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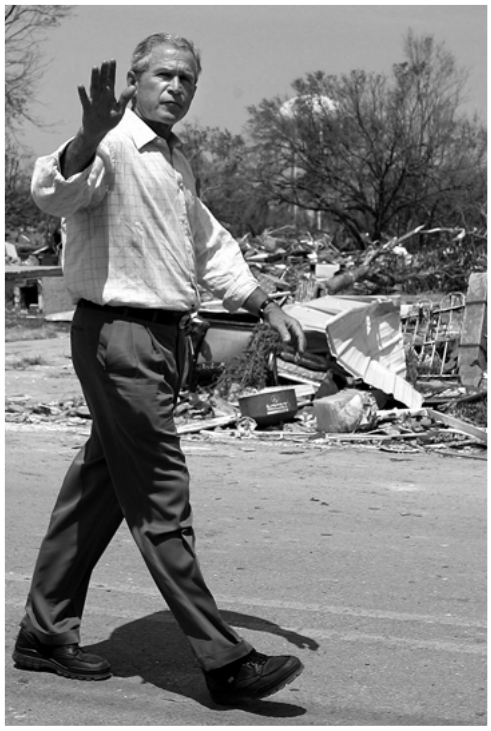
TEACHER'S GUIDE To download, visit www.paradeclassroom.com

December 18-24, 2005



WALSH/AP/WIDE WORLD

President Bush tours one of the Biloxi, Miss., neighborhoods devastated by Hurricane Katrina in August.

▶ This Week's Focus:

The Year in Review

In this week's guide, we take a last look back at 2005. We start with a lesson plan on the year's most serious news, from hurricanes to avian flu. Next we move to a lesson plan on lighter news, from sports to pop culture. Finally, we enjoy a good laugh as we consider PARADE's annual look back at the best, worst—and funniest—events of the year. Students also have a chance to look at their own year, using our Skills Sheet on their own Top 10 Personal Headlines. We'd also like to remind you that it is not too late for your students to participate in both our annual teen poetry contest and the Great American Bake Sale. You'll find details at www.paradeclassroom.com. Meanwhile, have a great holiday season!

Everyday Newspaper Activity

Activity #17: Man and Woman of the Year. Ask students to imagine that they are naming the Man and Woman of the Year for the newspaper. Which man and which woman have most affected the news in 2005? Who is most likely to be written about in history books and remembered—for better or worse—by future generations? Why?

Season's Greetings!

Due to the holidays, there will be no Teacher's Guide for Dec. 25. In the meantime, we invite you to visit our Web site at www.paradeclassroom.com for a sneak peek at our Jan. 1 issue. You'll also find rules and entry forms for our teen poetry contest and a weekly current events quiz. We wish you a peaceful and happy holiday season and a wonderful new year.

▶ **In the News: A Year of News; Culture and Pop Culture 2005 p.2**

▶ **In PARADE: The Best and Worst of 2005 p.3**

▶ **Skills Sheets: The Year's Top Story p.4; Your Personal Top 10 p.5**

Top News of 2005

Curriculum links: Current events, social studies, science, world affairs, critical thinking

Briefing: This year has been filled with important events: Hurricane Katrina wreaked destruction on New Orleans. Soon after, Rita and Wilma followed in the worst Atlantic hurricane season on record. An earthquake killed more than 80,000 people in Pakistan. The conflict and violence in Iraq continued as Iraqis voted for a new constitution. Back in the U.S., Cindy Sheehan injected new energy into the anti-war movement. Osama bin Laden remained at large, Saddam Hussein went on trial and terrorists bombed London, Bali and Jordan. Pope John Paul II died and was replaced by his ally, Pope Benedict XVI. Chief Justice Rehnquist died, Justice Sandra Day O'Connor announced her resignation, and President Bush appointed John Roberts to the Supreme Court. After his second nominee, Harriet Miers, withdrew under fire from both the left and right, Bush nominated Samuel Alito, a conservative judge. The Republican leadership struggled, as Senate Majority Leader Bill Frist (R-Tenn.) was investigated for insider trading, House Majority Leader Tom DeLay (R-Tex.) was indicted for money laundering and conspiracy (the latter charge was later dismissed), and Vice Presidential aide Lewis Libby was indicted for perjury. Presidential advisor Karl Rove is still under investigation over the exposure of CIA agent Valerie Plame. Battles over the Pledge of Allegiance and the teaching of intelligent design continued in the courts. The shuttle returned to space and the ivory-billed woodpecker made an unexpected comeback. Meanwhile avian flu continued to spread.

Classroom Debates

• **What were the five most important world news stories of 2005?** What were the top five national news stories? Why? Which will have the most lasting consequences on the nation and world? Which affected you most deeply? Explain. Has any news story spurred you to personal action? What were the five most important science or environmental stories? Economic stories? Political stories? Other stories? What were the top five technological advances? What will you remember most about this year?

Newspaper activity: **Does your paper have a year-in-review section?** If so, ask students to analyze it. Then have them practice their own news judgment by listing the stories they would include in their own year-in-review.

Resources: Books: *The Time Almanac with Information Please 2006* (Time, 2005), *The World Almanac and Book of Facts 2006* (World Almanac, 2005), *The Statesman's Yearbook 2006* (Palgrave Macmillan, 2005), and *The New York Times Almanac 2006* (Penguin, 2005).*

Sports, Culture and Pop Culture 2005

Curriculum links: Current events, music, language arts, physical education, media literacy

Briefing: In sports news this year, Danica Patrick brought a meaningful female presence to racing, while Michelle Wie, newly turned pro, took on the men in golf. The New England Patriots won their third Super Bowl in four years, while the White Sox swept the World Series and Lance Armstrong won his seventh Tour de France. In publishing, *Harry Potter and the Half-Blood Prince* set sales records. Fantasy ruled the box office too: Fans of *Star Wars* watched the saga's final episode, while *War of the Worlds*, *Batman Begins*, and *Charlie and the Chocolate Factory* also did well. Mariah Carey made a comeback, Britney Spears had a baby and Brad Pitt paired up with Angelina Jolie. Tom Cruise and Katie Holmes were engaged. Martha Stewart was released from jail and it was rumored that Bono was being considered for the Nobel Prize.

Classroom Debates

• **What were the five top entertainment and sports stories of 2005?** What were the top five songs? The top five movies? The top five books? The top five video games? Did any of the celebrities of 2005 qualify as role models? Explain.

Newspaper activity: **Does your newspaper publish lists of the best films, books or music of 2005?** Do you agree with its choices? Why or why not?

Resources: Books: *Sports Illustrated: Almanac 2006* (Sports Illustrated, 2005), Russell Ash's *Top 10 of Everything 2006* (DK, 2005), *Guinness World Records 2006* (Guinness, 2005).*

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

The Best and Worst of 2005

Curriculum links: Current events, critical thinking, language arts

Briefing: Some news changes the world. Other events are funny or just plain weird. This week's PARADE looks at some of the year's strangest and most interesting news items—everything from more than 40 surfers simultaneously riding the same giant surfboard on an Australian beach, to the word "wedgie" finally making it into the dictionary, to people selling the space on their foreheads to advertisers. And this year, the world's ugliest dog was laid to rest.

Newspaper activity: **Ask students to look through the newspaper for strange stories, anything from a boy wearing his Green Bay Packers jersey for almost two years to Maria Sharapova grunting at 101.2 decibels.** Why do newspapers publish stories like these? Do they actually qualify as news? Why or why not? What qualities make something a bona fide news story? Ask students to compile their own best/worst lists of entertaining newspaper items. What categories or headings would they create for these stories (e.g., Worst Wedding, Biggest Sucker, Strangest Career Move, etc.)?

Classroom Debates

• **At the end of the year, most newspapers publish year-end sections filled with "10 Best" lists.** Many include "10 Worst" lists as well. Ask students whether they agree with the choices. Have them make their own lists of the 10 worst movies, 10 worst books and 10 worst CDs of the year. They can add their own categories as well, such as the 10 worst actors and actresses, the 10 worst-dressed celebrities, the 10 worst calls by umpires or referees or the 10 worst jokes. Ask them to give at least one reason for each of their choices. Which do they find easier to compile: "10 worst" lists or "10 best" lists?

Resources: Books: Check out more weird news in books from Julie Mooney's *Ripley's Believe It or Not!: Encyclopedia of the Bizarre* (Black Dog and Leventhal, 2005) to Les Krantz's *The World's Worsts* (Collins, 2005) to Ricky Jay's *Learned Pigs and Fireproof Women* (Noonday Press, 1998) to Mark Frauenfelder's *The World's Worst* (Chronicle, 2005).*

ASK MARILYN

Tracking Kids

For class discussion or writing assignment: In this week's column, a reader suggests that children wear tracking devices so that they will be safer. Assuming that this could easily be done, would it be a good idea? What would be the pros and cons? How would you feel about wearing a tracking device?

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

Reminder: The deadline for PARADE Classroom's teen poetry contest is Dec. 31.

It's not too late to submit your students' best poems to our contest. Please visit www.paradeclassroom.com to download entry forms and read the full rules. You also can find Poetry Skills Sheets in the Teacher's Guide Archive to get your students writing. Good luck!

Answer Key:

The Year's Top Story (p. 4): Answers will vary.
Personal Top 10 (p. 5): Answers will vary.

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Skills Sheet

The Year's Top Story

If you could name just one world event as the most important of the year, what would it be? The devastation in New Orleans and its aftermath? The entire hurricane season? The earthquake in Pakistan? The continuing conflict and casualties in Iraq? The new Iraqi constitution? Cindy Sheehan and the growing anti-war movement? The changes in the U.S. Supreme Court? Avian flu? The new Pope? Something else? What event will people look back on 100 years from now and see as a significant occurrence or turning point—either positive or negative? What will be written about it in the history books? Choose any event you'd like, then write a newspaper editorial explaining why it is the most important thing that happened this year. Use the questions below as writing guides.

THE YEAR'S TOP STORY

1. An editorial or op-ed expresses the writer's opinion. In your opinion, what was the most significant event, or series of events, of the past year? Why?

_____

_____

_____

_____

_____

2. Editorial writers use facts to back up their opinions. Give at least three facts that support your choice of the most significant event.

Fact 1:

_____

_____

Fact 2:

_____

_____

Fact 3:

_____

_____

3. Editorial writers often make predictions or analyze the importance of particular events. What do you think will be the positive or negative impact of the event you chose? How does it affect people today? How will it change the world? In the next 10 years? In the next 100 years? Try to be as specific as possible.

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4. Use your answers to write a clear, persuasive editorial on another sheet of paper. See your local newspaper for editorials that you can use as models.

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Skills Sheet

Personal Top 10

At this time of year, newspapers are full of articles on the year's top 10 news stories, movies, books and much more. Now's a good time to review your own life as well. What were the 10 best—or most interesting—things that happened in your own life, school or town during 2005? For each event, write a headline and the lead sentence of an article.

1. Event: _____

Headline: _____

Lead sentence: _____

2. Event: _____

Headline: _____

Lead sentence: _____

3. Event: _____

Headline: _____

Lead sentence: _____

4. Event: _____

Headline: _____

Lead sentence: _____

5. Event: _____

Headline: _____

Lead sentence: _____

6. Event: _____

Headline: _____

Lead sentence: _____

7. Event: _____

Headline: _____

Lead sentence: _____

8. Event: _____

Headline: _____

Lead sentence: _____

9. Event: _____

Headline: _____

Lead sentence: _____

10. Event: _____

Headline: _____

Lead sentence: _____

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