

PARADE classroom®

TEACHER'S GUIDE

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November 13-19, 2005

Knapik/Newscom



Hurricane Katrina forced the residents of New Orleans to evacuate their city. Thousands waited to be relocated to Houston, Tex., by bus.

► This Week's Focus:

Geography Awareness Week

Human migration is the theme of this year's Geography Awareness Week (Nov. 13-19). Migration can be spurred by many factors, including natural disasters such as Hurricane Katrina. Ask your students to consider the effects of migration, both on migrants and their destinations. Nov. 17 is another important date: the Great American Smokeout. It's a good day to focus on how the media (particularly the movies) affect our choices about smoking. And this week, we also review the year's best food news. We'd also like to remind you about our teen poetry contest and the Great American Bake Sale. Visit www.paradeclassroom.com to learn more.

Everyday Newspaper Activity

Activity #12: What are the boundaries of the area that your newspaper considers to be your region? What do you think the boundaries should be? What shared characteristics make this a region? What are your region's resources?

Coming Up Next Week

- A Rough Hurricane Season
- Michelle Wie Turns Pro
- Online Shopping

► In the News: The Great American Smokeout; Geography Awareness Week: Human Migration p.2

► In PARADE: The Year's Best Food News p.3

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Smoking in the Movies

Curriculum links: Health, family and consumer science, social studies, media literacy

Briefing: This fall, movies from *The 40-Year-Old Virgin* to *Serenity* and *The Corpse Bride* featured characters who smoked. Why should you care? Each year, smoking is responsible for more than 400,000 U.S. deaths, and 90% of new smokers are children and teens. A study at Dartmouth Medical School found that kids who saw a lot of movies that included smoking were three times more likely to smoke than those who didn't. In fact, seeing smoking in movies may account for more than half the teens who start smoking, the study says. What's more, this year, for the third time, the Centers for Disease Control and Prevention named tobacco in the media as a big factor in teen smoking. Filmmakers agreed to a voluntary ban on cigarette product placement in 1988. But the sight of cigarettes in films has only grown more common. What can you do about it? During the Great American Smokeout on Nov. 17, make your own pledge not to smoke. And urge your friends to do the same.

Media activity: Can students find media messages—in pictures and words—that depict smoking? Ask students to identify and critique these messages in newspapers, magazines, videos, movies, on the Internet and on TV. Do they encourage smoking?

Resources: Books: William McCay's *The Truth About Smoking* (Facts on File, 2005), Carol Wekesser's *Smoking* (Lucent, 1997) and Hayley Haugen's *Teen Smoking* (Greenhaven, 2004). Web sites: Learn about the Smokeout. Read the Dartmouth study and the CDC statement. For tips on quitting, visit the CDC, American Lung Association and others.*

Classroom Debates

• **Why do some kids start smoking? Are they influenced by glamorous images of smoking in the media?** By peer pressure? By other factors? Cigarette packaging currently features warning labels. What else can be done to discourage smoking? Some critics have suggested giving an R rating to new movies that include tobacco use. Would you support this proposal? Another idea is to require anti-smoking ads before films that feature smoking. Is this a good idea? Should movie producers be allowed to accept money for showing particular products (including particular brands of cigarettes) in movies?

Geography and Human Migration

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

Briefing: People—like migrating whales and birds—are often on the move. That's why the theme of this year's Geography Awareness Week (Nov. 13-19) is human migration. Just as early humans migrated from Africa to Asia and Europe, eventually reaching the Americas after hundreds of thousands of years, people are still migrating today. As they do, they change cultural and other characteristics of the regions to which they move. Humans migrate for many reasons. In this country's early days, many Europeans came here seeking religious freedom and economic opportunity. Their arrival brought change to the country. They battled other immigrants and Native Americans to gain control of the land. They sent tomatoes and corn back to Europe and imported other products. Today refugees still come to America, fleeing war zones, earthquakes, famines and other disasters. Migration also occurs within this country. For example, New Orleans residents spread throughout the nation after the destruction wrought by Hurricane Katrina. Many of them may remain in their new homes, bringing changes to these places as well.

Newspaper activity: Products and ideas cross borders, just as people do. Look through your newspaper. Can you find ads for products that came from other countries (e.g., foreign cars)? Can you find references to foods (e.g., spaghetti) that originally came from elsewhere? What about concepts and ideas (e.g., communism or Buddhism)?

Resources: Books: Maurice Isserman's *Journey to Freedom: The African-American Great Migration* (Facts on File, 1997) and Dorothy and Thomas Hoobler's *American Family Album* (Oxford University Press) series. Web sites: Visit National Geographic for lesson plans and other geography sites.*

Classroom Debates

• **New Orleans after Katrina is one example of human migration.** Why did residents leave the city? Where did they go? Which places now have the most Katrina evacuees? How might they affect these areas (e.g., by bringing jazz, Creole food, etc.)? What will they need in their new communities? How might they affect the areas if they decide to stay there long-term?

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

The Year's Best Food News

Curriculum links: Family and consumer science, science, current events

Briefing: In the Nov. 13 issue of PARADE, Densie Webb reports on the best food news of the year. Here are some highlights:

- Fruits and vegetables may stay fresh five times longer with a thin, edible coating of healthful aloe vera.
- Want your own personal watermelon? Now there's a seedless mini-version.
- The FDA is requiring nutrition labels to include information on artery-clogging trans fats, starting in January. The even better news is that companies from Pepperidge Farm to Kraft are already removing them from their products.
- This year the government also made it easier for you to know how to eat healthfully. It adopted 12 new personalized food pyramids, based on your age, sex and activity level.
- Meanwhile, Tufts University reports that it is healthier to get your vitamins and minerals from healthy foods than from vitamin supplements.
- And finally, some fruits and vegetables will be losing those irritating stickers. Instead, the produce will sport laser tattoos.

Classroom Debates

- **How could aloe vera-coated fruits and vegetables help you and your family?** How could they help the world? In January, will you start checking labels to see if a food contains dangerous trans fats? Why or why not? Have you looked at your personal food pyramid? If so, do you think it is helpful? Why or why not? Do you take food supplements or vitamins? Why? Do you like the idea of "tattooed food"? Explain.

Newspaper activity: Look through your paper for healthy recipes. Try to find ones that include ingredients such as whole grains, fruits, fish, vegetables, nuts or beans. Try to avoid those filled with excess sugar, salt, fat, trans fats and other suspect ingredients.

Resources: Web sites: Find out more about how aloe vera can preserve fruits and vegetables. Learn about trans-fats labeling and the companies that are working to eliminate trans fats. Check out your own food pyramid and learn more about healthy foods, edible tattoos and mini-watermelons.*

ASK MARILYN

Brainteaser

Question: Which word doesn't belong in this list: irredeemable, irreducible, irreligious, irrevocable, irremovable, irrepressible, irreversible?

Answer: Irrevocable is the only word pronounced with the accent on the second syllable, rather than the third.

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

FRESH VOICES

Teen Chef

For class discussion or writing assignment: Adreena Winnfield, 18, cooked her way to the title of Best Teen Chef in a national contest sponsored by the Art Institutes. Adreena likes to practice recipes and try new things, experimenting until she gets it right. "To be a good cook," she says, "you have to have a passion for it." What do you have a passion for? How does it affect your life?

Interact: Send students' writing 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.

Answer Key:

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

Migration in the News (p. 5): Answers will vary.

Poetry Tools (p. 6): Answers will vary.

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 Eminem has won a Grammy is a fact. An opinion is a judgment on the part of the speaker. The statement that he is the best rapper 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 letter to the editor in the newspaper. Decide if each statement is a fact or an opinion.

Migration in the News

Every day, the newspaper is full of stories about migrations—from refugees of natural disasters, like Hurricane Katrina to settlers leaving Israel's West Bank. Use your newspaper to answer the geography questions below.

1. Look through several issues of the paper and find a story about refugees, immigrants or other groups of travelers.

a. What place are they leaving?

b. What is its absolute location (i.e. latitude and longitude coordinates)?

c. Where are they going? Why?

d. What is the location of this place relative to the one they are leaving?

e. What types of terrain are they traveling through?

f. What method(s) of transportation are they using?

h. What physical or cultural barriers are they facing?

2. Look through the newspaper's travel section and find a place outside the U.S. that you'd like to visit:

a. What is its absolute location?

b. Where is it relative to where you are now (e.g., 3,000 miles east)?

c. Research exactly how you would get to this place from where you are now. Describe your route. What forms of transportation would you use to reach it? What physical barriers (e.g., mountains, rivers, deserts, etc.) are there between you and this place?

d. What products have you seen in the U.S. from this area? What other products might you like to bring back?

Poetry Tools

When many people think of poetry, they think of rhyme. While it's true that some poems rhyme, not all do. And a poet has many other tools to make language interesting and fun. Try some of the ones below in your own poems. And don't forget to enter our student poetry contest! You'll find the rules below.

1. Alliteration. You alliterate when you write a line that uses two or more words that begin with similar sounds. For example: *The cat cuddled inside of his cashmere coat.*

Here the hard "c" sound repeats in cat, cuddled, cashmere and coat.

Write two of your own alliterative lines here:

- a. _____

- b. _____

2. Assonance. Assonance occurs when you repeat vowel sounds in a line. For example: *The old man lived alone so long.*

Here, the long "o" sound repeats in old, alone, and so.

Write two of your own lines with assonance here:

- a. _____

- b. _____

3. Simile. Simile is a comparison that uses the word "like" or "as." For example: *She spun dreams like a spider spins its web. He sagged as badly as an empty grocery bag.*

Write your own two similes here:

- a. _____

- b. _____

4. Hyperbole. Hyperbole is exaggeration for effect. For example: *His voice was so sharp it carved a hole in the door and cut through the Mexican border.*

Write two sentences using hyperbole here. Make them outrageous.

- a. _____

- b. _____

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.