

# PARADE classroom®

TEACHER'S GUIDE

To download, visit [www.paradeclassroom.com](http://www.paradeclassroom.com)

April 15-21, 2007

LIBBYNEWS.COM (MODEL POSED FOR ILLUSTRATIVE PURPOSES ONLY)



*For the 19th year, teens worldwide will initiate public-service projects on National & Global Youth Service Day.*

► This Week's Focus:

## National Youth Service Day

The annual National & Global Youth Service Day begins April 20. As millions of young people prepare projects to benefit their communities, what will your students be doing? Our first lesson plan offers suggestions—and resources for more ideas. A second lesson plan focuses on Earth Day (April 22). This year, the event takes place in a new environment: We're no longer debating whether global warming is real, but instead how to repair the problem. Finally, we highlight the findings of PARADE's annual "What People Earn" survey. Working Americans are concerned not only about their paychecks, but also their futures.

### Everyday Newspaper Activity

**Activity # 33: Interviews.** Ask students to read a celebrity interview and list the questions the reporter must have asked. Then ask them to choose anyone—living or dead—whom they'd like to interview, and develop their own lists of questions.

### Coming Up Next Week

- What Are High School Students Learning?
- Making Prom Safer
- Celebrating America's Beauty

► **In the News: National Youth Service Day; Earth Day p.2**

► **In PARADE: What People Earn p.3**

► **Skills Sheets: What You Can Do p.4; How Green Can You Get? p.5**

## National Youth Service Day

**Curriculum links:** Citizenship, service learning, social studies, family and consumer science

**Briefing:** The 19th annual National & Global Youth Service Day will take place April 20-22. For the event, millions of teenagers have planned projects to benefit their communities, from tutoring children to distributing materials about AIDS prevention. They are also teaching about good nutrition and climate change and helping soldiers stationed in—or returning from—Iraq. One goal of the annual event is to put teens on a life-long path of service. It seems to be working. According to a Corporation for National and Community Service study, more than 26% of Americans between age 16 and 19 volunteer. Nationwide, about 27% of all adults volunteer. Encourage students to gather friends for creative service projects that capitalize on their interests and skills. They could clean up beaches, help set up a library, or start a peer mediation group. In the end, they may find their own lives transformed by the challenges they take on. (See the related skills sheet on p. 4.)

**Newspaper activity:** Does your paper promote people and groups helping out around your community? Ask students to scan the paper for two weeks for articles about public service and share what they find with the class. Do the articles give students any ideas for how they might volunteer themselves?

**Resources:** Books: Mikki Halpin's *It's Your World—If You Don't Like It, Change It* (Simon Pulse, 2004), Hal Marcovitz's *Teens and Volunteerism* (Mason Crest, 2005), Elizabeth Rusch's *Generation Fix* (Beyond Words, 2002), Susan Perry's *Catch the Spirit* (Franklin Watts, 2000), and Danny Seo's *Be the Difference* (New Society, 2001). Web sites: Learn more about National & Global Youth Service Day from Youth Service America. Meet young volunteers who have won the Prudential Spirit of Community Award. Get ideas from 1-800-Volunteer. \*

### Classroom Debates

- **How can you help?** What are your skills? What are your interests? How can you use those skills and interests to help others? How could helping out help you as well? What experiences have you had with volunteering? Has there been any downside to it? Does your school require students to do community service in order to graduate? Is this a good idea? Why or why not?

## Earth Day 2007

**Curriculum links:** Science, current events, social studies, family and consumer science

**Briefing:** On April 22, we celebrate the 37th annual Earth Day in a new climate. A leading international network of climate scientists reported in February that global warming is “unequivocal” and human activity is “very likely” the cause of the global rise in temperatures since 1950. As the world braces for further decades of rising temperatures—and rising seas—the debate over whether global warming is real has ended, but the debate over how to respond is in full force. Government officials worldwide are discussing whether to approve limits on greenhouse gas emissions. Communities are exploring phasing out incandescent light bulbs in favor of more energy-efficient compact fluorescent bulbs. And companies are investing in research for more efficient engines and appliances, anticipating a worldwide market for devices that will have less impact on the environment than current models.

**Newspaper activity:** Scan the paper for articles on environmental issues like global warming and alternative fuels. What are the latest developments on the environment? What actions are governments taking? Are there articles advising people on how to be “greener”? Are there editorials or columns advocating action? Do any of the pieces change students' views of the issues?

**Resources:** Books: Laurence Pringle's *Global Warming* (SeaStar, 2003), Al Gore's *An Inconvenient Truth: The Crisis of Global Warming* (Viking Juvenile, 2007), and Denis Hayes' *The Official Earth Day Guide to Planet Repair* (Island Press, 2000). Web sites: Learn more from the Earth Day Network and get resources from *An Inconvenient Truth*.\*

### Classroom Debates

- **What are the biggest environmental problems facing your community, the country and the world?** Why are these issues important? What can you do about them as an individual, or as a class? What should the government do for the environment? What purpose does Earth Day serve? How does your school or community mark Earth Day?

\*Visit [www.paradeclassroom.com/links](http://www.paradeclassroom.com/links) for links to all mentioned Web sites.

# What People Earn

**Curriculum links:** Business, sociology and economics, family and consumer science, current events

**Briefing:** The U.S. economy had a strong year in 2006 by a variety of measures, including low inflation, higher employment rates, and a rising stock market. And yet two-thirds of Americans say they don't expect their children will have a better life than they do. The reason for the pessimism: low paychecks. The average worker is only earning 1% more than he or she did in 2000. As part of its annual survey of "What People Earn," PARADE magazine asked workers across the country how they felt about their jobs, their earnings, and their futures. Many had high anxiety: 40% of private sector workers have no retirement plan at work, and most of the 47 million uninsured Americans actually live in homes with at least one full-time worker. Many workers are also resentful of the rising gap between the country's top earners and everyone else. Today, the average CEO earns 369 times as much as the average worker. The pressure to earn more affects the country in many ways—college graduates seek the highest-paying fields to pay off their debt, leaving fields like education struggling to find new people. In addition, so many medical students rush to lucrative health care management jobs that we now have a national shortage of doctors in family practice (median income: \$161,000). Students contemplating future careers may be interested to learn that there is a growing demand for workers in certain fields, like translators, registered nurses, athletic trainers, and legal secretaries.

## Classroom Debates

- **Are you optimistic about your future earning potential?** Do you think you'll have a better standard of living than your parents? Explain. Is it fair that the country's highest-paid workers make so much more than the average worker? Why or why not? Will potential earnings be the biggest factor when you choose a career?

**Newspaper activity:** Look at the Help Wanted section of your paper. Is the section easy to use? Does it list part-time jobs for teens, or summer jobs? Can you tell which jobs pay the most? What other resources would you use to find a job?

**Resources:** Books: Neeta Fogg, Paul Harrington, and Thomas Harrington's *College Majors Handbook with Real Career Paths and Payoffs* (Jist, 2004) and Beth Kobliner's *Get a Financial Life* (Fireside, 2000). Web sites: Find out more about what people earn from the U.S. Department of Labor and get career ideas from the Bureau of Labor Statistics.\*

## ASK MARILYN

### The Mighty Moon

**Question:** A reader asks Marilyn, "I've read that the Moon's gravitational pull is stronger when it's full. How can this be? There's no more Moon at that time than on any other day."

**Answer:** Marilyn answers, "The Sun raises tides too," just as the Moon does, "and when the Moon is full or new, the two are aligned enough to pull together, elevating our high tides and lowering our low tides. These are called 'spring tides,'" but have nothing to do with spring.

**Interact:** Students can send questions or comments to Ask Marilyn, 711 Third Ave., New York, N.Y. 10017, or e-mail [marilyn@parade.com](mailto:marilyn@parade.com).

## INTELLIGENCE REPORT

### Why Do They Run?

**For class discussion or writing assignment:** "Too many politicians just want to get re-elected, not change the world," says former U.S. Sen. Bill Bradley of New Jersey. He believes some politicians put their political party's goals ahead of their country's needs, and rarely speak of their core convictions. Can our broken politics be fixed? "Americans are better than the story we're being told by Washington and the media," declares Bradley, who takes a hard look at our political system in his book, *The New American Story* (Random House, 2007). "As soon as one politician succeeds by telling the truth and offering bold solutions, the others will follow. We are capable of fixing our problems."

**Find out more:** To learn more about Bradley's ideas, visit [www.billbradley.com](http://www.billbradley.com).

## Answer Key:

**What You Can Do (p. 4):** Answers will vary.

**How Green Can You Get? (p. 5):** Answers will vary.

## What You Can Do

**Are you volunteering for any group or cause?** Maybe the projects your classmates are working on don't interest you. That's fine. The newspaper is a great place to find other causes worth working on. Just follow the steps below.

1. Look through your local newspaper and find three stories—one local, one national and one international—about social problems. Write the names and dates of the stories here.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Briefly describe the problem identified in each article.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. For each problem, list three things you could do as an individual—or as part of a group—to help.

- a. 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- b. 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- c. 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

4. Brainstorm a little more. Meet with others in small groups of four or five. Discuss the problems each of you has identified. Choose just one to investigate and then make a presentation to the class about it.

a. Which problem did you choose?

---

---

---

---

---

---

---

b. Why?

---

---

---

---

---

---

---

c. What ways did you find to help?

---

---

---

---

---

---

---

## How Green Can You Get?

There's an old saying. "If you're not part of the solution, you're part of the problem." As more people worldwide focus on doing their part to help save the environment, are you doing enough? Look at the suggestions below and think about actions you can take that will help preserve the Earth.

**1. Be a green consumer.** The choices you make when you buy can make a difference. For example, you can choose products with the least packaging or those that come in recyclable containers. What else can you do to save the Earth when you shop? Think of at least three things.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**2. Reduce, reuse and recycle waste.** How can you reduce, reuse and recycle the stuff you use this week? Be as specific as you can—give at least three examples.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**3. Another important way you can keep the environment healthy is to reduce energy and water use.** For example, you could bike to school instead of riding in a car. What else can you do to save energy and water? Think of at least three things.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**4. You also can give nature a hand.** For example, fertilize your lawn with eco-friendly compost from grass clippings, leaves and food scraps. Or collect trash in the park or at the beach. What else can you do? List at least three ways you could help in your area.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_