer. Ask them to explain how they figured out the answer to the question.

Have students label the questions on page 2 of the newspaper according to the above two categories.

The Return of VORTEX2

Page 4

STANDARDS: National Geography Standards (National Geographic Society) Element 3: *Physical Systems. Standard 15: Environment and Society. The Impact of Natural Hazards Around the World.*

LEARNING OBJECTIVES

In this article, students will learn about:

- The activities, equipment, and crew that make up the VORTEX2 project.
- What causes tornadoes and why they are dangerous.
- The goals of VORTEX2 scientists.

AIM: Why are scientists studying tornadoes?

PRE-READING: Say the word *tornado* and write it on the board. Ask students to sketch a picture of, or write a brief story about, a tornado. Invite volunteers to share their drawings or stories with the class.

DURING READING: Have students take turns reading aloud. Tell them to underline information about what causes tornadoes and then to circle information about the effects of a tornado. Record their findings in a cause-and-effect t-chart, drawn on the board.

AFTER READING: Tell students to look at the information you recorded in the "effect" column of the chart. Have them use this and the diagram of the Fujita Scale on page 5 as part of the prewriting stage of the *Write About It* activity that accompanies this article.

Answers To Review Questions



1. What are storm chasers?

Storm chasers are people — usually scientists — who follow tornadoes; they drive close to tornadoes so they can learn more about them.

2. What does the map tell you about tornadoes that the article does not?

Possible answers: It shows all the states that are part of Tornado Alley; it shows the size of the region; it shows the westernmost states and the easternmost state; it shows which states are fully within Tornado Alley and which are not.



3. Would you want to be a storm chaser? Why or why not?

Possible answers: Yes, because I would get to use special equipment to study tornadoes, and I could help make people safer; no, because tornadoes are dangerous and I would be afraid.

Asian-Pacific Heritage Month

Page 6

STANDARDS: National Standards for History (The National Center for History in the Schools) Topic 3: *The History of the United States — Democratic Principles and Values and the People From Many Cultures Who Contributed to its Cultural, Economic, and Political Heritage. Standard 5: The Causes and Nature of Various Movements of Large Groups of People Into and Within the United States, Now and Long Ago.*

LEARNING OBJECTIVES

In this article, students will learn about:

- Asian-Pacific American Heritage Month.
- The contributions of Asian-Americans to U.S. history and culture.

AIM: America honors Asian-Pacific Americans.

PRE-READING: Have students find the continent of Asia on a map of the world. Ask: *How does it compare to other continents? (It is the biggest.)* Ask students if they can name any of the islands in the Pacific. Have students point to the islands on the map, in particular, Hawaii. Call attention to the location of the Pacific Islands and Asia in relation to the continental United States. Invite volunteers to share whether they have relatives in Asia or the Pacific Islands, or if their parents or grandparents came from there. If so, have the students identify the specific country on a map.

DURING READING: Discuss the famous Asian- Americans listed in the article. How has America benefited from them?

AFTER READING: Work with students to plan a day to celebrate their own heritage. Invite each student to bring in something that represents his or her culture, such as a special food or craft. Invite them to share what they brought in a cultural heritage show-and-tell.

Answers To Review Questions



1. What is celebrated in May?
May is Asian-Pacific American Heritage Month.

2. What are some ways Asians have helped the United States?

Possible answers: In the 1800s, Chinese immigrants helped to build the transcontinental railroad; Senator Inouye and Governor Jindal work in the government; Amy Tan writes award-winning books; foods like sushi and noodles came from Asia, as well as silk and origami.



3. Which Asian country would you most like to visit? Why?

Accept all reasonable responses.

Word Search Solution

H	F	A	V	E	A	G	R	E	A	T	S	U	M	M
E	A	R	X	Z	Y	B	R	C	F	K	G	Q	C	R
F	N	X	B	E	A	C	H	A	N	T	S	K	T	B
V	A	C	A	T	I	O	N	G	V	H	G	M	U	O
L	I	F	E	G	U	A	R	D	F	L	T	T	U	Q
H	O	T	S	I	U	P	B	V	B	A	M	R	J	L
G	P	D	Y	P	I	C	N	I	C	U	X	R	K	L
E	K	R	K	L	E	M	O	N	A	D	E	J	X	F
A	X	E	W	A	T	E	R	M	E	L	O	N	Y	K
E	K	S	U	M	M	E	R	S	W	E	A	T	I	B
S	A	N	D	E	Y	M	E	N	U	D	Z	O	E	
C	G	F	V	M	I	T	E	W	J	M	V	N	O	N
C	A	I	M	M	T	O	W	E	L	W	A	V	E	S
D	N	S	T	W	A	H	B	A	T	M	S	Z	R	R
G	E	X	V	K	A	Q	Q	C	E	A	N	X	Q	D

Activity Sheet

Name: _____

Instructions:

- Read each question.
- Think about what kind of question it is. Write the type of question in column 2.
- Write your answer to the question in the column, "My Answer."

Question	In The Book or In My Head	My Answer
1. What mistakes did the Greek government make with money?		
2. What is Greece doing to fix its problems?		
3. Should the people of Greece be angry? Why or why not?		