

March 13–19, 2005

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*The new SAT is bigger, but is it better?*

► This Week's Focus:

## The New SAT

In this week's guide, we give students a first look at the new SAT. Will the changes make the test easier or harder? More or less fair? Would they rather take the new test or the old one? In another lesson plan, we celebrate Women's History Month and 144 influential American women. Look for part two of this feature next week. And, finally, we focus on PARADE's special What People Earn issue. Although job creation is beginning to pick up, times are still tough for many American workers.

**REMINDER:** Enter your classroom in Ask Marilyn's "Clues in the News" contest! The deadline for entries is March 21, 2005.

### Everyday Newspaper Activity

**Activity #28: Women in the News:** Ask students to look through the local paper. How many stories center on men? How many on women? Are the types of stories different? What is the most interesting story involving a woman? The most important story? Can they draw any conclusions about women in America? In the world?

### Coming Up Next Week

- **Women's History: Clara Lemlich**
- **Nutrition Month: The Case against Trans Fats**
- **Heart Health: Part II**

► **In the News:**

**Women's History Month; the New SAT p.2**

► **In PARADE: What People Earn p.3**

► **Skills Sheets:**

**Finding Newspaper Heroes p.4;**  
**Women's History Timeline p.5**

## Are You Ready for the New SAT?

**Curriculum links:** College and careers, test prep, critical thinking, current events

**Briefing:** Get ready! The new SAT is here, with the first test scheduled for March 12. The new test is longer than the old one, clocking in at 3 hours and 45 minutes. The added time is devoted to the new 60-minute writing section. This includes multiple-choice grammar and sentence completion questions, plus the debut of a 25-minute essay. The math section has changed too. New questions on advanced algebra will replace quantitative comparisons. And the reading section has dropped analogies and added short reading passages to accompany the longer ones. Each of the three sections (reading, writing, math) will be worth 800 points. This means that the top SAT score will rise from 1600 to 2400. The changes don't stop there: Since the basic SAT includes essay writing, there will no longer be an SAT II writing test. Some colleges that required three SAT II tests (including writing) will now require only two.

**Newspaper activity:** The SAT requires students to read various passages and then answer questions about them. Ask each student to read a newspaper passage and make up 5 questions about it. Then have students switch passages with a neighbor and answer the questions that he or she asked.

**Resources:** Books: The College Board has a prep book for the new SAT, *The Official SAT Study Guide: For the New SAT*, as well as an online course. Companies, including Kaplan, Princeton Review and others, also have new prep books. Web sites: Visit the College Board for sample questions and more. Read commentary on the new test from *Time*, *The Washington Post* and others.\*

### Classroom Debates

- **Will the new SAT have any effect on what is taught at school?** If so, how? The College Board wants to encourage better writing by including the essay test. But some critics fear that the 25-minute essay will actually make student writing worse. Why? Teachers might coach students to write quick formulaic essays rather than stress rewriting and polishing. What do you think? Is the writing portion fair to students whose first language is not English? Scoring the essay portion of the test will be more subjective than the multiple choice. Does that present any problems?

## Women's History Month

**Curriculum links:** Current events, history, social studies

**Briefing:** This month marks the 25th year of the National Women's History Project. This year's theme is Women Change America. It celebrates every one of the 144 women who have been named as honorees in the past. The women range from playwright Lillian Hellman to poet Maya Angelou, from women's rights activist Susan B. Anthony to civil rights activist Fannie Lou Hamer, from photojournalist Margaret Bourke-White to Supreme Court Justice Ruth Bader Ginsburg, from educator Alice Yu to youth organizer Rebecca Walker, from astronomer Maria Mitchell to labor activist Dolores Huerta. These women have fought hard to make this country one of which we can be proud. (Next week, we'll look at one particular young woman who helped change America: Clara Lemlich.)

**Newspaper activity:** Ask each student to choose a woman from U.S. history and research one of her greatest achievements. Then have the students write newspaper articles about the accomplishments as if they had just taken place.

**Resources:** Books: Cokie Roberts' *Founding Mothers* (William Morrow, 2004), Tonya Bolden's *33 Things Every Girl Should Know about Women's History* (Crown, 2002), the multi-volume *Young Oxford History of Women in the United States* (Oxford) and Penny Colman's *Girls: A History of Growing Up Female in America* (Scholastic, 2000). Web sites: Visit the National Women's History Project and more.\*

### Classroom Debates

- **Which American women have done the most to change the history of this country?** If you had to list the 10 most important, who would you choose? Why? Who are the most influential American women today? Which ones do you most admire? Is the position of women in America getting better or worse? How are women doing in other countries? Do women here have the same opportunities as men? List areas in which they do, and others in which they may not. Will a woman ever be President? Should women serve in combat?

# What People Earn

**Curriculum links:** Economics, business, college and careers, social studies, current events

**Briefing:** This week, PARADE considers the state of the U.S. economy in its annual "What People Earn" issue. The economy created 2.2 million jobs in 2004, not quite enough to replace the 2.4 million lost from 2001 through 2003. On the plus side, the U.S. has high productivity, great corporate profits, low interest rates and relatively low inflation. There should be some job growth in 2005, despite employers' tendency to rely on temporary and overseas workers. The strongest U.S. hiring will likely be in financial services, health care, energy, information technology, construction and the military. On the down side, 2004 was tough for most workers. Job creation wasn't enough to lower the 5.4% unemployment rate. For the employed, the median weekly salary was \$713 for men and \$573 for women. Adjusted for inflation, average hourly pay, \$15.68, shrank 0.7%. Some 42% of Americans believe the economy is in bad shape; 25% think it's improving and 29% think it's getting worse. Though output per worker is rising, benefits have not gone to workers but to corporate profits. Many companies are eliminating health insurance benefits or making workers pay more of the cost. Meanwhile, employers complain of a shortage of skilled industrial workers. The U.S. ranks 12th in literacy among 20 high-income industrialized countries. New York State will soon require a work-readiness test for high school graduation.

## Classroom Debates

- **Why do companies use temporary or overtime workers instead of hiring new full-time employees?** Why do companies outsource jobs to foreign countries? Should this be allowed? If you were President, what could you do to retain or increase the number of jobs? What types of jobs are least likely to be outsourced? Do you feel optimistic about the economy? Do you think you'll be able to get a good job when you graduate from high school or college?

**Newspaper activity:** Ask students to read the business section of your paper for a week. What events are affecting the U.S. economy? What are the main developments in your area? What is their relationship, if any? Ask each student to make a report on one important business news story. How could it affect the nation or your area?

**Resources:** Books: The U.S. Dept. of Labor's *Young Person's Occupational Outlook Handbook* (Jist Works, 2004), J. Michael Farr's *America's 101 Fastest Growing Jobs* (Jist Works, 2004) and Randy Epping's *A Beginner's Guide to the World Economy* (Vintage, 2001). Web sites: Read commentary on the economy or check out statistics from the Dept. of Labor.\*

## ASK MARILYN

### What Would You Say?

Weller's Typing Test says, "Now is the time for all good men to come to the aid of their country." What would you say? Fill in the blank with one or more words: "Now is the time for all good men..."

**Interact:** Ask students to send their quotes to Ask Marilyn, PARADE, 711 Third Avenue, New York, N.Y. 10017, or e-mail them to [marilyn@parade.com](mailto:marilyn@parade.com).

## FRESH VOICES

### Worst Jobs

**For class discussion or writing assignment:** In this week's column, teens talk about their worst jobs, which range from dressing up like a bee at a gymnastics school to working bathroom duty at camp to just being a teenager. Ask students what their worst jobs have been. What was so bad about them? Was there anything they liked about them or learned from them?

**Interact:** Ask students, "Have you ever been in debt?" Send their comments to Fresh Voices, Box 5103, Grand Central Station, New York, NY 10163-5103. Or send e-mail to [freshvoices@parade.com](mailto:freshvoices@parade.com). Students whose letters are published in PARADE will receive Fresh Voices T-shirts.

## Answer Key:

**Finding Newspaper Heroes p. 4: Answers will vary. Time for Women's Rights p. 5: 1. d; 2. b; 3. b; 4. d; 5. d; 6. b; 7. b; 8. b; 9. b. 10. Answers will vary.**

## Finding Newspaper Heroes

Read several issues of your newspaper, looking for people who are role models—heroes or heroines whom you can admire. Once you've found one who really inspires you, answer the questions below.

1. What is the date of the newspaper in which this person appears?

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2. What is the title of the article? What section is it in? What page is it on?

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3. What is the person's name?

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4. What has the person done that you admire? Why do you find this inspiring?

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5. What good qualities or characteristics does this person have? How do you know?

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6. What can you learn from this person? How can you be more like him or her?

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7. Write down one interesting quote from this person.

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8. If you could ask this person one question, what would it be?

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9. What one thing would you like this person to know about you?

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10. What qualities make someone a hero?

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## Time for Women's Rights

The United States was slow to grant women some basic rights. Use this timeline to answer the questions below.

<b>1848</b>	First women's rights convention is held in Seneca Falls, N.Y.
<b>1863</b>	The Emancipation Proclamation frees the slaves.
<b>1868</b>	The 14th Amendment gives black men the right to vote.
<b>1872</b>	Susan B. Anthony is arrested for trying to vote. First Equal-Pay-for-Equal-Work Act is proposed.
<b>1887</b>	The U.S. Senate rejects the vote for women.
<b>1909</b>	Female garment workers strike in New York City.
<b>1917</b>	Jeanette Rankin of Montana becomes the first woman elected to Congress.
<b>1920</b>	The 19th Amendment gives women the right to vote.
<b>1933</b>	Frances Perkins becomes the first female Cabinet member.
<b>1963</b>	The Equal-Pay-for-Equal-Work Act is passed.
<b>1972</b>	Congress passes the Equal Rights Amendment and sends it to the states for ratification.
<b>1977</b>	Indiana becomes the last state to ratify the ERA, but three more states are still needed.
<b>1981</b>	Sandra Day O'Connor becomes the first woman appointed to the Supreme Court.

- When did women win the right to vote?
  - 1848
  - 1868
  - 1887
  - 1920
- When was the first woman elected to Congress?
  - 1872
  - 1917
  - 1920
  - 1933
- How many years ago did the first woman join the Supreme Court?
  - 10
  - 24
  - 35
  - 100
- Who was the first female Cabinet member?
  - Susan B. Anthony
  - Jeanette Rankin
  - Shirley Chisholm
  - Frances Perkins
- How long did it take an Equal-Pay-For-Equal-Work law to pass after the idea was first proposed?
  - 3 years
  - 30 years
  - 50 years
  - 91 years
- Congress did not pass the Equal Rights Amendment.
  - True
  - False
- The 14th Amendment gave all black Americans the right to vote.
  - True
  - False
- Why isn't the Equal Rights Amendment in force?
  - The President vetoed it.
  - Not enough states ratified it.
  - The Supreme Court overturned it.
- Why was Susan B. Anthony arrested in 1872?
  - for starting a riot
  - for trying to vote
  - for speaking in public
  - for owning property in her own name
- This timeline ends in 1981. If you could add an event that took place after that time, what would it be?
 

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