

May 8–14, 2005

Bank/Getty Images (MODELS POSED FOR ILLUSTRATIVE PURPOSES ONLY)



Do your students attend loud concerts? Many teens don't realize how seriously loud noises can damage their hearing.

► **This Week's Focus:**

Can You Hear This?

A recent MTV survey found that teens know surprisingly little about protecting their ears from loud music. Our lead lesson plan this week carries a simple message: **Wear earplugs!** Another lesson plan looks at recent reports confirming that U.S. spy agencies were “dead wrong” about WMDs in Iraq—and may not have enough information about nations that pose greater threats. Finally, we celebrate National Preservation Month and urge your students to get involved in preserving our nation's history for themselves and future generations.

Everyday Newspaper Activity

Activity #36: That's an Order. Cut a newspaper article into paragraphs and mix them up. Have students put the paragraphs back together in a way that forms a logical news story. Later, cut a newspaper paragraph up into sentences. Ask students to put the sentences together to form a logical paragraph. Is there more than one way to do it?

Coming Up Next Week

- **Final Exam Checklist**
- **Baseball and Steroids**
- **Saving Ancient Documents**

► **In the News: Can You Hear This?; Who Has WMDs? p.2**

► **In PARADE: Preserving Our History p.3**

► **Skills Sheets: Simple, Compound, Complex p.4; How Loud Is Too Loud? p.5**

Can You Hear This?

Curriculum links: Health, science, family and consumer science

Briefing: MTV wants you to hear this loud and clear: You're not taking good enough care of your ears! Most teens listen to loud music, sometimes at rock shows or parties, sometimes standing close to the speakers at a club. A recent MTV survey of 10,000 young people found that, after concerts, about 61% had experienced ringing in the ears or some temporary hearing loss. You might laugh it off. But the fact is that this kind of hearing loss is cumulative. It can become permanent. The good news is that there is a simple way to prevent it. Wear earplugs. You'll still be able to hear the music. This is the message of both MTV and Hearing Education and Awareness for Rockers (HEAR), a musician-founded group that encourages earplugs for both performers and listeners. Pete Townshend of The Who, a supporter of HEAR, attributes his hearing loss in one ear to not wearing earplugs. The MTV survey shows, however, that most teens are not getting the message. Only 14% say they have ever worn earplugs. However, if word gets out, things could improve. Some 66% said they would wear them if they knew this would prevent hearing loss, or if a doctor prescribed them.

Newspaper activity: Ask students to design newspaper ads for earplugs. Be sure that they include information about concerts and hearing loss.

Resources: Books: Alvin Silverstein's *Hearing* (21st Century, 2001), Louise Spilsbury's *Why Should I Turn Down the Volume?* (Heinemann, 2003). Web sites: Learn more about the survey from MTV and others. Visit Hearing Education and Awareness for Rockers as well as the National Institute of Deafness and Other Communication Disorders.*

Classroom Debates

- **Many teens don't realize the damage that loud noise can cause to their ears.** What can you do individually, or as a class, to make them more aware? Is there a way to make earplugs seem cool? Should rock promoters be required to give them out at concerts? Would you wear earplugs to a concert? Why or why not? Should personal stereos carry warning labels? How would your life be different on a day-to-day basis if you could not hear well? What things would become difficult or impossible?

Who Has WMDs?

Curriculum links: Current events, international affairs, social studies, civics and government

Briefing: Report after report from the government say the same thing: At the time the U.S. attacked, Iraq had no weapons of mass destruction. The latest report, this one from the bi-partisan Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction, says that the U.S. intelligence community was "dead wrong" in its assessments. What's more, it says, the community had plenty of evidence that undermined all of its charges against Iraq. While this intelligence failure will take "years to undo," the report also has concerns that the U.S. "knows disturbingly little about the nuclear programs of many of the world's most dangerous actors." These include Iran, North Korea, China and Russia. In many cases, according to the report, we know less than we did five or seven years ago.

Newspaper activity: The report says that we don't know enough about the weapons capabilities of Iran, North Korea, China and Russia.

What are the current political situations in these countries? How would you characterize our relations with them? Look through the paper and clip any articles that involve these nations.

Resources: Web sites: Read the Commission's report as well as news analysis of it.*

Classroom Debates

- **Given what we know now, was the U.S. justified in going to war against Iraq?** Why or why not? To what extent, if any, must President Bush bear responsibility for the failures of U.S. spy agencies? Are some countries more dangerous to us now than Iraq was at the start of the war? Do we know enough about these countries? What strategies should we take? What can the U.S. do to improve the performance of its spy agencies?

Preserving Our History

Curriculum links: History, social studies, current events, civics

Briefing: Remember the Oscar-winning film *Glory*, about the African-American 54th Massachusetts Regiment in the Civil War? The battleground on which the regiment fought on Morris Island, S.C., could become a development for luxury vacation homes. In 1966, the U.S. Conference of Mayors found that half of the landmarks recorded by the National Park Service's Historic American Buildings Survey had already been demolished or mutilated. Today, the problem persists. Historian David McCullough warns that continued neglect of our historical treasures could leave us a "historically illiterate nation." But committed groups are trying to preserve our heritage, and your students can join them. What better time than May, National Preservation Month? The preservation movement in this country began in 1853 when Ann Pamela Cunningham founded the Ladies' Association of the Union to save Mount Vernon, George Washington's home. Today, Save America's Treasures, initiated by then-First Lady Hillary Clinton, gives millions in preservation grants. Richard Moe, president of the National Trust for Historic Preservation, says efforts are growing as we "make preservation more relevant to more people." That is, groups are preserving not only places where George Washington slept but also where Elvis boogied, or where Steinbeck wrote. Preservation is also revitalizing communities, Moe says. It creates jobs and "heritage tourism," which in turn help to gather more momentum for preservation.

Classroom Debates

• **Why is it important to preserve America's history?**
What are the pros and cons of preservation? Why isn't it done more often? What are the obstacles? What can you do as an individual to help preserve our history? As part of a group? What types of sites would you like to see preserved? Name at least three. If you were going to preserve some important places from your own life, what would they be?

Newspaper activity: Ask students to look through the paper for any articles that touch on your area's history. Are there particular sites or buildings associated with that history? What can students do to help preserve them?

Resources: See the Historic American Buildings Survey. Learn more about the Civil War Preservation Trust, the National Trust for Historic Preservation, Save America's Treasures and Preserve America. Also visit the History Channel.*

ASK MARILYN

Brainteaser

Question: What do these words have in common: dessert, dinner, filling, furry, hiss, hopping, mopping, posse, supper, tapped?

Answer: When one of the double letters is removed, a new word is formed.

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.

FRESH VOICES

A Mom In Iraq

For class discussion or writing assignment: Jared, 12, has a mother serving in the U.S. Army in Iraq. She has been there since January, and she won't be home for Mother's Day. Jared's mother told the kids not to worry about her. "Just be helpful to each other," she told them, and they are getting closer because of that. Has your mother ever given you advice that helped you? What was it? How did it help?

Interact: Ask students, "What is your favorite summer memory? Camp? Family vacation? Send students' 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:

Simple, Compound, Complex (p. 4): Answers will vary.

How Loud Is Too Loud? (p. 5): 1. c; 2. b; 3. a; 4. b; 5. c; 6. c; 7. c; 8. Answers will vary.

Simple, Compound, Complex

Sentences in newspapers, like sentences everywhere, can be simple, compound or complex.

A **SIMPLE SENTENCE** has a subject and a predicate, but it does not contain any subordinate clauses. Example: Gollum wants the ring. In this simple sentence, *Gollum* is the subject, and *wants the ring* is the predicate.

See if you can find three simple sentences in today's newspaper. Write them on the lines below.

1. _____
2. _____
3. _____

A **COMPOUND SENTENCE** has two or more independent clauses (a subject followed by a predicate), usually connected by a coordinating conjunction (and, but, or) or a semicolon. Example: Gollum wants the ring, but Frodo keeps it. In this sentence, *Gollum wants the ring* is the first independent clause, and *Frodo keeps it* is the second. The word *but* is the coordinating conjunction.

See if you can find three compound sentences in today's newspaper. Write them on the lines below.

1. _____

2. _____

3. _____

A **COMPLEX SENTENCE** has an independent clause and one or more subordinate clauses. For example: Gollum, who was once a hobbit, betrayed Frodo. In this sentence, *Gollum betrayed Frodo* is the independent clause, and *who was once a hobbit* is the subordinate clause.

See if you can find three complex sentences in today's newspaper. Write them on the lines below.

1. _____

2. _____

3. _____

How Loud Is Too Loud?

Loud noise can hurt your hearing. Sounds over 85 decibels can hurt it permanently. Take a look at this chart on maximum noise exposure, and then answer the questions below. Your hearing is at stake!

MAXIMUM NOISE EXPOSURE		
NOISE	DECIBELS	TIME BEFORE DAMAGE OCCURS
lawn mower	90	8 hours
passing motorcycle	95	4 hours
subway ride	97	3 hours
loud personal stereo	102	1½ hours
car horn	105	1 hour
cranked-up TV	110	½ hour
snowmobile	110	½ hour
jet skis	115	15 minutes
loud rock concert	120	7½ minutes
air raid siren	125	pain threshold
gunshot	140	immediate danger to hearing

- Which of these sounds can you listen to the longest before damage occurs?
 - loud rock concert
 - loud personal stereo
 - subway ride
- If you are playing in a band at 120 decibels, what is the longest you should play at one time without earplugs?
 - 8 hours
 - 7½ minutes
 - 2 hours
- If using earplugs cuts the noise by about 15 decibels, how many decibels would you then experience?
 - 105
 - 90
 - 110
- For how long is it safe to listen to 105 decibels?
 - 2 hours
 - 1 hour
 - ½ hour
- Britney rides the subway for two hours a day. Tiger listens to a cranked up personal stereo for two hours a day. Jennifer listens to loud TV shows for two hours a day. Which one is most likely to have hearing damage?
 - Tiger
 - Britney
 - Jennifer
- What sound(s) will immediately cause your ears to hurt?
 - air raid siren
 - gunshot
 - both a and b
 - neither a nor b
- What decibel level can immediately damage your ears?
 - 85
 - 125
 - 140
- Add up the amount of time you are exposed to the noises on the chart on an average day. Could you be hurting your ears? _____
 Explain: _____
