

MAKING THE MOST OF NEWSWEEK IN THE CLASSROOM



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Online activities

Visit the NEWSWEEK Education Program Web site, www.newsweekeducation.com, for online activities related to this Program Guide.



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OBJECTIVES

This Program Guide is designed to help students:

- ✓ become familiar with NEWSWEEK's writers, departments and format
- ✓ use NEWSWEEK as an authentic source in their studies
- ✓ analyze photographs and other visuals
- ✓ use the magazine to determine who the intended audience is
- ✓ compare recent editions of NEWSWEEK with historical editions
- ✓ identify the characteristics that comprise news and feature stories, including the cover story
- ✓ write in different styles, including personal essays, persuasive essays, news reports and reviews
- ✓ discern the difference between hard news and opinion
- ✓ use pre-reading exercises to prepare for reading NEWSWEEK
- ✓ practice defining unknown words by using context clues
- ✓ enhance their reading comprehension
- ✓ analyze the structure of different types of NEWSWEEK stories
- ✓ develop the skills for historical understanding and analysis
- ✓ develop the skills for geographic understanding and analysis
- ✓ use the National Council for the Social Studies curriculum standards to analyze NEWSWEEK and generate ideas for further research

INTRODUCTION

NEWSWEEK can be an invaluable resource in the classroom. Students enjoy the magazine and benefit from using this "authentic" material. This resource is designed to help you make the most of NEWSWEEK in your classroom.

Units 1, 2 and 3 are designed to acquaint students with NEWSWEEK—as they look at the magazine and as they read it—in a reflective and analytical way. They practice analyzing photographs and other visuals, comparing today's NEWSWEEK with NEWSWEEK of the past and analyzing and trying out different types of writing.

Units 4, 5 and 6 are organized to help you find the ways NEWSWEEK will be most helpful in your classroom. The units are framed around different subjects—English as a Second Language, English Language Arts and Social Studies. A few things to keep in mind:

- ✓ Activities within each category can be used in others. For example, the pre-reading activities that are part of "Using NEWSWEEK in ESL Classes" can easily benefit students involved in other content areas. Similarly, the two "writing for different purposes" exercises, while categorized in "Using NEWSWEEK in English Language Arts Classes," can help students express themselves in social-studies classes.
- ✓ Activities are only samples of what you can do to use NEWSWEEK in the classroom. One activity sheet about using NEWSWEEK to study history, another about using NEWSWEEK to study geography, can only introduce a few ideas. It is hoped these ideas, along with references in the Teacher's Notes, will spark you and your students to try other things.
- ✓ Although there is not a unit on using NEWSWEEK to teach media literacy, most of the resource's activities contain elements of media analysis.

All the activities in this resource are designed to be used independently. You need not use the resource in a sequential, comprehensive way, but rather you can pick and choose the activities best suited to your students' needs. Activity sheets that include articles, photographs or maps from NEWSWEEK can be used with these particular examples; or, if you prefer, can be used with examples from any edition of NEWSWEEK. The Teacher's Notes will let you know if there are specifications you should be aware of when choosing material from recent issues of NEWSWEEK.

ACTIVITY SHEET 1. MEET THE MAGAZINE

Answers

1. Lists will vary, but should be specific, as in the following: a. Glance at cover. b. Open magazine to last page. c. Begin flipping through magazine back to front. d. Stop to read about new CD. e. Skip over news of the Middle East. f. Go to Perspectives page and look at cartoons. g. Look at pictures on Table of Contents page, etc.
2. Answers will vary, but the aim of this question is to get students to think about themselves as consumers with particular interests. For example, students might say that teens seem to go first to articles about music because that's their biggest interest.

ACTIVITY SHEET 2: THE COVER

Note: The questions on this activity sheet are generic, which means you can use this sheet to analyze this particular cover and/or you can make copies of it and use it for any NEWSWEEK cover.

The following answers are not the only ones students may come up with, but they are examples of the kind of answers to look for.

1. a. See: middle-aged man on an airplane; wearing reading glasses, looking at something; wearing dark suit; magazines in the rack in front of him; briefcase has two bottles of soda
- b. Hear: sound of engines; bell calling flight attendant; pop sound of opening cans; rattle of ice; murmur of talking
- c. Smell: man's cologne; airplane fuel
- d. Feel: restless; eager to arrive; nervous about flying
- e. Answers should point out that an artist or photo illustrator has the ability to shape an image so that it gets a very specific message across. Such an approach is taken when it is difficult to find a single photograph that conveys the essence of a complex story.
2. a. Important news: what the ex-president is doing; also, there's a war going on (seems to be less important, given the amount of space allotted to it)
- b. Answer depends on students' interest in politics
- c. NEWSWEEK was criticized the week this edition came out for putting Clinton on the cover (is he a politician or a celebrity?) when there was a major crisis in the Middle East.
3. a. Headline identifies the man in the picture as ex-president Clinton
- b. Informs that the article will tell you what Clinton is doing day and night
- c. Other headlines might include: "The Senator's Husband" or "The Other Side of Scandal" or "What's Next?"
- d. The cover will entice those readers who are interested in politics, but may seem boring to those who aren't.
4. a. "Sharon vs. Arafat: War Without End?"
- b. It relates to the smaller photograph in the upper right corner.
- c. It will entice those readers who are concerned with the Middle East and/or war.
5. a. Answers will vary, but should address what is or isn't compelling about the cover.
- b. The cover is probably aiming for an older audience—perhaps baby boomers who were Clinton's supporters. Students might be more interested in current politics (Clinton is ancient history to them) or a celebrity.

ACTIVITY SHEET 3: THE TABLE OF CONTENTS

1. and 2. Answers will depend on the particular Table of Contents.
- 3.c. Similarities: some of the same categories, same departments. Differences: categories correspond to the focus of this week's news.

- d. The magazine wanted more flexibility to emphasize whatever was most important in each week's issue without being tied down to one consistent format. Benefit: more flexibility. Drawback: may turn off readers who like the consistency and familiarity of having it the same way every week.
4. Answers will vary.
5. Students may think editors were not emphasizing topics of interest to them (e.g., arts) or were (e.g., Olympics). They can tell what the editors want to emphasize by what the categories are, the contents of the photos and the amount of space given to each topic.
5. Sample summary: Thomas Junta was convicted of involuntary manslaughter in the death of Michael Costin. The fatal fight took place because of a dispute the two men had about their sons' hockey game. Reports of the fight differ, but the jury concluded that it was Junta's blows that killed Costin. Members of the hockey world disagree about the impact the incident and the verdict will have on the game.
6. *reporting*: gathering facts to tell others what happened; *news analysis*: drawing conclusions about incidents that happened.

ACTIVITY SHEET 4: THE OLD-FASHIONED TABLE OF CONTENTS

1. The overlapping parts of the circles, indicating common features of the 1964 table of contents and today's, should point out that they both are named "Top of the Week," provide an index to the magazine and emphasize the cover story. The exclusive part of the circle featuring the 1964 table of contents should show that it digresses on five stories, provides very short descriptions for the categories, uses small photos and uses only black-and-white photos. The exclusive part of the circle featuring today's table of contents should show that it focuses only on the cover story, has a large, color photo as the centerpiece, provides headlines for all stories and lists fewer formal departments.
2. The purpose then was to inform readers about what was in the magazine. That purpose is still present today, but today's table of contents is also more enticing, like an advertisement.
3. NEWSWEEK may be responding to a more competitive market, where consumers have more choices of magazines (and other news media). It may also be acknowledging that consumers are particularly drawn to pictures, perhaps more than words and perhaps more than they were in the past.
4. Most students will probably prefer today's table of contents because they like pictures and flashy headlines.

ACTIVITY SHEET 5: THE COVER STORY

1. b. Categories include—and these topics should be fairly consistent no matter what six months you look at—health, science/technology, hard news (including international and national affairs), politics, the arts, crime, scandal, sports, religion.
3. Paragraphs should say that the cover story needs to be interesting, so that it grabs readers. This can mean it's timely, that it's got a personal story in it that makes the reader care, that it's glitzy or exciting, or any of the other traits listed in the chart.

ACTIVITY SHEET 6: HARD NEWS

1. a child's father killed another child's father over a dispute at the boys' hockey game
2. Statements include: "Guilty," she replied at last ..." and other descriptions of what went on in the courtroom. (¶1); "Junta's son and Costin's three boys were playing a practice game at the Burbank Ice Arena in Reading, Mass ..." (¶3); "Though he left, Junta returned within minutes." (¶4); "The blows ruptured a vital artery in Costin's neck ..." (¶4); "One of the Costin boys is in foster care ..." (¶7); "The others are staying with his sister's family." (¶7)
3. Statements include: "The episode triggered plenty of soul-searching." (¶5); "... was this simply two hotheads lashing out, or a sign of a broader social problem?" (¶5); "So what can be done?" (¶6); "The broken lives are argument enough to do something." (¶7); "But now they won't have a father to cheer them on from the bleachers." (¶7)
4. It may very well shape kids' thoughts about the story because it tells readers what is important and draws conclusions for them.

ACTIVITY SHEET 7: FEATURES: THE ARTS

1. Title: "For Better or for Worse: Divorce Reconsidered"
2. #1: Context in which research took place
#2: findings of a new book summarized
#3: putting the new book in the context of current debates (making it relevant)
3. duration of the study, number of participants, definition of the study's parameters, the study's findings and the author's comments about the current debate about the effects of divorce
4. She expands on her summary of the book's findings and contrasts it to another study's divergent findings.

ACTIVITY SHEET 8: REVIEWS

1. ¶1: slam-bang adventure novel that's also an intricate literary puzzle ... When you're as gifted as David Mitchell ... Mitchell has produced a novel as accomplished as anything being written. Funny, tenderhearted and horrifying, often all at once, it refashions the rudiments of the coming-of-age novel into something completely original.
¶2: The new novel proves the debut was no fluke ... at least as much fun as a good carnival ride
¶3: intriguing his readers ...
¶4: anchored by a narrative arc that begins ...
¶7: ... if you're as talented as Mitchell
2. 1. Introduces novel and states opinion of it. 2. Puts new novel into context of first novel. 3. Provides information about the novel to support contention that novel has humor. 4. More information about the novel to support contention that the narrative is grounded in fantasies and dreams. 5. Author's motivation. 6. More author's motivation. 7. Conclusion and final thumbs up.
3. Answers will vary, but students might add to the opening paragraph: "Now a fascinating new book ..." or "Now a very persuasive new book ..." Paragraph 2 might not just inform readers about the research, but evaluate it: "In an exhaustive study that lasted 30 years..." In paragraph 3, Kantrowitz might have made a statement about whose book she finds more convincing and why.

ACTIVITY SHEET 9: PERSPECTIVES: NOTABLE QUOTES

- 2-4. Before assigning this activity, look through NEWSWEEK to see if the magazine contains other information relevant to the quotes (not all editions do).
5. Answers will vary, depending on the week's quotes. Students may say, for example, that the quotes give them an accurate summary or a key point; or the quotes are sensational and don't reflect the majority of what's in the story.

ACTIVITY SHEET 10: PERSPECTIVES: POLITICAL CARTOONS

1. Two men are looking at five framed CDs hanging on the wall. One man (who has a ponytail) says, "That's my first download to go platinum."
2. The cartoon refers to the controversy about fans' downloading music from the Internet rather than buying CDs.
3. The man's statement is ironic. Musicians' CDs go platinum. The man in this cartoon is not a musician, but a consumer

who downloaded the music. The humor is that people who acquire recordings are gaining recognition usually given based on the number of recordings sold.

ACTIVITY SHEET 11: THE LAST WORD

1. Thesis: The “one-drop” rule is morally offensive and, like all methods of defining race, obsolete. California’s Racial Privacy Initiative is a much-needed antidote and will lead the country toward being a colorblind society.
Supporting arguments and evidence:
 - African-Americans have fought for a long time to create a colorblind society. Examples: Ralph Ellison, Thurgood Marshall and Martin Luther King Jr.
 - A black man has proposed the RPI.
 - The old Census was racist in creating race-based categories; people who use race-based categories today are also racist.
2. Conclusion: “The RPI is sound social policy for a nation in which racial and ethnic boundaries are becoming wonderfully blurry.”
3. Answers will vary, but may include:
 - a. Will is persuasive because he cites African-American activists to prove that a colorblind society is the best type of society; and because he shows how, historically, race definitions have been racist.
 - b. Critics might argue that Will takes African-American activists out of context; that he doesn’t recognize the reality and consequences of ongoing racism, and that equal value and respect, not being colorblind, may be the ideal in a diverse society.

ACTIVITY SHEET 12: MY TURN

Answers will depend on the edition of My Turn that students use.

ACTIVITY SHEET 13: LETTERS TO THE EDITOR

1. #1 believes Clinton’s lack of leadership is partially responsible for the Mideast crisis. #2 believes Clinton would have handled the situation better than Bush.
2. #1 believes NEWSWEEK should not have put Clinton on the cover because there were so many more pressing issues. #2 believes NEWSWEEK’s coverage was “admirable” and “balanced.”
3. My Turn: The letter is shorter, but also seeks to convince. The letter does not draw on personal experience to make a larger point. The letter has no evidence to support its point. The Last Word: The letter is shorter, but also seeks to convince. The letter presents no evidence to support its point of view.

ACTIVITY SHEET 14: THE DIFFERENCE BETWEEN NEWS AND OPINION

1. Information includes: the first paragraph; the first sentence of ¶2; “Last week, political leaders ... (¶2); “in some places it is a perilous time ...” (¶3); “Faiza Mohammed has avoided going out in public ...” (¶3);
2. Information includes: “Since the tragic events of September 11, Islam has been in the spotlight ...” (¶1); “I am a graduate student in journalism ...” (¶2); “Islam may be the world’s second largest religion ...” (¶4); “I have yet to meet anyone ... who can accurately describe Islamic beliefs.” (¶5); “The truth is, fanaticism can spring from misguided excess in any religion.” (¶8);
3. “Patriotism”: In these instances, the authors have drawn conclusions, presumably based on numerous interviews and go on to support them with data. Examples include: “Muslims and Arab-Americans are experiencing an isolating terror all their own.” (¶1) “But these socially evolved messages may be little match ...” (¶2) Other opinions are stated in the form of quotes from interviewees.

- “I Follow Islam”: The author states numerous opinions; most start with “I,” so the reader recognizes them as opinions.
4. “Patriotism”: The last sentence states the authors’ opinions. “I Follow Islam”: many sentences that begin with “I” and express the author’s opinions.
 5. The personal essay has a lot more room for the author’s opinions and the author does not necessarily provide evidence to support each opinion. The author presents his hopes and concerns, as well as a great deal of information. The informative article presents opinions as quotes from those the authors have interviewed. The only place where the authors state their opinion is the last sentence, which seems somewhat out of place.

ACTIVITY SHEET 15: PRE-READING

Answers will depend on the article used.

ACTIVITY SHEET 16: UNDERSTANDING VOCABULARY

Answers will depend on the articles chosen.

ACTIVITY SHEET 17: CONVERSATION

No written answers with this activity.

ACTIVITY SHEET 18: READING FOR UNDERSTANDING

1. Answers will vary, but one possibility is:
 - Washington’s wait is nothing compared with that of Clifton R. Wharton Jr.: it took America 96 years to make him the second African-American to head a big, predominantly white university.
 - “Local and national reporters scrambled to cover me ... and the broader significance of a Negro who had breached the walls of another barrier.”
 - What does such trailblazing represent, especially if the trail has to be blazed all over again, 39 or 96 years later?
 - As I sat watching Berry, I found myself thinking of Marlee Matlin.
 - As Matlin became the first deaf person so honored, there was the poignant sense of a closed door being opened.
 - But there hasn’t exactly been a parade of deaf actresses claiming Academy Awards.
 - Perhaps that is not the point. Whether or not people follow the trailblazers’ paths, they can still draw pride and inspiration from their accomplishments.
 - ... being first is only a small part of the battle: “It’s great to be one, but I’d like to see more twos, threes, fours and fives.”
 - ... the fours and fives are a lot more important than the ones.
2. It took 96 years for the second African-American man to become president of a mostly white university.
 - Reporters hailed the first such man’s accomplishment.
 - But it took another 96 years for the feat to be repeated.
 - Halle Barry’s Oscar victory is like the victory of Marlee Matlin, the first deaf actress to win an Oscar. Yet none have followed her.
 - Perhaps the real point is that “firsts” inspire others to aim for the top.
 - Being first is glitzy, but the fours and fives are more important.
3. An outline might have the following major points: a. Who are the famous firsts? b. What happens after many such “firsts”? c. What is the importance of being first?
4. The summary should be similar to the answer for #2.

ACTIVITY SHEET 19: THE STRUCTURE OF A NEWSWEEK STORY

Part I: Introduces the story. Summary: You’ve seen a lot of dot-com failures, but don’t despair. From the ashes of the bust will rise the phoenix of the next boom.

Part II: is the body of the article, providing evidence to support Levy’s contention that the next boom is in the works.

Summary: The laid-off employees of the bust are looking for new projects. They'll have a much harder time getting capital, so their ideas will have to be more thoroughly thought-through.

Part III: Gives more details about the latest research and possible new businesses. Summary: New technological developments will fuel the next boom.

ACTIVITY SHEET 20: IDENTIFYING NARRATIVES

1. a. The problem is that people's computers are being invaded by hackers.
- b. The source of the problem is that high-speed Internet connections make it easier for hackers to get into your computer.
- c. The problem is made more serious by the increasing numbers of people using high-speed Internet connections.
- d. "The likelihood of being hacked is probably small."
- e. You can buy a product that will protect you from hackers.
2. Everything was fine: You were innocently using the Internet on your computer. But there's a terrible threat out there that could cause you a great deal of harm. It's becoming more and more serious and more and more common. Although it's unlikely to affect you, fortunately you can protect yourself with this new product.
3. You might steer students toward NEWSWEEK stories about illnesses. Recent articles have included: migraine headaches, skin cancer, arthritis and hepatitis C. Similarly, articles about terrorism share the same fear narrative.
4. Discussion should include the fear that is central to this narrative. Readers are told to be very, very scared. Explore how NEWSWEEK tries to make everything all right by the end of the story.

ACTIVITY SHEET 21: EXPOSITORY WRITING

6. Answers will vary and some students will have more than three parts. One formula, however, would be as follows:

Part I introduces the subject. Suggest that your students use an individual story to make the article more relevant to readers. For example, "Jane Smith is worried about her children. Smith's house is right next to the land where the town has proposed building a casino that would have 20,000 visitors a day."

Part II presents the relevant and supporting data.

Part III projects into the future and draws conclusions about what's next in the process.

ACTIVITY SHEET 22: PERSONAL AND PERSUASIVE ESSAYS

Answers will depend on the articles chosen.

ACTIVITY SHEET 23: EXPLORING HISTORY

Activity sheet answers will depend on the articles chosen.

ACTIVITY SHEET 24: EXPLORING GEOGRAPHY: ADDING A SPATIAL DIMENSION

1. a. Silicon Valley is defined as Santa Clara County, at the southern tip of San Francisco Bay. The absolute location of San Jose, a major Silicon Valley city is 37N22, 121W56.
- b. e.g., east of the Pacific Ocean; south of San Francisco
2. There are many maps of Silicon Valley on the Internet. Many are economic maps that show business locations. Interestingly, there are no maps of Silicon Valley in this edition of NEWSWEEK. The absence underscores the fact that "Silicon Valley" only nominally refers to an actual location.
3. a. Silicon Valley is known for high-tech industry; it is a hub for computer-related invention and business.
- b. The people had not literally left Silicon Valley. Rather, the departure was symbolic; what "left" was success. The magazine appeared after the "dot-com crash."
- c. "No. 10 Downing Street" refers to the British prime minister;

"Ramallah" refers to the government of the Palestinian Authority; "the sun belt" refers to a region of the United States known for its warm weather; "the Rust Belt" refers to the region of the United States that used to be the center of industry, but has fallen into disuse.

4. The billboard shows circuit boards that represent high-tech industry, but also shows oranges and flowers, suggesting that the area is known for agriculture as well. It's possible that high-tech has damaged agricultural productivity.

ACTIVITY SHEET 25 EXPLORING ECONOMICS

1. Grand Marquis brings in more money compared to its production costs than any other Mercury model.
2. a. "the Geritol set"; or 70-year-olds
- b. The ad shows the Grand Marquis towing a motorcycle. Elena Ford believes that members of the target market do not tow or drive motorcycles.
3. Producers use advertising to persuade consumers to buy certain products.
4. Producers often decide what to produce based on what they think their target market wants. They may spend time and money trying to figure out what that might be. They may also try to persuade members of the target market that they do, in fact, want a specific product. Advertising plays the key role in the persuasion process.
5. hard work, family connections, a college degree, a fierce attitude
6. The graphic should show that consumer demand shapes some production decisions; that producers' conceptions of consumers also contribute to production decisions and to consumer behavior; that employees work for the production company—and they are also consumers; that advertisers work for the production company, and that their work affects consumer behavior.

ACTIVITY SHEET 26 EXPLORING INTERDISCIPLINARY SOCIAL STUDIES

Some questions might include:

- **Culture:** How does the United States function as a country composed of many different cultures? How does the justice system treat ethnic Americans? What is "sensitivity training" when it comes to working with Muslim-Americans?
- **Time, Continuity and Change:** How does the situation in the article compare with the situation for Japanese-Americans after the bombing of Pearl Harbor? How does the questioning of Muslim-Americans compare to McCarthyism?
- **People, Places and Environments:** How do American perceptions about Muslims and Muslim countries affect the treatment of Muslim-Americans? Have American perceptions about Muslims changed since September 11? If so, how?
- **Individual Development and Identity:** How does religion figure into my sense of identity?
- **Individuals, Groups and Institutions:** With what groups (including religious organizations) do I associate myself? What is my relationship with these groups?
- **Power, Authority and Governance:** What is the best way for the U.S. government to address the threat of terrorism? How can the Justice Department balance the rights guaranteed by the Bill of Rights with the need for national security? Whose rights does the Constitution guarantee?
- **Global Connections:** How has the United States dealt with other countries—including allies—regarding the war on terror?
- **Civic Ideals and Practices:** What can I do to ensure the nation's security? What can I do to ensure that the United States continues to respect the rights guaranteed by the Bill of Rights?

Meet the Magazine

Welcome to NEWSWEEK! Each week, NEWSWEEK presents the week's top news, feature stories, compelling photographs and the opinions of both its writers and its readers. You've probably read NEWSWEEK before; what you might not have done, though, is pay attention to *how* you read NEWSWEEK.

These activities will get you started. Work with a partner on them,

so you can observe yourselves and discuss what you observe.

First, let's set the stage. Imagine you're not in your classroom; imagine, instead, that you're at the supermarket or the drugstore and you're looking over the selection of magazines on the shelf or rack. You remember reading NEWSWEEK in school, so you pick it up to have a look.

1. Look the magazine over as you would if you were actually at the store. In other words, you're not a student here; you're a magazine reader and potential buyer. Have your partner observe you looking at NEWSWEEK, and write down, in the space below, what you do in the order in which you do it. For example, do you start by examining the cover photo, then reading the cover headline? Do you flip through the magazine back to front? Front to back? Do you turn first to a particular section or author—e.g., the Perspectives page, with its political cartoons?

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

2. After both of you have had a chance to look over the magazine and each partner has recorded the other's experience, discuss the similarities and differences in how the two of you approached NEWSWEEK. Summarize what interests you and what doesn't.

3. Magazines are always interested in knowing what readers want to see—that's how they sell magazines. In the space below, write a profile of a teenage reader that NEWSWEEK would find helpful in creating a magazine that would appeal to you. Your profile should include:

a. your age

b. your sex

c. your location (e.g., small town, suburb, city)

d. your purchasing habits (e.g., How many CDs do you buy in a month? How often do you eat at fast-food restaurants in a month?)

e. the names of other publications you read

f. your reasons for reading NEWSWEEK

4. As a class, discuss what NEWSWEEK would look like if it were geared only to you and members of your class. How are your specifications similar to and/or different from the actual magazine?

The Cover*

Of course, the cover is the first thing you notice about NEWSWEEK. That's what it's there for. The cover is designed to catch your eye. As is the case with NEWSWEEK as a whole, which you looked at in the previous activity, you have, no doubt, looked at the cover of NEWSWEEK many times. Now it's time to look at it and, at the same time, think about *how* you look at it. That's what this activity will help you do.



The cover shown here comes from the April 8, 2002, edition of NEWSWEEK. Use the following questions to guide your analysis of this cover—or any other cover.

1. Look at the photograph on the cover. Imagine you were there when the photograph was taken, but you were just out of the camera's range.
 - a. What do you see? (e.g., Who is in the photograph? What are they doing? What else is in the photo?)
 - b. What do you hear?
 - c. What do you smell?
 - d. How do you feel?
 - e. Sometimes, there is no cover photo—instead a photo illustration (with intentional manipulation of a photo) or artistic drawing is used for the cover image. When this is the case, analyze the illustration closely and ask yourself: What does the illustration show? How are the items or people in the image arranged? How does the style of the image shape your perception of the issue it presents (i.e., does the styling cast the issue in a favorable or negative light)? Why was this approach taken instead of a traditional photo?
2. Now take on your role as a magazine shopper (as mentioned in Activity Sheet 1) again.
 - a. What does the cover photo (or image) tell you that is newsworthy? You might take a look at other news sources from the same week to see if they agree that this is a very important topic.

- b. Does the cover image make you want to read the cover story? Why or why not?

- c. With a small group, take on the role of NEWSWEEK's editors as they decide what image to use for this week's magazine. Have one person take the role of observer. It is that person's job to watch and take notes on your discussion. The discussion should include the following questions: What are the benefits and drawbacks to this photo? What other photos can you imagine that you might also consider? In what instances might an illustration be a better idea? The observer should note which factors the editors consider in deciding what photo or image to use.

3. With these answers in mind, look at the headline.
 - a. What additional information does it give you about the photograph?

b. What does it tell you about the cover story?

c. Continuing in your role as the editors, decide on what headline to use. What makes the current headline appealing? Think of another headline you could use instead. What are its benefits? Decide on a headline, with the observer noting how you make the decision.

d. Does the headline make you want to read the cover story? Why or why not?

4. Usually there's another headline over the NEWSWEEK banner.

a. What does it say?

b. Does it relate to the cover image? If so, how? If it does not, why do you think it's there?

c. Does it make you want to read the magazine? If so, why? If not, why not?

5. Now back to your role as shopper. Use the following questions to write your evaluation of the cover for NEWSWEEK executives. What does it need to know about how to grab your attention?

a. Are you engaged by the cover? Why or why not?

b. Do you think NEWSWEEK is trying to get someone with your demographics (age, sex, income, etc.) to buy the magazine? If so, what about the cover succeeds in doing so? If not, what about the cover makes you not want to read the magazine? What other demographic might be targeted?

c. With your group, design a different cover that would be equally appealing or more appealing to you. Explain why you have designed the cover as you have.

***Visit the NEWSWEEK Web site for current cover stories and cover stories from NEWSWEEK's past. Each week, The History Channel's "This Week In History" details the story behind some of NEWSWEEK's historic covers. Look for the "This Week In History" link at newsweek.msnbc.com.**

The Table of Contents

Having thoroughly analyzed the cover, turn the page and look at the table of contents. How boring is that, right?

Think again. In a book, the table of contents tells you where each chapter begins and ends. It serves the same purpose in *NEWSWEEK*, but with one big difference: in *NEWSWEEK*, the table of contents, like the cover, wants to invite you into the magazine, to encourage you to buy it and read it. So in a way, the table of contents, like the cover, is an advertisement for *NEWSWEEK*. When you think of it that way, there's more to the table of contents than meets the eye.

For these activities, use this week's edition of *NEWSWEEK* and work with a partner.

1. Start with the main photograph, as you did with the cover, but this time, use these questions to guide your analysis.
 - a. Who or what is in the photograph? How is the subject positioned—is the subject facing the viewer or someone else in the photo, or perhaps someone off camera?
 - b. If you look at the photograph as you would look at a painting, you would want to know where in the frame the subject is located—in the center, top right, bottom right, etc.?
 - c. What else is in the photograph? How is the subject located in relation to the other things/people?
 - d. What does the subject's location in the photo tell you about the subject?
 - e. What does the photo tell you about the article in the magazine? Does it make you want to read it? If so, what is it about the article that appeals to you? If not, what would you rather see? Why?
2. Under the photograph is a headline and a short amount of text that provides a bit more information than the headline can provide alone. What do the headline and text tell you? If you think of them as an ad for what's inside, how do they try to grab your attention and entice you to keep reading? Do they work?
3. Now look at the table of contents itself. Most of the magazine's articles are listed in the order in which they appear in the magazine; but there's more to it than that. They're also divided into categories.
 - a. In the chart on this page, list the categories in the column on the left.
 - b. Look at last week's table of contents and list the categories in the column on the right.

This Week's Categories

Last Week's Categories

This Week's Categories	Last Week's Categories

- c. Compare the two. Identify the similarities on your chart. You might highlight them in one color or mark them in some uniform way. Identify the differences, using another color or mark.
- d. Discuss the similarities and differences with your partner: until recently, *NEWSWEEK* had the same categories every week. Why do you think the magazine has stopped that practice, choosing instead to change them? What are the benefits and drawbacks of doing so?
4. Mark on your table of contents what you want to read and look at. Number them according to the order in which you want to look at them. (Very few people read a magazine from front to back; most jump around, picking and choosing as they might at a salad bar.)
5. Now be a consumer again. Summarize what you are drawn to and why it appeals to you. Do you think the editors were trying to draw readers specifically to the article or department you are drawn to? How can you tell?

The Old-Fashioned Table of Contents

NEWSWEEK hasn't always presented the table of contents the way it does now. Here is a NEWSWEEK table of contents from 1964.

TOP OF THE WEEK

THE COVER PAGE 17

Two surprise attacks by the tiny North Vietnamese Navy—and then the mightiest naval power of all time retaliates. Why the attacks, who ordered them, how did the counteraction get under way? From the files of William S. Gray in Washington, and François Sully, Robert K. McCabe, and Lloyd H. Norman in Vietnam, Associate Editor Frank Trippett writes the running Washington story, and General Editor William Tuohy and Associate Editor John Barnes give a close-up of the Seventh Fleet as its F-8 Crusaders (photo) went into action; Associate Editor Raymond Carroll analyzes the effects on the guerrilla war and the political situation in Vietnam. (NEWSWEEK cover is an official U.S. Navy photo.)



CYPRUS ERUPTS PAGE 37

Finally, it seems, the Turks have cut the Gordian knot of the Cyprus situation by a series of jet forays against the tortured island. A meeting of the U.N. Security Council is called by Turkey and Cyprus, while more than 5,000 miles away Greek and Turkish Cypriots fatalistically await the catastrophe of war to engulf them. An on-scene report by NEWSWEEK's Joe Alex Morris Jr.

LABOR: THE BACKLASH VOTE PAGE 61

It may sound strange, but pro-Goldwater rumblings are being heard in the ranks of organized labor. The reason? Resentment at civil-rights progress. The AFL-CIO moves to stop the defections.

CLIFF-HANGING WITH ZECKENDORF PAGE 61

His real-estate empire rocks with trouble, but Bill Zeckendorf remains his ebullient self, pledging creditors "100 cents on the dollar."

TIMETABLE TO THE MOON PAGE 51

After Ranger 7, what are the next steps on the U.S. timetable to the moon? To find out, SCIENCE AND SPACE editor Henry W. Hubbard flew to the Jet Propulsion Lab in Pasadena, Calif., for talks with astronomer Gerard P. Kuiper (right) and other American space scientists. From NASA headquarters in Washington and other space centers across the country, NEWSWEEK correspondents also reported on United States chances to meet the 1970 goal.

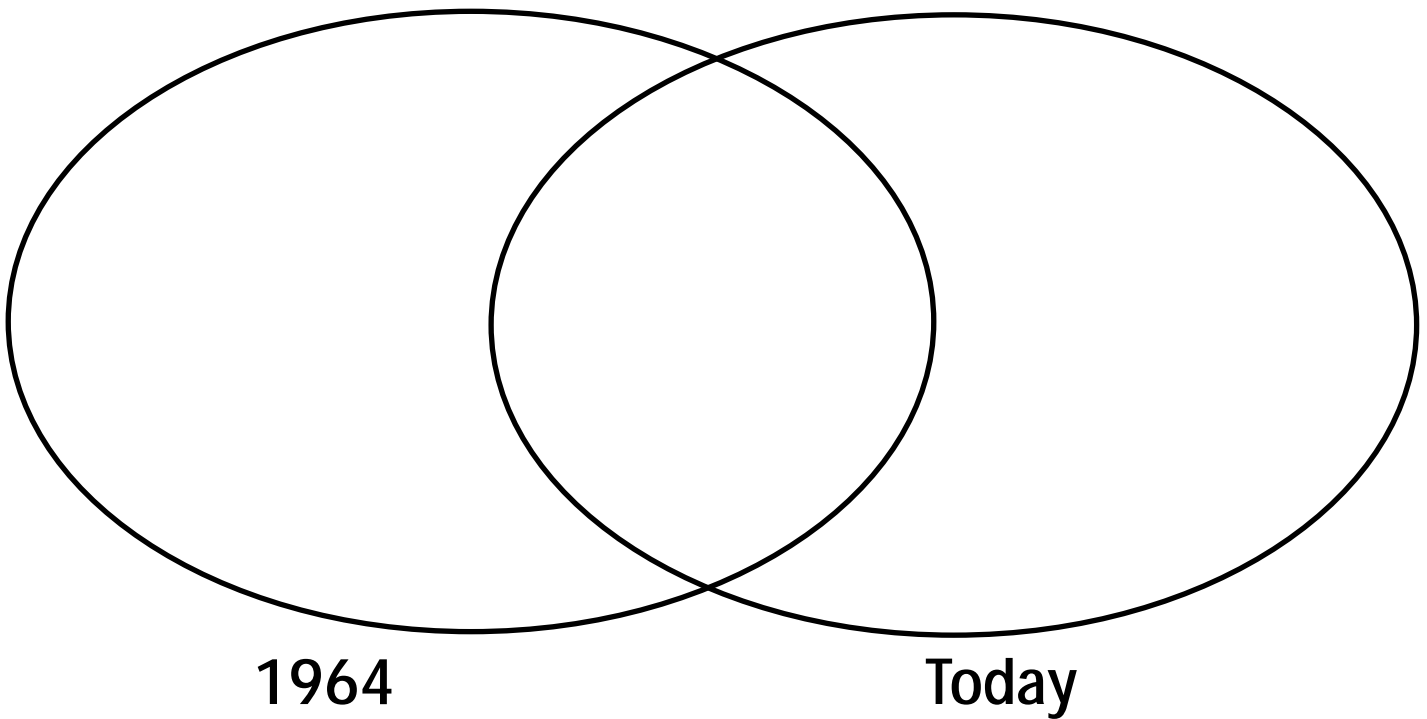


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WALTER LIPPMANN ... Page 13

1. Complete the Venn diagram below, so that you can identify the ways in which the old and new tables of contents are similar and the ways in which they are different.



2. Based on what you've looked at, what was the purpose of the table of contents in 1964?
What is the purpose of the table of contents today?

3. Why do you think NEWSWEEK changed the format?

4. Which table of contents do you like better? Why?

The Cover Story

The cover of *NEWSWEEK* promises the reader that there's something good inside. The cover story—or, frequently, *stories*—are the pot of gold. How does *NEWSWEEK* put together a cover package that is everything the cover promised? This is your chance to see how it's done; or, if you're disappointed in the pot of gold, to decide what would make it more rewarding.

1. To develop a context for the cover story, start by gathering data about which types of stories *NEWSWEEK* puts on the cover.
 - a. Go to the library and look at covers and cover stories over a six-month period.
 - b. Make a list of cover-story topics. Then see which categories they fall into. For example, are there cover stories that are health-related? Related to international events? Focused on celebrities? You might want to work with a partner or small group on this activity.
 - c. Make a chart that presents the categories into which cover stories fall. Make your chart both complete and visually appealing. Hold a class discussion about why *NEWSWEEK* uses the type of cover stories it does.

2. What makes a cover story “work”? What makes it interesting enough to be on the cover? Work in groups of six to complete this activity. Below is a chart with some characteristics of cover stories. Have each person in your group read a different cover story and complete a column for it. If one or more of the stories has traits that are not included on the chart, add them.

STORY'S TRAITS	1.	2.	3.	4.	5.	6.
It's timely						
It's personal						
It's got emotion						
• pathos						
• conflict						
• irony						
• fear						
• other						
It's got fame						
It's got sex						
It's got ideas						
It's got humor						

3. Discuss what your chart shows about what makes a cover story. With the chart in hand and the discussion in mind, write a one-paragraph description titled, “The *NEWSWEEK* Cover Story.” Think of it as the guidelines *NEWSWEEK* editors might give their reporters and writers, explaining what they envision as a topnotch cover story.

Hard News

NEWSWEEK is a news magazine; this activity gives you a chance to look at the “hard” news NEWSWEEK reports. The term hard news generally refers to stories about national or international affairs, including policy, elections, wars and diplomacy. Hard news is usually time-specific—in other words, it’s relevant only soon after an event happens. After that, it loses its appeal. “Hard news” is in contrast to “features,” which include, for example, personality profiles, human-interest stories, health-related articles, and arts and entertainment. With so many immediate ways to get the news—the Internet and all-news cable television, for example—NEWSWEEK’s hard news stories usually take a “feature-y” kind of approach.

Read the article below, a hard-news story that appeared in NEWSWEEK on Jan. 21, 2002.

Notice that it reports on a recent event—a murder conviction—but it also gives background and implications.

This kind of analysis is common to NEWSWEEK’s reporting.

Sent to the Penalty

One dad is dead, the other is heading to jail. How a kids’ scuffle led to rink rage and what a troubled community is doing to keep parents safely on the sidelines.

Box

Arian Camacho Flores

Perhaps it was fitting that the trial of Thomas Junta ended as murkily as it began. As he stood stoically in a Cambridge, Mass., courtroom last Friday evening, accused of killing fellow hockey dad Michael Costin, the judge asked the jury forewoman for a verdict on the first charge of voluntary manslaughter: guilty or not guilty. The forewoman stared at her verdict slip, scrunched her eyes quizzically and shot a pleading glance at the juror on her left. The silence seemed eternal. “Guilty,” she replied at last. “Guilty of what?” the judge asked. “No. 3,” she replied, referring to the third item on the verdict slip: the lesser charge of involuntary manslaughter. The confusion in the courtroom was so great that no one seemed to realize that the trial—replete throughout with conflicting versions of the truth—had finally come to a close.

The damage wrought by the case, however, could not be clearer. Costin is dead. Junta is in jail. Their kids are fatherless. In the most immediate sense, Costin’s killing—which stemmed from his dispute with Junta over their sons’ play in a pickup hockey game—was a tragedy that tore through two families. In the wider world, it ripped the fabric of the men’s hometowns, where kids grow up skating at the local pond and find release in sports. It forced the hockey world to confront questions about the roughness of the game. And the case raised disturbing questions about parental rage at youth sporting events.

It all started on a leisurely summer day in July 2000. Junta’s son and Costin’s three boys were playing a practice game at the Burbank Ice Arena in Reading, Mass., with Costin refereeing. The play got rough and

Junta, who was watching from the bleachers, came down to complain. “That’s hockey,” Costin said, according to Junta. “No, it isn’t,” Junta replied. “It’s supposed to be a fun time.” When the game was over, the two confronted each other again by the locker rooms. They began scuffling, Junta’s 275-pound frame overpowering the 156-pound Costin, according to some witnesses. (Both had violent streaks: Junta had been arrested before for assault and battery, and Costin had been jailed a half-dozen times for crimes that included assaulting a cop.) Bystanders broke up the fight and, according to one witness, Junta was ordered to leave the rink.

Though he left, Junta returned within minutes. “His face was very red” and “his hands were clenched,” said the assistant rink manager, who testified that Junta shoved her out of the way and bruised her. Junta

entered the rink area and he and Costin clashed again. They wrestled each other, slammed into a wall and fell to the floor. With Costin lying on his back and Junta kneeling above him, Junta pummeled him with anywhere from three to more than 10 punches. Then, said several witnesses, he grabbed Costin's head and slammed it against the floor. "Dad, stop!" Junta's son yelled, according to his testimony. Another witness said she screamed, "You're going to kill him!" He did. The blows ruptured a vital artery in Costin's neck, testified a former medical examiner, and sent him into a coma (he died two days later). His head was so severely bashed, the examiner said, that during the autopsy Costin's brain "came squeezing out like toothpaste." All the while, kids were watching the fatal dispute prompted by a father's worries about their rough play.

The episode has triggered plenty of soul-searching. In Junta's hometown of Reading, where talk radio and neighborhood stores have been filled with discussion of the killing, residents are wrestling with a confounding question: was this simply two hot-

heads lashing out, or a sign of a broader social problem? They especially lament that violence tainted the Burbank rink, which is named after the peaceful philanthropist who funded it with the town's kids in mind. In the hockey community, too, debate has been vigorous. Aficionados worry that the public will regard Costin's killing as "an expression of inherent ills in our game," says Joe Bertagna, a resident of nearby Gloucester and executive director of the American Hockey Coaches Association. But "it's not a hockey issue," says Dan Esdale, president of Massachusetts Hockey, which governs the state's private leagues. "It's a societal thing" that just happened to take place at an ice rink. Others fret over unruly parents and coaches. Before all this, says Bertagna, there were concerns that "it was only a matter of time before something happened."

So what can be done? Bertagna suggests a Pennsylvania Little League program as a model: eject the kid rather than the parent from a game when the parent acts up. At Massachusetts Hockey, new measures to rein in parents are imminent, says Esdale. One

possibility: holding local education sessions and requiring parents to sign codes of conduct. Even lawmakers are getting involved. When he was still a Massachusetts state senator last year, U.S. Rep. Stephen Lynch of Boston introduced a bill—in response to the Costin killing—that would provide funds to towns that volunteered to adopt codes of conduct. It is still sitting in committee.

The broken lives of the Costin and Junta families are argument enough to try something. One of the Costin boys is in foster care (Costin was a single father who had only recently regained custody of his kids after a bout with alcoholism). The others are staying with his sister's family. Junta's wife and two kids must now make do without his truckdriver's salary. And Junta sits in jail awaiting sentencing on Jan. 25—in all likelihood, three to five years under the state's sentencing guidelines. All the kids continue to play hockey. But now they won't have a father to cheer them on from the bleachers.

—NEWSWEEK, Jan. 21, 2002

1. What's considered newsworthy? Disruptions of the status quo. That's why most news stories revolve around a problem or conflict. What's the problem described in this article?
2. "Sent to the Penalty Box" is hard news because it reports on a jury verdict. Go through the article and highlight the statements that report what happened.
3. It also contains analysis, recognizable in statements in which the writer draws conclusions or makes judgments, such as "The damage wrought by the case, however, could not be clearer." (¶2) Go through the article and highlight the statements that introduce analysis.
4. How does the analysis affect you as a reader? Does it change the way you think about the story? If so, how?
5. Write a summary of the story that is strictly hard news—in other words, one that simply reports what happened, but does not analyze it. Share your summary with another student.
6. Write a one-sentence definition of the terms below. You will want to use them in the next unit.

reporting:

news analysis:

Features: The Arts

If you read *NEWSWEEK* back to front, you're probably familiar with the numerous reports on the arts. These include reports on controversial art exhibitions and timely books, and profiles of authors, actors, musicians and celebrities. This article reports that a new book has added to the debate about the long-term effects of divorce.

D-i-v-o-r-c-e Gets R-e-s-p-e-c-t

A top researcher's good news for families in Splitsville

By Barbara Kantrowitz

As the country's divorce rate soared in the 1970s, social scientists began trying to understand the long-term effects on parents and children. Now, a new book about one of the most comprehensive studies indicates that the majority of people do just fine—and a significant number even thrive. That conclusion is sure to add fuel to the already fiery debate over how to strengthen marriage and could undermine legislative efforts in several states to make divorce more difficult.

Researcher E. Mavis Hetherington, an emeritus professor of psychology at the University of Virginia, followed nearly 1,400 families and more than 2,500 children—some for close to three decades. In “For Better or for Worse: Divorce Reconsidered,” Hetherington and her co-author, journalist John Kelly, detail the impact of divorce on the life span of each family member. Outcomes, Hetherington says, depend on many factors: the reasons for the divorce, parenting skills, the level of support both adults and children receive from family and friends, and individuals' willingness to change and

grow in the face of new challenges. “After forty years of research,” Hetherington writes, “I have no doubts about the ability of divorce to devastate. It can and does ruin lives.” But, she adds, “I also think much current writing about divorce—both popular and academic—has exaggerated its negative effects and ignored its sometimes considerable positive effects.” She says that divorce has not only rescued families from domestic abuse but has also provided women and girls in particular “with a remarkable opportunity for life-transforming personal growth.”

Hetherington's main rival in the divorce-book genre is California researcher Judith Wallerstein, whose best-selling studies of children and divorce have highlighted her disturbing findings about the difficulties these children have in establishing healthy adult relationships. Hetherington agrees that children in single-parent families and step-families are indeed more likely to have social, emotional and psychological problems, but she says that more than 75 percent of the youngsters in her study ultimately did as well as children from intact families.

“Although they looked back on their parents' breakup as a painful experience,” Hetherington writes, “most were successfully going about the chief tasks of young adulthood: establishing careers, creating intimate relationships, building meaningful lives for themselves.”

Their parents have equal reason for optimism, according to Hetherington's study. The first two years are the most difficult for ex-spouses, she says, with the first anniversary often the low point. That's when the initial euphoria gives way to anxiety about the future. But from then on, Hetherington says, about 70 percent of adults fall into categories that range from what she labels as “enhanced” (more successful professionally and personally) to “good enough.” Hetherington calls parents, especially single mothers, the “unsung heroes” of her study. “Most of our divorced women,” she writes, “managed to provide the support, sensitivity and engagement their children needed for normal development.” That should be encouraging news for all those mothers out there still struggling on their own.

1. What is the name of the book that is the subject of the article?
2. There are three sentences in the first paragraph. What does each tell you?
3. In paragraph 2, writer Barbara Kantrowitz informs *NEWSWEEK* readers about E. Mavis Hetherington's research and its conclusions. What are the key points she emphasizes?
4. What does Kantrowitz do in the remaining paragraphs of the report?

Reviews

Each week, *NEWSWEEK* writers review books, movies, CDs, plays, museum exhibits and other cultural forms. A straightforward article tells you about the book or movie or whatever the subject is. Yet a review does more. It evaluates the book or movie and that's what sets it apart from articles that simply report on cultural phenomena. Read the following review. The questions that follow will help you identify the structure of a review so that you can write your own.

A Samurai in Sneakers ● By Malcolm Jones

English novelist David Mitchell delivers a deft, scary and often-funny adventure—about modern Japan

So why does a 33-year-old Englishman decide to write a slam-bang adventure novel that's also an intricate literary puzzle about a 20-year-old Japanese man searching for his long-lost father in Tokyo? Frankly, because he can. When you're as gifted as David Mitchell, there's no telling what you're liable to attempt. "It didn't really occur to me to be daunted," he admits. "Maybe if it had, I would have been." It really doesn't matter how he got there. What counts is that Mitchell has produced a novel as accomplished as anything being written. Funny, tenderhearted and horrifying, often all at once, it refashions the rudiments of the coming-of-age novel into something completely original.

Mitchell's first novel, "Ghostwritten," was an immediate hit when it was published two years ago. Shortlisted for England's Booker Prize, it drew raves from the likes of novelist A. S. Byatt and *The New York Times*, which listed it as one of the best books of 2000. The new novel proves that debut was no fluke. "Number9Dream" is always at least as much fun as a good carnival ride—or a good pop tune: the title comes from a John Lennon song. When we first meet Mitchell's protagonist, Eiji Miyake, he is concocting various ways to break into the Tokyo office of his father's lawyer. Some of these fantasies he puts into practice; others are just shopworn mass-produced fantasies of the 007, superhero, videogame variety. Real or fake, Eiji can't make any of them work.

Before the novel ends, Eiji endures plenty of adventure and noteworthy characters, including very real yakuza gangsters who use their enemies' heads as bowling pins, a

World War II kamikaze submarine pilot and the love of Eiji's life—a cellist with a perfect neck. Mitchell braids and unbraids these plotlines, confusing his hero, intriguing his readers. The only lifeline he throws us is humor: when a friend takes him to meet two chic women in a bar, Eiji begs off, because he's wearing his work overalls. "We'll say you work as a roadie," says his friend. "I'm not even well-dressed enough to be a roadie." "Then we'll say you work as a roadie for Metallica."

Beneath all the wordplay and sly jokes, "Number9Dream" is anchored by a narrative arc that begins in pop-culture videogame fantasies and ends in—well, more fantasies and dreams, but fantasies and dreams that Eiji himself manufactures. These imaginings are not innocuous. They carry their own risks. But at least he is no longer feeding off the mass-produced fantasies generated by corporate entertainment. There is a moment, near the end, when Eiji sees his girlfriend approaching him in a restaurant; he can't stop staring at her. "If this were a movie and not McDonald's, we would kiss," he says, and we know, from this small, funny moment, that Eiji is starting to think and dream for himself.

Currently living in Hiroshima, his wife's hometown, Mitchell wrote "Number9Dream" "as a crusade to depict an alternative to the irksome cherry blossom/Mount Fuji/kimono Japan that gets marketed all over the world." It is a testament to his talent that you never miss the pallid clichés while embarked on the wild ride Mitchell conducts through the feverish maze of Tokyo. "The energy

required to cover 80 meters in London or New York and 300 meters in open country will only get you about 40 meters in Tokyo," Mitchell says. "It's like one of those dreams when something is chasing you over and over and you can't get any traction. There isn't a scrap of green, a coffee is \$5 and the air tastes of pencils."

Tired of the clichés about old Japan and equally appalled by the ersatz modernity of the postwar version, Mitchell is nevertheless beguiled by his adopted country. "I've spent all my adult life here," he says. "I am steeped in the place, so although I am a perpetual foreigner in the country, Japan nonetheless feels more real to me than anywhere else." Like his protagonist, Mitchell grew up in the boondocks—in his case the English countryside, where, as the child of two artists, he learned "from a fairly early age that you could make a living from the creative contents of your own mind." He is, also like Eiji—who's modeled on the college kids Mitchell taught conversational English—a child of world culture, conversant with Nintendo and Nabokov.

"Number9Dream" comes packed with little homages to Mitchell's artistic heroes, who range from Lennon to Japanese filmmaker Beat Takeshi to English novelist Malcolm Lowry. But Mitchell never enslaves himself to just one master: "The first time I met my agent, he said writers should keep influences in the corners of their eyes but keep the centers of their eyes clear," he says. "But pretty soon the you-ness of you alters the influence and gives it an original form." It does, that is, if you're as talented as Mitchell.

—*NEWSWEEK* March 25, 2002

Perspectives: Notable Quotes

Each week, NEWSWEEK devotes a page early in the magazine to a shorthand summary of the week's news in the form of quotes from newsmakers, and of the week's opinions in the form of political cartoons. This activity focuses on the quotes.

Keep this in mind as you think about Perspectives: each edition of NEWSWEEK frequently has a subscription card at the Perspectives page, so it's likely that most people who flip through the magazine will land there.

It's clear, then, that this is an important part of the magazine.

For this activity, use this week's edition of NEWSWEEK. The Perspectives page is located towards the beginning of the magazine, in the section that's known as the front of the book.

1. Go directly to the Perspectives page. Don't stop to analyze the cover (visit the table of contents only long enough to find out where to find Perspectives). As you read each quote, complete the left three columns, which should help you categorize the quotes you're reading.

Example:

"She's very passionate about issues, wants to help children and families have a better life and I know from our many conversations how much she loves Tennessee." —Sen. Hillary Clinton, referring to Tipper Gore, who is said to be seriously considering running for Senate. [NEWSWEEK, March 25, 2002]

Speaker	Event/Incident	Point of View (POV)	Another Speaker	Quote/POV
Hillary Clinton	T. Gore's possible candidacy	Supportive	Tennessee Democrat	"We were flabbergasted, but told to take it seriously. So we are."

2. Based on what you've read and how you've completed the chart, what are the week's top stories?

3. Go through the magazine now and see if you can find more information related to the incidents you marked in column 2. (Note: Not all quotes will have a related story in the magazine.) For example, the March 25, 2002, edition of NEWSWEEK has a short article, "Tipper's Turn," on page 8 (part of the Periscope department) that gives a different point of view. Its source and a quote are added to the fourth and fifth columns.

4. Choose five of the examples from the chart.

For each, explain how another perspective either supports the point of view quoted in Perspectives or contradicts it.

a.

b.

c.

d.

e.

5. The Perspectives quotes summarize news in the voices of newsmakers. However, NEWSWEEK editors have chosen certain quotes to highlight. How does the choice of quotes affect how you think about the week's news?

Perspectives: Political Cartoons

NEWSWEEK does more than report news: it also provides opinions about the news. One format such opinions take is political cartoons. Each week, NEWSWEEK publishes three cartoons on the Perspectives page. Each presents commentary—in humorous form—about an issue in the news that week. Use the cartoon below to complete this activity; or, if you'd prefer, choose a cartoon from this week's edition of NEWSWEEK.



By Jeff Stahler, Cincinnati Post.
Reprinted by permission of the Newspaper Enterprise Association, Inc.

1. Describe what's going on in the cartoon. Who are the people in the cartoon? What are they doing? What are they saying?
2. Which issue from the news is the cartoon referring to?
3. What makes the cartoon funny? (Or, if you don't find it funny, what do you think is supposed to be funny about it?)

The Last Word

The final page of every edition of *NEWSWEEK* is The Last Word, a column written by George F. Will or Anna Quindlen (they write on alternate weeks). The Last Word is an excellent example of an opinion-based essay; in many cases, it is meant to convince readers that the author's opinion is not only credible, but correct. Read this essay by George F. Will, then use the activities that follow to analyze what makes his essay convincing—or fail to do so.

Dropping the 1-Drop Rule

By George F. Will

A good idea in California may help America discard one of the worst ideas it ever had

It is probably the most pernicious idea ever to gain general acceptance in America. No idea has done more, and more lasting, damage than the “one-drop” rule, according to which if you have any admixture of black ancestry, you are black, period. This idea imparted an artificial clarity to the idea of race and became the basis of the laws, conventions and etiquette of slavery, then of segregation and subsequently of today's identity politics, in which one's civic identity is a function of one's race (or ethnicity, or gender, or sexual preference).

Today nothing more scaldingly reveals the intellectual bankruptcy and retrograde agenda of the institutionalized—fossilized, really—remnants of the civil-rights movement than this: those remnants constitute a social faction clinging desperately to the “one-drop” rule, or some inchoate and unarticulated version of that old buttress of slavery and segregation. However, in California, where much of modern America has taken shape, a revolt is brewing—a revolt against the malignant legacy of that rule and against identity politics generally and in favor of a colorblind society. The revolt is gathering strength—and signatures.

The signatures—1.1 million of them, by April 10—are required to put the Racial Privacy Initiative on California's November ballot. If enacted, the RPI will prevent govern-

ment agencies in California from classifying individuals by race, ethnicity, color or national origin for any purpose pertaining to public education, public contracting or public employment.

Who can object to the RPI 50 years after Ralph Ellison, in “Invisible Man,” his great novel about black experience in America, wrote, “Our task is that of making ourselves individuals”? Who can object to the RPI 48 years after Thurgood Marshall, then an attorney representing the NAACP in *Brown v. Board of Education*, said, “Distinctions by race are so evil, so arbitrary and invidious that a state bound to defend the equal protection of the laws must not involve them in any public sphere”? Who can object to the RPI 34 years after Martin Luther King died struggling for a society in which Americans “will not be judged by the color of their skin but by the content of their character”?

Who? Here is who: People who make their living by Balkanizing America into elbow-throwing grievance groups clamoring for government preferment. Such people include blacks in the civil-rights industry who administer today's racial spoils system of college admissions and contract set-asides and white liberals who have a political stake in blacks' forever thinking of themselves as permanently crippled by history and hence permanent wards of government.

But Ward Connerly says: Enough—actually, much too much—already. Connerly, the prime mover behind the RPI, is a successful businessman, a member of the University of California Board of Regents and the man responsible for California voters' enacting in 1996 Proposition 209 to eliminate government-administered racial preferences. He is black.

At least, he is according to the “one-drop” rule. Never mind that one of his grandparents was of African descent, another was Irish, another was Irish and American Indian, another was French Canadian. Furthermore, by the “one-drop” rule, the children he and his Irish wife have had are black. And his grandchildren are black, even the two whose mother is half Vietnamese.

A modest proposal: Instead of calling them, or grandfather Ward, blacks, why not call them Californians? In California today more children are born to parents of different races than are born to two black parents. In a recent 15-year span (1982–97) multiracial births in California increased 40 percent. There has been a sharp increase in the number of applicants to the University of California who refuse to stipulate their race.

The RPI follows the logic of the 2000 U.S. Census. The 1790 census classified Americans into five categories—white males 16 years and older, white males less than 16

years, white females, other white persons and slaves. In 1860 Chinese and American Indian were added as distinct races. By 1990 the census offered five major categories: white, black, Asian/Pacific Islander, American Indian/Native Alaskan and other. But births to black-white interracial parents nearly tripled in the 1990s. It is morally offensive and, the “one-drop” rule notwithstanding, preposterous for a child of such a marriage to be required to choose to “be” the race of just one parent. And why should the alternative be “other”?

So in 2000 the census expanded the available choices from five to 63. The 63 did not include the category Tiger Woods concocted for himself—“Cablinasian,” meaning Cau-

casian, black, Indian and Asian. But the 63 threatened those race-and-ethnicity entrepreneurs who toil to maximize their power and profits by maximizing the numbers they purport to speak for—the numbers of people who supposedly are clearly this or that race or ethnicity. Hence the hysteria against the RPI.

The American Civil Liberties Union’s chapter in Berkeley—of course—says the RPI would effectively return California to “pre-1964” status. That is, to before the law that guaranteed blacks access to voting booths and public accommodations. Orwellian language multiplies: Professional racemongers denounce the RPI’s ban on racial preferences as “racist,” and people

whose livelihood depends on dividing Americans into irritable clumps denounce the RPI as “divisive.”

The RPI is sound social policy for a nation in which racial and ethnic boundaries are becoming wonderfully blurry. This accelerating development should please Americans regardless of whether they accept, reject or are agnostic about the idea that the very concept of race is scientifically dubious, or is a mere convention—a “social construct.”

By enacting the RPI, the one eighth of Americans who are Californians can help the other seven eighths put the “one-drop” rule where it belongs—in a far corner of the mental attic where the nation puts embarrassments from its immaturity.

—NEWSWEEK, March 25, 2002

1. Locate George F. Will’s thesis—the main point he is trying to prove—and write it in your own words in the center of a web or graphic organizer. (Note: Will doesn’t state the thesis succinctly in one sentence; you’ll have to read the essay and think about it as a whole to identify the thesis.) Then, branching out from the center, create bubbles; in each bubble, write one of Will’s supporting arguments. Branching out from each argument, fill in the evidence Will provides to support it.

2. What is Will’s conclusion?

3. Answer both parts of this question, regardless of whether you agree or disagree with Will:

a. Take the role of someone who has been convinced by Will’s argument. Explain what it is about his essay that has convinced you.

b. Now take the role of someone who remains unconvinced. For each of Will’s arguments, create a counterargument and provide evidence for it.

My Turn

In addition to providing its readers with the opinions of professional commentators like George Will, Anna Quindlen and Ellis Cose, NEWSWEEK provides its readers with opportunities to express their opinions, too. My Turn, one of NEWSWEEK's most popular features, is written weekly by members of the reading public—not by NEWSWEEK's staff.

Use a My Turn column from a recent edition of NEWSWEEK to complete these activities, which will help you analyze both the content of a My Turn essay and its form. Later, you will have a chance to write your own.

1. Based on the headline and the deck (the lines immediately under the headline), what is the issue addressed by this My Turn column?
2. How does the author introduce the issue in the first paragraphs of the essay? Does the author succeed in drawing you in? Why or why not?
3. What is the author's thesis—the main point he or she is trying to make?
4. George F. Will's writing tends to be more about issues than personal experience. My Turn writers, on the contrary, draw from personal experience. What experience does the author share?
5. The purpose of a personal essay, however, is rarely just to tell an individual's story; it is to use that story to make a larger point. What larger point is the author making?
6. Are you convinced by the essay? Why or why not?

Letters to the Editor

NEWSWEEK readers have more chances to express their views than the relatively small number who write My Turn essays. Each week NEWSWEEK prints letters from its many readers, who comment on key issues and on NEWSWEEK's coverage of them.

NEWSWEEK's editors make decisions each week about which letters to publish, as this summary, which accompanied the April 22, 2002, letters, makes clear. Writers were responding to NEWSWEEK's April 8 cover story about the ex-president, featured in Activity Sheet 2.

The View From the Ex-Presidency

Emotions about Bill Clinton still run high. We heard from more than 400 readers on our April 8 cover story; most had no love for the former POTUS [President of the United States]. One called him **"the poster child for moral relativism"**; another, "the most malfeasant politico we have ever had in the White House." Comparing Clinton with the two President Bushes, a reader declared: **"They have more character in their little fingers than Clinton has in his whole body."** But another dubbed Bill "the meat between two slices of white bread." And a woman from Texas asked, **"Is it any wonder we still find him interesting?"**

Here are two samples of the letters included in the April 22, 2002, edition:

#1

At first I was amazed that you would choose to place Bill Clinton on your April 8 cover ("Clinton now," CLINTON'S NEW LIFE). World War III could easily be around the corner, but NEWSWEEK leads with yet another Clinton apology. But wait! I see your subtlety. You sly devils! When one actually stops and thinks about the root causes of the current crisis in the Middle East, one realizes that your leading article is about one of the public figures whose lack of leadership must bear a great deal of the responsibility for the currently escalating tragedy.

#2

Your article on Bill Clinton made me wish he were still in the White House; if he were, I am convinced that we would not be in such a mess in the Middle East. His incredible popularity around the world was a reflection of America's fair and balanced approach to foreign policy and of his passionate desire to mediate at the risk of damaging his personal prestige. Unfortunately, our current policy—characterized by refusing to get involved in foreign affairs until there is a true crisis and exhibiting superpower arrogance—has led to increasing hatred for our country. I commend Jonathan Alter [the author of the Clinton article], always a fair journalist, for an admirable job of presenting a balanced article on Clinton. It is satisfying to know that the former president is finally able to take care of his family, much to the chagrin of his right-wing detractors.

1. Summarize each letter writer's evaluation of Bill Clinton's role regarding the situation in the Middle East.
2. Summarize each letter writer's evaluation of NEWSWEEK's coverage of Clinton as ex-president.
3. Compare one of these letters to either the My Turn essay you analyzed or to the George F. Will essay on Activity Sheet 9.

The Difference Between News and Opinion

In Unit 2 and Unit 3, you explored hard news and opinion pieces. This activity asks you to compare and contrast the two types of articles. The first article, "Patriotism vs. Ethnic Pride: An American Dilemma," is a news story that appeared in *NEWSWEEK* on Sept. 24, 2001. The second, "Yes, I Follow Islam, But I'm Not a Terrorist," is a My Turn essay that appeared on Oct. 15, 2001. Both address the effects September 11 had on Arab-Americans, but in different ways. Read them and complete the activities below.

By Lynette Clemetson and Keith Naughton

PATRIOTISM VS. ETHNIC PRIDE: AN AMERICAN DILEMMA

Hasson Awadh grew up in a part of the world scarred by terrorism, but he never stared down the barrel of a rifle until last week. At 2:25 a.m. last Wednesday, a man wearing a white rubber mask and a black hooded coat walked into Awadh's Marathon gas station in Gary, Ind., and, with no evident purpose other than vengeance, opened fire with a high-powered assault rifle. The 43-year-old native of Yemen dived for cover behind his cash register, as a fusillade of bullets pierced the one-inch-thick supposedly bulletproof glass he stood behind. Awadh crawled to a back room and prayed to Allah to spare his life. "I still hear the sound of the bullets," says Awadh, whose assailant is still at large. "That scary mask. It is still in front of my eyes."

As America reels from last week's deadly terrorist attacks, Muslims and Arab-Americans are experiencing an isolating terror all their own. In Washington, D.C., Muslim women have had hijab scarves snatched from their heads. A mosque in San Francisco was splattered with pig's blood. A bomb threat at a mostly Arab school in Dearborn, Mich., sent frightened teens running into the streets. Times have certainly changed since Pearl Harbor, when the government fueled ethnic hatred by interning Japanese-Americans. Last week political leaders from President George W. Bush to New York Mayor Rudolph Giuliani urged tolerance. But these socially evolved messages may be little match for today's equally evolved high-tech networks of intolerance, the often faceless, underground nature of which leaves many Arab-Americans fearing payback around every corner. Even as law

enforcement promises them extra protection, Arab-Americans are targeted for suspicion and detainment. The paradox has left many with an uncomfortable struggle—in a forever altered America, how do they show both their patriotism and their ethnic pride?

... [In] some places it is a perilous time to openly display Muslim identity. Virginia college student Faiza Mohammed has avoided going out in public since a police officer asked her last week to take off her head scarf—which, to a devout Muslim woman, is like asking her to take off her clothes. When the officer asked to search her car, she first asked if he had a search warrant, but quickly relented under his intimidating stare. "There's a line between our desire for security and for civil liberties," says Faisal Gill, of the American Muslim Council. "Right now none of us knows where that line is."

The cruel irony is that many of those bearing the brunt of the fallout came to this country to escape terrorism. Mariam Bakri, 47, whose family fled to the United States from Lebanon, says she feels, at moments, as if she is without a country. She was sickened as she watched televised images of West Bank Arabs celebrating the attack on America. She is equally sickened when she hears of her Arab neighbors being spit on. "Now people are going to think that if you're Arabic, you are a terrorist," says Bakri. Contemplating the national mood as collective grief turns to desire for vengeance, she says: "And the worst is yet to come." The best parts of America hope she's wrong.

—*NEWSWEEK*, Sept. 24, 2001

Yes,

I Follow Islam, But I'm Not a Terrorist

By **Nada El Sawy**

**The tragedy of
September 11 gives
Americans the chance
to learn about
a religion they have
never understood**

As an Egyptian-American and a Muslim, I've always been dismayed by the way Islam has been generally misrepresented in the media and misunderstood by most Americans. Since the tragic events of September 11, Islam has been in the spotlight and though leaders such as President George W. Bush and New York Mayor Rudolph Giuliani have made a concerted effort to distinguish it from terrorism, some people still aren't getting the message.

I am a graduate student in journalism, often assigned to write articles about current events. The day after the terrorist attacks I headed out to Brooklyn to cover a story about an Islamic school that had been pelted with rocks and bloody pork chops in the hours after the World Trade Center towers collapsed. Whoever committed this act knew enough about Islam to know that pork is forbidden, but apparently little else about Islamic beliefs. "I wish people would stop calling us terrorists," one sixth grader told me.

When I read about Osama bin Laden or groups like the Egyptian Islamic Jihad, I want to tell them, "You're giving Islam a bad name!" I want to show people that the religion I know is one that calls for patience, harmony and understanding.

Islam may be the world's second largest religion, but in the United States, home to about 6 million of its followers, it remains a mystery. Americans seem to believe that backpacking through Europe or keeping up with the news gives them an understanding of everything about the cultures, religions and traditions that differ from their own.

While I'm heartened by the sincere curiosity of some, like the stylist who asked me about my beliefs as he trimmed my hair, most people still have a long way to go.

I have yet to meet anyone—who isn't either especially well read, a religion major or a Muslim—who can accurately describe Islamic beliefs. Many people find it fascinating that I worship Allah without understanding that "Allah" is simply the Arabic word for God. Muslims use the word only because the universal teachings of Islam have been preserved in the Arabic language.

I can recall a Thanksgiving dinner with family friends several years ago when the host offered a small prayer. As we all held hands, he started with the customary thanks for the food, family and friends. Then he proceeded to say, "And thank you to God—or whoever else you choose to worship, may it be Allah ..." He meant well, but I remember flinching. He and his family had traveled to the Middle East, taken pictures of Muslims praying, read about the cultures they were visiting, but none of it had led to a clear understanding of Islam.

I'm not surprised when classmates confront me with the charge that Muslims around the world are killing in the name of religion. I'm careful not to mention the many Muslims who have been killed in places like Kosovo, Indonesia and Palestine. I don't want to respond with that kind of foolish rebuttal because I abhor the senseless murder of all human beings.

The truth is, fanaticism can spring from misguided excess in any religion, and Mus-

lims who kill in the name of their beliefs are not true Muslims. Aggression is not a tenet of our religion, but rather something that is condemned except in self-defense. The Qur'an states: "Fight in the cause of Allah those who fight you, but commit no aggression; for Allah loves not transgressors" (al-Baqarah 2:190).

If few people understand that Islam is a peaceful religion, even fewer know how beautiful it can be. When I studied in Cairo during my junior year of college, my grandmother had a religion teacher come to her house every week to teach us the Qur'an. Hearing him chant the verses was like listening to breathtaking music. There is also an element of poetry in a Muslim's everyday life. One says "Allah" or "ma sha'a Allah" ("as God wills") upon seeing something beautiful, like a sunset or a newborn baby. Whenever family members or friends part, one says, "La illah illa Allah" ("there is only one God") and the other responds, "Muhammad rasoul Allah" ("Muhammad is God's prophet").

To me, informing people about these wonderful aspects of Islam is a pleasure, not a burden. There are signs that Americans may be ready to learn. I was moved recently when I saw a woman on the subway reading a book about Islam to her young daughter. She explained that she was teaching herself, as well as her daughter. If more people take that approach, there will come a day when fanaticism is no longer equated with faith and Muslims aren't seen as terrorists but as human beings.

—NEWSWEEK, Oct. 15, 2001

Activity Sheet 14—3 of 3 pages

1. “Patriotism vs. Ethnic Pride” presents information about events that had happened recently.
Highlight all the information the article presents.

2. In the same color, highlight all the information presented in “Yes, I Follow Islam, But I’m Not a Terrorist.”

3. Using a different color, highlight the places in both articles that state opinions or conclusions.

4. In a third color, highlight the places in both articles in which the authors present their own point of view.

5. Study your color-coded work. Based on what you see, what can you conclude about the similarities and differences between the hard-news story and the personal essay?

Pre-Reading

As an “authentic” source—that is, something the public reads, as opposed to something created just for students—NEWSWEEK can be invaluable for those who are learning English as a second language. While the magazine can, at first glance, seem daunting, there are many “clues” in NEWSWEEK that will help the non-native speaker to understand the contents. This activity sheet provides a number of pre-reading techniques that can help students get a sense of an article before they even begin to read it. And by the way, these activities can help native speakers, too.

Divide the class into groups of four or five. Complete these activities before you actually read the article. The phrases that are in bold type are colloquialisms that are defined at the bottom of the page.*

1. Begin with each student’s scanning his or her own copy of the magazine. In other words, **flip through the pages** as you might if you were at a newsstand. Based on **what catches your eye**, tell the other members of the group what article you would like to read. When all of you have presented your preference, come to a decision about the article you will all read.
2. Start by looking at the pictures that accompany the article. Remember, you’re looking for clues about the article’s contents. Some questions to think about and discuss with your group are:
 - Who is in the pictures?
 - With what do you associate this person/these people?
 - What are they doing in the pictures?
 - What, in addition to people, do you see in the pictures?
 - What is most noticeable about these images?
 - What additional information do the captions give you?
3. Summarize in writing what the pictures tell you about article’s contents.
4. **Move on** to the headline. What does the headline mean? This may not be as easy to answer as you might think. Headlines often use idioms and plays on words that you may not be familiar with. Discuss what you think the article will be about, based on the headline.
5. Now for some reading:

Read the deck—the one or two sentences under the headline, any pullquotes that have been **set off** from the text, and the first paragraph of the article. Circle any words you don’t know. Discuss what you have read, to be sure you have all understood it. Write what you know about the article, based on the additional information you have gathered.
6. Now that you’ve gotten acquainted with the article, you are much more prepared to read and understand it. As you read, circle any words you don’t know, so you can discuss them with your group. You might also want to take notes as you read. Doing so can help you understand the reading and remember what you’ve read.

*Vocabulary

“**Flip through the pages**” refers to a way of scanning a magazine. It is different from going through the magazine one page at a time. Instead you might hold the magazine in one hand and let pages slip under your thumb, so that you glance at them.

“**what catches your eye**” = “what you notice”

“**Move on**” to = Proceed to

“**set off**” = separated from the rest (of the article, in this case), usually to draw attention to it

Understanding Vocabulary

Sometimes NEWSWEEK writers use vocabulary that you might not understand. This can be true for native English speakers as well as for those who are just learning English. You can read with a dictionary by your side—a good idea—and you can also, often, figure out what words mean based on the context of the sentence or paragraph.

1. With a small group, choose an article from a recent edition of NEWSWEEK.
2. Read it, circling the words and phrases you don't understand. In the space below, write what you think the words mean based on their placement in the article. The numbers refer to the number of the paragraphs in which the words are found (to help you find the words later).
¶1:

¶2:

¶3:

¶4:

¶5:

¶6:

¶7:

¶8:

¶9:

¶10:
3. When you have finished, go through the vocabulary words with a partner. Use the dictionary to see if your guesses are accurate.
4. Some of the words and phrases you struggle with may not be in the dictionary or may have meanings different from the standard dictionary meanings. These words and phrases may be idioms. An idiom is a word or phrase that has a meaning that can't be determined with literal translation. Each culture has its own idioms; even cultures that use the same language may have different idioms—like American English versus British English, or Latin-American Spanish versus Castilian Spanish. Here are a few links to idiom dictionaries on the Internet: www.goenglish.com; <http://titania.cobuild.collins.co.uk/idguide.html>; <http://english-zone.com/idioms>.

Conversation

Speaking in English is, of course, one of the best ways to get comfortable with it.

This activity sheet provides suggestions for how to use NEWSWEEK as the basis for conversations in the classroom.

1. Working with a partner, analyze the cover or another photograph according to the guidelines described on Activity Sheets 2 and 3.
2. Hold a class discussion about one of the magazine's articles.
3. Working in pairs, have each person take the role of one character from a NEWSWEEK article, while the other takes the role of someone else. Role-play a dialogue about a topic related to the article.
4. Work with a partner on a controversial issue discussed in a NEWSWEEK article. Take opposite sides on the issue and debate it with your partner. Rather than declaring a winner, see if the two of you can work together to find a solution that suits both of you.
5. Working in a small group, take the role of NEWSWEEK's editors and discuss what should be this week's cover story; or whether to include coverage of a specific issue.
6. Hold a class debate about a controversial topic covered in NEWSWEEK.
7. Working with a partner, analyze a full-page advertisement. Discuss questions such as: How is the ad trying to convince you to buy the product? How is the ad organized visually? To whom is the ad trying to appeal? Present your analysis to the class.
8. Choose an article from NEWSWEEK and prepare a class presentation about how the issue addressed in the article might affect your country of origin.
9. Read a book, movie or music review in NEWSWEEK. Prepare your own review of a book, movie, play, CD or concert and present it to the class.
10. Have each student summarize a different article from this week's NEWSWEEK and present the summary to the rest of the class. Hold a question-and-answer session in which listeners ask the presenter questions about the article and the presenter answers them.

Reading for Understanding

The idea of “Reading for Understanding” is a bit repetitious; after all, the aim of all reading is to understand. Too often, though, we zip through something without paying much attention. This activity sheet asks you to be an active reader, the kind of reader who underlines, takes notes and creates outlines, webs and summaries. In other words, a reader who, by the time he or she has finished reading an article, can tell someone else all about it. Read this article by NEWSWEEK columnist Ellis Cose and use the guidelines that follow to help you “make it your own.”

The False Promise Of Being First

From Tinseltown to the Academy, we all cheer trailblazers. But the firsts need fourths and fifths before there's really meaningful change.

By Ellis Cose

“For 40 years, I’ve been chasing Sidney.” That was Denzel Washington’s way of noting the nearly four-decade drought endured by black leading men between Sidney Poitier’s best-acting Oscar and his own. Yet Washington’s wait is nothing compared with that of Clifton R. Wharton Jr.: it took America 96 years to make him the second African-American to head a big, predominantly white university.

The first was Patrick Healy, the son of a mixed-race slave and the Irish immigrant who bought her and made her his wife (or some approximation thereof in an age when miscegenation was illegal). Healy earned a Ph.D. in Belgium and became president of Georgetown University in 1874. When Wharton assumed the presidency of Michigan State University in 1970, the press made much the same fuss over him that was made last week over Washington. “Local and national reporters scrambled to cover me ...” Wharton recalls, “and the broader significance of a Negro who had breached the walls of another barrier.”

But what, in fact, is the larger significance of Wharton’s becoming the first African-American in the 20th century to run such a place? Or of Washington’s becoming the second black man in this century to get a best-actor Oscar? Or of Halle Berry’s becoming the first black woman ever to win the world’s top acting prize? What, in the scheme of things, does such trailblazing represent, especially if the trail has to be blazed all over again

39 or 96 years later? Berry’s dramatic, tearful acceptance speech tried to put it in perspective. She dedicated her award, her moment, to “every nameless, faceless woman of color that now has a chance because this door tonight has been opened.”

As I sat watching Berry, I found myself thinking of Marlee Matlin, whose powerful performance as Sarah in “Children of a Lesser God” garnered the best-actress Oscar in 1987. In a scene every bit as touching—if not as hysterical—as Berry’s, Matlin signed “I love you” to the audience. As Matlin became the first deaf person so honored, there was the poignant sense of a closed door’s being opened. No doubt, a barrier was broken. For Matlin has gone on to have a career unlike any deaf actress before her. But there hasn’t exactly been a parade of deaf actresses claiming Academy Awards. Nor has there been an explosion of starring roles for the hearing impaired. How different will things be with Berry?

Perhaps that is not the point. Whether or not people follow trailblazers’ paths, they can still draw pride and inspiration from their accomplishments—a point made by I. King Jordan, the first deaf president of Gallaudet University, the Washington-based institution serving the deaf.

“I am continually amazed how my achievement has raised the ambitions, the levels of self-expectation, of deaf people, especially deaf children,” Jordan says. “And the fact is, since 1988, the number of deaf

Ph.D.s, lawyers, stockbrokers, entrepreneurs and other professionals has increased dramatically. Our successful struggle showed that it’s far more important to focus on the many things deaf people can do, not on the one thing they cannot.”

Fair enough. We can all applaud when some deserving soul becomes the first of his or her kind to achieve a worthy goal. As Wharton put it, “breakthroughs are important.” He should know, since his resume is a catalog of firsts: first black to head a large university system (the State University of New York); first to head a major foundation (as chair of the Rockefeller Foundation); first to lead a huge company (when he became CEO of Teachers Insurance and Annuity Association, College Retirement Equities Fund, in 1987). But as Wharton readily acknowledges, being first is only a small part of the battle: “It’s great to be one, but I’d like to see more twos, threes, fours and fives.”

Indeed, uncelebrated though they may be, the fours and fives are a lot more important than the ones. For though the firsts may be glittering paragons of individual accomplishment, they are, by definition, also onlys. Time alone will resolve the question of whether they are more than that, whether they merit the weight we tend to give them—whether they, in other words, bring us any closer to the day when firsts become irrelevant because recognition of ability, wherever it resides, has finally become routine.

—NEWSWEEK, April 8, 2002

1. Go through the article and underline or highlight the sentences you think are most important. You'll be able to tell that they're most important because when you read them in order (skipping everything else) you'll get a summary of the article.
2. Try another way to ensure your own understanding: summarize each paragraph, either in the margin of the article or in the blank space below.
3. Two other ways are (a) creating a web that maps out the key points or (b) creating an outline. Choose one of those techniques for this article, using the blank space at the bottom of the page.
4. Finally, write a one-paragraph summary of the article.

The Structure of a NEWSWEEK Story

NEWSWEEK can be a useful tool in reading for understanding and in learning to write different kinds of pieces. This activity sheet asks you to identify the structure of “Silicon Valley Reboots.”

What does it mean to look for the “structure”? It means examining how the article has been organized. If an article has been well written, you should be able to see the outline behind it. To help you see what this might look like, “Silicon Valley Reboots” has been divided into segments for you.

Silicon Valley

Reboots

By Steven Levy

The dot-com bust was bad for Wall Street, but it was the best thing to happen to this high-tech crucible

Part I

After the dot-com bubble was reduced to soap scum, cynics took to calling its epicenter “Death Valley.” Venture capitalists switched from free-spending Medicis to Scrooge McDucks (2000: \$21 billion invested. 2001: \$6 billion). Acres of office space, once harder to find than elbow room on a microchip, are going begging, and unemployment has reached Dust Bowl proportions. No. 3 in the Bay Area best-seller list? A book called “Dot.Con.”

But before you bust out in a *schadenfreude* grin—or weep over your festering Yahoo stocks—check out the Web-connected Woz-Cam. Chances are good that you’ll catch a glimpse of the Valley’s prodigal son Steve Wozniak. Yes, he’s baaack, sitting on furniture grabbed at cheaper-than-IKEA prices from failed dot-coms, banging on a G4 titanium laptop bulging with e-mailed resumes to his new company Wheels of Zeus (check the acronym). Twenty-five years ago Woz cofounded Apple Computer in a garage. Now, of all times, he’s back on the start-up trail, ready for a new revolution.

Woz’s return symbolizes what insiders already know: Silicon Valley is not only not dead, it’s already on the way back. In the aftermath of history’s biggest and giddiest boom-and-bust, the tech industry is entering the early stages of yet another cycle of innovation. “It’s a great time to start a new company,” says Heidi Roizen of Mobius Venture Capital. Jim Breyer, a partner at VC firm Accel, concurs. “This is exactly what was happening in the early 1990s [before the

Internet exploded].”

In a sense, the impending rebound got its start as soon as the dot-com failures began releasing their employees. While many of the M.B.A. gold diggers high-tailed it back to Old Economy-ville, the people who matter in Silicon Valley—the geeks—weren’t going anywhere. Back on their own, many of them (with an occasional recharging in Tahoe or Maui) immediately began doing what they do best—making high-tech magic. “It’s like the city is burning and the partisans are forced to take to the hills,” says Jay Tannenbaum, a former Shockwave executive. “After hiding in the bushes, they use those little tin ‘cricket-clicker’ doodads to find each other and regroup.”

Click-click.

Click.

Summarize Part I:

What function does Part I serve?

Part II

They meet in Starbucks and in Web-based dot-bomb alumni groups. They hang out in each other's houses. They give ad hoc demos of new projects. They present cool ideas at semiformal gatherings like Code Con, an ultrageeky show-and-tell held at San Francisco's DNA Lounge last month. And sooner or later, they figure out how their brilliant new ideas might actually find their way into the marketplace.

Weirdly, one of the things that will help distinguish the next wave of start-ups—and make them more likely to last than the Webvans and eToys—is the difficulty they face in raising cash. “[During the boom] capitalization came too easy—now the filtering effect is back in,” says Sky Dayton, founder of Earthlink (good), eCompanies (whoops) and now a new venture called Boingo (high hopes). Putting it another way is Mike Edelhart, a former VC who's COO of a digital-publishing start-up called Zinio: “For two years really crappy companies got funded. It's impossible to get a crappy company funded now.”

Cognizant of the high bar, geeks with big ideas are now nurturing ideas on the Orson Welles principle of nothing served before its time. “You can stay under the radar longer,” says Bill Gross, an entrepreneur known as a serial offender during the boom days. “There are not the expectations that you build a company in three months.” That's why Graham Spencer, who was chief technical officer of crashed-and-burned Excite, has been spending the last year quietly cooking up a new venture with colleague Joe Kraus. “This time we're keeping it small,” Spencer, 30, says of his yet-unnamed company, which has something to do with Web services (if he told us more the radar would pick him up). He and Kraus work from their respective Palo Alto, Calif., homes, meeting a few times a week at their virtual office, California Pizza Kitchen.

Another example is Onedoto (pronounced like 1.0), a tiny group led by Valley interface king Steve Capps and a friend who worked with him on Apple's Newton team. With seed money tight, they're plowing ahead with schemes to make mobile tech easier to use, stocking up on patents in anticipation of the day the company will spring into action.

When that time comes, Onedoto will find that VCs are more than eager to listen.

But don't expect a repeat of the '90s—the next revolution in Silicon Valley won't feature idiotic Super Bowl commercials and billion-dollar ventures based on FedExing pet food. Post-bubble Silicon Valley tries hard to avoid the harebrained excesses that led to dot-bomb disasters. “We're still doing deals, but now they're well-thought through,” says Accel's Breyer. For instance, Accel recently took a month's worth of technical and marketing analysis before funding a wireless play called Woodside Networks. “Two years ago we would have done it in a week,” says Breyer. (Woz was an exception; due to his rep, Mobius fast-tracked him after a PowerPoint pitch.)

“The bubble years were like the last days of the Roman Empire—business practices were totally weird and dysfunctional,” says Greg Galanos of Mobius. Now he won't consider companies without viable business plans, working prototypes and a sense of commitment instead of a delusional exit plan. These concepts may be too much for some pampered dot-comies to process. “There may be a lost generation of bubble entrepreneurs who won't be able to adjust to realistic valuations and practices,” says Galanos.

In many ways, the new Silicon Valley is a lot like the old Silicon Valley before the madness hit. The smart VCs, in fact, are looking back and realizing that some of the most successful companies—like Microsoft and Cisco—began not in palmy times but in bust cycles. “I've seen this before,” says Steve Jurvetson, managing director of Draper Fisher Jurvetson. “So when we saw the bust coming, we immediately went to work. We funded Phosister [photoic integrated circuits], Nantero [nanotechnology], Luminos [health care] and Blue Falcon Networks [peer-to-peer networking].”

Post-bubble start-ups also enjoy benefits that weren't available during the boom: lots of smart people willing to work for reasonable salaries (no fresh-off-the-campus prima donnas demanding stock options and unlimited Frappacinos). “We had a festival of greed here and it was kind of sickening,” says Andy Hertzfeld, a veteran wizard who's provided mind-blowing software for Apple and a host of start-ups. “Now it's much more pleasant to walk down University Avenue [in Palo Alto].”

Meanwhile, the traditional pillars of the Valley are rejiggering their misbegotten dot-

com-related initiatives or celebrating their resolve in not trying to hop on the bandwagon prematurely. Many are jumping at the first chance in years to pick off A-list talent at down-to-earth rates. When the hot but revenue-resistant start-up Eazel went belly up, Apple Computer not only snatched its veteran software guru Bud Tribble but grabbed a handful of its best engineers, too.

Like pings over the Net, random factoids and stats are trickling in that suggest the Valley is on the rise after scraping bottom. In the fourth quarter of 2001, VC investments went up for the first time in months. Temp agencies saw an upswing in employment calls. Post-September 11, the government announced a 15 percent increase in information-technology spending. There was even one successful IPO, PayPal; despite the company's regulatory problems and a patent battle, it closed a few bucks over its offering price. But that's only setting the stage for a more substantial comeback. In the next few months and years, if the momentum continues, we'll see a tsunami of new ideas that will invigorate the region.

What function does Part II serve?

Summarize Part II:

Part III

If you think about it, labeling the current Valley as a bust is almost as wacky as believing all the hype of the boom. While the valuation of high-tech firms went to hallucinatory levels, the benefits people enjoyed from the Internet itself were quite real. Recently a sweeping Department of Commerce study called “A Nation Online” painted a portrait of an amazingly connected country. More than half of all Americans—143 million—were on the Net as of last September. Every month 2 million new users log on. A decade ago such numbers would have been inconceivable.

Obviously, the ubiquity of the Internet provides a platform to instantly propel new ideas into the marketplace—just as the previous boom in personal computers set the stage for the Net and the microchip revolution sparked PCs.

Historically, however, each transition was preceded by a downturn. “It’s all happened before,” says economist Doug Henton. “The habitat is so rich in smart people they simply readjust themselves to the next opportunity.”

Henton is coauthor of a white paper called “Next Silicon Valley: Riding the Waves of Innovation” that breaks down local history in “hype cycles” tied to tech breakthroughs. Now that the Internet hype cycle has swan-dived, it’s time for some new eruptions. In the short term, the hottest sector is wireless (particularly wi-fi, the unregulated frequency that allows for wireless Nets in homes, offices and coffee shops). Companies like Boingo, which attempts to broaden its use to consumers, are already rushing to market and about 20 start-ups are competing to produce “wireless mesh networks” to make wi-fi work as seamlessly as the Internet. Then there’s Woz’s start-up; though product plans are under wraps, we do know it involves merging wireless with low-cost GPS to enable people to find things—and other people. (“It’s actually kind of obvious,” says Woz. Maybe to him.)

Another busy area is distributed file-sharing (essentially, making Napster-like peer-to-peer systems legal and profitable). No fewer than five new companies have gotten funding to set the standard in this space, and that doesn’t include countless not-for-profit schemes. And then there are Web services, subscription-based applications that utilize the Internet as a de facto operating system.

A sign of their inevitability: 3,000 independent developers turned out last month to see Bill Gates introduce the tools to create software for Microsoft’s .NET platform.

Expect the truly big bangs, however, from exotic technologies that are just emerging from the research lab. Prescient propellerheads are buzzing about bioinformatics, the use of computers to exploit massive new amounts of genetic information. “It’s a combination of pretty hard-core technology with the promise of some big payoffs in things like drugs and genomics,” says Tim O’Reilly, whose eponymous company recently sponsored a conference on the subject. The field is rich with opportunities for those who pioneer things like DNA measurement chips and genetic data mining. Since the demands of bioinformatics push the limits of current computation, there’s a potential ripple effect that could kick in as more powerful machines and innovative data-handling techniques find their way into the mainstream.

Other far-thinkers are focusing on nanotechnology, the science of creating atomic-scale devices to do our work for us. Some of the first start-ups include Nantero, which makes “carbon nanotube flash memory,” and Alien Technology, which uses “fluidic self-assembly” to make microscopic semiconductors. (These might sound like a mouthful, but remember how weird “random access memory” once struck you?)

It’s impossible to know just when these new technologies will kick in, changing our lives and enriching their founders. And maybe the biggest changes will come from some technology that right now is quietly cooking in someone’s lab—or garage. In any case, the greatest news of all in Silicon Valley is that the buzz no longer focuses on making billions, but in producing innovation. The traffic jams on 101 may not be as dense as they were in 1999 and the Nasdaq might continue to be anemic for some time—but the geeks have all their synapses firing, the best sign of copacetic times ahead. Buoyed by our still-increasing reliance on tech and fortified by the lessons of history, a newly focused—and newly responsible—Silicon Valley is gearing up to wire us (and wireless us) more than ever. So welcome to Revenge of the Nerds, The Sequel.

Click.

Click-click.

—NEWSWEEK, March 25, 2002

What is the function of Part III?

Summarize Part III:

Identifying Narratives

A narrative is a story. Often, if a story is particularly relevant to a society, it appears over and over in different forms. For example, a mystery usually introduces a crime (or other puzzle), then offers clues and false clues, finally leading to a resolution.

Read the article that follows, which focuses on identity theft.
The questions that follow will help you identify the narrative structure of the stories.

By Jennifer Tanaka

Switching to high-speed Internet access makes your Web experience speedier—and much more dangerous. How ‘firewalls’ can protect your PC from attackers.

Don't Get *Burned!*

... High-speed connections present an easy target for hackers because they are “always on,” thus giving mischief-makers more time to find you and attack your PC. Even though hard numbers don't exist, the hacker threat is real. Security experts estimate that there are a couple of thousand elite hackers around the world, of the sort skilled enough to have created the Code Red II worm that infected 200,000 Web servers last week. Then there are the so-called script kiddies, who merely use hacking tools written by real programmers and are considered the true scourge of home-PC security. These junior hackers number in the tens of thousands and are believed to be predominantly teenage boys.

For them, says Alan Paller of the SANS Institute, hacking “is the videogame of this decade.” Script kiddies are the ones most likely to scan your home PC using automated bots. These bot programs churn away all day and night, prodding at millions of random IP addresses looking for holes to crawl through. “They don't want your data,” Paller says. “They want to take over your machine and use it to attack other people, because it's a perfect place to hide.” Big data pipes are prized by hackers because they are better weapons in an attack. “Broadband is like a Gatling gun, whereas a dial-up modem connection is a rifle,” says Paller. “Thousands of bullets versus just a few at a time.”

Meanwhile, the number of broadband users is rising sharply. And although the likelihood of being hacked is probably small,

experts say consumers really should take protective measures. According to Cahners In-Stat Group, only 50 percent of broadband users have some form of intrusion protection, whether it be a software firewall program or a hardware box that sits between your modem and your computer.

The privacy risks of Web surfing are well known, but security risks of being online are potentially more dangerous. Your computer becomes vulnerable to outside attack the second it gets hooked up to the Internet, turning a PC's greatest virtue—connectivity—into its most pernicious liability. PCs communicate with the Internet through data channels called ports and normally these ports are used for such harmless pursuits as receiving streaming music from Real Networks or downloading photos from a family Web site. But ports can be abused. In a worst-case scenario, hackers may use them to plant malicious programs on your hard drive. Or steal personal information. Or use your machine to launch a denial-of-service attack against eBay—you know, just for kicks.

Steve Gibson, a respected info-security guru, runs a free diagnostic tool called ShieldsUp! that will scan your computer for the most common vulnerabilities. (It's on the Web at grc.com.) In the two years that he has operated ShieldsUp, some 9.2 million Internet users have tried it; even IBM, he says, uses the tool regularly as a first-run security test for its in-house workstations. Gibson says, “The ShieldsUp test is meant to be a wake-up call to say, ‘Whoops! I know your

name. How do you like that?’”

The personal firewall can ward off these kinds of intrusions. If you lock your front door, the thinking goes, a scanning program will pass over you and look for an easier entry elsewhere. Hardware firewalls are one way to go. They're small devices that intercept your Internet feed before it reaches your PC; they inspect traffic and let only safe data flow through. Popular models are made by companies like D-Link, Linksys and 3Com and are often labeled Internet “gateways” or “routers” because they double as hubs for networking two or more PCs together. Software firewalls, which are cheaper, include Norton Internet Security (\$70), McAfee Internet Guard Dog Pro (\$49) and ZoneAlarm Pro (\$40). There's even a popular, free program: Tiny Personal Firewall, downloadable at tinysoftware.com.

I tried a product called BlackICE Defender, found at my local CompUSA for \$40. The installation was simple and the software worked without my having to reboot. Within 10 minutes an unknown Internet user tried to probe my HTTP port. Yuck! During the next half hour or so, BlackICE Defender registered five more “attacks” on my humble home PC. The kicker? I don't even have a broadband connection—just plain old 56K dial-up. This immediately sets off all sorts of alarm bells in my head. Am I being hacked? Have I already been hacked? Is some rascally teenage script kiddie capturing my keystrokes from a bedroom in Venezuela?

John Wentzel, director of data network

operations for cable giant Cox Communications, told me that most of those hits were probably harmless pings generated by the ISP itself or maybe a 12-year-old looking for an online gaming buddy. He says that Cox, which serves 620,000 high-speed-data customers nationwide, gets “a lot” of distress calls from people who read the logs generated by their firewall software and automatically assume that perps are at work. “We have a secure network,” he says.

Steve Gibson would counter that a network is only as secure as the people on it. His concern is that firewall products lull people into a false sense of security and lead to sloppy security habits. He also worries that Microsoft’s integration of a firewall component in its upcoming Windows XP operating

system will only compound the problem. “[User] behavior still has to be modified,” says Gibson, who offers safety tips (box). “Ultimately, that’s the only solution.” In other words, you are your home’s best firewall.

Be the Firewall

1. Watch your lights: Your cable or DSL modem is the heartbeat of your Web connection, so get to know its rhythms. Sustained blinking when you’re not actively online is not normal—and possibly a sign of trouble.
2. Download with caution: Be sure all downloads (MP3s, photos, e-mail attachments and especially software) come from sources you know and trust. Even so, they could harbor viruses or Trojan-horse programs.

3. Give one to the kids: Make it a strict rule that kids use one computer and parents use a different PC, the machine with the family’s data jewels, such as banking and credit-card information. Assume you have no control over where kids surf and what germs they’ll pick up on the way.
4. Save your records: In case you do get hacked, your firewall’s log may be your best friend if any theft or damage occurs. Report serious hacks to your ISP or local police department.
5. Go dark: Just because you can be always on doesn’t mean you should be. Shut down your Internet connection when you’re not using it.

—NEWSWEEK, Aug. 20, 2001

1. Answer these comprehension questions to help you see the narrative form of the article.

a. What is the problem that is presented early in this article?

b. What is the source of the problem?

c. What factors are making the problem potentially more serious?

d. How likely is it that you will suffer from this problem?

e. How can you protect yourself?

2. News is newsworthy, by definition, because it is about something that upsets the status quo. So many news stories have a basic narrative: Everything was fine until something terrible happened. And now everything is fine again (or at least we hope it is). Create a narrative line—like a timeline—in which you show this story in this formula.

3. Find another article from NEWSWEEK that follows the same formula. Read it and create a narrative line for it. Share it with the class.

4. As a class, discuss why this particular narrative structure appears over and over again.

What does it tell you about our society to know that this story is important enough to be repeated?

Writing for Different Purposes: Expository Writing

In earlier sections of this resource, you read different types of writing—persuasive writing, personal-opinion essays and expository writing (reporting information). You can use any of these forms as models for your own writing. It's up to you to decide which type of writing you'll be doing and that will differ depending on your reasons for crafting each piece.

This activity sheet will guide you in creating an expository piece of writing.

In addition to the guidelines here, revisit earlier readings in this resource—or check a recent edition of *NEWSWEEK*—to see what this kind of writing looks like when it's complete.

Writing a News Report (Expository Writing)

The work you've done on the previous two activity sheets should prepare you for this. You've analyzed how a news story is structured; from there, it's just a few short steps to writing your own.

1. Pick a topic. As a class, brainstorm ideas about timely issues that interest you. These may have to do with national or international politics or with an event or new policy at your school, or with an event or controversy in your community. Have a recorder write the ideas on chart paper.

2. Identify what you already know about the topic. Make a list or web to record it.

3. Identify what you need to find out about the topic and how you can find it out. Use this table to help you. In one column, write what you need to find out. In the next column, write whom you will need to ask or what resource you will need to answer the question. Here is an example:

<p>What I know: The town council has proposed building a casino in town, right off the highway.</p>	<p>What do I need to find out?</p>	<p>How will I find out?</p>
	1. Who will decide whether to pass the proposal?	1. Talk to the head of the town council.
	2. What do people in the community think of the proposal?	2. Interview people to see what they think.
	3. Are there groups that have organized to express their opinions? What are their opinions?	3. Identify the groups and their leaders and ask them for their point of view.
	4. What effects would the casino have on the community?	4. Ask town councilors who proposed the casino, those who may oppose it and members of citizens' groups on both sides of the issue.
<p>What I know:</p>	<p>What do I need to find out?</p>	<p>How will I find out?</p>

4. Gather your data. You may want to work in teams and divide up the tasks of who interviews whom and who gathers information from the town records.

5. Organize your data. There are many ways to do this. Choose one of the following or come up with your own.

- Put each piece of information on an index card and sort the cards into piles, according to topic.
- Color-code your notes, with each color identifying information that supports a particular point.
- Create a web, with the center stating the issue and each branch listing a question.
- Create lists with a question at the top of each list and the answers under it.

6. Organize the presentation of the article. Return to Activity Sheet 17 for a model.

Use the space below to define sections of your article, including what each section will do and what you will include in it.

Part I:

What is its function?

What are the main points?

Part II:

What is its function?

What are the main points?

Part III:

What is its function?

What are the main points?

7. Write your article. Share it with another student to get feedback and ideas for improvement.

8. Revise your article and turn it in.

Writing for Different Purposes: Personal and Persuasive Essays

Writing a My Turn Column (Personal Essay)

- 1. Pick a topic.** As a class, brainstorm ideas about issues that interest you in the news and issues that you're facing in your own lives (such as making plans for after you graduate, watching older siblings leave home, dealing with an illness in your family and so on). Have a recorder write the ideas on chart paper as you go.
- 2. Discover what you know about the topic.** Once you have chosen a topic, write down everything you know about it, including your own experiences and feelings.
- 3. Decide on the point you want to make.** Review what you wrote for #2. What is most compelling to you? What do you have more to say about? This will be your thesis.
- 4. Identify evidence that will support your point.** How will you let readers know more about your point? In a personal essay, as in a persuasive essay, you need to provide information to show readers that your point is true—even if it's a personal feeling you're supporting. You may want to create a web, outline or list for this step in the process.
- 5. Organize your evidence.** If you wrote an outline for #4, you've already done this. If you didn't, this is the time to decide the order in which you want to make your points and present your evidence. By the time you finish this step, you will want to have written a paragraph-by-paragraph outline.
- 6. Write a draft of your essay.** Your outline should make this fairly straightforward.
- 7. Trade your draft with another student's and offer each other feedback.**
This peer review can help you write a well-crafted final paper. Remember when offering feedback to tell your partner everything that he or she has done well and make suggestions in a positive fashion. "This is a great point you're making here; if you tell the reader more about it, it will be much stronger" is a lot easier to learn from than "I don't have a clue why you've included this."
- 8. Revise your essay.**

WRITING A PERSUASIVE ESSAY

Writing a persuasive essay is, in many ways, similar to writing a personal essay. Re-read George F. Will's essay on Activity Sheet 11. You'll see that he has a thesis—a main point he is trying to prove—and that he offers evidence to support it. What a persuasive essay may lack that a personal essay has is the author's experiences. Nonetheless, a persuasive essay, like a personal essay, is an opinion piece. You can follow the steps identified above, but omit your personal experience (part of #2). You can see from Will's example that there is a place for your opinion in this essay; you might just end up stating it differently.

Will writes: Today nothing more scaldingly reveals the intellectual bankruptcy and retrograde agenda of the institutionalized—fossilized, really—remnants of the civil-rights movement than this: those remnants constitute a social faction clinging desperately to the "one-drop" rule, or some inchoate and unarticulated version of that old buttress of slavery and segregation.

A personal essay might say: I have suffered the effects of prejudice because of the "one-drop" rule that was used to justify segregation and slavery. Now I want to see it changed.

Exploring History

NEWSWEEK can be a valuable resource for honing your historian's skills, as you will see in these activities.

1. Choose a NEWSWEEK article to work with—either a news or feature story.
Be sure to select an article that is at least two pages long, so you will have enough material to work with.
2. What is the chronology in the story? In other words, what is the order in which events unfolded? Create a timeline that shows it.
3. What cause-and-effect relationships (if any) does the timeline suggest you explore?
4. Whose perspectives does the story include? You will be able to tell by seeing whose quotes are included and whose ideas are referred to.
5. Whose perspectives does the story exclude? Who's missing?
6. Which parts of the article are facts? Which parts are the author's interpretation?
7. What situations, events or people from the past can help shed light on the issue addressed in the article?

Exploring Geography: Adding a Spatial Dimension

Everything you read about in *NEWSWEEK* happens somewhere! That may sound obvious, but it's easy to overlook. The activities that follow will walk you through the process of adding a spatial (sense of space) dimension to the news.

1. Study this cover of *NEWSWEEK*, from March 25, 2002. Go to an atlas or the Internet and get a map that shows where Silicon Valley is located. Describe its location two ways:

a. What is its absolute location, in latitude and longitude?

b. What is its relative location—its location relative to other places, such as “south of San Francisco”?

2. What kind of map did you use—e.g., physical? political? climate?

3. “Silicon Valley” names a location, as you noted in #1. But the name refers to more than an actual valley.

a. What else does “Silicon Valley” mean to you? What is it known for? (Excerpts from this cover story can be found in Activity Sheet 19. Read it for more information.)

b. Where had the people in Silicon Valley gone that the billboard is welcoming them back?

c. Think of other places that are used to symbolize more than a physical presence. For example, “The White House” is often used to refer, not to the building itself, but to the president. Similarly, “inside the Beltway” refers to the federal government, which is located in Washington, D.C., a city surrounded by a highway called the Beltway. List them here.

4. What do the images on the billboard suggest takes place in Silicon Valley? What conflicts can you imagine take place, based on the activities pictured?



Exploring Economics

Taught abstractly, economics can be very confusing for students. Taught with an authentic source like *NEWSWEEK*, however, economics is much easier to understand. “Another Ford Behind the Wheel,” while written as a profile of Elena Ford, provides a fairly painless way to think about some of the workings of the economy.

Henry Ford’s great-great-granddaughter says she has gasoline in her veins. Now she has a chance to prove it.

Another *Ford* Behind the Wheel

By Keith Naughton

The lights come up in a warm windowless conference room, and Elena Ford is not happy. As brand manager for Ford Motor Co.’s struggling Mercury car line, she is trying to reverse a serious sales skid in its most profitable model: the Grand Marquis, a big cruiser favored by the Geritol set.

On this day at Mercury’s Irvine, Calif., headquarters, the ad agency is previewing a new Grand Marquis commercial. But Ford is jarred by the ad’s opening image of the conservative car towing a motorcycle. “Our target customer is unlikely to drive a motorcycle,” she says, noting that she raised this objection before. Now it’s too late to change, and she’s clearly annoyed. A well-groomed adman counters that their research “index” finds Grand Marquis drivers “show a 100 percent propensity for buying motorcycles.” She cuts him off. “I really don’t care where it indexes. It just doesn’t fit. They’re 70 years old, and they’re not driving motorcycles.”

This tough talk isn’t coming from just any middle manager. Elena Ford is one of those Fords, as in Henry Ford’s great-great-granddaughter. A century after Henry rolled his first Model T down the assembly line, the Fords remain one of the great dynasties in corporate America. Like Kennedys of industry, each generation of the billionaire Ford clan enters the family business. And they’ve managed to keep a firm grip on the wheel of the world’s No. 2 auto-maker. (Just ask ex-

CEO Jacques Nasser, bounced last year by chairman Bill Ford Jr., who became the fourth generation to run the family firm.) Yet it isn’t always easy being a Ford at Ford, where the hired help can harbor resentment over a career fast track reserved just for the family.

Overcoming Doubters

Elena—the first female Ford and fifth-generation member on the payroll—faces the tension of carrying on the family legacy while being sensitive to water-cooler whispers about special treatment. She has tried to overcome any doubters by working long hours in unglamorous marketing jobs in her first seven years at the company. But Elena has the Ford ambition: she’s gunning for a seat on the company’s board of directors and a top post in marketing, she tells *NEWSWEEK*. And although she is only 36, she hopes to become a Ford board member in three to five years.

First, though, she has to fix Mercury. With sales off 23 percent this year, the brand is beset with the same aging buyers and lack of cachet that killed Oldsmobile. But Elena, sounding like her gruff granddad Henry Ford II, won’t contemplate Mercury’s demise. “Not on my watch,” she snaps. She’s planning to roll out new, crisply designed models in 2004 to go after sophisticated young professionals who drive Volkswagens. ...

‘A Big Mush’

Elena’s aggressive, sometimes bruising style is a legacy of her doting granddad Henry Ford II. “Elena has more of his qualities than anyone else,” says Al Uzielli, her aunt Anne Ford’s son. The last of Detroit’s auto barons, “Hank the Deuce” is famous for firing Lee Iacocca and lording over Ford for four decades until his death in 1987. To the world, H.F. II was a hard-drinking playboy who lived by the motto “Never complain, never explain.” But to Elena, Granddad was “a big mush.” As a child, she often visited his Grosse Pointe, Mich., mansion, where they watched James Bond movies and munched popcorn in his basement theater. At 10, Elena decided she wanted to share something else with Granddad—the Ford name. She was born Elena Niarchos, daughter of Greek shipping tycoon Stavros Niarchos and manners maven Charlotte Ford. The first of Charlotte’s three husbands, Niarchos divorced Charlotte when Elena was only 6 months old. Elena says Niarchos “was never around.” So in fifth grade, she legally changed her name to Ford. “Basically, my grandfather was my father,” she says.

And like any good father, Henry Ford II got Elena her first car (a blue Mustang) and helped her land her first job. Anxious to get her career started, she dropped out of Boston College after a year and had Granddad get her an interview at Ford’s ad agency, Wells Rich Greene. Elena saw Madison

Avenue as the fastest route to her ultimate goal of working in the family business. But after two years at the ad agency, she hit a roadblock when she called Great-Uncle Bill (Bill Jr.'s father) inquiring about a job at the carmaker. His answer: nothing doing until you finish college. Elena enrolled in New York University, earning a business degree in 1990. But instead of heading directly to Detroit, she got married, had a daughter and opened an upscale baby-gift shop in Southampton. She ran the shop by herself, occasionally with Mom behind the register. After struggling with that for two years and divorcing her first husband, Elena finally called Uncle Edsel in 1995, asking for a job at Ford. "I'll get you the interview," she says he told her, "but you're on your own after that." Soon she was in Detroit, creating truck brochures.

From her first day on the job, Elena faced suspicions that her name was her only qualification. She compensated by logging 12-hour days. "I never want people to say, 'She just got that job because ...,'" she says. Breathing life into Mercury is demanding; she commutes weekly between Irvine and her Grosse Pointe home. The brutal pace has her mother worried, particularly now that Elena is remarried and has four young children. "My greatest concern is that these four children don't get left behind," says Charlotte. Elena admits she has "no work-life balance." Her husband, Joe Ripponone, a plumbing contractor, helps fill the parenting void, but she still feels guilty. "It's very nice to have an involved father," she says. "But kids want their mother."

For Elena Ford, though, the tug of family is more complicated. She also feels a respon-

sibility to the family business, which faces its biggest financial crisis in a generation, after losing \$5.5 billion last year. Mercury's makeover is important to Ford's recovery. "I feel like I'm getting pulled in two directions," she says wearily over dinner in Irvine on a workday that began 17 hours earlier in Detroit. By the next morning, though, she's moving fast around the office, only limping slightly on the leg she broke a few months ago while running to a crying child in the night. Even that injury couldn't keep her home. She was back in California a week later, piloting a motorized wheelchair her staff dubbed "the Mercury Lynx." That's the kind of drive she expects will propel her onto Ford's board, where she intends to be outspoken and involved. "I don't want to be the junior board member," she says. Henry would be proud. —NEWSWEEK, June 17, 2002

1. What does it mean to say that the Grand Marquis is Mercury's "most profitable model"?

2. The term "target market" refers to the type of consumer that a producer tries to sell to.
 - a. What is the target market for the Grand Marquis?

 - b. What does Elena Ford find problematic about the new ad for the Grand Marquis?

3. Economics is the field that, among other things, studies the dance between those who produce things and those who consume them. What role does advertising play in the producer/consumer dance?

4. Think about manufacturers and target markets in a more general way. Based on what you have seen about Mercury and "the Geritol set," explain how producers interact with their target markets. Think of your statement as one you might read in an economics text book; it should provide a definition that holds true virtually all the time.

5. Ford is a manufacturing company that produces automobiles. The company hires the workers who not only make the actual cars, but also make the company function. Elena Ford is a worker in the second category. What factors contribute to Elena Ford's success as a Ford employee?

6. On a separate piece of paper, create a graphic that shows the relationships among a production company, its employees, advertisers, and consumers.

Exploring Interdisciplinary Social Studies

One of the beauties of using an authentic source like *NEWSWEEK* is that you can wrestle with real-world situations—which rarely fall into neat academic disciplines. This article, “The FBI Gets Religion,” from the Jan. 28, 2002, issue of *NEWSWEEK*, raises questions related to several social-studies themes.

The

It could have been a disaster. But the bureau’s dragnet of young Middle Eastern men went better than anyone expected.

FBI Gets Religion

By Steven Brill

At about 10:30 on the night of Sept. 20, Ali Erikenoglu heard rustling in the bushes below his bedroom in the small, three-family home he owns in Paterson, N.J. He got up, leaned out the window and saw, he says, “four or five men with flashlights” in his backyard. The men identified themselves as the FBI and told him they needed to ask him some questions.

Change his name to Al Erikson and Ali Erikenoglu’s nighttime encounter with his government becomes hard to fathom. A graduate of Rutgers University, Erikenoglu is a 40-year-old industrial electrician who was born in the United States (his parents are from Turkey), went to the local high school and married an Irish woman named Connelly. Except for a speeding ticket as a teenager, Erikenoglu says he had never had a conversation with a police officer, let alone been in trouble with the law.

Erikenoglu says that while two agents roamed the apartment (except for the bedroom, where his wife remained sleeping) examining books, videos, religious plaques and papers, two others made him produce his license and passport and his wife’s passport. They spent about an hour asking a series of questions about how often he prays, what tourist sites he had visited, how often he had traveled abroad, “what kind of American are you” and “what is it about your religion that allows people like these terrorists to do what they did?”

Erikenoglu says the agents finally told him that someone from one of the construction jobs he had worked on had called and said that he had expressed sympathy for the terrorists after the bombing of the USS Cole. “I told them I never said anything like that,” says Erikenoglu. “I complained that this is like McCarthyism—some any-

mous person calls up, or maybe doesn’t call up, but you have a Muslim name and there’s the knock on the door asking who you voted for.”

On the way out, Erikenoglu claims, one agent promised: “We’ll be back to take you in cuffs if we find that one thing you told us is a lie, or if we find that any of your phone numbers got a call to or from a terrorist.”

Stories like Erikenoglu’s—plus the detentions of hundreds of Middle Eastern immigrants on visa violations after September 11—led civil-liberties advocates and Arab-Americans to scream in early November when word leaked out that federal agents, assisted by local police, planned to question more than 5,100 males between the ages of 18 and 33 who entered the United States on visas from countries having Al Qaeda operations. This was racial profiling at its worst, the critics howled.

The interviews are now mostly over. And the surprise is that despite earlier encounters such as the one with Erikenoglu, the mass dragnet was handled well. In fact, the FBI seems to have learned from the backlash generated by its earlier tactics. “In the days right after 9-11, we were not as sensitive to these situations as we should have been,” says Sherri Evanina of the bureau’s Newark, N.J., office, who acknowledges that agents questioned Erikenoglu. As a result, we’re all better off for the exercise, thanks not only to the cops, but also to the lawyers and community leaders on the other side who mobilized to defend and prepare those who were questioned. Attorney General John Ashcroft’s press office claims the sweep produced “several leads.” But more important,

mittee. Collins decided that his office would send letters to the 640 names on the list in his jurisdiction and invite them to arrange the sessions at the FBI office or some neutral site of their choosing. Agents would make home visits only if people did not respond to the letters. His approach worked: of the letters that had the right addresses, Collins’s office received calls from “the vast majority, maybe even 90 percent,” says a lawyer familiar with the results. All but a handful agreed to be interviewed. “We told people they did not have to cooperate, but they pretty much all wanted to,” says Michael Steinberg of the American Civil Liberties Union in Detroit. “So we helped them.”

According to lawyers who sat in on 220 interviews across the country and nine peo-

“I came away surprised by the cooperation and surprised by what solid members of the community these people are,” says one FBI agent in the Midwest. “Once we went from thinking of these people as suspects to them as people who might help us, it changed. I’m not saying they are all out there helping us now, but it is different.”

Arab-American leaders are still critical of the interviews. As a marketing manager living in New Jersey on a work visa puts it, “They were very polite, but you still feel violated by having someone from the FBI knock on your door ... You submit, because you figure they’ll be watching you if you don’t, but it was not pleasant.”

People being blown to bits in office towers isn’t pleasant either. And this doesn’t

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the questioning seems to have yielded a new relationship between those trying to catch terrorists and the law-abiding members of the communities where the terrorists are suspected of hiding.

Before the questioning began in New Jersey, the FBI invited Sohail Mohammed, a lawyer active in the Muslim community, to conduct what he says was “a sensitivity training session” for federal agents and local police. “It was standing room only,” he recalls.

For example, agents learned to offer to remove their shoes when entering a Muslim home, something Erikenoglu bitterly recalls they refused to do in September. In the Detroit area, which has the country’s largest concentration of Arab-Americans, local federal prosecutor Jeffrey Collins “reached out to us and made all of this tolerable,” says Imad Hamad of the Midwest chapter of the American-Arab Anti-Discrimination Com-

ple who were interviewed without lawyers, the sessions were polite, even solicitous. Gone were the grillings about prayer habits or votes cast. The agents asked the young immigrants 21 relatively benign questions from a script. Among the questions: Do you know anybody who might know anything about the terrorist attacks? Who acted strangely after the attacks? Who might advocate violence against the United States? Who might know how to make anthrax?

Cops, like reporters, always have to question lots of people in hopes of finding someone who might know something or someone—or who might later hear about someone who knows someone. The only thing that has to be justified is the decision to target people coming from particular countries and that kind of “profiling” becomes a lot less controversial once the mind-set—and the articulated goal—has to do with getting information, not grilling suspects.

seem too high a price for the FBI, at a minimum, to have established contacts—and, yes, no doubt a list of those who refused to cooperate—in communities where they knew virtually no one prior to September 11. These are the places, after all, from which the sleeper cells that launched the attacks had sprung.

“Everybody has a role to play here,” says Nicholas Roumel, a lawyer who represented 13 University of Michigan students. “They play the role of pushing as hard as they can. Lawyers like me and community leaders play the role of pushing them back. So the questions became more reasonable, they stop making overt threats and they got some cooperation ... In the end we are a stronger nation because we both play those roles. It seems to have happened here.”

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Social-Studies Themes

1. How does “The FBI Gets Religion” relate to the different themes that are part of social studies?

Listed below are the 10 themes the National Council for the Social Studies has defined as central to the field.

Working in a small group, generate questions raised by the article that fall into as many of the social-studies themes as you can.

To get more information about what each theme means, visit the NCSS Web site at www.socialstudies.org/standards/2.0.html.

Culture

Time, Continuity and Change

People, Places and Environments

Individual Development and Identity

Individuals, Groups and Institutions

Power, Authority and Governance

Production, Distribution and Consumption

Science, Technology and Society

Global Connections

Civic Ideals and Practices

2. Choose one of the questions you identified and, with your partner, develop a research project to find answers.

Present your findings to the class.