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*with newspaper order

**“My students gained an understanding
that events were occurring outside their
narrow sphere of consciousness.”**

– SOCIAL STUDIES TEACHER, ROSS, CALIF.



The New York Times
KNOWLEDGE NETWORK
INSPIRING THOUGHT

Teaching is a Challenge — New York Times Resources Make Your Task Easier.

You face them every day – your students – wondering if they are listening and trying to capture their attention. So many distractions pull them away from learning about the world and all its complexities.

- You worry about them, concerned you won't be able to get them on task, keep them learning the skills and content they need to become productive and successful in the future.
- You think about the problems they will face throughout their lives, and how to motivate them to be problem-solvers.
- You're concerned about their ability to pass high-stakes tests right now.

In these pages we offer you solutions. At first glance, it may not be apparent that The New York Times is an easier way to meet the critical needs you face every day in your classroom.

We invite you to try out The Times in your classroom ... with a personal copy of The Times for each student. Use the complete New York Times as a starting point, instead of as an extra. We're confident you'll discover, as thousands of other teachers have, that The New York Times is a unique motivator, leading to higher levels of student achievement.

Teachers of all kinds of students, in grades 4-12, have reported to us the surprising results they achieved in:

- Vocabulary development
- Critical thinking
- Writing across the curriculum
- Cultural awareness and understanding
- Current knowledge of science and technology
- Appreciation of the arts
- Problem-solving skills

These teachers have succeeded by using the many learning activities in our complimentary curriculum guides as well as their own creativity. They tell us that having The New York Times for their students every day establishes an important reading habit that brings these results.

You can be one of those teachers, too.



“ Students are learning how to read The New York Times. It became second nature to grab the paper – students began using The Times for current events articles, becoming New York Times readers ... thank you for giving my students an opportunity to be exposed to your WONDERFUL NEWSPAPER.”

– ADVANCED PLACEMENT U.S. GOVERNMENT TEACHER, UNIONDALE, N.J.

HOW TO REACH US: Ask to be contacted by one of our education account managers to discuss your needs and how our educational program can help meet your goals: send an e-mail to knowledgenetwork@nytimes.com. Please write “contact me” or “delivery question” in the subject line and include your complete contact information in your e-mail. Or call 1-800-631-1222 (6 a.m. - 6 p.m., Mon. - Fri.; 7 a.m. - 9 p.m., Sat.; 5 a.m. - noon, Sun., E.T.).

The New York Times is the nation's premier newspaper, reporting in depth on the political, economic, cultural and environmental events and issues important to people and places around the world. The Times has won 91 Pulitzer Prizes, far more than any other paper.

The New York Times Knowledge Network Educational Program Grades 4-12

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The New York Times Knowledge Network Library of Curriculum Guides

Curriculum guides help you to meet standards while teaching with The Times



The Pre-Collegiate Program of The New York Times Knowledge Network offers you a choice of 22 curriculum guides that help you meet core standards.

Guides Include:

- Standards correlation chart
- Flexible lesson plans
- Reproducible student worksheets
- Writing activities
- Reading improvement activities
- Group projects
- Discussion questions
- Homework and extension assignments
- Related resources, in print and online

FREE

Choose a free curriculum guide from our library of resources when you place your minimum order for The New York Times in your classroom. Please note: these curriculum guides are not for sale. They are provided as instructional resources for use with The New York Times in the classroom.

APPENDIX
CORRELATION WITH THE VOLUNTARY STANDARDS IN ECONOMICS

STANDARDS	LESSONS												
	1	2	3	4	5	6	7	8	9	10	11	12	
STANDARD 1: The economic system in America	••	••	••	••	••	••	••	••	••	••	••	••	••
STANDARD 2: The global economy	••	••	••	••	••	••	••	••	••	••	••	••	••

LESSON PLAN 4

WHAT DO WE MEAN BY DEVELOPMENT?

OBJECTIVES
At the conclusion of this lesson students will be able to:

- Write an explanation of "economic growth" and "economic development."
- Write an essay in the style of a New York Times CityDesk article, illustrating how different definitions of development are based on different values.

NEWSPAPER ACTIVITY

- Divide the students into small groups.
- Distribute The New York Times and Lesson 4 Worksheets.
- Encourage and allow time for collaborative work.
- While students meet in collaborative groups, write on the board the estimated cost of living in the United States and in two other countries of the world.

DISCUSSION

- Distribute copies of the downloaded World Development Report on income in each country and have students read the data on the United States and on other countries that they have identified.

TOOLS AND PREPARATION

- Today's New York Times, one per student.
- Download and make copies for each student of Lesson 4 from the lesson Development Report on income, production and quality of life health and education for every country.

EXTENSION/HOMEWORK ACTIVITIES

A. Distribute copies of the article, summarizing each view of development: "What is development?"

B. Write a news article that might accompany a major news article in the New York Times, analyzing the meaning of development. Use material from student clippings that the supporting lesson introduces.

WORKSHEET 4

WHAT DO WE MEAN BY DEVELOPMENT?

NAME OF STUDENT _____

CHILDREN

1 Clip articles and ads from The New York Times that show goods and services that are important to your standard of living such as housing, clothing, food, transportation, computers, travel, entertainment (TV, video, CD's), consumer goods.

4 Clip articles that describe or show pictures of people in less developed regions of the world. Estimate the cost of living for most of the people in these clippings. Include in your estimate the value of food and household goods that may be produced and consumed at home.

5 Write a list of things that may be important to your standard of living that are not identified in that list, and that cannot be bought. (How: public services such as transportation, a hospital or police station; income based on one or more other things; or the convenience, adequate police protection or fire cover, etc.)

See centerfold for complete sample lesson plan.



"My students enjoy reading The Times because it is challenging yet eye-opening at the same time. It is especially useful during the economics portion of the class."

- 12TH-GRADE GOVERNMENT AND ECONOMICS TEACHER, BARUCH COLLEGE CAMPUS HIGH SCHOOL, NEW YORK CITY

Social Studies

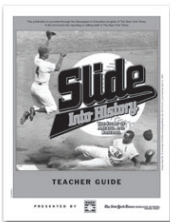
NEW! Checks and Balances: Teaching American Government and Law With The New York Times



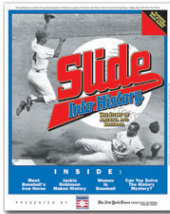
Key Topics: Checks and balances, the Bill of Rights, the role of lawyers, the death penalty, juvenile justice, government and business, international law, diversity and social justice.

Skills Developed: Analytical reading and writing, document analysis, vocabulary, summarizing, speaking and listening.

Slide Into History: The Story of Baseball and America



Key Topics: American history taught through primary-source documents from the National Baseball Hall of Fame and Museum; the changing culture that brought women and minorities into baseball.



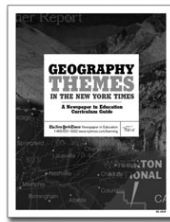
Skills Developed: Document-analysis, reading, writing, time lines.

Related Course Content: Geography, economics, character education.

“The New York Times has become an invaluable teaching tool for us, not just in social studies, but across most other content areas.”

— SIXTH-GRADE TEACHER, REGENT SCHOOL, BRONX, N.Y.

Geography Themes in The New York Times

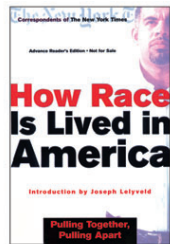


Key Topics: Five themes of geography, weather and environment, culture.

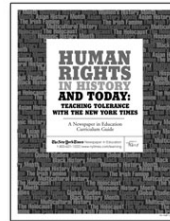
Skills Developed: Map reading, analysis of geographical regions and cultures.

Related Course Content: History, English/language arts, science.

Human Rights in History and Today: Teaching Tolerance With The New York Times



Accompanying this curriculum guide is one copy of the paperback edition of “How Race Is Lived In America,” the series of Times articles awarded a Pulitzer Prize in 2001. This guide contains useful lessons for Black History Month, Women’s History Month, study of the Holocaust, the Irish Famine, world history and all ethnic studies – throughout the school year.



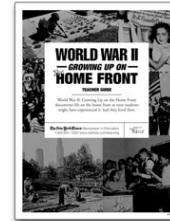
Key Topics: Genocide; enslavement; religious, economic and political conflicts; protection of people with disabilities; laws and violations of human rights; human rights leadership.

Skills Developed: Thinking, reasoning, analytical writing, research.



Related Course Content: World and American literature, economics, global studies.

World War II: Growing Up on the Home Front



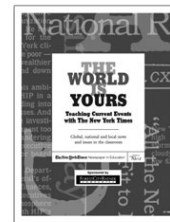
Key Topics: Examining primary source documents that depict life for American youth during World War II in contrast to conflicts today, as reported in The New York Times.



Skills Developed: Historical research, analysis/comparing/contrasting, writing, time lines.

Related Course Content: Government, multicultural studies, human rights, vocabulary.

The World Is Yours: Teaching Current Events With The New York Times



Key Topics: Global and national news and issues; how current events affect individuals, groups and nations.

Skills Developed: Analysis, writing, critical thinking. Guide includes more than 50 ready-to-use worksheets by topic.

Related Course Content: History, geography, economics.

Social Studies (continued)

What We Saw: Young Eyewitnesses to New York Area History, 1851-2001



Key Topics: Primary-source historical document for each decade with text of the events reported by youth of the period. Historical events include New York City draft riots, sweatshops, the newsboys' strike, growing up in New York as a Holocaust refugee. Learning activities link history with today's news.

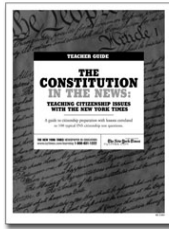
Students learn how historians work and produce a document about their own decade in history.

Skills Developed: Historical research, analyzing primary-source documents, writing, vocabulary development, using a time line.

Related Course Content: Geography, American literature.



The Constitution in The News: Teaching Citizenship Issues With The New York Times

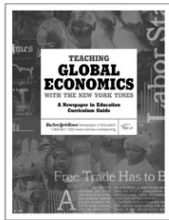


Key Topics: Citizenship preparation; federal, state and local government; Bill of Rights; how a bill becomes a law; basic history of freedoms. (Lesson objectives include reference to 100 INS citizenship test questions.)

Skills Developed: Listening, speaking.

Related Course Content: American History.

Teaching Global Economics With The New York Times



Key Topics: The global economy, trade, economic growth, free trade and development, Nafta, foreign aid and investment, sweatshops, the economics of gender and race, the stock market.

Skills Developed: Analysis, reading, vocabulary of economics.

Related Course Content: History, sociology, business.

English/Journalism/ Language Arts

NEW! Grammar Rules! Using The New York Times To Teach Grammar, Punctuation and Clarity in Writing



Key Topics: parts of speech, subject/verb agreement, apostrophe, spelling, abbreviations, writing, informal/formal language.

Skills Developed: Writing, editing, proofreading.

Related Course Content: Writing across the curriculum.

NEW! Reading and Writing About Technology With The New York Times



Key Topics: technological change and the impact on language

Skills Developed: Vocabulary development, writing, reading comprehension, research.

Related Course Content: Science, career education.

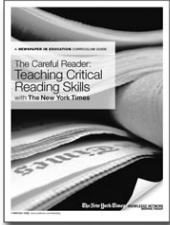
"Our students found the perspectives in The New York Times much different from our local hometown paper."

— HIGH SCHOOL SOCIAL STUDIES TEACHER, TITUSVILLE, FLA.



English/Journalism/ Language Arts (continued)

The Careful Reader: Teaching Critical Reading Skills With The New York Times



Note: especially recommended for upper elementary, middle school.

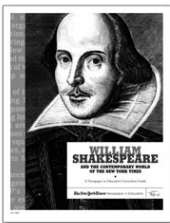
Key Topics:

Distinguishing between fact and opinion; interpreting the purpose of content for different audiences; reading and writing reviews; the language of money and business; decoding charts and graphs in news articles.

Skills Developed: Critical reading, analytical writing, vocabulary, visual literacy.

Related Course Content: Reading, writing.

Shakespeare and the Contemporary World of The New York Times



Key Topics: Shakespeare as a writer, today's news and the timeless themes in "Hamlet," "Julius Caesar," "King Lear," "Macbeth," "Richard III," "Romeo and Juliet."

Skills Developed: Writing, analysis of plays, public speaking, dramatic interpretation.

Related Course Content: History, political science.

Press Ahead! A Teacher's Guide to Creating Student Newspapers

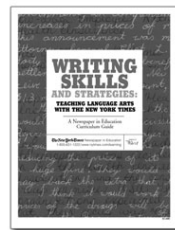


Key Topics: How to create and produce a printed school or classroom newspaper.

Skills Developed: Writing, organization, teamwork.

Related Course Content: Political science, history, geography, literature.

Writing Skills and Strategies: Teaching Language Arts With The New York Times



Key Topics: Developing essay and research topics, biographical writing, news links to literature, vocabulary development.

Skills Developed: Analytical, biographical and creative writing.

Related Course Content: Literature.

Elementary Enrichment Using The New York Times



Key Topics: The Times for young students, autobiographical art project, structure of the newspaper.

Skills Developed: Reading for interest, skimming

for information, identifying numbers in context, elementary research skills.

Related Course Content: Language arts, mathematics, geography, history.

Using The New York Times as Your Journalism Textbook



Key Topics: How to write news, features, reviews, sports, columns, headlines; also, photo-journalism, ethics for a school newspaper.

Skills Developed:

Writing, reading analysis.

Related Course Content: Current events, global studies, history.



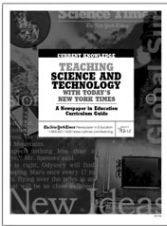
"Being able to work with The New York Times enabled my students to vividly see how issues in Shakespeare's plays, particularly 'Julius Caesar,' are very relevant to today's world."

— ENGLISH/LANGUAGE ARTS TEACHER, GRADES 10-11, LINDEN, N.J.



Science, Health and Technology

Current Knowledge: Teaching Science and Technology With The New York Times



Key Topics: Science news and vocabulary, obituaries of scientists, science projects inspired by news stories, museums, the brain.

Skills Developed: Inquiry, writing, research, speaking, project development.

Related Course Content: Health.

Media Literacy for Drug Prevention



Key Topics: Accuracy vs. sensationalism in media, detecting advertising techniques, marketing techniques and choices, students communicating the anti-drug message.

Related Course Content: English/language arts, civics.

Anti-Drug Education With The New York Times: Focus on Marijuana.

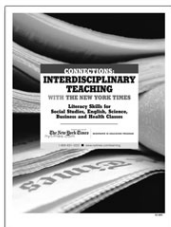


Key Topics: Marijuana facts and fictions, marijuana and the brain, developing refusal skills, drugged driving, drugs and crime, marijuana in the media.

Related Course Content: English/language arts, civics, mathematics.

Interdisciplinary

Connections: Interdisciplinary Teaching With the New York Times

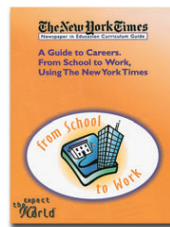


Key Topics: Integrating the facts, concepts and skills taught in social studies, English/language arts, science, health and business courses.

Skills Developed: Critical reading and writing; literacy across the curriculum.

Related Course Content: All subjects.

A Guide to Careers. From School to Work, Using The New York Times



Key Topics:

Discovering potential, developing initiative and work ethic, transition from school to workplace.

Skills Developed: Listening and speaking, reading analysis.

Related Course Content: Career education.



SEE ALSO:

- Elementary Enrichment Using The New York Times on page 7.
- Slide Into History: The Story of Baseball and America on page 5.

“I appreciate all you have done for my AP Biology class. The science section of The New York Times is very informative and enlightening ... you have been a very valuable and integral part in my education.”

– HIGH SCHOOL STUDENT, ATLANTA, GA.





LESSON PLAN 2

FAR AWAY AND FASCINATING: The Foreign Journal

OBJECTIVES:

AT THE CONCLUSION OF THIS LESSON, STUDENTS WILL BE ABLE TO:

- explain how people around the world share certain basic traits, even though customs and lifestyles differ.
- explain how tradition and progress often clash.

TOOLS NEEDED

- Today's New York Times, one copy per student.
- Copies of the Lesson 2 Worksheet, one per student.
- Wall map of the world, to identify locations in the news.

COURSES

- Social Studies
- English
- Speech
- Journalism

PREPARATION

- Assemble tools.
- Become familiar with the Foreign Journal, found most weekdays on page 4 in the main news (A) section of The Times.
- This lesson and Activity Sheet A can be used with any Journal. Journals from the United States sometimes appear in the national news pages.

BACKGROUND FOR THE TEACHER

- *Foreign Journals are often about people dealing with an issue, problem or event in a place unlikely to be in the news except for the situation being described, anywhere from an oasis in the Sahara to a neighborhood in Moscow.*
- *The theme of many Journals is how people are dealing with change or progress, and the conflicts or problems that arise.*
- *Journals often illustrate the universality of human traits, like altruism, personal ambition, the need to earn a living, a desire to maintain tradition, working for a better life for one's children and love for one's home or country.*
- *When students are asked for the similarities they see between the people in a Journal and their own families and neighbors, they quickly realize that the traits displayed are common among people around the world.*

WARM-UP

ASK:

- Who can tell us about another country they lived in or visited where life is very different from the way it is here?
- How was family life different there?
- What would you say are the biggest differences between people there and people here?

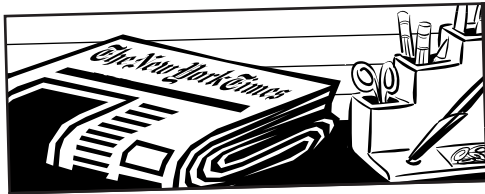
NEW YORK TIMES ACTIVITY

- Distribute today's New York Times to all students.
- Distribute the Lesson 2 Worksheet. Review the directions. Answer any questions.

DISCUSSION

- After students have completed the worksheet, lead a discussion about the Foreign Journal, asking the following questions:
 - How do the lives or traditions of the people in this article differ from the lives of Americans, or at least Americans you know? (*Make two columns on the board to outline the contrasts.*)
 - Although they live in quite a different place from where we live, in what ways are these people similar to us? (*The list of similarities on the board should provide a lesson in the universality of many human traits.*)
 - What did you find most interesting about the way people in the Journal think, feel and live? (*List on the board.*)
 - (Ask if applicable) If the situation or issue in this article existed in the United States, would the government be playing a similar role?
 - (Ask if applicable) Are there any American traditions that are changing or disappearing because of progress, similar to the ones we read about in the Journal? (*List on the board.*)
 - Will you regret the loss of any of these traditions?
 - What future do you see for the people (or problem or situation) described in this article?





LESSON PLAN 2

FAR AWAY AND FASCINATING: The Foreign Journal

WRITING

SPEAKING/LISTENING

ANALYSIS

ROLE PLAY

WRITING

Correlating standards for this lesson are in the curriculum guide.

EXTENSION/HOMEWORK ACTIVITIES

- Assign and establish due dates.
- Are people throughout the world basically alike, even though they may appear to be different in many ways? After reading the Foreign Journal and other international news articles in *The Times*, describe some of the similarities that you believe people share regardless of where they live, in an essay of about 250 words. In your essay refer to some of the *Times* articles you read. The Op-Ed page provides models for this kind of essay.
- With three or four classmates, read several *Times* articles that describe foreign ways of life and customs different from those found in the United States. Then have a panel discussion in which you discuss whether you think those lifestyles and customs are ever likely to be adopted in America. After the panelists speak, open the discussion to the rest of the class.
- Each afternoon, editors from the news department of *The Times* (international, national, metropolitan, sports and business) meet with the top editors to describe their most important articles for the next day's newspaper, some of which will be on the front page. Conduct yesterday afternoon's session among yourselves, with each editor explaining why his or her article deserves to go on the front page. For this exercise, cut out today's front page articles and have the editor of each section bring them to the meeting as if they were notes about the article they were working on. If there is no article on the front page from a particular department, like sports or business, have the editors from those sections use articles from inside the paper that you or they thought were front-page material, even though they were not selected.
- Find articles in *The Times* in which foreign correspondents have gone to dangerous places to cover a story. What information in the articles shows that the reporters were risking their lives or safety? Why do you think reporters take such risks? Select one article and answer these questions as if you were a *Times* reporter, in an oral or written report.
- Select a world or national situation or crisis that you feel the United States or the United Nations should be doing more about. Read articles about this situation or crisis in *The Times* and write a 250-word editorial on the subject. Jot down your ideas in note form, and study the structure, reasoning and writing style of *Times* editorials on similar topics to help you compose an effective editorial.





LESSON 2

WORKSHEET: FAR AWAY AND FASCINATING: The Foreign Journal

NAME _____

Read the Foreign Journal on page 4 of the main news section (A) of The New York Times, then answer these questions.



HEADLINE OF FOREIGN JOURNAL: _____

Describe the situation that this article reports on. _____

What are some of the differences between the way people in this article live and how we live? _____

Find a quote in the article that helps to reveal the personality or way of thinking of someone who was interviewed. Write the quote here. _____

Explain why you find it significant. _____

What, if anything, is that country's government doing about the situation described in this Journal? _____

What do you think will happen in the future regarding this situation and why? _____



Professional Development Workshops to Enhance Teaching Skills

Using The New York Times in the classroom can be a very effective way to motivate students. Students are often better able to understand difficult concepts because Times reporters strive to explain complex events with exceptional clarity. Times articles invariably include historical context. This connection between present and past also helps students develop higher-order thinking skills.

To help you get the most from The New York Times in the classroom, our Pre-Collegiate Program includes professional development. Hands-on workshops provide educators with additional skills in using The Times as a teaching tool.

Professional development services are available for your district-wide New York Times standards-based program.

Call 1-800-631-1222 and ask to be contacted by a New York Times education account manager.



Extend Your Lessons With: The New York Times on The Web LEARNING NETWORK at nytimes.com/learning

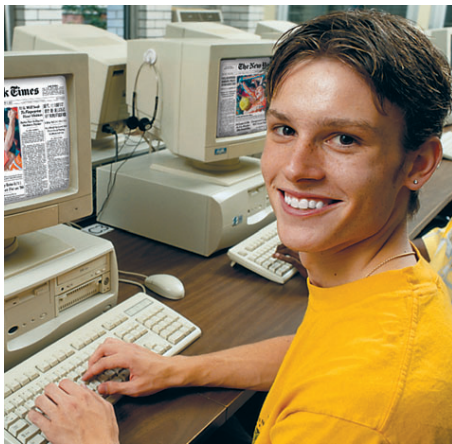
“During parent-teacher conferences, several parents commented on the value of getting The New York Times. I use The Times on a daily basis across the curriculum. Some of my students use it for their sustained silent reading period.”

— SIXTH-GRADE TEACHER, BRIDGEPORT, CONN.

This award-winning Web site offers resources for teachers, students and parents. It is updated Monday through Friday throughout the year and accumulates some 3 million page views each month, worldwide. Features include:

- An interdisciplinary daily lesson plan for grades 6-12 based on today's news
- A daily News Snapshot mini-lesson for grades 3-5, based on a photograph from The Times
- Subject-based archive of more than 1,500 lesson plans (including American history, language arts, science and health)
- Special features exploring some of today's newsworthy topics, like terrorism, elections, school violence and racism
- Crossword puzzles related to curriculum themes, created by Times puzzlemasters
- Ask-a-Reporter dialogues with Times reporters
- Test-prep questions
- Parent involvement activities
- Campus Weblines: a guide to producing an online student newspaper
- A daily news quiz
- Word of the Day
- Times Scavenger Hunts
- On This Day in History

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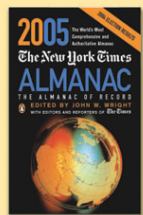


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X	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2005				
M	T	W	T	F
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31				

November 2005				
M	T	W	T	F
	1	2	3	4
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21	22	23	X	X
28	29	30		

December 2005				
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January 2006				
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X	17	18	19	20
23	24	25	26	27
30	31			

February 2006				
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X	21	22	23	24
27	28			

March 2006				
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April 2006				
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May 2006				
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22	23	24	25	26
X	30	31		

June 2006				
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