

Dear Teacher,

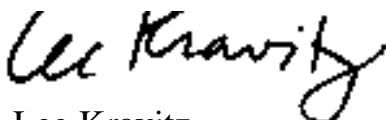
PARADE CLASSROOM IS SPONSORING A POETRY CONTEST FOR YOUR STUDENTS!

In the wake of Hurricane Katrina, your students most likely have read numerous news stories of heartache and heroism. And they have seen powerful and graphic images of the devastation of the Gulf Coast. Poetry offers teens an excellent opportunity to express their feelings about the news stories they read. Through our poetry contest, teens can share their concerns, inspirations, hopes, dreams, passions and fears. In the coming weeks, we'll be including extra Skills Sheets in our Teacher's Guides to help you get your students writing. Whether or not you use these Skills Sheets, please ask your students to submit their best poems to the contest. The winners can see their poems in print and get paid. All poems must be original and no longer than 20 lines. Each student entering should send only one poem, along with name, age, address, teacher's name, school name and phone number to PARADE Classroom Poetry Contest, P. O. Box 5103, Grand Central Station, New York, N.Y. 10163-5103 or fax 212-450-7284. The first-place winner will have his or her poem published in PARADE and will receive \$300. Second- and third-place winners will be published in PARADE, PARADE Classroom or on the PARADE Web site and will get \$200 and \$100 respectively. Please see the full rules below.

NO PURCHASE OR PAYMENT OF ANY KIND IS NECESSARY TO ENTER OR WIN THIS CONTEST

A purchase will not improve chances of winning. The contest begins on Oct. 2, 2005 at 12:01 a.m. ET and ends on Dec. 31, 2005 at 11:59 p.m. ET. Entrants must be 12 to 18 years old as of date of entry and a legal resident of one of the 50 United States or District of Columbia. The poem each student enters must be his or her own original work. All submissions become the property of PARADE, and no entries will be acknowledged or returned. Only one entry per person. We will not be responsible for entries that are lost, late, incomplete, illegible, misdirected, postage due or incompletely received for any reason, including by reason of hardware, software, browser or network failure, malfunction, congestion or incompatibility at Sponsor's Web site or elsewhere. All entries must be received by 11:59 p.m. ET on 12/31/05. Entries will be judged on their originality, creativity and literary merit on or about April 1, 2006. Finalists will be chosen by editors at PARADE. All decisions of the judges are final. The first-place winner will receive \$300, second-place winner will receive \$200, and third-place winner will receive \$100. In addition, the first-place winner will have his or her poem published in PARADE. Second- and third-place winners will be published in PARADE, in the PARADE Classroom Teacher's Guide or on the PARADE or Classroom Web sites. Acceptance of a prize constitutes consent to use the winners' names, likenesses and entries by PARADE for editorial, advertising, promotional and publicity purposes without further compensation or notification (except where prohibited by law). Winners may be required to sign an Affidavit of Eligibility and Liability/Publicity/Permission release, which must be returned within 14 days of receipt or an alternate winner will be selected. Void outside of the 50 United States and the District of Columbia and where prohibited. Subject to all federal, state and local laws and regulations. Income and other taxes, if any, are the sole responsibility of the winners. If winner is a minor, prize will be awarded to his or her parent or legal guardian who must sign necessary affidavits and releases. For a list of winners, send a SASE to Poetry Contest Winners, P.O. Box 5103, Grand Central Station, N.Y., N.Y. 10163-5103 after April 1, 2006 but before Oct. 1, 2006.

Sincerely,



Lee Kravitz
Editor

PARADE classroom®

TEACHER'S GUIDE

To download, visit www.paradeclassroom.com

October 2–8, 2005

CORBIS (MODELS POSED FOR ILLUSTRATIVE PURPOSES ONLY)



Help your students respond to the world around them through poetry.

► This Week's Focus:

Teen Poetry Contest

PARADE is having its sixth annual poetry contest. Your students can win cash prizes and be published in PARADE. You'll find details in the enclosed letter, on the Skills Sheets on page 5, and on the PARADE Classroom Web site (www.paradeclassroom.com). And this week, you'll also find a lesson plan and a related Skills Sheet on how to write poetry. Elsewhere in the guide, we focus on the price of gas. What can we do to spend less money at the pump and on our heating bills? Finally, we check out a growing trend: dress codes for teachers. Should schools tell teachers what to wear? Ask your students to decide.

Everyday Newspaper Activity

Activity #6: Journaling. Ask students to keep journals and write entries responding to any news articles that affect them strongly—either positively or negatively. What were the stories about? Why did they have that effect? Did the articles result in classroom discussion or inspire any action?

Coming Up Next Week

- Schools Dump Junk Food
- Iraq Now
- Knee Knowledge for Girls

► In the News:
Dress Codes for Teachers; The Price of Gas p.2

► In PARADE: **Teen Poetry Contest p.3**

► Skills Sheets: **What Makes It News? p.4; Express Yourself p.5**

A Different Kind of Dress Code

Curriculum links: Social studies, family and consumer science, business, current events

Briefing: Across the country, schools are setting up dress codes—for teachers. Why? Have you ever seen a teacher who looked like a student? Have you had a teacher who walked into class in jeans or flip-flops? A number of schools are concerned about incidents like these. Administrators—and the vast majority of teachers—believe that students learn better when teachers dress for success and provide role models for students. They think that teachers in shorts or low-cut blouses distract students from their work. From New Jersey to California, school districts are requiring female teachers to wear dresses, pant suits or skirts that reach the knee and blouses or sweaters. The men must wear suits, slacks with jackets, or shirts with ties. Banned are shorts, sweatshirts, T-shirts, sunglasses, jeans, exposed midribs, and long hair or earrings for men.

Newspaper activity: Take a look through the clothing ads in the paper. What clothes seem appropriate for teachers? Which seem better for students? Which should be worn only outside of school?

Resources: Books: Barbara Cruz's *School Dress Codes* (Enslow, 2001) and Ruth Rubinstein's *Dress Codes: Meanings and Messages in American Culture* (Westview, 2001). Web sites: Read newspaper accounts of schools instituting dress codes for teachers.*

Classroom Debates

• **Do you respect well-dressed teachers more than casually dressed ones?** Or are you more likely to respond well to a teacher who looks less formal? Should teachers have dress codes? Should they be role models for how to dress in adult life? If you wrote the dress code for teachers, what would you require? Should high school teachers and kindergarten teachers have the same dress code? Why do you think that today's teachers dress more casually than in the past? Would a dress code interfere with a teacher's right to free expression?

The Price of Gas

Curriculum links: Social studies, current events, business, science

Briefing: Oil prices—and, as a result, gasoline prices—have been rising for some time. In the summer of 2004, oil prices were more than \$40 a barrel. By the end of August 2005, they were more than \$70 a barrel, surging after Hurricane Katrina damaged oil platforms, refineries and fields. By early September, Americans—the biggest users per person of petroleum products—were paying upwards of \$3 a gallon at the pump. Why? Some experts believe that there will be increasing demand, much of it from China, and decreasing supply, complicated by political instability in the Middle East. Other observers believe the high cost is just the result of speculation, and that prices will continue to cycle up and down. Meanwhile, other countries pay even more for oil as their governments tax gas heavily to keep consumption down. However, in the U.S., lawmakers in some states are considering putting caps on the price of gas, decreasing taxes and other measures.

Newspaper activity: Ask students to look through the paper for several days to find any stories related to gas and oil. How many stories are in the business section? How many are on the front page? How many relate to Hurricane Katrina? How many concern the Middle East and its politics? How many different angles can students find on the topic?

Resources: Books: Cory Gunderson's *The Need for Oil* (Abdo & Daughters, 2003), James Haley's *Foreign Oil Dependence* (Greenhaven, 2004), John King's forthcoming *Oil in the Middle East* (Raintree, 2005) and, for sophisticated readers, Paul Roberts' *The End of Oil* (Houghton Mifflin, 2004) and Michael Klare's *Blood and Oil* (Metropolitan, 2004). Web sites: Learn how gas prices work. Read about state initiatives, gas prices in other countries and the effects of Hurricane Katrina.*

Classroom Debates

• **How should we handle rising gas prices?** Should we get more oil by drilling in places such as the Arctic National Wildlife Refuge? Should we require automakers to produce cars that get better mileage? Should we tax gasoline heavily to encourage conservation? Should we develop alternative fuel sources? What are the pros and cons of each approach? Should we personally try to conserve? How could you cut back on your own use of oil products?

Sixth Annual Teen Poetry Contest

Curriculum links: Language arts, poetry appreciation, personal development

Briefing: It's time for PARADE's sixth annual teen poetry contest—and a good chance for your students to express their feelings in poetry. Each of your students can enter one poem in the contest. All entries must be received by December 31. Students can win cash prizes and be published. Look for complete rules in the letter that accompanies this week's Teacher's Guide, on the related Skills Sheet on p.5, and on the PARADE Classroom Web site at www.paradeclassroom.com. Good luck!

Newspaper activity: • **Have students make "cut up" or "ransom note" poems.** Ask each student to cut out or circle 30 (or more) words or phrases at random from at least two different sections of the paper. Then have each student write a poem using the words or phrases. In later drafts, they may change tenses or add or omit words to improve the poem.
• **Have students choose a story or photo from the paper that affects them deeply.** Have them write about it in a journal for 15 minutes. Then ask them to write a poem using some of the ideas or feelings they expressed.

Resources: Books: Students may enjoy Kathi Appelt's *Poems From Homeroom: A Writer's Place to Start* (Henry Holt, 2002), Sara Holbrook's *Wham! It's a Poetry Jam* (Boyd's Mill, 2002), *This Place I Know: Poems of Comfort* (Candlewick, 2002), edited by Georgia Heard, Dave Johnson's *Movin': Teen Poets Take Voice* (Orchard, 2000) and Paul Janeczko's *How to Write Poetry* (Scholastic, 2001). Find teaching ideas in Robin Behn's *The Practice of Poetry* (HarperCollins, 1992), Steve Kowitz's *In the Palm of Your Hand* (Tilbury House, 1995), Ron Padgett's *The Teachers and Writers Handbook of Poetic Forms* (Teachers & Writers, 2000) and *The Poet's Companion* (Norton, 1997) by Dorianne Laux and Kim Addonizio. Web sites: Poet Laureate Billy Collins has a Web site with 180 poems for high school students. Read the poems in former Poet Laureate Robert Pinsky's Favorite Poem Project. Find more poetry by and about teens.*

Classroom Debates

- **What makes poetry different from prose?** From song lyrics? Does poetry have to be written in lines? Does it have to rhyme or create a certain rhythm? What makes something a poem? How do you recognize one when you see or hear it?
- **Does everyone have a voice and something to say?** What makes your voice unique? How might you see something differently from someone else? Is poetry a good way to release emotions? Is it poetry every time you write down what you feel? What would you like to express in poetry? What are you passionate about? What are some of your concerns? What inspires you? What is your favorite poem? Who is your favorite poet? Why?

ASK MARILYN

Wordteaser

Question: What characteristic do these words have in common: claim, create, cure, duct, file, fit, found, fuse, gram, long, motion, of, pose, test, ton, verb, vision?

Answer: When pro- is placed before each one, a new word is formed (pro + fit = profit).

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

Answer Key:

What Makes It News? (p. 4): Answers will vary.
Express Yourself (p. 5): Answers will vary.

What Makes It News?

Each day, editors have to decide what stories to publish in their newspapers' limited space. How do they decide? They consider a number of factors:

Relevance: Does it affect the newspaper's readers? Will it have an effect on their lives, finances, health or education?

Location: Is the story happening in the area? Or will its effects be felt there?

Importance: Does the story affect a large number of people, no matter where they are?

Timeliness Factor: Is the story happening now? Or is it particularly important now?

Fame Factor: Are the people involved well-known, such as politicians, sports figures or celebrities?

Weird Factor: Is the story unusual? For example, if a horse bites a person, that's an everyday

occurrence. If a person bites a horse, that's news.

Story: Does what's happening have a plot? Does it involve suspense or human emotions?

Conflict: Is there conflict between people? Or between people and nature?

Discovery: Has there been a scientific or technological discovery or advance that could affect the future?

Usefulness: Does the story contain information that the reader can use (such as a recipe, a CD review, etc.)?

Other: What else could make a story news? You decide!

Pick 7 stories at random from the newspaper. For each one, list the reasons why you think the editor decided to include it.

1. Story headline _____

Why is it news? _____

2. Story headline _____

Why is it news? _____

3. Story headline _____

Why is it news? _____

4. Story headline _____

Why is it news? _____

5. Story headline _____

Why is it news? _____

6. Story headline _____

Why is it news? _____

7. Story headline _____

Why is it news? _____

Express Yourself

You can write poetry about any subject you want, but these ideas will get you started. Use the back of this sheet or a separate sheet of paper to get your ideas down. Then enter PARADE Classroom's poetry contest and win big prizes. You'll find the rules below.

1. Brainstorm. Sometimes just one word can inspire a great poem. Maybe it's the way the word sounds. Maybe it's what it actually means. Write down 15 words that you like or that mean a lot to you. Then try to write a poem using some of those words.

2. Go with your feelings. What one activity, place, object, idea, subject or person are you most passionate about? Try to put your feelings about it down on paper, even if it's just scattered words or half sentences.

3. Get crazy. The singer Seal wrote, "In a world full of people, only some want to fly. Isn't that crazy?" Write down any images and feelings Seal's line conjures up. Then think of a great line from one of your favorite songs. What is it? What words and images does that line inspire?

4. Spew. Write for 15 minutes without censoring yourself. Write down any words or images that come to mind, or use the ideas you've written here to get yourself going.

5. See it. Say it. Try responding to a picture. Look at a photo, picture or work of art that intrigues you. Then write a poem about what you see in it and how the image makes you feel.

CALLING ALL TEEN POETS! Submit your best poem to PARADE Classroom's poetry contest. If you win, you'll see your poem in print and get paid! The contest begins on Oct. 2, 2005 at 12:01 a.m. and ends on Dec. 31, 2005 at 11:59 ET. Your poem must be original and no longer than 20 lines. Send one poem along with name, age, address, teacher's name, school name and phone number to PARADE Poetry Contest, P. O. Box 5103, Grand Central Station, N.Y., N.Y. 10163-5103 or fax 212-450-7284. The first-place winner will have his or her poem published in PARADE and receive \$300. All entries must be received by 11:59 p.m., ET, on Dec. 31, 2005. See full rules below.

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