

# PARADE classroom®

TEACHER'S GUIDE

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*To reduce the risk of heart disease later in life, teens need to stay fit. It's important that they find an exercise they like and work out 30 minutes a day at least four times a week.*

► This Week's Focus:

## Teens and Heart Disease

PARADE and the American Heart Association have declared 2005 "The Year of the Heart." How does this relate to teens? Over 5 million U.S. teens are overweight or obese. A million already have disorders, such as high cholesterol, that can lead to heart disease. Making changes now can help teens avoid big health problems later. Another lesson plan looks at freedom of the press. Several reporters are facing jail time for refusing to reveal sources. Should they be protected under the law? Also this week, we focus on the 2005 Grammy Awards and we present Week 2 of Ask Marilyn's "Clues in the News" contest. Be sure to play. You and your students could win big.

### Everyday Newspaper Activity

**Activity #23: Research.** Ask students what they know about a particular topic addressed in a news article. What would they like to know? How would they research it? What would they use as sources? Then ask them to read the article. Did they find answers to their questions? If not, with what questions do they think that the author began?

### Coming Up Next Week

- Black History Month
- Should Violent Video Games Be Banned?
- The Ten Worst Dictators

► **In the News: How Free Is Our Press?; The Grammy Awards** p.2

► **In PARADE: Teens Face Heart Disease Risk** p.3

► **Skills Sheets: Weather or Not** p. 4; **Being Heart Healthy** p.5

## How Free Is Our Press?

**Curriculum links:** Social studies, civics, history, current events

**Briefing:** The First Amendment to the Constitution guarantees freedom of the press. This means our government can't censor journalists, nor can it force a paper to publish something that it doesn't want to print. But now a controversy is raging over another press issue: Should reporters have to reveal their confidential sources? In one case, an NBC-TV reporter in Providence, R.I., refused to say who gave him a videotape of a city official accepting a bribe. A judge found him in contempt and gave him six months home confinement. Meanwhile, a special prosecutor, Patrick Fitzgerald, is threatening to jail other reporters, including Judith Miller of *The New York Times* and Matthew Cooper of *Time*. Why? They won't reveal sources either. Fitzgerald is investigating who leaked the identity of a CIA officer to columnist Robert Novak, but it isn't clear what, if anything, Miller and Cooper have to do with it. Similar cases are pending. In one, prosecutors and the Justice Department are demanding phone records, which would reveal all of the reporters' confidential sources.

**Newspaper activity:** Read through the paper. Can you find articles, especially investigative pieces, where reporters do not reveal the name of a source? For example, they may call the source "a high-ranking Administration official." What might happen to the source if the reporter revealed his or her name?

**Resources:** Books: Ian Friedman's *Freedom of Speech and the Press* (Facts on File, 2005) and Woodward and Bernstein's *All the President's Men* (Simon & Schuster, 1994). Web sites: Find different viewpoints on this issue from the Reporters Committee for Freedom of the Press and *The Washington Times*.\*

### Classroom Debates

• **What would happen to the news if reporters revealed their confidential sources?** Would sources be as willing to talk? Explain. In the Watergate scandal in the 1970s, Woodward and Bernstein relied heavily on a source they called Deep Throat. What would have happened to the investigation if the two had been forced to reveal Deep Throat's real name? In criminal investigations, should prosecutors and judges have the right to find out everything a reporter knows? Why or why not? Does it matter whether there are other ways to get the information? Should keeping sources private be considered part of freedom of the press?

## The Grammy Awards

**Curriculum links:** Music, popular culture, current events, critical thinking

**Briefing:** The 47th annual Grammy Awards take place Feb. 13 at the Staples Center in Los Angeles. CBS will air the show from 8 p.m. to 11:30 p.m. ET/PT. The Grammys are named for the statuettes that winners receive, shaped like old gramophones. Like Oscars, Grammys are awarded by other artists. Some 13,000 voters from the National Academy of Recording Arts and Sciences vote for winners in more than 100 musical categories. They range from Song of the Year to Best Tejano Album to Best Orchestral Performance. This year, Kanye West, a producer turned rapper, leads the nominations with 10. He'll battle it out with Usher, who has 8 nominations, for Album of the Year. Both Ray Charles and Johnny Cash have received posthumous nominations. And Green Day has six nominations.

**Newspaper activity:** Ask students to search the paper for related articles on the days leading up to the Grammys. Do they make predictions about who will win? If so, how accurate do they turn out to be?

**Resources:** Book: Check out Thomas O'Neil's *The Grammys* (Perigee, 1999). Web sites: Visit the official Grammy site and Wikipedia for detailed info on awards and categories. \*

### Classroom Debates

• **Which music awards are most important: the Grammys, chosen by those in the music industry; the American Music Awards, chosen by fans; the Billboard awards, chosen on the basis of sales; or other awards?** What are the pros and cons of each method of picking winners? If you were a musician and could win only one award, which would you choose? Why? Who should win the award for Best New Artist? For Album of the Year? For Record of the Year? Why? What are the most important categories? Who would you pick to win them?

# Teens Face Heart Disease Risk

**Curriculum links:** Health, science, physical education, family and consumer science, current events

**Briefing:** PARADE and the American Heart Association (AHA) have named 2005 “The Year of the Heart.” Why? Heart disease is one of the top killers in the U.S., and cardiovascular diseases took 927,428 lives in 2002 alone. You may think this has nothing to do with teenagers—but it does. A recent AHA report found that in 2002 there were 5.3 million U.S. teens who were overweight or obese. About 1 million, or 4.2%, had high blood pressure, high blood-sugar levels, high cholesterol and related conditions. These can cause heart disease later in life. And “later in life” can be as soon as your early 20s. In this week’s PARADE, Dr. Isadore Rosenfeld talks about ways to reduce the risk: 1) If you’re overweight, take control of your health. The bottom line is to use more calories than you take in. To do that, adjust your diet and exercise. 2) Find exercise that you like. Do it 30 minutes a day at least four times a week. 3) If you smoke, stop. Smoking in your teens or 20s can cut the length of your life by a fourth! But stopping now can change that. 4) Other ways to decrease the risk of heart disease include lowering high cholesterol, high blood pressure, and high blood sugar. For all of these, proper diet and exercise are key. If they’re not enough, a doctor may prescribe drugs.

## Classroom Debates

• **Do you exercise regularly?** If not, what’s stopping you? How can you get over these obstacles? What tricks can help you stay active (e.g., exercising with a friend, setting up a specific time, etc.)? What types of exercise and sports do you enjoy? Do you eat healthy low-fat, low-sugar meals? What can you do to make sure that you have healthy snacks and meals at school? How can you cut back on fat in your diet? What else can you do to keep your heart healthy?

**Newspaper activity:** Look through your paper. Can you find good-tasting, heart-healthy recipes that are low in fat and sugar? Can you find grocery ads for vegetables and fruits in different color groups, such as green, red, yellow, orange and white?

**Resources:** Books: *American Heart Association To Your Health!: A Guide to Heart-Smart Living* (Clarkson Potter, 2001) and *Fitting in Fitness* (Clarkson Potter, 1997). Also David Heber’s *What Color is Your Diet* (Regan, 2002). Web sites: Visit the AHA and its related exercise sites. Also get advice from some government sites.\*

## ASK MARILYN

This is Week Two of Ask Marilyn’s “Clues in the News” contest. If you missed the first week, please visit [www.paradeclassroom.com/marilyn](http://www.paradeclassroom.com/marilyn) for full instructions, rules and entry forms. You’ll also find Clue No. 1 at [www.parade.com/clues](http://www.parade.com/clues). Here is this week’s clue as well as the newspaper activities to help you teach the “news source:” The Weather Section.

### Clue No. 2

**News Source:** The Weather section.

**News Clue:** The Moon is always going through one.

**What’s the Keyword?** Enter the answer on your contest form.

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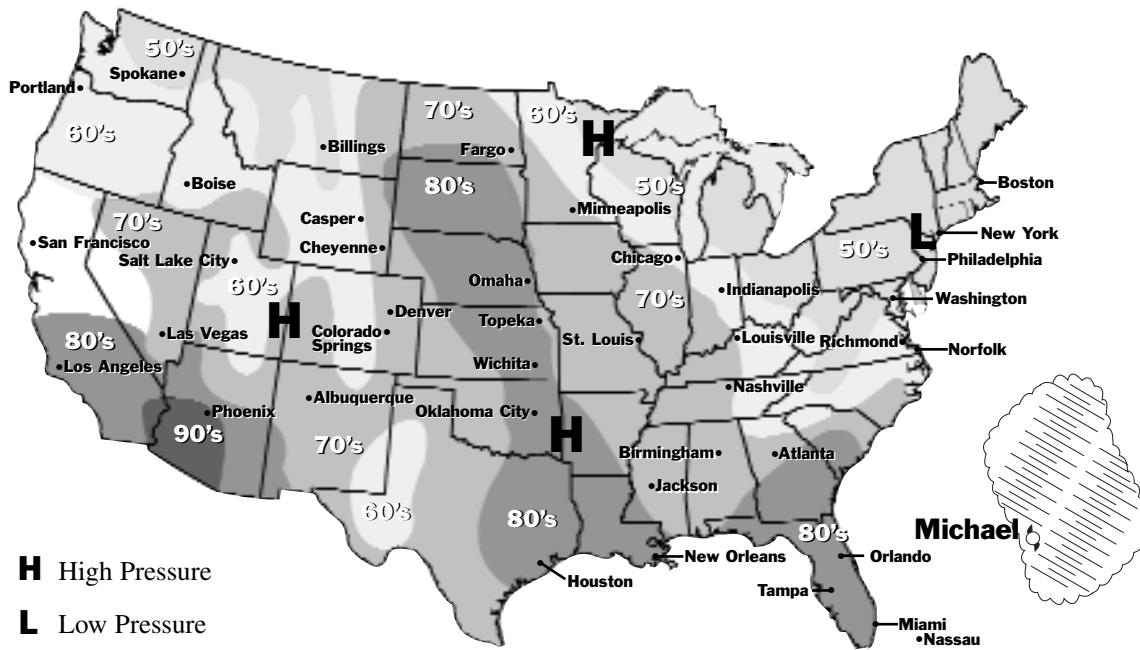
**Newspaper activities:** Look through the paper. Does it contain tide tables? Does it also contain information about the phases of the Moon? If so, take a look at each. How are they related? Are there any upcoming weather or astronomical events that students would consider “news”? Imagine that the collision that created the Moon took place yesterday. Have students write a news story about its impact on Earth. How would this story differ from one about its impact on your town? Have students look through the paper for environmental stories that view the same event from a national or world angle (e.g., global warming). Are there stories on the same subject with a local angle? How are they different? See the skills sheet on p. 4.

## Answer Key:

**Weather or Not:** 1. No. A tropical storm is off the coast; 2. Jackson, Miss.; 3. Ariz., and Calif.; 4. Four: 50’s, 60’s, 70’s, 80’s; 5. No. The lowest temperature is 50 degrees; 6. Northern; 7. Three high pressure, one low; 8. Answers will vary. **Snack Attack:** 1. 2, 9; 2. 2g, 18g, 9g; 3. 20g; 4. 140, 1260; 5. 2300mg, 1530mg, 770mg; 6. No; 7. 9, 4, 4; 8. Answers will vary but could include items such as nonfat yogurt and fruit.

## Weather or Not

Knowing the weather at home—or on a trip—could save you a lot of trouble. Take a look at the newspaper weather map below, then see if you can answer the questions.



1. Would now be a good time to visit Nassau or Miami? Why or why not?

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2. Where will the weather be warmer—Richmond, Va., or Jackson, Miss.?

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3. The highest temperatures in the U.S. will be in which two states?

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4. How many different temperature ranges will there be in Wyoming? What are they?

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5. Will there be ice anywhere in the U.S.? If so, where?

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6. Which part of Idaho will be the coolest?

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7. How many high-pressure systems do you see in the U.S.? How many low-pressure systems?

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8. If this map were true, what would the weather in your town be like?

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## Snack Attack

### The 2005 Dietary Guidelines

The government has **Official Dietary Guidelines** that are meant to help you keep yourself—and your heart—healthy. We've summarized a few below, and you can read them all at [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines) on the Web.

1. Eat a variety of nutrient-dense foods in the basic food groups. Choose foods that limit your intake of saturated and trans fats, cholesterol, added sugars, salt and alcohol. Less than 10 percent of calories per day should be from saturated fat. You should take in less than 300 mg/day of cholesterol. For teens, total fat should be between 25% and 35% of calories.
2. Don't eat more calories than you burn.
3. Teens should be physically active for at least an hour on most days of the week.
4. Choose a variety of grains—at least half should be whole-grains.
5. Choose a variety of fruits and vegetables daily.
6. Take in 3 cups per day of fat-free or low-fat milk (or milk equivalent) products.
7. Keep food safe to eat.

Study the nutrition label for low-fat Fig Bars on the right, and then answer the following questions.

1. Mike, 16, wants a snack. He chooses this box of relatively low-fat cookies. But how many can he eat before low-fat turns to high-fat? Can he eat the whole box? To figure this out, first check how many cookies make a serving. \_\_\_\_\_ How many servings are in the box? \_\_\_\_\_
2. How much fat is there per serving? \_\_\_\_\_ How much fat is there in the whole box? \_\_\_\_\_ How many grams of that were saturated fat? \_\_\_\_\_
3. Mike's diet has a calorie limit of 2000 a day. What should be his limit on saturated fat per day? \_\_\_\_\_
4. How many calories are in a serving? \_\_\_\_\_ How many are in the whole box? \_\_\_\_\_
5. What is the limit on sodium for someone eating 2000 calories a day? \_\_\_\_\_ How much sodium is in the box of cookies? \_\_\_\_\_ How much more sodium could Mike eat that day? \_\_\_\_\_
6. If Mike ate the box of cookies, would he meet any of his needs for vitamin A or vitamin C? \_\_\_\_\_
7. How many calories are in a gram of fat? \_\_\_\_\_ In a gram of carbohydrate? \_\_\_\_\_ In a gram of protein? \_\_\_\_\_
8. These low-fat cookies are healthier than lots of other types of cookies. But other foods are even better for you. What other snacks could Mike have had that would be low-fat but higher in vitamins and minerals, such as calcium?  
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### Nutrition Facts

Serving size **2 bars (38g)**  
Servings per container **9**

#### Amount per serving

**Calories 140**

**Calories from fat 20**

% Daily Value

**Total Fat 2g**

**3%**

**Saturated fat 1g**

**Monounsaturated fat 0.5g**

**Polyunsaturated fat 0.5g**

**Cholesterol 0mg**

**0%**

**Sodium 170mg**

**7%**

**Total Carb 28g**

**7%**

**Dietary Fiber 1g**

**4%**

**Sugars 13g**

**Protein 2g**

**Vitamin A 0%**

**Vitamin C 0%**

**Calcium 4%**

**Iron 2%**

\*Percent Daily Values are based on a 2,000 calorie diet. Your diet values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
<b>Total fat</b>	Less than	65g	80g
<b>Sat Fat</b>	Less than	20g	25g
<b>Cholesterol</b>	Less than	300g	300g
<b>Sodium</b>	Less than	2300mg	2300mg
<b>Total Carbohydrate</b>		300g	375g
<b>Dietary Fiber</b>		25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4