

PARADE classroom®

TEACHER'S GUIDE

To download, visit www.paradeclassroom.com

April 17–23, 2005

GREENBERG/ALAMY IMAGES (MODELS POSED FOR ILLUSTRATIVE PURPOSES ONLY)



Teens celebrate Earth Day in Miami Beach, Fla.

► This Week's Focus:

Celebrating Earth Day

On April 22, we celebrate the 35th annual Earth Day. On the original Earth Day, many young people joined the 22 million Americans who spurred our government to create the Environmental Protection Agency, the Clean Water Act and the Clean Air Act. How far have we come? Ask your students to decide. In a related story, we look at Earth's rising temperatures—and the likely consequences. Finally, we travel to an unassuming house in Queens, N.Y., that is considered the birthplace of America's religious freedom. There, in 1662, John Bowne stood up for his right to worship as he chose.

Everyday Newspaper Activity

Activity #33: Ask students to look at the weather map. What is the hottest place in the country today? The coolest? What's the hottest place in the world? The coldest? How much do temperatures vary worldwide on a single day? From year to year, are temperatures staying the same, getting warmer, or getting cooler? What is the trend?

Coming Up Next Week

- The College Gender Gap
- Stopping School Violence
- Teen Poetry Contest Winners

► In the News:

Celebrating Earth Day; Global Warming: Is It Getting Hot in Here? p.2

► In PARADE: **Where Our Religious Freedom Began p.3**

► Skills Sheets:

Newspapers, TV, Radio p.4; Go Green! p.5

Celebrating Earth Day

Curriculum links: Science, current events, social studies, family and consumer science

Briefing: We celebrate the 35th annual Earth Day on April 22. In the 1960's, before Earth Day began, our environment was clearly in danger. DDT and other pesticides threatened ospreys and eagles. In 1966, New York City smog was so bad that, within a few days, it contributed to the deaths of 168 people. In 1969, Ohio's Cuyahoga River was polluted by so much oil that it caught on fire. Then on April 22, 1970, something amazing happened. More than 20 million Americans, many of them students, gathered for the first Earth Day. Their concern spurred the U.S. government to set up the Environmental Protection Agency. In the early 1970s, Congress passed the Clean Water Act, the Clean Air Act and the Endangered Species Act. These measures helped to clean up and preserve our environment. This April 22nd is a great time for your students to start celebrating, preserving and improving our environment. (See the related skills sheet on p. 5.)

Classroom Debates

• **What are the biggest problems facing the environment in your city?**

In our country? In the world? What makes these issues important? What can you do about them on an individual level? As part of a larger group? What can the government do? Are your representatives doing a good job? What purpose does Earth Day serve? How can we celebrate it?

Newspaper activity: Ask students to look through the paper for articles on environmental issues (e.g., global warming, habitat protection for endangered species). Where do they stand on these issues? How can they alert the public and elected officials to their views?

Resources: Sneed Collard's *Acting for Nature* (Heyday, 2000) and Tricia Andryszewski's *The Environment and the Economy* (Millbrook, 2005). Web sites: Visit the Earth Day Network for Earth Day news, events and teaching aids.*

Global Warming: How Hot Is It?

Curriculum links: Science, current events, family and consumer science, social studies

Briefing: Most scientists believe we are now facing serious environmental crisis: global warming. This could ultimately cause flooding, tornadoes and other disasters. It could even disrupt the food supply. NASA reports that Earth's temperatures are definitely rising. Since scientists began keeping records in the 1800s, the warmest year was 1998, followed by 2002, 2003 and 2004. NASA expects 2005 to set a new record. Global warming is caused by greenhouse gases, generally a result of smokestack and vehicle emissions.

Newspaper activity: Ask students to find articles in the paper that provide anecdotal or statistical evidence for or against global warming (e.g., pieces on melting glaciers or lower-than-normal temperatures). Is there any pattern?

Resources: Books: Tamara Roleff's *Global Warming: Opposing Viewpoints* (Greenhaven, 2001), Laurence Pringle's *Global Warming* (SeaStar, 2001). Web sites: Find out more about global warming from news reports, NASA and others.*

Classroom Debates

• **Should the U.S. take immediate steps to combat global warming?**

For example, should it set higher minimum standards for gas mileage or lower the level of allowable smokestack emissions? Why or why not? If the U.S. does not take these steps, who benefits? Who loses? How would such steps affect you personally? Would voluntary measures do enough to limit warming? Should we try to stop global warming or adapt to it? If you were in charge of U.S. policy, what would you propose?

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

The Home of Religious Freedom

Curriculum links: History, social studies, civics and government

Briefing: In this week's PARADE, Gerri Hirshey writes about the birthplace of America's religious freedom. In 1662, there was a banging on the door of a one-room farm home in Vlissingen (now called Flushing, Queens) in the Dutch Colony of New Amsterdam (now known as New York City). Sheriff Resolve Waldron and his armed men had come to arrest John Bowne, the English settler who lived there with his pregnant wife and baby daughter. They accused him of the "abomination" of Quakerism. The sheriff called the religious group "heretics, deceivers and seducers." He fined Bowne 25 Flemish pounds. When Bowne would not pay—or renounce the Quakers—the sheriff locked him in a dungeon with nothing to eat but bread and water. Then Governor Peter Stuyvesant deported Bowne to Amsterdam. In the 19 months that followed, Bowne endured separation from his family and the near ruin of his estate. Finally, he had a hearing before the officers of the Dutch West India Company in Amsterdam. He invoked, Hirshey writes, the Flushing Remonstrance, a 1657 declaration of religious freedom that his fellow settlers had signed. The Remonstrance, a precursor to America's Bill of Rights, said that "love, peace and liberty" should be extended to all residents, including "Jews, Turks and Egyptians." After hearing it, the Dutch West India Company ordered Governor Stuyvesant to stop harassing religious minorities. They sent Bowne home to New Amsterdam on a company ship.

Classroom Debates

- When he was governor of New Amsterdam, Peter Stuyvesant harassed religious minorities. Are such minorities persecuted anywhere in the world today? If so, give examples. Part of the First Amendment says, "Congress shall make no law respecting an establishment of religion, or prohibiting the exercise thereof." Why did our country decide not to have a state religion? How would America be different if it had not done so? A group of people are now trying to preserve the Bowne House. Is it important to designate historic buildings as landmarks?

Newspaper activity: Court cases involving freedom of religion are very common. They have involved everything from the phrase "under God" in the Pledge of Allegiance to questions regarding federal funds for religious schools. Look through the paper. Can you find any U.S. court cases or conflicts regarding freedom of religion? If you were a judge, how would you decide the case?

Resources: Books: Mike Hirst's *Freedom of Belief* (Franklin Watts, 1997), Victoria Sherrow's *Freedom of Worship* (Millbrook, 1997) and David Hudson's *The Bill of Rights* (Enslow, 2002). Web sites: Visit the Bowne House site. Or learn more about freedom of religion as guaranteed in the First Amendment at Vanderbilt's First Amendment Center.*

ASK MARILYN

Wordteaser

- This week's word is: RADICOLOUS. What's the definition?
- A) Given to extreme political behavior.
 - B) The tongue of a giant squid, especially when given as a gift.
 - C) Synonym for radicolous, which means living on or in roots.
 - D) A fast-growing tropical vine known to strangle small animals.
 - E) In linguistics, the pleasure taken in the random uttering of words.

ANSWER: C

FRESH VOICES

TV-Turnoff Week

For class discussion or writing assignment: This week, Lydia, 17, writes about what happened when her parents announced that the family was going to have a TV-free week. The week turned into two years, and now Lydia finds that she has time to do things she always had been "too busy" to do, like write thank you notes. How much TV do you watch? Is it an issue in your home? Would you consider giving up the tube for a week? How long could you go without? What would you do instead? TV-Turnoff Week begins April 25. To learn more, visit www.tvturnoff.org on the Web.

Interact: Have you ever gone "tech-free"? Tell us your stories! Write to Fresh Voices, Box 5103 Grand Central Station, New York, NY 10163-5103, or e-mail freshvoices@parade.com. Students whose letters are published will receive a Fresh Voices T-shirt.

Answer Key:

Newspaper, TV, Radio p. 4: Answers will vary. Go Green p. 5: Answers will vary.

Newspaper, TV, Radio

You have lots of ways to get the news. The newspaper, television and radio are just three. While all three media will present you with the facts, the stories you read, see or hear can be quite different. To find out how, pick one story that is reported in these three media and answer the following questions.

Story: _____

	NEWSPAPER	TV	RADIO
Space or time allotted			
Point of view			
Sources interviewed			
Accuracy			
Timeliness			
Details included			
Your impression of events after reading, seeing or hearing			

Extra Credit: How many newspaper stories can you find that are not reported on TV or on the radio? How many TV and radio stories are not reported in the paper? Which medium provides more news?

Go Green!

There are many ways you can help the environment. Take a look at the suggestions below and think of actions you can take that will help keep the Earth green and growing.

1. Be a green consumer. The choices you make when you buy can make a difference. For example, you can choose products with the least packaging or those that come in recyclable containers. What else can you do to save the Earth when you shop? Think of at least three things.

- a. _____
- b. _____
- c. _____

2. Recycle, reuse, reduce waste. How can you recycle, reuse things or reduce waste this week? Be as specific as you can, and give at least three examples.

- a. _____
- b. _____
- c. _____

3. Another important way you can keep the environment healthy is to reduce energy and water use. For example, you could bike to school instead of riding in a car. What else can you do to save energy and water? Think of at least three things.

- a. _____
- b. _____
- c. _____

4. You also can give Mother Nature a hand. For example, you can fertilize the lawn with eco-friendly compost from grass clippings, leaves and food scraps. Or you can collect trash in the park or at the beach. What else can you do? List at least three things you could do in your area.

- a. _____
- b. _____
- c. _____