

PARADE classroom®

TEACHER'S GUIDE

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November 6-12, 2005

MP/Getty Images



This portrait of Sacagawea circa 1810 is based on a drawing by E.S. Paxson.

► This Week's Focus:

American Indian Heritage Month

November is American Indian Heritage Month. To commemorate it, we celebrate Sacagawea—the only woman on the Lewis and Clark expedition. We also present a Skills Sheet on the achievements of other Native Americans. Elsewhere in the guide, we look at the continuing changes on the Supreme Court and the withdrawal of Harriet Miers' nomination to replace Justice O'Connor. Do your students agree with her decision? Finally, we take a look at pork barrel spending. Are there better ways to spend our tax dollars? And we'd like to remind you about our teen poetry contest and The Great American Bake Sale.® You'll find details at www.paradeclassroom.com.

Everyday Newspaper Activity

Activity #11: What's Important? Ask students to pick out important stories in today's paper. Why do they think these stories are important? What are their implications? Then ask students to pick out the most interesting stories. What makes the articles interesting?

Coming Up Next Week

- Geography Awareness Week
- The Great American Smoke-Out
- The Year's Best Food News

- **In the News: American Indian Heritage Month; More Changes at the Supreme Court p.2**
- **In PARADE: Are Our Tax Dollars Wasted? p.3**
- **Skills Sheets: Your Headlines p.4; Notable Native Americans p.5; Poetry Projects p.6**

CONNECTING STUDENTS WITH YOUR NEWSPAPER AND THE WORLD

Sacagawea: Native American Legend

Curriculum links: Social studies, history, language arts, current events

Briefing: November is American Indian Heritage Month, a good time to consider the accomplishments of Sacagawea—the only woman on the Lewis and Clark expedition. Sacagawea was about 16 in 1805 when she and her husband joined the ongoing expedition to explore the lands of the Louisiana Purchase and find a Northwest Passage to the Pacific. A member of the Shoshone tribe, she had been kidnapped by the Hidatsa as a child and later sold to Toussaint Charbonneau, a French-Canadian fur trader, to be one of his wives. Sacagawea, who carried her infant son on the journey, was important for several reasons. Having a woman and child in the party made it clear to local Indians that the expedition was peaceful. Sacagawea worked to find food and medicine, and also saved many important papers and instruments when a canoe capsized. When Lewis and Clark desperately needed horses to cross the mountains, they were able to buy them from the Shoshone. Sacagawea served as an interpreter—the chief was her long-lost brother! Sacagawea also was a guide in her homeland area, especially on the return trip.

Newspaper activity: Clip any stories about American Indians this month. What are the subjects of the stories? What articles would you publish for American Indian Heritage Month if you edited the paper?

Resources: Books: Joseph Bruchac's *Sacajawea* (Silver Whistle, 2000), Ken Thomasma's *The Truth About Sacajawea* (Grandview, 2003) and Scott O'Dell's fictionalized account, *Streams to the River, River to the Sea* (Fawcett, 1988). Web sites: Learn more from PBS and others.*

Classroom Debates

• **Sacagawea appears on the dollar coin introduced in 2000.** Is she a good choice to be honored on a coin? How did she make a difference to the Lewis and Clark expedition? To the country? Would the expedition have succeeded without her? Explain. What difficulties did she have in her life? What would it have been like to be on the expedition? Have other teens been as historically significant as Sacagawea? If so, who? What other Native Americans have played important roles in U.S. history?

More Changes at the Supreme Court

Curriculum links: Civics and government, social studies, current events

Briefing: Briefing: When Sandra Day O'Connor resigned in July, Bush nominated John Roberts to replace her. Before his confirmation, however, Chief Justice Rehnquist died. Bush then made Roberts his Chief Justice nominee and, in late September, Roberts was sworn in. Bush next nominated White House counsel Harriet Miers to fill the O'Connor vacancy. Any nomination would be controversial, given the court's closely divided liberal/conservative split. The new justice will often be the deciding vote on issues from abortion to civil rights. However, the President's pick took as much heat from the right as from the left. Why? Despite a distinguished career as a lawyer, Miers had never been a judge. Although it was believed she was anti-abortion, most of her views were unknown. Conservatives had hoped for a judge with a long conservative record. Democrats had hoped for a moderate swing-voter, similar to O'Connor. Miers withdrew under fire, and on Oct. 31, Bush nominated Samuel Alito, an ultra-conservative judge in the mold of Antonin Scalia, a move that should appease the right wing of his own party.

Newspaper activity: Can you find any news about the confirmation proceedings of Samuel Alito? Any news on cases the Court will decide this session?

Resources: Books: Enslow has an excellent series, *Landmark Supreme Court Cases*. Also: William Rehnquist's *The Supreme Court* (Vintage, 2002) and Peter Irons' *A People's History of the Supreme Court* (Penguin, 2000). Web sites: Learn more about Miers and Alito from *The Washington Post*, Wikipedia and others.*

Classroom Debates

Some previous justices, including Rehnquist, lacked judicial experience when they joined the Supreme Court. Does someone need judicial experience to be a good justice? Should court nominees be required to reveal their views on controversial subjects? Why did some Republicans oppose the Miers nomination? Why did some Democrats support it? Why did Bush nominate her? Why did he nominate Alito? Will Alito be a good justice? How might his appointment change our country? Do you support or oppose his nomination? Explain.

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

Wasting Our Tax Dollars

Curriculum links: Civics and government, economics, social studies, current events

Briefing: In the Nov. 6 issue of PARADE, David Wallechinsky looks at some of the ways that our tax dollars are spent. Some wonder how the U.S. government can spend \$2.5 trillion a year and still not have enough money for disaster preparedness, such as reinforcing New Orleans' levees. Wallechinsky proposes that one reason might be pork barrel spending. A case in point is this summer's transportation bill, which included \$223 million to build a bridge from Ketchikan, Alaska (pop. 8,200), to Gravina Island (pop. 50), despite the fact that the island is only a 5-minute ferry ride away. Lawmakers snuck in more than \$24 billion to pay for more than 6,300 special projects meant to make them more popular with voters in their districts. Legislators approve each other's projects so that their own will get approved as well. Wallechinsky points out a number of recent questionable expenses, ranging from the \$26 million spent to operate Selective Service draft boards, even though there is no draft, to the \$2 million to build a parking lot at the University of the Incarnate Word in Texas to \$70,000 for the Paper Industry International Hall of Fame in Wisconsin. If this spending bothers you, let your representatives know that you'd like to see the money spent elsewhere. Some critics have suggested that it be used to rebuild New Orleans instead.

Classroom Debates

• **Is pork OK because it helps generate jobs?** Why do legislators pack so much pork into the budget? Could the money be used in better ways? If you were in charge, where would you redirect the \$24 billion in pork in the transportation bill? In other bills? Should the money be used to rebuild New Orleans? Or should we cut other programs or raise taxes in order to pay for construction there? Explain. What can you do to help ensure our government spends our taxes wisely? As an individual? As part of a group?

Newspaper activity: Read through the paper to see how the federal budget affects programs in your community and throughout the country. Can you find stories where special projects are fueling growth in your area? Can you find others where cutbacks in particular programs may be hurting the community?

Resources: Web sites: Find out about pork projects in your own state by visiting Citizens Against Government Waste and Taxpayers for Common Sense. Read news accounts about the transportation bill and take a crack at balancing the budget.*

ASK MARILYN

Brainteaser

Question: If you randomly choose three points on a sphere, what are the chances that all of them lie on the same hemisphere? (Assume that a great circle, which borders a hemisphere, is part of the hemisphere.)

Answer: They're 100%. Any three points on a sphere will lie on the same hemisphere. (A hemisphere is a half-sphere, not necessarily north or south.)

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:

FRESH VOICES

What Your Clothes Say

For class discussion or writing assignment: Jordan, 16, wears a shirt with the name of the candidate she supports. Hannah, 16, wears jeans and a Muslim head scarf. What types of clothes do you wear? Why do you choose them? What do they say about you, who you are, and what you believe?

Interact: Nov. 15 is Mix It Up at Lunch Day. The goal is take down social boundaries and mix it up at lunch with new people. Try it. Then let us know how it went. Write to Fresh Voices, Box 5103, Grand Central Station, New York, N.Y. 10163-5103, or e-mail freshvoices@parade.com. Students whose letters are published will receive Fresh Voices T-shirts.

Your Headline Here (p. 4): Answers will vary. Notable Native Americans (p. 5): 1. E; 2. G; 3. B; 4. J; 5. M; 6. D; 7. C; 8. N; 9. F; 10. O; 11. H; 12. K; 13. I; 14. A; 15. L. Poetry Projects (p. 6): Answers will vary.

Your Headline Here

We all know what a headline is: the title of a newspaper story. The surprise is how much effort goes into creating one. A reporter and editor will often try 10, 20, or even 50 headlines before finding one they think is just right. A headline must grab the reader's attention. But it also must give a good idea—in very few words—of what a story is about. In the news section this is particularly important, and the headline is usually straightforward—for example, "Mount St. Helen's Ready to Explode." In the sports or lifestyle sections of the newspaper, editors often try to make the headline clever as well, perhaps using puns or alliteration—"Werewolves Whip Weasels" or "Britney Faces the Music." That's a lot of responsibility for one short phrase!

How well do your newspaper's editors write headlines? Could you do as good a job? Try it and see.

1. What is the headline for the lead story on the front page?

A. What is this story about? Why does it have this headline?

B. Write three other possible headlines:

1. _____

2. _____

3. _____

2. Write down the headline of another front page story.

A. What is this story about? Why does it have this headline?

B. Write three other possible headlines:

1. _____

2. _____

3. _____

3. Write down an interesting or clever headline from the sports section.

A. What is this story about? Why does it have this headline?

B. Write three other possible headlines:

1. _____

2. _____

3. _____

4. Write down an interesting or clever headline from the lifestyle or entertainment section.

A. What is this story about? Why does it have this headline?

B. Write three other possible headlines:

1. _____

2. _____

3. _____

5. Write down your favorite headline from the entire paper.

A. What is this story about? Why does it have this headline?

B. Write three other possible headlines:

1. _____

2. _____

3. _____

Notable Native Americans

Do you know the accomplishments of these Native Americans? If you do, match each one to his or her achievement. If you don't know, look them up—and then match! Use whatever materials you need to get the job done.

- | | |
|---|--|
| <p>A. won Pulitzer Prize for fiction for <i>House Made of Dawn</i>, 1969</p> <p>B. Reform party Vice-Presidential candidate, 2000</p> <p>C. fought for civil rights as leader of American Indian Movement</p> <p>D. Apache who fought longest against U.S. military</p> <p>E. Former Senator from Colorado</p> <p>F. spoke out for the environment as early as 1854</p> <p>G. helped the Lewis and Clark expedition</p> <p>H. developed Cherokee reading and writing system</p> | <p>I. taught survival skills to the Pilgrims</p> <p>J. humorist and Hollywood star of 1920s and '30s</p> <p>K. coded top-secret messages in World War II</p> <p>L. Sioux chief who defeated Custer at Little Big Horn</p> <p>M. won National Book Critics Circle Award for best fiction, 1984</p> <p>N. award-winning filmmaker and author</p> <p>O. first woman in modern history to lead major tribe, the Cherokees</p> |
|---|--|

___ 1. Ben Nighthorse Campbell

___ 9. Chief Seattle

___ 2. Sacagawea

___ 10. Wilma Mankiller

___ 3. Winona LaDuke

___ 11. Sequoyah

___ 4. Will Rogers

___ 12. Navajo code-talkers

___ 5. Louise Erdrich

___ 13. Squanto

___ 6. Geronimo

___ 14. N. Scott Momaday

___ 7. Russell Means

___ 15. Sitting Bull

___ 8. Sherman Alexie

Poetry Projects

For the past few weeks, we've been giving you a lot of ideas about how to get started in poetry. Here are a few more. Try one or more of these projects. And don't forget to enter your best poem in our student poetry contest. You'll find the rules below. The deadline is December 31.

1. Translate a poem, word for word, from a language you don't know, using a good dictionary. Once you have all the words written down, revise the poem completely—as if it were your own.

2. Write a poem using personification. Give an object human characteristics, thoughts, or feelings (e.g., The old tree wept. The motorcycle fumed at the stoplight.)

3. Write a poem involving all five senses. For example, write a poem about your grandmother's kitchen. Describe it in detail. What does it look like, smell like? What sounds do you hear there?

4. Write a poem using synesthesia, the mixing of the senses (e.g., The light of the stars slapped me, stopped me, hurt my ears.)

5. Write a poem that is a set of directions. They do not have to be for any real-life activity. For example, you could write a poem about how to stop a river from flowing or how to bake a cake that will bewitch your crush.

6. Write a poem completely in the future tense.

7. Write a poem in which you repeat one line in at least three different places. For fun, throw in a song title or a foreign phrase.

8. Write a poem from the point of view of a famous person, living or dead, real or imaginary. Pretend you are Britney Spears, Joan of Arc, the Grinch, or anyone else who appeals to you. Enter that person's mind sympathetically, and speak as if you were that person. Remember: Each person is the hero of his or her own story.

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 p.m. ET. Your poem must be original and no longer than 20 lines. Send one poem along with your 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 it to: 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.

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. 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.