

March 20–26, 2005

Curtis



In 1910, women at the Triangle Shirtwaist factory in New York City decided to strike to improve working conditions.

► This Week's Focus:

Women's History Month

In this week's guide, we feature Part Two of our lesson plan on Women's History Month. This time, the focus is on Clara Lemlich, a young woman who helped lead a strike in the garment industry in 1909. Thousands of teenage girls left their sewing machines to try to win a better future. March is not only Women's History Month. In honor of National Nutrition Month, we're also providing a lesson plan on the dangers of trans fats. Finally, we continue our celebration of the Year of the Heart with a look at men and their special risk factors for heart disease.

Everyday Newspaper Activity

Activity #29: The Internet. Does your newspaper have an Internet site? If so, ask students to visit it. How does the information presented there differ from what is in the paper? Which format do your students prefer?

Coming Up Next Week

- School Surveillance
- Do You Want a Summer Job?
- The C-Span Revolution

► **In the News: A Teen Who Changed History; Focus on Trans Fats p.2**

► **In PARADE: Men and Heart Disease p.3**

► **Skills Sheets: Advice for Fictitious Characters p.4; Notable American Women p.5**

A Teen Who Changed History

Curriculum links: History, social studies, economics and sociology

Briefing: In the early 1900s, young immigrant women, many in their teens, worked in New York City's garment industry. They worked six-day, 59-hour weeks, sewing piecework in sweatshops. They earned about \$10 a week and could lose a half-day's pay for being a few minutes late or making a small mistake. They had to pay for their needles and thread, chairs and lockers—even the electricity. If they asked for better conditions or picketed, their bosses hired thugs to attack them. One young woman who picketed while still in her teens was Clara Lemlich. She was arrested 17 times. In 1909, her name was enshrined in the history books. At a long labor meeting, the workers—including male union leaders—hesitated about whether to strike. Finally 5-foot-tall Clara, then 20, stood up. "I have no more patience for talk," she said. "I offer a resolution that a general strike be declared now." And it was! It became known as "the strike of the girls," or the "uprising of the 20,000." The strike lasted for 13 weeks and ultimately failed. But it marked the beginning of the power of the International Ladies Garment Workers Union. Less than two years later, a tragic event helped fuel the growth of the union. A fire at the Triangle Shirtwaist Factory killed 146 people, many of them teenage girls who had been unable to escape the inferno because managers had locked the doors.

Classroom Debates

• **Clara Lemlich and other young women experienced terrible treatment at the hands of their employers.** Have you ever been treated unfairly? If so, what did you do about it? Were Clara and the others right to strike? What alternatives did they have? What effects do you think the Triangle Fire had on the growth and power of unions? On working conditions? Explain.

Newspaper activity: Read the business section of the paper. What kind of conflicts are unions involved in today? Are there any stories that involve companies negotiating with workers about pay, benefits or working conditions? How are women changing the world today?

Resources: Books: Katherine Paterson's historical novel *Lyddie* (Puffin, 1994), David von Drehle's *Triangle: The Fire That Changed America* (Atlantic Monthly, 2003), M. J. Auch's *Ashes of Roses* (Henry Holt, 2002) and Gina de Angelis' *The Triangle Shirtwaist Company Fire of 1911* (Chelsea House, 2000). Web sites: Learn more from the United Federation of Teachers, NPR, PBS and others.*

Nutrition Month: Trans Fats

Curriculum links: Health, science, family and consumer science

Briefing: March is National Nutrition Month, a good time to learn about the dangers of trans fats found in many fast foods, such as french fries, as well as in processed foods, such as cookies, crackers, doughnuts, margarine and potato chips. These fats are particularly dangerous. They clog your arteries, as do saturated fats. And they also reduce HDL, the good cholesterol that can clear out bad cholesterol. A 1999 report from the Harvard School of Public Health found that replacing trans fats with healthier oils could prevent 30,000 to 100,000 deaths from heart disease each year. The Food and Drug Administration will require food nutrition labels to list trans fats starting in 2006. In the meantime, check to see if partially hydrogenated oils are listed on ingredient labels. If so, choose another product.

Classroom Debates

• **Why does the FDA require nutrition labeling?** How else could people determine what was in their food? Why haven't trans fats been listed before? Why has the FDA decided to require companies to list them? Do you ever read nutrition labels? If so, how do they help you? Since food companies know they are dangerous, why haven't they removed trans fats from their products?

Newspaper activity: Does your paper have any special coverage for National Nutrition Month? What types of nutrition articles would you like to read? Does your paper have a special food section? What is in it?

Resources: Learn more about trans fats in Judith Shaw's *Trans Fats* (Pocket, 2004). Learn about nutrition in general in the American Dietetic Association's *Complete Food and Nutrition Guide* (Wiley, 2002) and Walter Willett's *Eat, Drink, and Be Healthy* (Free Press, 2002). Web sites: Learn about trans fats from the FDA, the American Heart Association and others. Get lesson plans for National Nutrition Month from the ADA and others.*

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

Mending Men's Hearts

Curriculum links: science, biology, family and consumer science

Briefing: This week, PARADE features the second article in our Year of the Heart series, created in collaboration with the American Heart Association. The piece focuses on the special heart risks faced by men and also asks them to be better role models for their kids. While women are at risk for heart attacks, men are especially vulnerable due to their lifestyles and behavior. These things go beyond the conventional risk factors, such as high blood pressure and cholesterol. For example, men tend to avoid going to the doctor, even though early detection could save their lives. They often eat badly, taking in too much saturated fat, cholesterol and salt, and too few fruits and vegetables. Men are less likely than women to get the aerobic exercise that can lower cholesterol and blood pressure. And they are more likely to do prolonged exercise irregularly. Such sudden exertion can put them at higher risk for heart attacks. Men tend to be more overweight than women and to smoke and drink more as well. Another problem is that some men use steroids to bulk up, which can cause abnormal cholesterol levels. Finally, men tend to avoid their feelings, and many do not seek social support as women do. This contributes to chronic stress and depression, which results in increased risk for heart disease. Men should take all this to heart and get to know their bodies. And they should seek help if they suffer from stress, anger, fear or depression.

Classroom Debates

- **What factors and behaviors put men at special risk for heart disease?** Which of these can they control? What roles do stress and depression play in heart disease? How should men—and women—handle them? Heart disease is often “silent.” How can people discover whether they are at risk? What can you do to lower your own risk factors? Kids whose parents eat and exercise well are more likely to do so themselves. Will you be a good heart-health role model when you are old enough to be a parent? How could you improve? Be specific.

Newspaper activity: Ask students to design ads and public service announcements alerting men to the special heart disease dangers that they face. What would they stress in these ads? What section of the paper would be the best place for them?

Resources: Books: American Heart Association's *To Your Health!: A Guide to Heart-Smart Living* (Clarkson Potter, 2001) and *The New American Heart Association Cookbook*, 7th ed. (Clarkson Potter, 2004); James Rippe's *Heart Disease for Dummies* (For Dummies, 2004). Web sites: Learn more about men and heart disease from the Centers for Disease Control, Medscape and MSNBC.*

ASK MARILYN

The End of the World

For class discussion or writing assignment: This week, a reader poses an interesting question: Imagine that you are a space scientist who discovers that a large asteroid will hit the Earth in a few days. It will end our civilization. There is nothing that can be done about it. What would you do? Would you tell the world? Or remain silent? If you were President and discovered what was going to happen, what would you do? Read Marilyn's answer in this week's PARADE. Do you agree with her? Why or why not?

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

FRESH VOICES

Nothing in Common

For class discussion or writing assignment: In this week's column, readers write about unexpected friends. Have you ever made friends with someone who was completely different from you? What drew you together? What did you learn from each other? Do similar people make better friends? Or is it more interesting to spend time with people with different outlooks? Explain.

Interact: Ask students, “Have you ever been wrongly labeled?” Send their comments to Fresh Voices, Box 5103, Grand Central Station, New York, NY 10163-5103. Or send e-mail to freshvoices@parade.com. Students whose letters are published in PARADE will receive Fresh Voices T-shirts.

Answer Key:

Advice for Fictitious Characters p. 4: Answers will vary.

Notable American Women p. 5: 1. k; 2. d; 3. i; 4. f; 5. g; 6. n; 7. j; 8. o; 9. a; 10. e; 11. l; 12. m; 13. h; 14. b; 15. c; 16. s; 17. t; 18. r; 19. p; 20. q.

Notable American Women

Do you know the accomplishments of these notable women? If you do, match each one to her achievement. If you don't know, look them up—and then match! Use whatever materials you need to get the job done. Your teacher has the answers.

___ 1. Clara Barton

___ 2. Elizabeth Blackwell

___ 3. Ellen Ochoa

___ 4. Sacajawea

___ 5. Frances Perkins

___ 6. Ruth Bader Ginsburg

___ 7. Harriet Tubman

___ 8. Nellie Bly

___ 9. Jeannette Rankin

___ 10. Maya Lin

___ 11. Jane Addams

___ 12. Maria Mitchell

___ 13. Bessie Coleman

___ 14. Margaret Bourke-White

___ 15. Toni Morrison

___ 16. Marian Anderson

___ 17. Yoshiko Uchida

___ 18. Rachel Carson

___ 19. Wilma Mankiller

___ 20. Althea Gibson

a. first woman in Congress

b. first female photojournalist

c. Nobel-prize winning novelist

d. first woman doctor

e. architect who designed the Vietnam Memorial

f. only woman on Lewis & Clark expedition

g. first woman to serve in the Cabinet

h. the first black woman pilot

i. American astronaut

j. fugitive slave who rescued other slaves

k. founded the American Red Cross

l. social worker who won the Nobel Prize

m. astronomer who discovered a comet

n. current Supreme Court Justice

o. crusading reporter

p. former chief of the Cherokee Nation

q. first black tennis player to win Wimbledon

r. environmentalist who wrote *Silent Spring*

s. first black singer at the Metropolitan Opera

t. renowned children's book author