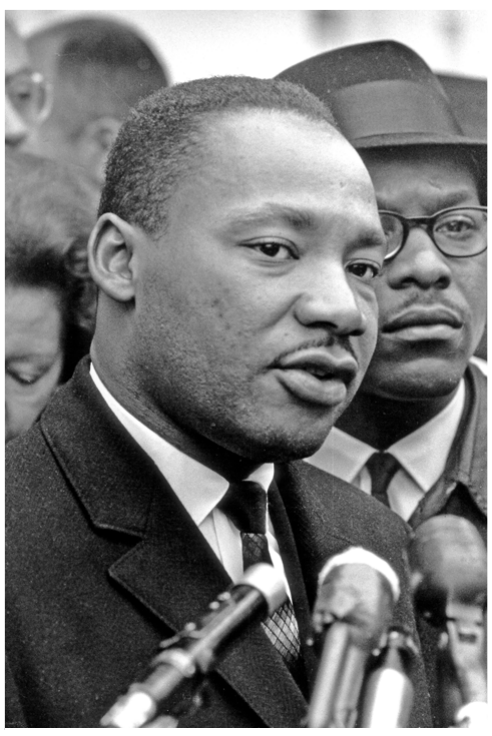


January 8-14, 2006

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*On Jan. 16, the nation will pay tribute to Dr. Martin Luther King, one of the greatest civil rights leaders in U.S. history. How will your students honor him?*

► This Week's Focus:

## Martin Luther King

This week, we commemorate Martin Luther King Day with a special lesson plan in his honor. One of King's beliefs was that everyone could be great because everyone can serve. One way to serve, of course, is by getting involved in the Great American Bake Sale to help hungry children. It's not too late! You'll find details at [greatamericanbakesale.org](http://greatamericanbakesale.org). Elsewhere in this guide, we look at two recent cases in which high schools have canceled proms because of their "financial decadence." Were these moves justified? Ask your students to decide. Finally, as willpower begins to slide, we offer five ways to keep fitness resolutions alive.

### Everyday Newspaper Activity

**Activity #19: Colorful Quotes.** Ask students to search through the paper for memorable quotes. What makes the quote worth remembering? Is it funny? Deep and insightful? Persuasive? Is the language colorful? Unusual? Elegant? Blunt? Is there an element of surprise? Does it invite controversy? Why does it stand out from other quotes?

### Coming Up Next Week

- Ben Franklin Turns 300
- When Someone You Love Has Alzheimer's
- The Tenth Planet

► In the News:  
**Martin Luther King's Legacy; Should There Be Proms? p.2**

► In **PARADE: Teens and Fitness p.3**

► Skills Sheets:  
**Editorial Cartoons p.4; Martin Luther King Timeline p.5**

## Remembering Martin Luther King

**Curriculum links:** Social studies, African-American history, critical thinking

**Briefing:** This year, Jan. 16 is Martin Luther King Day. (His actual birthday is Jan. 15.) Dr. King was the foremost civil rights leader in U.S. history. He fought against what he called the “triple evils” of poverty, racism and war. He started the Southern Christian Leadership Conference, adapted Gandhi’s passive resistance techniques to the civil rights movement, led protests, inspired millions with his speeches, and went to jail for his beliefs. He won the Nobel Peace Prize in 1964 and was assassinated in 1968. (See the skills sheet on p.5.)

**Newspaper activity:** Does your newspaper commemorate Martin Luther King Day in any special way? If you were the editor, what would you do?

**Resources:** Books: *The Autobiography of Martin Luther King, Jr.* (Warner, 1998), Jim Haskins’ *I Have a Dream* (Millbrook, 1992), *I Have a Dream: Writings and Speeches That Changed the World* (Harper, 1992) and Demi’s *Gandhi* (Margaret McElderry, 2001). Web sites: Visit the King Center and take the pledge of nonviolence. Learn more about King from *The Seattle Times* and Stanford University.\*

### Classroom Debates

• **King once said, “If a man hasn’t discovered something he would die for, he isn’t fit to live.”** Do you agree? Why or why not? He also said, “Everybody can be great, because everybody can serve.” Through what service activity can you celebrate this day? What activities do you think King would endorse? King advocated passive resistance and nonviolence. What are the pros and cons of this approach to change? Is violence ever the right solution? If King were alive today, what would he think about race relations in the U.S.? Your town? Your school? Since his death in 1968, have we made progress in eliminating racism, poverty and war? Explain.

## An End to Proms?

**Curriculum links:** Sociology, economics, social studies, personal development, family and consumer science

**Briefing:** Last fall, Kellenberg, a Catholic High School in Long Island, N.Y., canceled its prom. In December, another Long Island Catholic school did the same. Why? Kellenberg principal Kenneth Hoagland said, “It is not primarily the sex/booze/drugs that surround this event, as problematic as they might be. It is rather the flaunting of affluence, assuming exaggerated expenses, a pursuit of vanity for vanity’s sake, in a word, financial decadence.” Kellenberg was upset that students were renting expensive beach houses and going on “booze cruises” after the prom. Students also rented fancy limousines and spent thousands on clothes and flowers. The cancellations seemed to touch a nerve. Across the country, people took sides on the issue. Some felt that proms had gone too far. They wanted other schools to cancel or rein in their proms. Others thought that the cancellation was unfair and robbed students of an important rite of passage.

**Newspaper activity:** The prom cancellations have received a lot of press. Ask students to look through the paper. Can they find articles on other topics that concern teenagers?

**Resources:** Books: Amy Best’s *Prom Night: Youth, Schools and Popular Culture* (Routledge, 2000), William McCants’ *Much Ado About Prom Night* (Browndeer, 1995) and John De Graaf’s *Affluenza: The All-Consuming Epidemic* (Berrett-Koehler, 2005). Web sites: Read news accounts of the prom cancellations.\*

### Classroom Debates

• **What is the prom like at your school?** Does it involve spending lots of money, limousines, prom houses and alcohol? Are proms like these going too far? Were the principals in Long Island right to cancel the proms? Why or why not? Could there have been some kind of compromise instead? For example, some schools require pre-prom contracts or sponsor drug-free lock-in parties. Others have graduation the next day so that students are less likely to stay out all night. Some even offer big prizes at supervised after-prom parties. Are these good ideas? If you were a principal, how would you handle “decadent” proms? How would you feel if your prom were canceled?

# Get Fit In 2006

**Curriculum links:** Health, phys ed, science, personal development, family and consumer science

**Briefing:** Do you want to have a healthy New Year, and look and feel your best? In this week's PARADE, Wayne Kalyn offers some tips to help you reach your fitness goals. 1) Wear a pedometer and aim for 10,000 steps a day. Studies suggest that people who wear pedometers stay more active than those who don't. 2) Write it down. Keep a log of all your workouts. Many people think they exercise more than they actually do. Writing it all down will help you stay motivated. 3) Find a friend. If you can find someone to work out with, you're more likely to stick with it. If you have an exercise partner, you also are accountable to someone else. And exercising with a friend is more fun! 4) Exercise early. Those who do their routine in the morning are more likely to do it regularly. If you put it off, you may never get to it. 5) Reward yourself when you meet an exercise goal. Your treat could be anything from a new CD to a bubble bath to a new item of clothing.

## Classroom Debates

• **What's your favorite form of exercise?**

How often do you do it? What benefits do you get—or could you get—from exercise? Be specific. Is there any downside to exercise? In what ways could you be hurt by not exercising? If you don't exercise on a regular basis, what keeps you from doing it? How can you create time in your life for strength training, aerobics and stretching? What things can you do—or tricks can you use—to make sure you exercise regularly? Would you be willing to keep a log or wear a pedometer? Is there a friend who could be your exercise partner?

**Newspaper activity:** Look through your paper for fitness-related activities. These may range from community yoga programs or sports team opportunities to ads for health clubs or exercise tapes. How many can you find?

**Resources:** Books: Suzanne Scholsberg's *Fitness for Dummies* (For Dummies, 1999), Tina Schwager's *The Right Moves: A Girl's Guide to Getting Fit and Feeling Good* (Free Spirit, 1998), Joyce Vedral's *Toning for Teens* (Warner, 2002) and Kathy Kaehler's *Teenage Fitness* (HarperResources, 2001). Web sites: Get tips on how to stick to your exercise resolutions from Colorado State University and others.\*

## ASK MARILYN

### Brainteaser

**Question:** What can you always touch with your right hand but never with your left hand?

**Answer:** Your left elbow.

**Interact:** The French oceanographer Jacques Cousteau fell in love with the sea as a child in the early 1900s. But what if his passion had been the desert instead? Ask students to send their one-line response to Ask Marilyn, 711 Third Ave., New York, N.Y. 10017, or e-mail them to [marilyn@parade.com](mailto:marilyn@parade.com).

## FRESH VOICES

### Going for Gold

**For class discussion or writing assignment:** Padric Gleason, 17, is a national-class race walker who hopes to compete in the 2008 Olympics. Yet American teens don't understand race walking. It isn't glamorous and some people snicker and make fun of it. But Padric just keeps going. Do you have an important goal? Would you pursue it even if people made fun of you? Explain.

**Interact:** Send students' writing to Fresh Voices, Box 5103, Grand Central Station, New York, N.Y. 10163-5103, or e-mail [freshvoices@parade.com](mailto:freshvoices@parade.com). Students whose letters are published will receive Fresh Voices T-shirts.

## Answer Key:

**Cartoon Commentary (p. 4):** Answers will vary. **Martin Luther King Timeline (p. 5):** 1. 1/15/29; 2. Montgomery, Ala.; 3. 1948; 4. 15 years; 5. 1963; 6. 1963, 1965; 7. 1963 in Birmingham; 8. He was jailed in Selma, Ala.; 9. He founded the Southern Christian Leadership Conference; 10. 2 years; 11. 1955; 12. 18 years.

## Cartoon Commentary

Some cartoons are found on the comics pages of your newspaper. Others appear on the editorial page and are called—surprise!—editorial cartoons. These cartoons express points of view about news events in a humorous way. Usually, an individual artist draws and writes them, but a company called a “syndicate” sells them to newspapers around the country. Find an editorial cartoon in your newspaper and take a close look at it. Then answer the questions below.

1. What issue is the cartoon about?

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2. Who are the main characters? What or who do they represent?

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3. Where does the cartoon take place?

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4. What makes the cartoon funny?

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5. Who drew the cartoon?

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6. What group syndicated it?

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7. What is the point of view or message of the cartoon?  
What point is the cartoonist trying to make?

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8. Do you agree with the cartoonist's point of view?  
Why or why not?

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**EXTRA CREDIT:**

Take a look at the cartoons at *cagle.com* on the Web.  
Answer the same questions about one of these cartoons.

## The Life of Martin Luther King

This timeline shows some important events in the life of Dr. Martin Luther King. Study it carefully. Then see if you can answer the questions below.

- 1929 Born Jan. 15 in Atlanta, Ga.**
- 1948 Graduates from Morehouse College**
- 1953 Marries Coretta Scott**
- 1954 Begins preaching in Montgomery, Ala.**
- 1955 Earns his Ph.D. in theology**
- 1956 House is bombed**
- 1957 Helps to found the Southern Christian Leadership Conference**
- 1958 Publishes first book**
- 1959 Visits India**
- 1960 Becomes pastor in Atlanta, Ga.**
- 1962 Urges President Kennedy to support civil rights**
- 1963 Is arrested for civil rights protests in Birmingham, Ala.; writes influential "Letter from Birmingham Jail"; leads March on Washington**
- 1964 Wins Nobel Peace Prize**
- 1965 Is jailed in Selma, Ala., for voter registration protests**
- 1968 Is assassinated by James Earl Ray**
- 1986 Nation celebrates Martin Luther King Day for the first time**

1. On what day was Martin Luther King born?  
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2. Where did he preach in 1954?  
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3. In what year did he graduate from college?  
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4. King was still married to Coretta Scott King when he died. For how long were they married?  
\_\_\_\_\_
5. King delivered his famous "I have a dream" speech during the March on Washington. In what year was this?  
\_\_\_\_\_
6. The timeline mentions two occasions on which King served jail time. When were they?  
\_\_\_\_\_
7. On which of these occasions did King write an influential letter?  
\_\_\_\_\_
8. What happened the year after King won the Nobel Peace Prize?  
\_\_\_\_\_
9. What important event happened in 1957?  
\_\_\_\_\_
10. The Voting Rights Act of 1965 addressed much of the discrimination that Blacks faced in voting, particularly in the South. How long after the March on Washington was it passed?  
\_\_\_\_\_
11. King was called "Dr." because of his Ph.D. When did he finish it?  
\_\_\_\_\_
12. How long after King's death was a holiday created to remember him?  
\_\_\_\_\_