

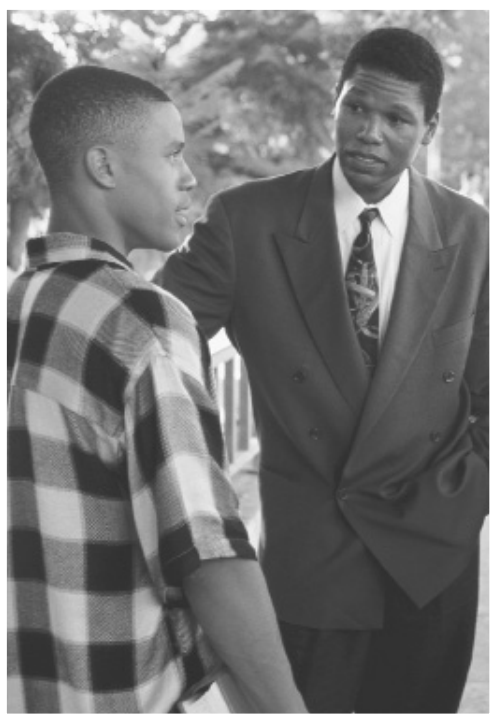
PARADE classroom®

TEACHER'S GUIDE

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May 29 – June 4, 2005

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Should students be paid to report crime to school authorities?

► This Week's Focus:

Paying Student Informers

Controversy erupted when people learned that a school in Rome, Ga., planned to pay students to inform on each other. Then it turned out that more than 2000 schools had similar programs. Is this policy a good idea? Ask your students to decide. And as mosquito season approaches, another lesson plan focuses on how to avoid the pests—and the dangerous West Nile virus. Finally, to commemorate Memorial Day, we honor an American soldier in Iraq who gave his life for his comrades.

Everyday Newspaper Activity

Activity #39: Timeline. Ask students to find an article in the paper that traces the history of someone or something. Then have them make a timeline based on the events chronicled in the story.

Coming Up Next Week

- War of the Worlds
- Dropping the Drinking Age
- How To Tan Safely

► **In the News: Paying Student Informers; Fight the Bite! p.2**

► **In PARADE: Memorial Day Tribute p.3**

► **Skills Sheets: Editorials: Fact vs. Opinion p.4; What Do You Know About West Nile virus? p.5**

Paying Student Informers

Curriculum links: Current events, social studies, psychology, family and consumer science

Briefing: A furor erupted this spring when newspapers reported that Model High School in Rome, Ga., planned to pay its students to inform on each other. The school would use money from candy and soda sales. Students who reported stealing would get \$10. Reporting drug use could net \$50, while info on weapons could bring \$100. Similar programs offer passes to school events, pizza or free parking. In fact, such practices are not new. Crime Stoppers USA, which offers money for crime clues, has a school program called Student Crime Stoppers. The group reports that more than 2000 U.S. schools have these programs. The first was in Boulder, Colo., back in 1983. Many schools involved are not in high crime areas. They simply hope that having the program will help prevent problems. Other schools are concerned about violence, especially after the recent school shootings in Red Lake, Minn. Some students worry about the programs: They fear that their peers might plant evidence just so they can collect rewards—or settle a grudge.

Newspaper activity: Does your newspaper include a local police blotter? If so, ask students to track the types of crimes committed in your area.

Resources: Web sites: Learn more about informer-reward programs in news accounts from CNN and others. Or visit Student Crime Stoppers. Read about the Terrorism Information and Prevention System, which has since been dropped by the Bush Administration.*

Classroom Debates

• **What effects might an informer-rewards program have on your school?** Would it help prevent crime? Or would it create distrust among students or damage the sense of community? What would be the pros and cons? Would there be any dangers? If there were no rewards program, would you be likely to report vandalism or stealing on campus? Someone selling drugs or using alcohol? Someone bringing a weapon to school? Would a rewards program make you more likely to report these things? After the 9/11 attacks, the Bush Administration proposed Operation TIPS (Terrorism Information and Prevention System). This program, which was later dropped, would have trained mail carriers, truck drivers and others to report on suspicious activity. How are the student-reward programs similar? Different? Are they a good idea? Explain.

West Nile Virus: Fight the Bite!

Curriculum links: Health, science, family and consumer science, current events

Briefing: This summer, West Nile virus (WNV) will again plague the U.S. Most common in Africa, it entered this country in 1999. Since that time, it has killed more than 600 Americans and infected 16,000. WNV has struck in all 48 states in the continental U.S., as well as parts of Canada and Mexico. Infected mosquitoes carry WNV, which can cause West Nile encephalitis, a sometimes fatal brain inflammation. Yet less than 1% of people bitten by infected mosquitoes get seriously ill. Symptoms include fever, headache, body ache and swollen lymph glands. You can't catch WNV from an animal or another person. To avoid it, steer clear of mosquitoes. They are most active at dawn and dusk. Use mosquito repellent with picaridin, oil of lemon eucalyptus or 35% DEET. Wear long sleeves and long pants. Some human vaccines are now in clinical trials.

Newspaper activity: WNV is only one summer health hazard. Ask students to look through their paper's health section. Can they find others?

Resources: Books: Phil Margulies' *West Nile Virus* (Rosen, 2003) and Andrew Spielman's *Mosquito* (Hyperion, 2001). Web sites: Learn more from the Centers for Disease Control and Prevention and other government sites.*

Classroom Debates

• **Was WNV in your state last year?** How can you avoid getting it this mosquito season (e.g., wear insect repellent, long sleeves, etc.)? What can your family do (e.g., remove standing water, put up screens)? What can your local government do (e.g., spray)? Dead birds can be a sign that WNV is in your area. What should you do if you see a dead bird (e.g., call the local health dept.)? If you get bitten by a mosquito, should you quickly go to the doctor? What should the state and national government do to protect us from WNV?

Honoring Fallen Soldiers

Curriculum links: Current events, history, social studies

Briefing: The last Monday in May is traditionally Memorial Day, the day on which we honor those who have died in America's wars. In this issue, PARADE marks the occasion with an article about Marine Corp. Jason Dunham, who died in Iraq last year at the age of 22. Jason's battalion commander has nominated him for the Medal of Honor for his courageous actions on April 14, 2004. On that day, Jason and six of his men discovered a line of vehicles stopped on a dusty road. Jason and 21-year-old PFC Kelly Miller went to search a Toyota Land Cruiser for weapons. The Iraqi driver grabbed Jason by the neck and moved to punch him. Jason fought back, and both men fell to the ground. Lance Corp. Bill Hampton, 22, ran over to help. But at that instant, Jason saw the Iraqi drop an armed hand grenade. He yelled to warn the others, then covered the grenade with his helmet, his arms wrapped around its sides, to protect the other Marines from the blast. The explosion destroyed the helmet, and shrapnel wounded—but did not kill—Miller and Hampton. Jason, however, lay in his own blood with a metal fragment in his brain. Afterward, he lingered in a coma for a week at the hospital, breathing only with the help of a machine. The doctor told Jason's parents that the brain damage was so severe that Jason would never recover. His parents did what Jason had told them to do in such a situation. They agreed to remove him from life support. He died soon after.

Classroom Debates

• **Will you do anything to honor America's fallen soldiers on Memorial Day?** If so, what? What qualifications should someone have to win the Medal of Honor, the nation's highest award for valor? Does Jason deserve one? Who are your heroes? What does being a hero mean to you? Was Jason a hero? Some critics of the Iraq war argue that, since no weapons of mass destruction were ever found, we should not be sacrificing the lives of soldiers like Jason Dunham. Is this criticism patriotic or unpatriotic? Explain.

Newspaper activity: **American soldiers are continuing to die in Iraq.** Read the newspaper to learn about the casualties. How much can you find out about the individual soldiers who have sacrificed their lives?

Resources: Books: Michael Uschan's *The Iraq War: Life of an American Soldier in Iraq* (Lucent, 2004), James Torr's *Weapons of Mass Destruction: Opposing Viewpoints* (Greenhaven, 2004), Andrea Nakaya's *Iraq: Current Controversies* (Greenhaven, 2004). Web sites: Read news accounts about Jason Dunham. Learn more about Medal of Honor winners and find out about the origins of Memorial Day.*

ASK MARILYN

Amazing Questions

For classroom discussion or writing assignment: In this week's issue, Marilyn reveals some of the weirdest questions that she's been asked. They range from the purpose of earlobes to why only wet dogs stink. Other questions include whether fish sneeze and why it costs more to rent a tuxedo than an expensive car. Check the paper to see if you can answer any of the questions.

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

FRESH VOICES

Music for the Military

For classroom discussion or writing assignment: This week teen country singer Ty Nelson discusses the inspiration for his music. A special tour of a naval ship at sea made a big impression on Ty. Since he's too young to serve in the military or perform with the USO, he decided to show his support for the troops by writing songs and performing them for the soldiers and their families. What inspires you? Have you ever been driven to action?

Interact: Send students' stories to Fresh Voices, Box 5103, Grand Central Station, N.Y., N.Y. 10163-5103. Or send e-mail to freshvoices@parade.com. Students whose letters are published in PARADE will receive Fresh Voices T-shirts.

Answer Key:

Editorials: Fact vs. Opinion p. 4: 1. O; 2. F; 3. O; 4. F; 5. F; 6. F; 7. O; 8. O; 9. F; 10. O.
Understanding West Nile virus p. 5: 1. b; 2. c; 3. b; 4. c; 5. c; 6. a; 7. c; 8. b; 9. c; 10. a.

Editorials: Fact vs. Opinion

Not everything in the newspaper is 100% fact. On the editorial page, you will find quite a few facts and a lot of opinions—in the editorials, in letters to the editor and in op-ed pieces. What's the difference between a fact and an opinion? A fact is something that can be proven. All intelligent people can agree on a fact. For example, the statement that Los Lonely Boys won a Grammy is a fact. An opinion is a judgment on the part of the speaker. The statement that Los Lonely Boys is the best music group in the world is an opinion.

Below we've written an editorial about cafeteria food. Look carefully at each statement. Write F in the blank next to it if it is a fact. Write O if it is an expression of opinion.

Boycott Miller's Cafeteria!

- ___1. Miller High School has the worst cafeteria food in the state.

- ___2. Yesterday, they served us macaroni and cheese with spinach.

- ___3. No human being on Earth could have eaten it.

- ___4. The day before, they served grated tofu on hot dog buns.

- ___5. "I threw mine in the garbage can," said Tommy Melton, a senior.

- ___6. A total of 372 students signed a petition demanding better food.

- ___7. Of course, the principal probably will not pay any attention to it.

- ___8. She wouldn't care if we had to eat dog food.

- ___9. "I will meet with the dietitian on Friday," she said.

- ___10. We should all boycott the cafeteria until something is done.

Extra Credit: Carefully read an editorial or a letter to the editor in the newspaper. Decide if each statement is a fact or an opinion.

Understanding West Nile virus

How much do you know about West Nile virus? Take the test below to find out. (Your teacher has the answers.)

1. **West Nile virus is spread:**
 - a. by physical contact with sick people.
 - b. by infected mosquitoes.
 - c. when sick people sneeze or cough.
2. **West Nile virus can cause:**
 - a. cold and flu-like symptoms.
 - b. a brain inflammation called West Nile encephalitis.
 - c. both a and b.
3. **West Nile Virus is most dangerous:**
 - a. to teenagers.
 - b. to the elderly and those with weakened immune systems.
 - c. to African-Americans.
4. **Mosquitoes are most active:**
 - a. in mid-afternoon.
 - b. at night.
 - c. at dawn and dusk.
5. **To avoid mosquito bites:**
 - a. use an insect repellent with 35% DEET.
 - b. wear long sleeves and long pants.
 - c. both a and b.
6. **One sign of West Nile virus in the area can be:**
 - a. dead birds.
 - b. swarms of mosquitoes.
 - c. infected dogs and cats.
7. **To further protect yourself from mosquitoes:**
 - a. put screens in windows.
 - b. get rid of standing water.
 - c. both a and b.
8. **If you find a dead bird, you should:**
 - a. take it to a veterinarian.
 - b. report it to the health department.
 - c. ignore it.
9. **Signs of West Nile virus can include:**
 - a. swollen lymph nodes.
 - b. fever and body aches.
 - c. both a and b.
10. **About what percentage of people bitten by an infected mosquito get seriously ill?**
 - a. 1%
 - b. 12%
 - c. 87%