



Greece Overspends

Page 1

STANDARDS: National Content Standards in Economics (National Council on Economic Education) Standard 16: Role of Government. *There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.*

LEARNING OBJECTIVES

In this article, students will learn about:

- The threat of bankruptcy in Greece.
- How Greece got into financial trouble.
- The government's response to the crisis.
- The reaction of Greek citizens.

AIM: Greece's government has spent too much money.

PRE-READING: Ask students what they think of when they hear or see the word *money*. Build background about money and spending by asking: *What is money for? How do people and businesses get money? What happens if a person or business spends more money than is available? How does a government get money? What could happen if a government ran out of money?*

DURING READING: Have students underline the causes of Greece's financial troubles and circle the measures being taken to address the problem.

AFTER READING: Have students share their reading notes with a partner. Then have them summarize the causes of Greece's

Teacher's Guide

Curriculum Comments

This is it — the last issue of the school year! We hope you and your students have enjoyed staying current with news events that 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

economic problems. Ask students what they think Greece could have done to stay out of trouble.

Answers To Globe Gallopers

1. List three facts about Greece you learn from the map.

Much of Greece is surrounded by water on three sides. There are many islands off the Greek coast. Greece shares a border with at least four countries.

2. On which continent is Greece located? Why do you think European countries are helping Greece?

Greece is in Europe. Possible answers: European countries want to help their neighbor; they do not want Greece's problems to spread to their own nations.

Answers to Review Questions



Right There

1. Why is the Greek government in danger of bankruptcy?

The government may not have enough money to repay its loans.



Put It Together

2. What have the Greek government and other nations done to solve Greece's spending problem?

The Greek government has passed new laws to raise taxes, delay retirement, and reduce the pay of government workers. The government is also cutting spending and increasing taxes on fuel, cigarettes, and other products. It is also going after tax evaders. European nations recently announced a plan to give Greece about \$150 billion to save it from bankruptcy.

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.

Send to:

The Current Events

1973 60th Street, Room 105

Brooklyn, NY 11204

Or email: features@thecurrentevents.com



3. Do you think Greek citizens are right to be angry? Explain your answer.

Possible answers: Yes, they are right to be angry. Their government mismanaged their money; no, they are not right to be angry. Tough times call for people to unite in support of their government.



4. What do you think are some ways that people can manage money carefully?

Possible answer: They could budget their money, cut unnecessary spending, and avoid using credit cards too much.

TEXT COMPREHENSION SKILL — QAR

Remind students that QAR is a reading strategy that helps readers categorize comprehension questions according to where they can find the information to answer each question. Remind them that they learned four QAR categories. Have volunteers tell you what each category is. Below is a description of each:

Right There questions are in the text, directly stated in one sentence or paragraph.

Put it Together questions are also in the text, but students will have to put together information from different parts of the text to come up with the answer.

Author and I questions are ones in which the answer is not in the text. Students will need to combine what they already know with the information from the article in order to respond to the question.

On My Own questions can be answered by the student without any information from the article. Their answers are based on prior knowledge.

Inform students that today they will be labeling the review questions on page 3 of the newspaper on their own.

Give students the Activity Sheet (page 4) and do the first two questions together. Read the first question aloud. Say, *I think about what type of question this is and how I will find the answer. If it is an 'Right There' question, I will read through the article until I find the answer. I may want to highlight the information.* Review the text that answers the question. Discuss whether it is from one place or different places in the article. On the Activity Sheet, have students write the type of question it is in column 2, and then write their answer. Do the second question together in the same way. Students should complete the third and fourth questions independently. Finally, have students fill in the correct label for each question on page 3 of the newspaper.

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 VORTEX2 tornado tracking project.
- How tornadoes form and where they typically occur.
- How information from VORTEX2 will be used to provide earlier tornado warnings.

AIM: Why are scientists studying tornadoes?

PRE-READING: Write the word *tornado* on the board. Have students brainstorm ideas that come to mind when they read and hear this word. List their ideas on the board. Tell students to draw a picture of a tornado based on their prior knowledge and on the list of ideas written on the board.

DURING READING: Tell students to highlight or underline the goals of VORTEX2 scientists as they read. Tell them to circle what they think is the most important goal.

AFTER READING: Examine the Fujita Scale together (page 5) and discuss the different categories of tornadoes. Review the goals and potential benefits of the VORTEX2 project. Ask: *How might longer warning times help people in the event of a severe tornado?*

Answers to Review Questions



1. Where is "Tornado Alley"? Why do most tornadoes form in this area?

"Tornado Alley" is a region that stretches from Texas to North Dakota. In this part of the nation, warm, moist air from the South meets cold, dry air from the North. Because the ground in Tornado Alley is mostly flat winds move quickly over great distances.



2. What equipment are VORTEX2 scientists using, and what do they hope to accomplish?

Scientists are using cameras, high-tech weather balloons, Doppler radar, lasers, and unmanned aircraft to study tornadoes. They hope to learn more about how tornadoes form so that they can lengthen the warning times and enable people to be better prepared.



3. Would you want to be a storm chaser? Explain your answer.

Accept all reasonable responses.

CURRICULUM OBJECTIVE: FOCUS ON WRITING SKILLS — EXPRESSIVE WRITING

There are many kinds of personal writing. Diaries, journals, memoirs, and letters are reflective, expressive types of personal writing. After students read "The Return of VORTEX2," tell them they will write a diary entry from the point of view of a storm chaser. Say to students: *A diary is a form of personal writing. When shared with others, personal writing gives readers a deeper understanding of the writer's feelings and experiences. Imagine you are a storm chaser. Write a diary entry about a tornado you tracked today.*

Asian-Pacific Heritage Month Page 6

STANDARDS: National Standards for History (The National Center for History in the Schools) Era 6: The Development of the Industrial United States (1870-1900). **Standard 2A:** *Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands. Assess the challenges, opportunities, and contributions of different immigrant groups.*

LEARNING OBJECTIVES

In this article, students will learn about:

- The history of Asian-Pacific immigration to the United States.
- How Asian-Pacific cultures have influenced American culture.
- Some notable Asian-Americans.

AIM: America celebrates Asian-Americans.

PRE-READING: Have students find the continent of Asia on a map of the world. Challenge students to point out and name some of the islands in the Pacific that are home to Asians. Discuss the location of Asia and the Asian Pacific islands in relation to North America and the United States. Ask for volunteers to share whether they currently have relatives in Asia, or if their parents or grandparents came from Asia. If so, have the students identify the specific Asian country on a map.

DURING READING: Point out that each subhead is the main idea of that section. Tell students to take notes on the details in each section that support the main idea. Then have them write a one- or

two-sentence summary of each section before they go on to the next one.

AFTER READING: Have students plan a day to celebrate their own cultural heritage. Invite students to bring in something that represents their culture, such as a special food, music, piece of clothing, or craft. Invite them to share what they brought in a cultural heritage "show and tell."

Answers to Review Questions



Right There

1. When was Asian-Pacific Heritage Month first celebrated?

Asian-Pacific Heritage Month was first celebrated in 1992.



Author And Me

2. Why do you think people from so many different countries come to the United States?

Possible answer: People come to the United States for educational and job opportunities, as well as to escape political and religious discrimination.



On My Own

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

Accept all reasonable and well-supported responses.

Word Search Solution

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

Activity Sheet

Name: _____

Instructions:

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

Question	Type of Question?	My Answer
1. Why is the Greek government in danger of bankruptcy?		
2. What have the Greek government and other nations done to solve Greece's spending problem?		
3. Do you think Greek citizens are right to be angry? Explain your answer.		
4. What do you think are some ways that people can manage money carefully?		