Dear Teachers,

This year marks the 100th anniversary of the 19th Amendment to the U.S. Constitution, and we’re celebrating by honoring female pioneers throughout history. Teaching about fearless leaders like Alice Paul can help students build knowledge about U.S. history and understand how current events are influenced by the past.

After you read “She Grew Up to Be a Hero for Women” with your class, explore the Women’s History text set, which is part of your subscription. You’ll find articles about female trailblazers, like “She Paved the Way,” featuring Jeannette Rankin, the first woman to serve in Congress. You’ll also find videos and Skill Builders that focus on essential questions, domain-specific vocabulary, and writing activities that support this topic. Use these resources to help your students activate prior knowledge, have repeated experiences with vocabulary, and synthesize information.

We hope these resources help you teach about important times in history and inspire your students to learn more. As always, you can reach out to me anytime at EQuagliarello@scholastic.com.

Elena Quagliarello, Senior Editor, Education Twitter: @ElenaQSN
A Game Changed My Life (pp. 1-3)

Preparing to Read

Watch a Video: My Story: Tani Adewumi
After students watch, have them discuss the meaning of Tani’s quote with a partner: “Hard work beats talent if talent does not have hard work.”

Preview Words to Know
Project the online vocabulary slideshow and introduce the Words to Know.
• opponents • donated

Close-Reading Questions
Go online to download a Skill Builder with these questions.

1. Why did Tani and his family leave Nigeria? In Nigeria, a violent group was trying to take over the government. Deadly attacks were common. Tani’s family lived in fear. They escaped to find a safe place to live. RI.3.3 EXPLAINING EVENTS

2. How did playing chess help Tani? Playing chess helped Tani’s story make the news. When people around the world learned about his story, they donated more than $200,000 to help his family. One person even paid for a year’s rent on an apartment. RI.3.2 KEY DETAILS

3. What is the difference between refugees and immigrants? Refugees are forced to leave their country in order to escape danger. They leave behind their homes and most of their belongings. Immigrants choose to leave their homes. Unlike refugees, they usually have time to pack their belongings. RI.3.3 COMPARE/CONTRAST

Skill Building

FEATURED SKILL:
Form a Reading Club
Use the Skill Builder “Reading Roles” to have students form reading clubs to discuss the article. Each student will complete a different task and then share their work with the group. Download the Skill Builder at scholastic.com/sn3. RI.3.1 DEMONSTRATE UNDERSTANDING

About the Article

Learning Objectives
Students will read and discuss the ways in which chess helped Tani and his family.

Text Structure
Sequence

Content-Area Connections
Social-Emotional: Social Awareness

Standards Correlations
CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, L.3.4, SL.3.1
CASEL: Perspective-Taking; Empathy; Recognizing Strengths
NCSS: People, Places, and Environments

WRITE ABOUT IT!

Write about a time someone helped you, or you helped someone else. How did it make you feel?
She Grew Up to Be a Hero for Women  (pp. 4-5)

Preparing to Read

Watch a Video: The Fight For Voting Rights
After students watch the video, discuss the following question: Is voting important? Why or why not?

Preview Word to Know
Project the online vocabulary slideshow and introduce the Word to Know.
• protest

Close-Reading Questions

1. How did Alice Paul’s childhood shape her view on women’s rights? When Paul was growing up, her parents taught her that all people were equal. But she saw that women did not have the same rights as men. Paul also attended meetings with her mother where women talked about how to win the right to vote. RI.3.1 TEXT EVIDENCE

2. Summarize the steps Paul took to gain voting rights. Paul gave speeches and wrote to lawmakers. She also led a parade in Washington, D.C., where thousands of women marched to demand suffrage. Paul also led a big protest outside the White House. RI.3.2 SUMMARIZING

3. Which examples support the idea that Paul was courageous? Paul was courageous because she continued to fight for equality even when she faced challenges. For example, after quietly protesting outside the White House, Paul was arrested and imprisoned in a dirty jail cell for weeks. RI.3.2 KEY DETAILS

Skill Building

FEATURED SKILL: Create a Timeline
Use the Skill Builder “An American Hero” to have students create a timeline that summarizes key events in Paul’s fight for equal rights. Download the Skill Builder at scholastic.com/sn3. RI.3.3 SEQUENCING

About the Article

Learning Objectives
Students will examine key events in Alice Paul’s fight for suffrage.

Text Structure
Sequence, Profile

Content-Area Connections
Social Studies: U.S. History; Civics

Standards Correlations
CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, L.3.4, SL.3.1
NCSS: Civic Ideals and Practices; Power, Authority, and Governance

When it comes to reading, Scholastic News is your POT of GOLD.

scholastic.com/buy-SN3
### Scholastic News at a Glance

**MARCH 16, 2020**

### Online Resources

- **Vocabulary Slideshow**
- **Video**: My Story: Tani Adewumi
- **Skill Builders**: Reading Roles, Close-Reading Questions, Quiz Whiz
- **Lower-Level Version**
- **Spanish Version**
- **Text-to-Speech**
- **Game**: Know the News

### Article Content-Area Connections Standards Correlations Online Resources

<table>
<thead>
<tr>
<th>Article</th>
<th>Content-Area Connections</th>
<th>Standards Correlations</th>
<th>Online Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Game Changed My Life</strong> pp. 1-3</td>
<td>Social-Emotional Learning</td>
<td>CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, L.3.4, SL.3.1 CASEL: Perspective-Taking; Empathy; Recognizing Strengths NCSS: People, Places, and Environments TEKS: Social Studies 3.2</td>
<td>• Vocabulary Slideshow • Video: My Story: Tani Adewumi • Skill Builders: Reading Roles, Close-Reading Questions, Quiz Whiz • Lower-Level Version • Spanish Version • Text-to-Speech • Game: Know the News</td>
</tr>
<tr>
<td><strong>She Grew Up to Be a Hero for Women</strong> pp. 4-5</td>
<td>U.S. History; Civics</td>
<td>CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10 NCSS: Civic Ideals and Practices; Power, Authority, and Governance TEKS: Social Studies 3.11</td>
<td>• Vocabulary Slideshow • Video: The Fight For Voting Rights • Skill Builders: An American Hero, Close-Reading Questions, Quiz Whiz • Spanish Version • Text-to-Speech • Game: Know the News</td>
</tr>
<tr>
<td><strong>Take the Shamrock Challenge!</strong> p. 6</td>
<td>Culture</td>
<td>CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10 NCSS: Culture TEKS: Social Studies 3.13</td>
<td>• Video: Happy St. Patrick's Day • Skill Builder: Quiz Whiz • Spanish Version • Text-to-Speech</td>
</tr>
<tr>
<td><strong>Slither Into Spring</strong> p. 6</td>
<td>Culture</td>
<td>CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10 NCSS: Culture TEKS: Social Studies 3.13</td>
<td>• Video: See the Snake of Chichén Itzá • Skill Builder: Quiz Whiz • Spanish Version • Text-to-Speech</td>
</tr>
<tr>
<td><strong>Is It Ever OK to Quit?</strong> p. 7</td>
<td>Debate; English-Language Arts</td>
<td>CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10 SL.3.1, W.3.1 TEKS: ELAR 3.11</td>
<td>• Skill Builders: OREO Opinions, Quiz Whiz • Online Poll • Spanish Version • Text-to-Speech • Game: Know the News</td>
</tr>
</tbody>
</table>

### Student Edition

**Page 6: Shamrock Challenge**

1. Savannah, Georgia
2. 24 people

**Page 8: News Graph**

1. 5
2. 1940

**Page 8 News Review**

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

---

**ANSWER KEY**

**Student Edition**

**Page 6: Shamrock Challenge**

1. Savannah, Georgia
2. 24 people

**Page 8: News Graph**

1. 5
2. 1940

**Page 8 News Review**

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