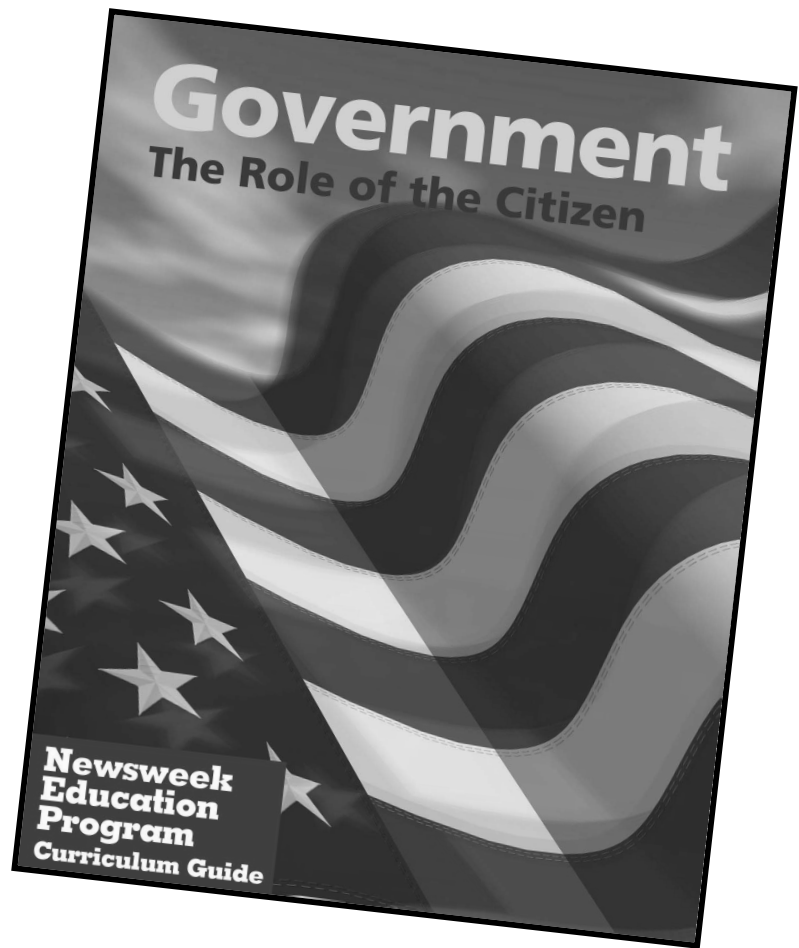


Newsweek Education Program

Sampler*

*All of the activity sheets featured in this sampler are taken from NEWSWEEK'S NEW 48-page Curriculum Guide, "Government: The Role of the Citizen." The guide features dozens of ways to incorporate NEWSWEEK into your classroom. It includes alignment charts correlating the activities to standards set by the National Council for the Social Studies and the National Council of Teachers of English/International Reading Association. See page 3 for the table of contents of the complete "Government" guide; items included in this sampler are highlighted.



Objectives

"Government: The Role of the Citizen" was created to help students gain an understanding of their role as citizens and to develop strategies for active and effective participation in the political process. The readings and activities are designed to help students develop skills to:

- understand their rights and responsibilities as citizens
- analyze the policymaking system
- evaluate information in the media
- learn about issues confronting the country
- advocate for public policies

Since many states have adopted standards pertaining to citizenship, it is assumed that this manual will be used in conjunction with, or as a supplement to, an existing U.S. Government or Civics course and its textbook. It also assumes that students taking such a course understand the formal structures, powers, and procedures of American government.

Maureen B. Costello, Director,
NEWSWEEK Education Program

Kenneth J. Paulsen, Resource Manager

Robyn S. Eldridge-Matra, Promotions Manager

Writer: Michael Schaffer

NEWSWEEK Education Program

P.O. Box 919, Mountain Lakes, NJ 07046

classroom.service@newsweek.com

(800) 729-0492

www.newsweekeducation.com

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Government: The Role of the Citizen

FAST FACTS

WHAT

- A new curriculum guide from the NEWSWEEK Education Program, updating the popular “Citizenship in Action” guide. “Government: The Role of the Citizen” will help students understand their role in the democratic process, with activities showing how they can make a difference.
- All activities are aligned to standards set by the National Council for the Social Studies and the National Council of Teachers of English/International Reading Association.
- Units include readings, activity sheets, a teacher’s guide and online extension activities.

WHO

Students in the following classes will benefit from “Government: The Role of the Citizen:”

- Civics/Government/A.P. Government
- U.S. and Global Studies
- History; Law
- English and ESL

HOW

Skills:

- Debating
- Forming opinions
- Understanding government
- Persuasive writing

Some suggestions:

USE IT!

- Don’t just study what it means to be a citizen—experience it by getting involved in the political process. Encourage students to express their views in public forum, whether it’s a town hall meeting or a publication’s letters page.
- Follow an election of local or national significance examining the issues, the candidates, the campaigning, the media coverage and their connection to the office at stake.

Table of Contents

Below is the preliminary table of contents for the full, 48-page version of "Government: The Role of the Citizen," subject to minor revisions. **Starred***** items are included in this sampler.**

Introduction
Objectives
NCSS Standards Alignment Grid
NCTE/IRA Standards Alignment Grid

UNIT I. The Rights and Responsibilities of a Citizen

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Reading 1: Who Is a Citizen?*****
Reading 2: Naturalized Citizens
Reading 3: The Rights of Citizens
Reading 4: The Responsibilities of Citizens

UNIT II. The Citizen and Linkage Institutions (elections, political parties, interest groups, and the media)

Teacher's Guide
Reading 1: The Policymaking System
Reading 2: The Government Affects You*****
Reading 3: Compulsory Voting
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Reading 6: Functions of the Media in a Free Society*****
Reading 7: The Media Setting the Policy Agenda
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Reading 9: A Close Look at Newspapers' Coverage, Sources, and Language
Reading 10: Understanding Headlines and Photographs*****
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UNIT III. The Policymaking Institutions (the President, Congress, the Supreme Court, and the bureaucracy)

Teacher's Guide
Reading 1: The Policymaking Institutions
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UNIT IV. Becoming an Advocate for Public Policies

Teacher's Guide
Reading 1: Apoliticals, Onlookers, Participants, and Activists
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Reading 3: Protests and Civil Disobedience
Reading 4: Participation-in-Government Activities
Reading 5: Tools That Might Be Used in an Action Plan
Reading 6: Developing and Executing an Action Plan

Starred*** items are included in this sampler.**

Who is a Citizen?

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.”

—14th Amendment, 1868

Prior to 1868 the United States had no definition of “citizen” even though the Constitution refers to “citizens of the United States” and “citizens of the States” 13 times. With the ratification of the 14th Amendment, the United States declared that one can become a citizen by birth or naturalization. If one is born on U.S. soil, she becomes a citizen by virtue of where she is born—*jus soli* (law of the soil). If one is born of U.S. citizens living overseas, he becomes a citizen by virtue of his parents—*jus sanquinis* (law of the blood). Native Americans did not become citizens until 1924 with the passage of the Indian Citizenship Act.

Today, according to the U.S. Citizenship and Immigration Services (USCIS), the Bureau within the Department of Homeland Security that deals with citizenship, a citizen is one who is:

- born in the United States (the 50 states, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, and the Northern Mariana Islands)
- born to two U.S. citizens living in another country, provided one has lived in the U.S. at some time, or to one U.S. citizen living overseas provided he or she has lived in the U.S. for at least 10 years with five of them after age 14
- born elsewhere, is living legally in the United States, is of good moral character, is proficient in English, passes a test on the Constitution and history of the United States, and, thus, becomes a naturalized citizen
- a child of naturalized citizens who was under the age of 18 when his or her parents became citizens.

People who are not citizens, but who live legally in the U.S. are called resident aliens. They enjoy most of the rights of citizens (e.g., freedom of speech and due process of law); however, they do not have the right to vote, serve on a jury, or run for public office. They have no say in the making the laws, but they do have a responsibility to obey the laws.

Student Activities

1. Survey your class to see how many students fit the following categories:

- ____ U.S. Citizens
- ____ born in the United States
- ____ born to U.S. citizens living in another country
- ____ naturalized citizens
- ____ under 18 when your parents became naturalized citizens
- ____ Resident aliens

2. Resident aliens do not have the right to vote. Should they be given the right to vote in local school board elections, if they have children enrolled in public schools? Why or why not?

3. Immigrants who are living in the United States illegally are called undocumented aliens (or illegal aliens). If they have lived in the U.S. for at least 10 years, should they be given amnesty (be pardoned for breaking the law) and permitted to apply for naturalization? What are the advantages of such an action? What are the disadvantages? Would you recommend that Congress pass such a law? Explain.

The Government Affects You

Reporters Michael A. Fisher and Maria Glod provide an excellent example of how the government can affect students by expanding the “No Child Left Behind” act. Read their article, “‘No Child’ Expansion Is Outlined,” on the following page.

Student Activities

1. President Bush’s proposal to extend federal testing in reading and math to high schools is an excellent example of how the government affects you and your school, which will face a series of escalating sanctions if students perform poorly on the exams. Prior to this proposal only third through eighth graders had to take the annual tests. Do you think the president should expand the program to high schools? Why or why not?

2. Do you agree with the president when he said, “Testing is important. Testing at high school levels will help us to become more competitive as years go by. Testing in high schools will make sure that our children are employable for the jobs of the 21st century.”? Should you and your school be evaluated on such tests? Why or why not?

3. The proposal also calls for more money for Advanced Placement (AP) and International Baccalaureate (IB) courses. Does your school have AP or IB courses? If so, ask your teacher to check with the administration to see how this proposal would have an impact on these courses and what it might mean to you. If not, ask your teacher to check with the administration to see if there are incentives in the proposal to start an AP or IB program.

4. J.E.B. Stuart High School has had tremendous success in improving its test scores, despite 50% of its students living in poverty. Its principal, Mel Riddile, attributes Stuart’s success to the following four practices:

- teachers relying on standardized tests to track each student’s performance
- mandatory after-school tutoring for failing students
- remedial reading classes
- wake-up calls for students

Which of these do you see making a difference when it comes to improving a student’s academic performance? Which of these, if any, should your school adopt?

5. The next step in the policymaking process will be for the House Committee on Education and Workforce to act on the bill. (The president proposes and Congress disposes.) Assuming you have strong feelings about the proposal and you want to have an impact on the process, to whom would you let your thoughts be known and by what means? The chair of the House Committee on Education and the Workforce? Your senators? Your representative? How would you contact them? Would you use a linkage institution, perhaps the media, to connect you to the decision-makers? If so, how? Assuming the president’s proposal passes Congress, it would then go to the Department of Education for implementation. This would be another access point where you and others could have an impact on the testing. The department would draft a set of regulations by which the states and the high schools within those states must abide. Here questions will be addressed on topics such as what tests will be given, what level they’ll be given at and what the passing grade will be. Here you have another chance to shape policy. Identify the Secretary of Education or the appropriate administrator within the Department of Education and his or her address, so you can weigh in, if you so desire.

6. Do a Web search to see where this extension of NCLB stands today. Is it still within the halls of Congress and, if so, what is happening to it there? Is it at the Department of Education, developing a set of rules and regulations for the states to follow? If so, what are the rules and regulations that are being considered? Is it in place, and are you being subjected to standardized reading and math tests? If so, how many tests do you have to take, and with what kind of success? Would you change the law or its rules in any way? If so, in what way(s) and how would you try to make the change(s). (Refer to the policymaking system in your explanation.)

'No Child' Expansion Is Outlined

By Michael A. Fletcher and Maria Glod

President Bush yesterday proposed extending federal testing and accountability requirements to the nation's high schools, which for decades have been plagued by troubling dropout rates and flagging achievement levels.

In a speech at J.E.B. Stuart High School in Falls Church, the president outlined a \$1.5 billion plan that would require students to take annual tests in reading and mathematics through 11th grade. Under the No Child Left Behind Act, which Bush signed into law three years ago, public school students are required to take annual tests in grades 3 through 8. Schools face an escalating series of sanctions if students perform poorly on the exams.

"Testing is important. Testing at high school levels will help us to become more competitive as the years go by," Bush said. "Testing in high schools will make sure that our children are employable for the jobs of the 21st century."

Bush's plan to expand the testing requirements into secondary school was applauded by education advocates, who noted that school improvement efforts most often focus on students in lower grades despite clear shortcomings among high school students.

"We're excited to see the federal government step up its involvement in high schools, long the most ignored and least effective part of our educational system," said Tom Vander Ark, executive director for education programs at the Bill and Melinda Gates Foundation. In recent years, the Gates foundation has invested \$800 million in high school improvement projects around the country.

Stuart Principal Mel Riddile, who introduced Bush in a gymnasium decorated with football and track championship banners, said the president's plan will prod educators to do more to help low-achieving students.

"What I said to the president is: The end of the book is just as important as the beginning of the book," Riddile said. "The students need instruction at every level, particularly if they come from a disadvantaged background."

Just 36 percent of the nation's high school seniors are proficient in reading, according to the National Assessment of Educational Progress, a respected federal test. The picture is even bleaker when it comes to math, a subject in which only 17 percent of the nation's 12th-graders are proficient, according to the latest NAEP statistics. Those achievement levels have changed only slightly since the 1970s.

Currently, about 68 percent of the nation's ninth-graders graduate from high school, with the others dropping out or earning equivalency diplomas. And among those students who graduate and go on to college, more than half are forced to take remedial classes, according to the Association of American Colleges and Universities.

"We should have turned our attention to high school a long time ago," said Patricia Sullivan, director of the Center on Education Policy, a research organization. "But there is a belief that if you get it right with students by third grade, you're golden. But the problem is, we're not getting it right."

Bush's plan was met with immediate skepticism from congressional Democrats, who say that despite sharp increases in federal education spending in recent years, the No Child Left Behind Act remains underfunded.

Rep. George Miller (D-Calif.), ranking minority member of the House Committee on Education and the Workforce, said that Bush undercut his credibility with many Democrats by not putting more money into the No Child Left Behind law. "This proposal for high school, regardless of what merits it might or might not have, will encounter stiff resistance in Congress and in the country until President Bush fulfills the commitments that have already been made to our public schools," Miller said. "Adding new mandates while schools lack the resources to meet the current demands will not help schools."

In his remarks, Bush said that he will earmark \$1.5 billion for the proposal in his upcoming budget, but much of the money will come from existing programs. "We've got money in the budget to help the states implement the tests. There should be no excuse saying, well, it's an unfunded mandate," Bush said. "Forget it—it will be funded."

The president also proposed increasing funding for rigorous Advanced Placement and International Baccalaureate programs. The programs are popular among high-achieving students and have become a virtual requirement for those who hope to attend selective colleges.

Bush asked Congress to increase funding for two small programs that train high school teachers in math and reading instruction for under-performing students. "It sounds odd, doesn't it, for the president to stand up and say we need to focus on reading in high school," Bush said, "but that's the state of affairs."

Bush said one of the reasons he wanted to come to Stuart was that the diverse school had long struggled academically but has made a dramatic turnaround in recent years. Riddile, who said teachers rely on standardized tests to track each student's performance, attributes the success to programs such as mandatory after-school tutoring for failing students, remedial reading classes and wake-up calls for students. More than 50 percent of the approximately 1,500 students live in poverty, and about 66 percent do not speak English as a native language.

In 1998, only 65 percent of juniors at Stuart passed Virginia's standardized English test. But last year, 94 percent passed. The school's SAT scores climbed more than 100 points in the past five years, and about 90 percent of seniors go on to college.

Said Riddile: "If we can do it, anybody can do it."

—The Washington Post, January 13, 2005

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Functions of the Media in a Free Society

“What you see is news; what you know is background; what you feel is opinion.”

—Lester Markel, New York Times editor (1894-1977)

INFORMING THE PUBLIC

The media are the major source of information used by citizens to find out what is going on in the world. Through the media citizens are also able to receive the ideas and opinions of others and, in turn, form their own opinions.

SETTING THE POLICY AGENDA

By reporting on those issues that are near and dear to the citizens or issues that they, themselves, deem important, the media set the policy agenda.

EDUCATING THE CITIZENS

With editorials, columnists, and commentaries the media try to educate the citizens and influence the decision-makers. They want us, from their perspective, to know the “right thing” and the decision-makers to “do the right thing.”

SERVING AS A WATCHDOG

As citizens, we don't have the time or resources to monitor what the government is doing, so we have to rely on the media. We expect the media to sound an alarm if the government is violating a law or if citizens' constitutional rights are being infringed.

PROVIDING ENTERTAINMENT

The media, in order to reach the greatest number of people, must entertain as well as inform.

SERVING THE ECONOMIC SYSTEM

Through advertising, the media bring together the buyers and sellers of goods and services.

MAKING A PROFIT

To remain a viable enterprise, the media have to succeed in the marketplace.

Student Activities

1. Review the current issue of *NEWSWEEK* to find examples of each of the functions listed above.

2. Compare various media sources to determine if they fulfill all these functions to the same degree. Consider print and broadcast media and the Internet. What did you find?

Understanding Headlines and Photographs

I. HEADLINES

A headline serves as a banner to announce the subject matter of an article. Newsmagazines and newspapers design creative headlines in an attempt to “hook” readers.

Student Activities

Study the headlines in the table of contents of a recent issue of *NEWSWEEK*. Select the headline of a hard-news story and answer the following questions:

1. Does the issue addressed in the article involve economics, national security, the political process, social justice, or something else?
2. What is the likely content of the actual article?
3. What is most likely to be the focus of the article?
4. Does the headline compel you to read the story? Why or why not?

Now read the article and design a new headline. Are there any emotional words in the original headline that can be changed to reflect less emotion? Do you believe a typical reader would be more likely to read the story based on your new headline? Can you write a headline that would be more sensational? Why might such a headline be biased or misleading?

II. PHOTOJOURNALISM

Have you ever told a story about a great vacation trip while using your photographs to help describe the people and places you saw? Photographs add visual appeal to news stories as well. They also serve an informational purpose. A photograph may identify a person, place or thing mentioned in an article, or contrast one situation with another. While *NEWSWEEK* does not artistically “enhance” news photographs, there are still many choices in determining the cropping and best balance of images for a story. Taking a more careful look will help readers understand the emotional pull and possible editorial decisions for specific photographs.

Student Activities

Select an article from *NEWSWEEK* that contains a few photographs. Examine the photographs, read the captions and then answer the following questions:

1. What do the pictures “tell” you?
2. Do you think the pictures represent the actual events described in the article?
3. Answer the “who, what, when, where, why and how” questions about the photographs.
4. Look closely at the photographs and imagine what it would be like to be the photographer on the scene taking these pictures. What would you be feeling? What would you see, hear, touch, smell and taste at the actual event?
5. Try to figure out the main ideas of the associated news article.
6. Now read the article and evaluate whether or not you think the photographs used were appropriately chosen.
7. If you were the editor and there were no available photographs of the events written about in the article, what alternatives could you use to help create visual appeal for the story?

The Supreme Court

The decisions rendered by the Supreme Court create law for the land. The Supreme Court rules on about 75 cases each year, cases it chooses from those that come to it on appeal. Such cases ended *de jure* segregation in public schools with *Brown v. Board of Education* and guaranteed the right to an abortion with *Roe v. Wade*. Students have had a significant impact on the creation of law by the cases they have brought to the federal court system. Most of the cases have involved the First Amendment (freedom of religion, speech, press, assembly, and the right to petition the government) and the Fourth Amendment (search and seizure).

In the NEWSWEEK article on the following page, “They Dress to Express,” Vanessa Juarez reports that T-shirts have gone political and that schools, in some cases, are infringing on students' First Amendment rights.

Student Activities

1. The salient court case dealing with the wearing of political T-shirts is *Tinker v. Des Moines School District* (1969). In that case school officials disciplined three students (John Tinker, Mary Beth Tinker, and Christopher Eckhardt) for wearing black armbands protesting the Vietnam War. The court ruled that the students' First Amendment right to free speech had been violated. In the words of Justice Abe Fortas, who wrote the majority opinion, “It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” Later in the opinion he states, “But conduct by the student, in class or out of it, which for any reason—whether it stems from time, place, or type of behavior—materially disrupts classwork or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech.” In other words, the Tinkers and Eckhardt's right to free speech had been violated because the armbands did not create a disruption. How would each of the T-shirts mentioned in the article (and noted below) be perceived in your school? Would they have been permitted under freedom of speech or outlawed as disruptive to the educational process?

If the T-shirt language below is deemed “disruptive,” who within your school would determine that it was? Students? Teachers? The principal?

- An image of President with the words INTERNATIONAL TERRORIST
- STRAIGHT PRIDE
- ABORTION IS HOMICIDE
- HOMOSEXUALITY IS SHAMEFUL

2. Should students be allowed to wear sexist T-shirts or those that promote alcohol or drugs? As a member of a group, develop a policy on T-shirts for your school. What's OK and what's not? Compare your policy with those of the other groups and see if your class can reach a consensus as to what that policy should be. If you do reach a consensus, what are you going to do with it? Let it die? Present it to the Student Council, with the request that they take it to the administration? Have a delegation from your class take it to the administration for a modification of the current policy? Check with the lawyer for the school district to see if he or she sees any legal problems with the proposed T-shirt policy? Some other course of action?

3. The American Civil Liberties Union (ACLU) is cited in the article as an organization to which students should turn when their civil liberties (the rights guaranteed to you in the Bill of Rights) seem to have been violated. Find the ACLU chapter that is closest to you, and, if possible, invite the executive director or an ACLU lawyer to speak to your class about the role of the ACLU in protecting your civil liberties and about any civil liberties cases that are currently in the judicial system.

4. Survey the current issue of NEWSWEEK to see if there are any articles about the violation of one's civil liberties. If so, what right has been violated? What recourse does the person who has been harmed have? If a case has been filed with the federal court system, what do you think the court will decide? If you were the federal district judge handling the case, how would rule? Explain your reasoning.

They Dress to Express

Political T-shirts—on the right and the left—pit teenagers against their school administrators

By Vanessa Juarez, with Claire Sulmers

When Tim Gies was a sophomore at Michigan's Bay City Central High School, the United States was preparing to go to war in Iraq, and Gies became so passionate about politics that he began wearing his views on his sleeve—literally. He started producing his own line of antiwar, anti-Bush apparel by painting symbols and slogans onto T-shirts and sweat shirts.

When school administrators noticed, they weren't pleased and told him many times to remove his tees. Gies refused, and was repeatedly suspended for weeks at a time. "I just wore the shirts and took the punishments," recalls Gies, now 17. When the administrators threatened Gies with expulsion earlier this year, Gies called the local ACLU—which notified the school that it was infringing on its student's First Amendment rights. In this election season, pundits and pollsters are anxiously studying the youngest voters, hoping that on Nov. 2, kids will demonstrate that their passions go beyond the latest lip gloss or basketball kicks.

But in high schools across the country, there are more kids like Tim Gies sparking controversy by wearing their political beliefs emblazoned on their backs. Since 2001 there have been more than a dozen highly publicized cases of kids and school administrators clashing over T-shirt slogans, and many of those cases have wound up in court.

Until this year, most school dress-code disputes were related to gangsta gear or showing too much skin, says Jennifer Dounay, a policy analyst for the Education Commission of the States. Politics "does seem to be a recent development or a redevelopment, if you want to

call it that." Regardless of which wing or party they represent, teens are making their fashion statements political ...

Last year Bretton Barber, a Dearborn, Mich., student, was reprimanded for wearing a T-shirt that read INTERNATIONAL TERRORIST next to an image of President Bush. He contacted the ACLU; the group filed a lawsuit and won. These skirmishes take place on the right as well. Elliot Chambers, a student at Minnesota's Woodbury High, attended class in 2001 wearing a T-shirt with the words STRAIGHT PRIDE. After the school principal forbade him from wearing the shirt again, Chambers's parents filed a lawsuit on his behalf, and a federal judge ruled in their favor. And earlier this year Daniel Goergen was barred from wearing his hooded ABORTION IS HOMICIDE sweat shirt to his Newport News, Va., high school. A Christian law center warned of legal action, and the school backed off.

Not five years ago, teens were getting riled over the right to "sag" their pants at school. These days teens say their lives are directly affected by such issues as gay rights, the Iraq war, terrorism and talk of bringing back the draft. And they're savvy enough to use the legal system to make their point. Thanks to the ACLU's efforts, Bay City school administrators rescinded their prohibition on Tim Gies's tees last April—a week and a half before he was due to graduate. Tim "knows a lot more than I'll ever know—bookwise, streetwise," says Jamie Graczyk, Gies's mom. "He sat my parents down and told them exactly why the government is the way it is today. And my parents were totally floored."

For the most part, a Vietnam-era Supreme Court ruling protects these kids and their shirts, but the horrors of the 1999 Columbine shootings have made parents and administrators especially concerned about school safety. School officials say they're trying to create a hostility-free environment by giving students who wear potentially offensive clothing a slap on the wrist.

In Tyler (Chase) Harper's estimation, his dispute with California's Poway High School was one-sided. Earlier this year he wore a HOMOSEXUALITY IS SHAMEFUL tee (which he lettered with masking tape) in response to the school's Day of Silence, a nationwide event set aside to protest discrimination and harassment against gays, lesbians and transgender students. Harper says the principal told him the shirt was inflammatory. "How can you tell me I have to be tolerant of your views, but you can't be tolerant of mine?" asks Harper, who ended up with a one-day, in-school suspension for refusing to take off his T-shirt. (Harper's shirt was disrupting the class, says Dan Shinoff, the lawyer representing the school district.) Harper called the Alliance Defense Fund, an organization that defends religious liberty, and filed a law-suit against the Poway Unified School District. Harper and ADF are awaiting a decision on their motion for a preliminary injunction and the school district's motion to dismiss.

Tim Gies says his victory came way before he contacted the ACLU. "We'd have whole political discussions in the classroom because of a shirt I was wearing," says Gies, who's currently planning an anti-Bush protest in Michigan. "Kids started making their own pro-war shirts and pro-Bush shirts, just to counteract my shirt. That was exactly what I wanted, so it worked out." The Founding Fathers would be proud.

—NEWSWEEK, October 4, 2004

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