Reflections on the Death of a Princess

As part of its special tribute to Princess Diana, this week’s issue of Time contains essays by five noted writers who offer sharply contrasting assessments of Diana’s life and death. These opinion pieces can form the basis of a class activity in which small groups of students read and react to one writer’s argument and style, followed by presentations to the class and a comparative discussion of all five pieces. Essays to be analyzed include:

The Heart of the Grieving by A. N. Wilson (page 42)
The Love She Searched For by Joyce Carol Oates (page 58)
The Mirror of Ourselves by Martin Amis (page 64)
A Nasty Faustian Bargain by Lance Morrow (page 76)

Before Reading

How did you respond to the news of Princess Diana’s death? How do you account for this reaction? Address these questions in a brief first-person essay.

For Discussion

1. Now select and read one of the pieces above and discuss the following questions with a small group of classmates. What is the writer’s view of Diana in life and in death? What specific word choices reveal this view?
2. In the writer’s opinion, what lessons, flaws or observations about our culture are illuminated by Diana’s death? Consider the nature of fame and celebrity; the right to privacy; the role of the press and the paparazzi; and the changing role of women.
3. How does the writer account for the outpouring of grief that followed Diana’s death? Do you share this view?
4. How does the writer begin his or her essay? Read the opening paragraph or paragraphs aloud. Does the writing draw you in?
5. How would you characterize this essay’s tone? Which passage in the essay best captures the writer’s voice? Read this section aloud to your classmates.
6. Did this essay change your views about Diana or cause you to rethink the meaning of her death? How and why?
7. How do the views expressed in the essay you have read contrast with those in essays analyzed by your classmates? With which essayist do you most fully agree? With whom do you differ most strongly? Why?

Welcome to the Time Education Program for 1997-1998

We’re pleased that you have chosen to use Time in your classroom, and we’re confident that the magazine and weekly teacher’s guide will stimulate your students’ interest in reading, writing and thinking critically about contemporary affairs. As in the past, the TEP teacher’s guide will follow a consistent four-page format:

Page One In the Spotlight: For Discussion and Analysis

Page One presents suggestions for in-depth class discussion of a high-interest Time article, often the cover story. We’ll provide questions and follow-up activities that highlight the story’s news value, historical context or political significance while examining the writer’s research strategies and prose style. Page One also features Web Sightings, an annotated guide to Internet sites.

Page Two Starting Points for Further Exploration

Page Two offers a wide range of starting points for class discussion, small-group activities and assignments related to selected articles in the current issue of Time. These include a variety of in-class and take-home exercises on politics, economics, geography and history; suggestions for library- and community-based research; creative ideas for use of the Internet; tips on conducting polls, surveys and interviews; and topics for autobiographical pieces, letters and creative writing. On a regular basis, we’ll include The Art of the Essay, devoted to the style, technique and content of the weekly Time essay, as well as a new feature entitled Vocabulary in Context.

Page Three Time Weekly Quiz

On Page Three you’ll find Time’s weekly current-events quiz, designed to test students’ understanding of broad themes and specific details reported in each issue of the magazine. This multiple-choice exercise, accompanied by suggestions for additional activities, is reproducible for classroom use. (Answers to the quiz appear on page 2 of each week’s guide.)

Page Four A Closer Look

This page offers reproducibles designed to deepen students’ understanding of an issue or topic covered in Time. Drawing upon the extensive archival and research sources available at Time, we’ll provide lessons that sharpen students’ skills in conducting research; interpreting statistics; understanding maps, charts and graphs; and analyzing primary-source materials, advertising and political cartoons. Occasionally we will go “inside Time” to offer examples of the process professional writers actually use to develop ideas, gather information, shape an article or argument, draft pieces and revise stories. Finally, we will use this page for two forums:

• Any piece of student writing created in response to a question or assignment idea in the weekly guide will be considered for publication in The Time Student Forum. This is an excellent opportunity for student writing to be disseminated to peers and teachers around the country.

• In The Time Teacher Forum, we’ll present lesson plans, curriculum ideas and other suggestions from the instructors who use Time in the classroom. Teachers whose contributions are published in this forum will receive an honorarium of $100. Send submissions for both forums to the address on page 2.
**Starting Points for Further Exploration**

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**Seeker of Souls**

Page 78 Nobel Peace Prize winner Mother Teresa died last week at age 87. She leaves behind a legacy of unflinching service and compassion for the needy and dying.

**Sharpening Your Focus**

1. What spiritual beliefs motivated the work of Mother Teresa?
2. How did the work of her order come to be widely known? What changes occurred as she became increasingly famous? Should someone like Mother Teresa be made into a “media star”? Why or why not?
3. Read aloud the last paragraph of the obituary. Do you agree that Mother Teresa’s message “was not a message the 20th century expected to hear or wanted to learn”?

**For Further Exploration**

- **Describe an unsung hero.** Do you know anyone who quietly makes important contributions to your community but whose work has not been recognized? Tell about that person in a short written appreciation.
- **Reflect on the value of holding to your beliefs.** Recall a time when you encountered resistance or criticism for holding to a belief or principle that is important to you. What was the outcome of the situation? Would you take the same action again? What did you learn?
- **Compare and contrast two famous leaders.** Read Roger Rosenblatt’s essay Two Kindred Souls on page 116. What similarities and differences does Rosenblatt see between Mother Teresa and Princess Diana? In what ways were the two women “kindred souls,” according to Rosenblatt? Do you agree with his conclusions? Why or why not?

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**Can She Help?**

Page 94 As Secretary of State Madeleine Albright makes her first visit to the Middle East, another bombing in Jerusalem adds urgency to her mission.

**Sharpening Your Focus**

1. What recent events have made Madeleine Albright’s upcoming trip to the Middle East an even greater challenge than anticipated?
2. What does Albright hope to achieve on this trip, and how will she try to reach these goals?
3. What do you predict the outcome of her visit will be? Why? Check your prediction against newspaper accounts of her trip to the region.
4. What picture of Madeleine Albright emerges from this article? Do you think she is someone who can bring Benjamin Netanyahu and Yasser Arafat closer together?

**For Further Exploration**

- **Consider the attributes of a diplomat.** What personal qualities do you think are most important for a Secretary of State? Write a job description for the position. Is this a job you would like to hold? Why or why not?
- **Monitor two sides of the Middle East debate.** Over the next week, monitor newspapers and newsmagazines for reactions from Israelis and Palestinians to the Sept. 4 suicide bombing in Jerusalem. How do political leaders, editorial writers and ordinary citizens on both sides react to this tragedy? What concrete steps are recommended by observers seeking to bring an end to the violence? What do you predict will happen in Israel and the occupied territories in the next few weeks?

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**Vocabulary in Context**

Read Strictly Confidential, the profile of actor Kevin Spacey that appears on page 97. Then write answers to the following questions, incorporating the vocabulary in boldface in your responses.

1. What evidence does Jeffrey Ressner provide to support his thesis that Kevin Spacey is an enigmatic figure?
2. What other actors can you think of who have a penchant for playing bad guys?
3. Do you find it effective to watch television and do homework simultaneously?
4. Describe a figure in life or literature whose character contains ambiguities.
5. Do you respect Kevin Spacey for providing cryptic answers to questions about his personal life, or would you prefer more candid responses?

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**Quiz Answers**

1. c. 2. b. 3. a. 4. c. 5. d. 6. a. 7. c. 8. b. 9. a. 10. d. 11. a. 12. d. 13. b. 14. d. 15. c. 16. a. 17. b. 18. d. 19. e. 20. a.

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**1997-1998 Time Education Program Publishing Schedule and Notes**

Thirty-two issues of the Time Education Program weekly teaching guide will be published during the 1997–1998 school year. In observance of the Thanksgiving holiday and the winter break, there will be no guide during the weeks of Nov. 24, Dec. 22, Dec. 29 or Jan. 5. Our Mid-Year Current Events Test will be published the week of Dec. 15; our Year-End Current Events Test will appear the week of May 9, in the final guide of the spring term.

We know that receiving the guide in a timely fashion is essential; if you would like to receive the guide by fax, please contact our Customer Service department at (800) 882-0852. If you would like to receive the guide by E-mail, please send your E-mail address to time-ed@pathfinder.com. We’re also happy to report that the TEP guides will be available online as of next week at time.com. Look for details in next week’s TEP guide.

Please feel free to contact us at any time to let us know how well the teacher’s guide serves you. We are eager to hear how you use Time in the classroom and want to do all we can to make this guide an effective resource.

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**Curriculum Advisory Board**

Norman Conard, University School, Cleveland, OH

Dr. Nancy VanArsdale, Department of History, University of Pennsylvania, East Stroudsburg, PA

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**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.
### TIME WEEKLY QUIZ

**The Who, What and Where of the News:** Below is a series of multiple-choice questions. Write the letter of the best answer in the space provided. (The number in parentheses indicates the first page of the TIME story in which answers can be found.*)

1. The world’s first black civilization was: (p. 102)
   - a. Abyssinia
   - b. Zaire
   - c. Nubia
   - d. Zimbabwe

2. The person chosen to succeed Mother Teresa as head of her order of nuns is Sister: (p. 78)
   - a. Loreto
   - b. Nirmala
   - c. Agnes
   - d. Chawla

3. The group that claimed responsibility for the suicide bombings in Jerusalem’s Ben Yehuda Street was: (p. 94)
   - a. Hamas
   - b. the PLO
   - c. Amal
   - d. Hizballah

4. California legislators such as Tom Hayden are planning to introduce legislation that would put curbs on: (p. 56)
   - a. political fund raising
   - b. bounty hunters
   - c. paparazzi
   - d. political advertising

5. The driver of the car in which Princess Diana was killed was: (p. 52)
   - a. Jacques Langevin
   - b. Trevor Rees-Jones
   - c. Christian Martinez
   - d. Henri Paul

6. A Senate committee last week questioned Buddhist nuns about political contributions connected with a visit to their temple by: (p. 86)
   - a. Al Gore
   - b. Newt Gingrich
   - c. Trent Lott
   - d. Hillary Rodham Clinton

7. In Arizona, Chris Foote and Spring Wright were killed in their home by men appearing to be: (p. 91)
   - a. state police officers
   - b. kidnappers
   - c. bounty hunters
   - d. drug smugglers

8. The religious order founded by Mother Teresa was the: (p. 78)
   - a. Carmelites
   - b. Missionaries of Charity
   - c. Sisters of Loreto
   - d. Benedictines

9. Israel lost 11 commandos and a military doctor last week during a raid into: (p. 96)
   - a. Lebanon
   - b. Jordan
   - c. Egypt
   - d. Syria

10. The largest charitable network in Britain was established by: (p. 44)
    - a. Princess Diana
    - b. Prince Philip
    - c. Queen Elizabeth II
    - d. Prince Charles

11. Before last week’s suicide bombings, security arrangements in Israel had been increased because of the upcoming visit of: (p. 94)
    - a. Madeleine Albright
    - b. Hafez Assad
    - c. Bill Clinton
    - d. King Hussein

12. Most of Mother Teresa’s charitable works were carried on in: (p. 78)
    - a. Lahore
    - b. Madras
    - c. Bombay
    - d. Calcutta

13. Before marrying Prince Charles, Diana Spencer had worked in a: (p. 66)
    - a. photo agency
    - b. kindergarten
    - c. dress designer’s shop
    - d. newspaper office

14. Dodi al Fayed, killed in the crash with Princess Diana, had a career in: (p. 60)
    - a. race horse breeding
    - b. oil exploration
    - c. commodities trading
    - d. film production

15. His conviction in a federal court on seven counts of fraud led to the resignation of the governor of: (p. 92)
    - a. Alabama
    - b. Alaska
    - c. Arizona
    - d. Arkansas

### Understanding Chronology:
Review the article **Seeker of Souls** about Mother Teresa that begins on page 78. Then place the following events from her life in chronological order. Write a 1 next to the event that came first in time, a 2 next to the event that came next and so on.

16. Mother Teresa’s order opens a mission in Venezuela.
17. The Nirmal Hriday hospice is created.
18. Malcolm Muggeridge produces a BBC documentary on Mother Teresa.
19. Mother Teresa receives the Nobel Peace Prize.
20. Mother Teresa asks the Vatican for permission to dedicate herself and her followers to the care of the poor and the needy.

### Writing About Social Issues:
Review the articles in this week’s issue on the death of Princess Diana. Several of those articles raise questions about the role that the press and photographers played in the accident in which she was killed. Some people have called for new laws that would restrict the ways the news media report on celebrities. Do you think such laws are needed? If you do, what kinds of restrictions should they set? If you do not think new laws are needed, why do you feel this way? Write your response in the form of a brief essay that might appear on the op-ed page of your local newspaper.

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*Late-breaking stories may cause changes in pagination.*
Icons Then and Now

This week saw the passing of two of the world’s most famous women: Diana, Princess of Wales, and Mother Teresa of Calcutta. Though the circumstances of their lives and deaths could not have been more different, each became an icon for Americans—a larger-than-life figure who came to symbolize a belief, a value, a lesson or a dream.

We have a history of creating icons out of famous figures. But who becomes an icon, and why? What is their role in our culture? How do they embody both our hopes and our fears? Use this worksheet to compare and contrast some of the women and men who have become American icons, and then reflect in writing about fame and celebrity in contemporary America.

<table>
<thead>
<tr>
<th>What is the basis of this individual’s fame?</th>
<th>What idea, value or dream does this individual symbolize?</th>
<th>Do we see ourselves as we are in this individual, or as we wish to be?</th>
<th>Is this individual deserving of icon status? Why or why not?</th>
<th>Will this individual’s fame and status last? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princess Diana</td>
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<tr>
<td>Mother Teresa</td>
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<tr>
<td>Famous Figure in American History</td>
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<tr>
<td>Famous Entertainer or Athlete</td>
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</tbody>
</table>

For Discussion and Writing

As a class, share your analyses and discuss the following questions. Then select one topic for a longer, written response.

1. Is it helpful or harmful to our culture that we elevate famous individuals to icon status?
2. Which individual in your chart has the greatest power as an icon today? Why is this so? Which individual do you see as most deserving of top icon status? Explain any difference between your answers to these two questions.
3. More than one writer in Time this week attributes Princess Diana’s powerful influence to the fact that many saw her as “one of us.” Do you agree? How well does this analysis apply to the other figures on your chart?
4. What roles do icons play in contemporary American culture, and what needs do they meet? In what ways have these roles and needs shifted over time?
5. How does death, particularly an early death, change our view of a famous individual? Discuss with reference to Diana and any others on your charts who died young.