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TEACHER'S GUIDE

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MILLIS/AP/WIDE WORLD



George W. Bush takes the oath of office from Chief Justice William Rehnquist to become the 43rd President on Saturday Jan. 20, 2001 in Washington, D.C. The second term inauguration will be held on Thurs., Jan. 20.

► This Week's Focus:

The Inauguration

On January 20, George W. Bush will take the Oath of Office administered by ailing Chief Justice Rehnquist. What do your students expect the President to do in his second term? What would they most like him to do? Another lesson plan this week centers on girls playing on boys' sports teams. Thirty years after the passage of Title IX, controversy over what it requires continues. Finally, in this week's third lesson plan, we look at California's giant sequoias and the 87-year-old man who is leading the fight to save them.

Everyday Newspaper Activity

Activity # 20: Facts and Opinions. Ask students to look through a front-page news story, underlining facts and circling opinions. Then have them repeat the process with editorials, columns, reviews or feature stories.

Coming Up Next Week

- Earthquakes and Tsunamis
- Can You Afford College?
- Does TV Make You Dumber?

► **In the News: The Inauguration; Girls on Boys' Teams?**
p.2

► **In PARADE: Saving the Sequoias** p.3

► **Skills Sheets: Writing to the President** p. 4;
The New Cabinet p.5

The Inauguration

Curriculum links: Social studies, civics and citizenship, current events

Briefing: On January 20, ailing Chief Justice Rehnquist will give the Oath of Office to President George W. Bush. Security at Bush's second inauguration will be the tightest in history. Each of the tens of thousands of people along the parade route will be searched. Luckily, there is no indication at this time that terrorists plan to target the festivities. The inauguration, the most expensive ever, will be paid for by private sources, including 33 companies and donors (from former Enron president Richard Kinder to the ExxonMobil Corp. and a manufacturer of Black Hawk helicopters) who have given the maximum \$250K each. This year's theme is Celebrating Freedom, Honoring Service.

Newspaper activity: Check the paper for articles about the inauguration as well as a schedule of Inauguration Day activities.

Resources: Books: Paul Boller's *Presidential Inaugurations* (Harvest Books, 2002) and Andrew Santella's *U.S. Presidential Inaugurations* (Children's Press, 2002). Web sites: Learn about past inaugurations from the Library of Congress and the Smithsonian. Find lesson plans from Education World. Visit this year's official Inauguration site.*

Classroom Debates

• **In addition to the actual ceremony, inaugurations traditionally involve a parade and several balls.** What are the purposes of these events? Some observers say that, given the continuing Iraq conflict, this year's celebrations should be more low-key than usual. Do you agree or disagree? Does the inauguration set the tone for the next four years? What do you expect President Bush and Congress to do in the next term? How will the country be different four years from now? What would you most like Bush to do? (See the related skills sheets on pages 4 and 5.)

Girls on Boys' Teams?

Curriculum links: Social studies, civics and law, health and fitness, current events

Briefing: Back in 1972, Congress passed Title IX. Until then, many high schools didn't have girls' sports teams. The law was meant to increase opportunity for girls. Under Title IX, if a school did not have a separate girls' team, girls could try out for boys' teams in non-contact sports. Many schools went further, letting girls join boys' wrestling teams or become football place-kickers. More than 30 years later, the meaning of Title IX still isn't clear. Last month in Colorado, Ridgeview Classical Schools forfeited a soccer game. Why? Their all-male team didn't want to play Bromley, a team that included girls. (None of the schools in the league have girls' soccer teams.) After the forfeit, Ridgeview filed suit against Bromley, asking the Denver District Court to clarify Title IX rules. Ridgeview wasn't the only school in the conference annoyed with Bromley. In fact, the league itself has a rule against girls playing. Earlier in the fall, the league had told Bromley that it would have to forfeit its entire season if girls played. The league backed off when Bromley threatened to sue. Now the courts will decide.

Newspaper activity: Ask students to look through the paper for news of men's and women's sports. Which get more coverage? Judging from coverage of local schools, do schools field more boys' or girls' sport teams? Can students find examples of school sports teams that include both boys and girls? Does your school have any co-ed teams?

Resources: Books: Students may enjoy Jerry Spinelli's YA novel *There's a Girl in My Hammerlock* (Aladdin, 1993). Others: Jane Gottesman's *Game Face* (Random House, 2001) and Kim Doren's *You Go Girl!* (Andrew McMeel, 2000). Web sites: Read articles about girls on boys' teams in *Harvard Magazine* and others. Learn more about Title IX from the Dept. of Education.*

Classroom Debates

• **Should high school soccer leagues have the right to stop teams from playing if they include girls?** Is this fair? Is it a violation of Title IX? Why are some boys reluctant to play against teams that include girls? How has Title IX changed school sports? What would school athletics be like if Title IX had never been passed? As students, Olympic ice hockey champions Angela Ruggiero and Julie Chu both played on boys' teams. Would their skills have developed as well if they had been banned? Explain.

*Visit www.paradeclassroom.com/links for links to all mentioned Web sites.

Saving the Sequoias

Curriculum links: Family and consumer science, media literacy, social studies

Briefing: This week's PARADE features a profile of Martin Litton, an 87-year-old environmentalist fighting to save the world's mightiest trees: the sequoias. These trees can reach 325 feet in height and 20 feet in diameter and live up to 3200 years. But they were logged so heavily in the 19th century that fewer than a thousand are left on Earth, all in California's Sierra Nevada mountains. A third are safe in national parks (Kings Canyon, Yosemite and Sequoia), but 47% are managed by the Forest Service. Part of the Department of Agriculture, the Forest Service began clear-cutting sequoias in the 1980s until Litton and other environmentalists sued to stop them. This led President Clinton in April 2000 to establish the Giant Sequoia National Monument, saying that "no portion of the monument shall be considered suitable for timber production." However, he did not give the monument to the National Park Service. Instead it was left in the care of the Forest Service, now run by Mark Rey, a former timber-industry lobbyist. The Forest Service plans to allow timber companies to cut large numbers of trees (up to 7.5 million board feet, including young sequoias). The Service defends this destruction by arguing that cutting the trees will help stop wildfires. But Litton, who helped save the Grand Canyon, isn't buying this. Along with eight environmental groups and California's Attorney General, he's asking the Forest Service to scrap the plan. Litton also wants the Monument handed over to the National Park Service. "I haven't got much time left," he says. "But this is a fight I will wage as long as I'm alive."

Classroom Debates

- **The mission of the Forest Service is to "maximize the economic utility of its trees."** Does this mission conflict with saving the remaining sequoias? Is it important to save them? Why or why not? Does it matter if there are no more sequoias on Earth? Explain. Litton does not believe that allowing timber companies to cut sequoias is necessary to prevent wildfires. Do you? Why or why not? How do this Administration's views on environmentalism compare to those of past administrations? How do they compare with your own views?

Newspaper activity: Ask students to check the paper for environmental stories for several weeks. Can they find anything about the sequoias? What other stories on environmental policy can they find?

Resources: Books: Lori Vermaas' *Sequoia: The Heralded Tree in American Art and Culture* (Smithsonian, 2003). Web Sites: Visit Martin Litton's sequoia Web site. Learn more about sequoias from Thinkquest, the Sierra Club and others.*

ASK MARILYN

Math Teaser

Question: At 60 miles per hour (mph), it takes 60 seconds to travel a mile. At 120 mph, it takes 30 seconds. At what speed would it take 45 seconds?

Answer: 80 mph.

Interact: Do students have questions or comments for Marilyn? Send them to: Ask Marilyn, PARADE, 711 Third Avenue, New York, N.Y. 10017, or send e-mail to marilyn@parade.com.

FRESH VOICES

Remembering Martin Luther King

For class discussion or writing assignment: In this week's column, Christina Mathis, 21, writes about what Martin Luther King means to her. For his birthday, she'll be serving food to homeless people at a local shelter. She says, "Dr. King had hope, and I share Dr. King's hope." What does Dr. King mean to you? What will you do for a day of service? (Visit www.mlkday.org for events planned for the holiday. You can also visit www.servenet.org for volunteer opportunities throughout the year and to learn more about National Youth Service Day on April 15-17, 2005.)

Interact: Ask students to send their reflections on Dr. King to: Fresh Voices, Box 5103, Grand Central Station, New York, N.Y., or send-e-mail to freshvoices@parade.com.

Answer Key:

Writing to the President p. 4 Answers will vary. **The New Cabinet p. 5** 1. E; 2. K; 3. A; 4. G; 5. F; 6. B; 7. D; 8. L; 9. C; 10. H; 11. M; 12. O; 13. I; 14. J; 15. N.

Writing to the President

You probably have some strong opinions about what the President should—or shouldn't—do in his second term. Don't keep your views to yourself. Share them with the man himself. You can write to the President at this address:

President George W. Bush
The White House
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500

Or you can send an e-mail to him at *president@whitehouse.gov*.

Before you write your letter, answer the questions on this form. It will help you organize your thoughts.

Who are you? For example, how old are you? Are you a student? How many years will it be until you are old enough to vote? Mention these things upfront. _____

What is the topic of greatest importance to you? Be brief and get right to the point. Mention this topic in the first paragraph. _____

Why is it of such concern to you? _____

Is there a personal angle? Presidents—and politicians in general—have hearts too. Your letter will be more effective if you reach them. For example, if you want to put stricter limitations on tobacco companies because someone close to you died of lung cancer, mention it.

What, specifically, would you like the President to do? _____

BONUS POINTS: Send a copy of your letter to your local newspaper. Maybe they'll print it in their Letters to the Editor column.

The New Cabinet

President Bush is making many changes to his Cabinet. Can you match his Cabinet nominees with the offices in which he'd like to place them? Use any material you have at hand, including the newspaper, to do the matching. Your teacher has the answers.

- ___ 1. Secretary of Agriculture
- ___ 2. Secretary of the Interior
- ___ 3. Secretary of Commerce
- ___ 4. Attorney General
- ___ 5. Secretary of Defense
- ___ 6. Secretary of Labor
- ___ 7. Secretary of Education
- ___ 8. Secretary of State
- ___ 9. Secretary of Energy
- ___ 10. Secretary of Transportation
- ___ 11. Secretary of Health & Human Services
- ___ 12. Secretary of the Treasury
- ___ 13. Secretary of Veterans Affairs
- ___ 14. Secretary of Housing
- ___ 15. Secretary of Homeland Security

a. Carlos Gutierrez

b. Elaine Chao

c. Sam Bodman

d. Margaret Spellings

e. Mike Johanns

f. Donald Rumsfeld

g. Alberto Gonzales

h. Norman Mineta

i. Jim Nicholson

j. Alphonso Jackson

k. Gale Norton

l. Condoleezza Rice

m. Michael Leavitt

n. Undecided

o. John Snow

Part 2: Choose one of these nominees and find out as much as you can about his or her background and experience. Use the newspaper to help you. Then, on the other side of this paper, write a paragraph or two explaining why you think that this person is or is not a good choice for the job.