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TIME

CLASSROOM EDITIONS

TEACHER'S GUIDE



October 6, 1997

IN THE SPOTLIGHT — FOR DISCUSSION AND ANALYSIS

Joe Camel vs. the Budweiser Frogs

The Art of the Essay

WHY, ASKS CHARLES KRAUTHAMMER in this week's essay, has the current anti-smoking crusade not been accompanied by an equally strong campaign against alcohol abuse? Why ban Joe Camel but not the Budweiser frogs? **The New Prohibitionism** on page 112 offers an excellent opportunity for students to examine statistics, social attitudes and their own views on alcohol and tobacco; it also provides a starting point for analyzing the techniques writers use to craft persuasive arguments.

Before Reading

Answer the following questions in discussion or writing:

1. Which is more acceptable in our culture, smoking or drinking?
2. What is more harmful, addiction to tobacco or addiction to alcohol? Explain.
3. Which should society work harder to discourage, smoking or alcohol abuse? Why?

While Reading

Ask students to take notes as they read **The New Prohibitionism** using a two-column format. Label the first column "dangers/costs of smoking" and label the second "dangers/costs of alcohol abuse." Encourage students to look for similarities and contrasts, arranging parallel items in the two columns.

For Discussion

1. As a class, compile your reading notes on the board, drawing lines of comparison (literally) for similar and contrasting entries in the "smoking" and "alcohol" columns.
2. What is the main idea of Charles Krauthammer's essay? Do you agree or disagree? Why? Refer back to the notes on the board in your discussion.

3. Reproduce the chart below for students. According to these statistics, which is a greater killer, smoking or alcohol? In Krauthammer's view, what is the story that these numbers do not tell?

4. Paraphrase the following quote from the essay: "In a free society, should we not consider behavior that injures others more worthy of regulation than behavior that merely injures oneself?" How have anti-smoking advocates made use of this principle? Is it a valid argument in that case? How does this argument apply to regulating alcohol use vs. tobacco use? Do you agree with this principle? As a class, make a list of other behaviors our society tries to regulate or prohibit. Where do you see this principle applied?

5. Now consider the way Krauthammer presents his argument. What types of evidence does he present? How does he place

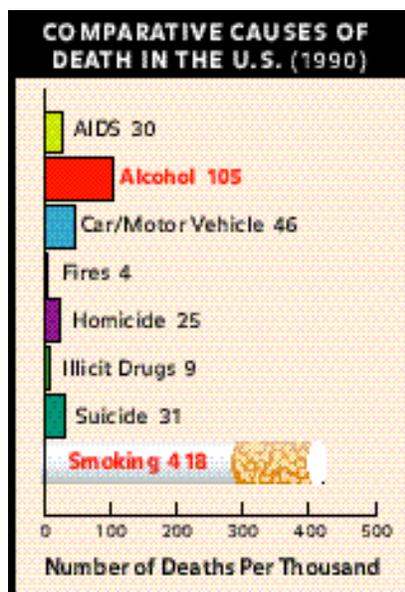
his views in a historical context? What makes his concluding paragraph particularly effective?

For Further Exploration

1. A clarifying question. At the end of his essay, Krauthammer challenges us to sharpen our thinking about tobacco vs. alcohol by answering a theoretical, perhaps impossible, question: "If you knew your child was going to become addicted to either alcohol or tobacco, which would you choose?" Venture a response to this question in writing. Did it help to clarify your thinking? Share your response with others.

2. Advertising and underage drinking. In class, conduct a quick poll like the one quoted by Krauthammer in his essay. Write about your results, taking a position on whether or not television advertising for beer and wine should be restricted, as tobacco advertising is. To go further, sample beer ads broadcast during a sports event such as an NFL game and add your observations to your analysis. Do these advertisements appeal to young viewers? Do you believe they are designed to do so? Is Krauthammer's comparison of beer ads to the Joe Camel ads fair?

3. Sampling peer attitudes. Design, distribute and collect a survey to sample attitudes and behavior of your peers regarding smoking and drinking (allow responses to be anonymous). The responses, when tabulated, should help you answer the following questions: Which is more widespread, smoking or drinking? Which is more accepted or looked down upon? What influence, if any, do anti-smoking campaigns, alcohol advertising or other efforts to influence behavior have on your peers' choices and attitudes? How do you account for this?



Source: Centers for Disease Control

A Flower in the Outfield

Page 4 In this American Scene essay, sportswriter Steve Wulf recalls a special, losing season on the baseball field.



Sharpening Your Focus

1. Why do you think Steve Wulf wanted to write about his experience coaching his son's Little League baseball team?
2. What images, phrases or feelings will you remember from this essay? Go back and highlight passages that you expect to remember. Read a few of these lines aloud in class. What makes them memorable?
3. How would you describe the style and tone of this essay? Is it formal, sappy, conversational, humorous? Identify lines that illustrate the words you chose to describe its style and tone.
4. Does this essay have a message or teach a lesson? What is it? Does Wulf state it clearly?

For Further Exploration

■ **Write a portion of a memoir.** Using Wulf's recollections about a Little League season as a model, follow the steps below to draft your own piece of memory writing, capturing a moment in a not-so-famous yet special life.

1. **Draw a timeline** across a piece of paper that covers the last three years of your life. Move from one end of the timeline to the other, marking and making notes of events or periods that were important to you. Include small moments you will remember (an outing with a friend), as well as more obviously important landmarks (a graduation, a birthday). Make as many entries as you can in ten minutes.

2. **Choose one event** to recall and write about in more detail. Close your eyes, think about this moment, and then write down as many

visual memories as you can. What did the surroundings look like? What were you wearing? Then add sounds, smells and any other sensory information that you can recall.

3. **Try to recall** voices and actions. Record quotes and sequences of events.

4. **Now write** about the feelings you experienced at this time. Then reflect: from where you stand now, why was this time or event important to you?

5. **Draft** your piece, incorporating the details from steps two and three into the telling. Try to set a tone that is appropriate for a personal piece of writing, and one that fits your subject. Like Wulf, you do not need to explain the importance of the event, but your details, descriptions and quotes can show the reader why this moment mattered. Close the piece with an image or a thought that shows why this is a memory that will stay with you.

None But the Brave

Page 76 Fifty men and women have volunteered to become human "guinea pigs" by participating in the trial of an AIDS vaccine.

Sharpening Your Focus

1. Explain the logjam that has confronted AIDS researchers since the beginning of the epidemic. How do the volunteers hope to break through this logjam?

2. Why does Professor Ronald Desrosiers advocate the live-virus approach? What questions remain unanswered about the short-term and long-term results of injecting humans with a solution that contains HIV?

3. What is writer Christine Gorman's point of view on the volunteers? What passages reveal Gorman's stance? (Consider the headline of the article as well as the text.)

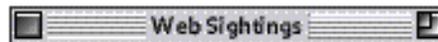
For Further Exploration

● **Write a letter to family members.** Imagine that you are one of the volunteers who has chosen to be injected with HIV. In a letter to family members, explain why you decided to participate in the experiment. Outline the risks that you have considered and the factors that you believe balance these risks. After you have concluded your letter, exchange papers with a classmate and write a response from the point of view of a family member who objects to your participation in the trials.

■ **Investigate the history of another vaccine.**

Through research at the library or on the Internet, learn more about Dr. Jonas Salk and his crusade to find a polio vaccine. How did Salk go about his work? What risks did participants face in the Salk trials? What parallels do you see between the search for a polio vaccine and the

current search for an AIDS vaccine? (One useful starting point for your research is TIME's article on Dr. Salk that appeared on March 29, 1954.)



<http://www.vactup.org> Readings, scientific background and a look at the social issues related to the search for an AIDS vaccine.

<http://www.cdcnac.org> Comprehensive, up-to-date information on HIV and AIDS, from the National AIDS Clearinghouse of the Centers for Disease Control.

<http://www.thebody.com/cgi-bin/body.cgi> A multimedia AIDS and HIV information resource, with interactive questions, discussion forums and a photo exhibit.

Note to Instructor: On this page we offer a broad range of ideas for activities and assignments keyed to selected articles in the current issue of TIME. All exercises can be modified to suit the needs of your students. The symbols below provide an approximation of the time required to complete each assignment:

- **Brief assignment;** can be completed in class or as a homework exercise.
- **Mid-range assignment;** can be completed during several class or homework sessions.
- ▲ **Long-term assignment;** may involve extensive library research and/or multiple revisions.

Quiz Answers	1.P 2.G 3.Q 4.X 5.J 6.M 7.L 8.F
	9.B 10.S 11.U 12.E 13.R 14.T 15.A
	16.I 17.N 18.W 19.O 20.D 21.F 22.O 23.O 24.O 25.F



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Vo-cab-u-lary [in context]

A Farewell to Arms on page 46 contains some challenging vocabulary. Read the article, circling words with which you are unfamiliar. Then answer the following questions, incorporating the boldfaced words in your responses.

1. What are some of the unintended **implications** of the new law that strips weapons from military personnel who have been convicted of family violence offenses?
2. How has the national movement to prevent and reduce domestic violence begun to **encroach** on the military?
3. Do you agree that military training may unintentionally **reinforce** an individual's tendency to use violence in response to domestic problems?

T I M E W E E K L Y Q U I Z

Name Date

The Who, What and Where of the News: Identify the person, place or term that best fits each of the following descriptions. Write the letter of the item in the space provided. The number in parentheses indicates the first page of the TIME story in which the answer will be found.* (NOTE: Not all items will be used.)

- | | | | | |
|-------------------|-------------------------|-------------------|---------------------------|--------------------|
| A. the underworld | F. Terry Nichols | K. 62 | P. <i>T. rex</i> skeleton | U. direct purchase |
| B. Rachel Carson | G. Ron Carey | L. Bill McCartney | Q. domestic violence | V. Egypt |
| C. satellite dish | H. drug use | M. Algeria | R. 9 | W. 41 |
| D. 549 | I. Martha Stewart | N. Alex Hunter | S. HIV vaccine | X. Marv Albert |
| E. microprocessor | J. self-differentiation | O. Bryant Gumbel | T. John F. Kennedy | Z. induction |

- | | |
|--|---|
| <p>_____ 1. Item being auctioned at Sotheby's in New York City this Saturday (p. 74)</p> <p>_____ 2. Teamsters' president whose fund-raising practices in the last union election are under investigation (p. 70)</p> <p>_____ 3. Military personnel convicted of this will be barred from possessing weapons under a new law (p. 46)</p> <p>_____ 4. Person who pleaded guilty to a charge of assault and battery and was fired by NBC (p. 44)</p> <p>_____ 5. One key to a successful marriage, according to a new book by Peter Kramer (p. 84)</p> <p>_____ 6. Nation where thousands of deaths are blamed on the Armed Islamic Group (p. 50)</p> <p>_____ 7. Founder of the Promise Keepers (p. 34)</p> <p>_____ 8. Person whose trial on charges of participation in the Oklahoma City bombing begins this week (p. 48)</p> <p>_____ 9. Writer whose work focused public awareness on the dangers of pesticides to animal and human life (p. 97)</p> <p>_____ 10. What a group of 50 doctors, nurses and health advocates have volunteered to test (p.76)</p> | <p>_____ 11. Disney joined companies like Exxon, Ford and Gillette in offering this option for shares of its stock (p. 60)</p> <p>_____ 12. Finding a way to use copper led to a breakthrough in the manufacture of this item (p. 72)</p> <p>_____ 13. Value of the deal in billions of dollars by which the Travelers Group acquired Salomon Bros., the world's largest bond-trading house (p. 69)</p> <p>_____ 14. Subject of a forthcoming book by investigative reporter Seymour Hersh (p. 83)</p> <p>_____ 15. One of the major sources of American slang (p. 94)</p> <p>_____ 16. Person whose store-within-a-store arrangement with K Mart is expected to generate \$500 million in sales in its first year (p. 54)</p> <p>_____ 17. Boulder, Colo., District Attorney in charge of the JonBenet Ramsey murder case (p. 78)</p> <p>_____ 18. Percentage of U.S. traffic fatalities that are alcohol related (p. 112)</p> <p>_____ 19. Host of television's only live newsmagazine (p. 91)</p> <p>_____ 20. Amount in millions of dollars raised by Republicans in campaign '96 (p. 43)</p> |
|--|---|

Distinguishing Fact and Opinion: Read the following statements from **God of Our Fathers** beginning on **page 34**. In the spaces provided, write F if the statement is a fact, O if it is an opinion and M if it is a mixture of fact and opinion.

- _____ 21. The seven-year-old organization boasts annual revenues of \$87 million, a two-story brick headquarters in Denver and 360 paid staff members. . . .
- _____ 22. In its conception and execution, Promise Keepers is one of the most sophisticated political movements the right wing has yet conjured up.
- _____ 23. So many white women . . . are so co-opted by the feminist movement because they haven't suffered enough.
- _____ 24. Indeed, America can benefit to a degree from the Promise Keepers' brand of healing.
- _____ 25. Today minorities constitute 38% of [Promise Keepers'] staff and a growing share of the attendance at its rallies.

Writing About Social Issues: Review the article **Class-Size Warfare** on **page 85** that describes how parents at one New York City school raised money to pay the salary of a teacher who had been laid off. Do you think private funds should be used to pay teachers' salaries in public schools? Would it help parents get more involved in their children's education? Or would it be unfair to students in poorer neighborhoods whose parents couldn't raise as much money? Present your views in the form of a letter you might send to the head of your local school system.

* L A T E - B R E A K I N G S T O R I E S M A Y C A U S E C H A N G E S I N P A G I N A T I O N .

Name Date

FEARED OR REVERED?

ANALYZING TWO SIDES OF A CONTROVERSY

This Saturday, on the Mall in Washington, D.C., hundreds of thousands of men will gather for a Promise Keepers rally. Also expected are groups protesting the Promise Keepers movement, from feminists to civil libertarians. As the Christian organization known as Promise Keepers has grown, so have the number and range of voices critical of its leaders and of some

of its goals and methods. This exercise asks you to listen carefully to arguments on both sides before reaching your own conclusion about whether the Promise Keepers movement should be welcomed or feared by Americans.

As you read **God of Our Fathers** on page 34, underline quotes that are affirming of the Promise Keepers movement. Circle

quotes from critics who are hostile toward or suspicious of Promise Keepers. After reading, look over the highlighted quotes and select the two statements—one affirming and one hostile—that make the most convincing argument. Then complete two copies of this worksheet, using one page for each point of view.

AFFIRMING HOSTILE

1. Select a quotation that is affirming or hostile, check the corresponding circle above, and write the quote here.

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2. Restate the quote in your own words.

.....

3. Extend the point. Add your own commentary or observations to strengthen the argument made in the selected quote.

.....

4. Offer counterpoint to the argument. Provide a statement or observation to question, refute or critique the point made in the selected quote.

.....

5. Share your ideas. Exchange worksheets with a partner and read your partner's quote, point and counterpoint. Respond to his or her thoughts and arguments in the space below, then pass the worksheet back.

.....

6. State your own views. On the back of this page, explain whether you support or oppose the Promise Keepers movement. Be sure to cite specific reasons for your position.