

Next Issue:  
Monday,  
January 14, 2008

# THE CURRENT EVENTS



Good News For Kids!

Volume 7,  
Issue 8

Week of  
December 31, 2007

LEVEL 1B  
(INTERMEDIATE)

## Teacher's Guide

**Note to Teachers:** Because of space limitations, *The Current Events* sometimes condenses quotations. The ellipsis (...) shows that words have been removed, while brackets ([]) show that words or phrases have been replaced with others for the sake of clarity. These symbols are used in all print news media; therefore, it is important for students to learn what they indicate.

**Teachers:** Your students would love to be published in *The Current Events*. Send us their letters, jokes, or some of their fine writing. We may publish their submissions in a future issue. Send to *The Current Events*, 1973 60th Street, Rm #105, Brooklyn, NY 11204; or email: features@thecurrentevents.com. Please be sure that students include their names, name of their school, and their grade level. **Poll results received by Jan. 8, 2008 will be published in our next issue.**

### Nepal Says: No More King Page 1

National History Standard 1, World History (National Center for History, UCLA Grades 5-12 ) World History Across the Eras: Long-term changes and recurring patterns in world history

#### ► LEARNING OBJECTIVES:

In this article students will learn about:

- The decision by the Nepalese government to abolish the monarchy.
- Political upheaval in Nepal in recent years.

**AIM:** *Nepal has problems with its government.*

#### ► ANSWERS TO A MOMENT IN TIME:

1. *What was happening in Nepal in the year you were born?*

Students should look at the timeline and assess what was going on during the year of their birth.

2. *For how many years was Gyanendra king before he took over the government of Nepal?*

Gyanendra was king for four years, from 2001 to 2005 before he took over the government of Nepal.

#### ► ANSWERS TO REVIEW QUESTIONS:

1. *Why don't the people of Nepal want to be ruled by King Gyanendra any longer?*

Nepalese dislike King Gyanendra because he tried to usurp the government and was not a good leader. Additionally, many agreed with the rebels that all officials should be elected.

2. *Now that there is peace, what will happen next?*

Elections will be held, a new constitution will be written, and the new government will decide how the country will be run.



#### PRE-READING:

Ask the students to describe our own country's form of government. (You may wish to refer to "A Race for the Presidency", Issue 3, Week of October 25, 2007.) Discuss what the students may already know about monarchies. How does our country's form of government differ from a monarchy?

#### DURING READING:

Ask the students to summarize in their own words why the government in Nepal will change. Invite the students to discuss how a monarchy differs from a republic.

#### AFTER READING:

Discuss how the king may feel when he loses his job. How might his feelings be similar or different from how a president may feel when he/she leaves office?



3. Is it better to have officials who were elected by the people?

Answers may vary. Students might say that elected officials might be more likely to act according to the will of the people who chose them and must answer to their constituents, unlike a monarch who may act in his own best interests at the expense of his country.

4. Should rebels be allowed into a government?

Answers will vary. Students may feel that rebels who fought the government and caused much trouble in the country do not have a place in the government; others may feel that they also represent some of the people and it is worthwhile to work with them in order to bring stability and peace to the country. (You may want to mention that this issue has been hotly debated in Nepal itself.)

## Every Penny Counts Page 4

**National Standard for the English Language Arts 1, (National Council of Teachers of English Standards for English and Language Arts and International Reading Association):** *Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.*

### ► LEARNING OBJECTIVES:

In this article students will learn about:

- The 17th annual Penny Harvest, a program for schoolchildren to gather pennies to benefit the poor.
- Common Cents, the organization that sponsors the Harvest, and how it began.

**AIM:** *Children in communities across the United States get together to help others.*

### ► ANSWERS TO REVIEW QUESTIONS:



1. What is the Penny Harvest?

The Penny Harvest is a program for kids to raise money for charity by gathering pennies and donating them to charitable organizations.

2. Why do the kids collect only pennies?

Common Cents, the organization that sponsors the Harvest, wants children to learn the value of every penny.



3. Why does Common Cents let the kids decide who should get the pennies?

Apparently, Common Cents wants the kids to learn responsibility, caring for their community, and how to make decisions in a democratic manner.



4. What kinds of charity would you choose if you had money to give?

Answers will vary.

**NOTE TO TEACHERS:** Your school can participate in Penny Harvest for FREE. For more information on the Penny Harvest and how to get it started in your school, log onto [Pennyharvest.org](http://Pennyharvest.org).

## Nautical News from Norway Page 6

**National Geography Standards 4: Places and Regions (The National Council for Geographic Education):** *The physical and human characteristics of places*

## ► LEARNING OBJECTIVES:

In this article students will learn about:

- A proposed tunnel that will be built to allow ships to sail under the Stad peninsula in Norway.
- Problems with sailing around the peninsula in the conventional manner.
- Building tunnels.

**AIM:** *Norway finds a new way around dangerous waters.*

## ► ANSWERS TO GLOBE GALLOPERS:

1. *What is the capital of Norway?*

The capital city of Norway is Oslo.

2. *What does the map show you about the new tunnel route?*

It is a straight and much shorter route.

3. *Norway is about the size of New Mexico. Is Norway bigger or smaller than the state where you live?*

Answers will vary.

## ► FOCUS ON TEXT COMPREHENSION SKILL: VISUAL REPRESENTATION

After the students read the news story, encourage them to discuss and describe what they believe the new tunnel will look like based on clues in the news story and their knowledge about tunnels. Write their ideas on the board. Use the *Think-Aloud* strategy to help the students get started: *I think the new tunnel will be huge. It says in the news story that there is nothing just like it in the world.*

Have the students draw a picture on the activity sheet showing what they believe the new tunnel will look like based on clues in the news story and their knowledge about tunnels. Encourage them to label parts of their picture.

## ► CURRICULUM OBJECTIVE: FOCUS ON WRITING SKILLS — DESCRIPTIVE PARAGRAPHS

After the students have completed their drawings, have them respond to the writing prompt on page 7, or have them write a paragraph underneath their picture to describe what it shows. Remind the students to start off with a topic sentence, then write the body of their paragraph, and end with a concluding sentence to tie together everything they have written about.

If time permits, divide the class into pairs and distribute drawing paper to each. Invite the students to create a travel brochure showcasing the new tunnel in Norway and inviting tourists to plan their visit. Have the students use their worksheet pictures and paragraphs as reference.

Show the students how to fold their paper into three sections, brochure-style. Display the completed brochures on a bulletin board or a wall of the classroom.

## ► ANSWERS TO REVIEW QUESTIONS:



1. *Why is the tunnel being built under the Stad peninsula?*

The tunnel is being built to allow ships to reach the North Sea from Norway's ports in a quicker and safer manner, which, it is hoped, will save lots of money and maybe even lives.

2. *Why is it difficult to sail around the peninsula?*

Bad weather causes rough currents around the peninsula, makes the waters treacherous, and can hold ships back for long periods of time.

3. *How is the sea important to Norwegians?*

The sea provides a livelihood for many Norwegians who fish, as well as providing a means of transporting goods for sale abroad.



4. *Read the article about Nepal on page 1. In what ways are Norway's waters like Nepal's mountains?*

As the sea around Norway is both important to the country's economy for providing the infrastructure to transport goods and is difficult and treacherous, so are the mountains in Nepal important as a means of transporting goods and also difficult to pass through safely.



## PRE-READING:

*Invite the students to tell what they already know about tunnels. Why are tunnels used in some places in our country? How can tunnels make some kinds of travel easier? How are tunnels built?*

## DURING READING:

*Ask the students to tell why this particular tunnel is so expensive and so time consuming to make. Why is the shipping tunnel necessary?*

## AFTER READING:

*Discuss why this tunnel was thought of over 100 years ago but is only being built now. Why did it take so long?*

Name: \_\_\_\_\_

Think about the new ship tunnel in Norway. Draw a picture of what you think the new tunnel will look like. Find words in the story that may provide clues about the tunnel. Write a paragraph describing the ship tunnel on the lines below.



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