Introducing NewsMatters

TEENS AND TOBACCO is one in a series of NewsMatters programs. Each 15-20 minute program in the NewsMatters series examines an issue or topic in the news. The program is supported by a poster pertaining to the topic, and this teacher’s guide. The NewsMatters programs are designed to promote discussion and critical thinking in the classroom. NewsMatters programs will rarely if ever provide clear-cut conclusions about an issue. Rather, each program’s goal is to leave more questions in viewers’ minds than answers. The supplementary materials are designed to help focus and direct these questions, to encourage students to do further research, and to generate thought and debate about the topic. These materials are flexible. You can control the pace and length of each lesson, and you can use any, all, or none of these materials.

Readiness Activity

(An activity to be done before viewing the program)

This activity will help your students become familiar with some of the important terms and themes in TEENS AND TOBACCO before they watch the video. Divide the class into five groups. Assign each group three of the names and terms listed below. One member of each group should record an agreed-upon definition or description of each name or term and then present these definitions to the entire class for discussion.

cancer  |  billboard  |  Brown & Williamson
carbon monoxide  |  nicotine  |  minors
Federal Trade Commission  |  blood pressure  |  John McCain
 tobacco  |  logo  |  surgeon general
acetone  |  addiction  |  vending machines

NewsMatters Teacher’s Guide for

Teens and Tobacco

TEENS AND TOBACCO explores the growing use of tobacco among America’s youth. The program looks at dangers of smoking and why young people pick up the habit. It also outlines that ways that state and federal governments have tried to keep cigarettes and other forms of tobacco out of the hands of minors. This activity guide will encourage students to consider ways to discourage tobacco use. Ten of the activities are designed to be reproduced. Your students can organize and complete these exercises on their own. The other activities are designed for classroom participation and teacher presentation.

NewsMatters is produced by Knowledge Unlimited®, Inc. Copyright © 1998 by Knowledge Unlimited®, Inc., all rights reserved. ISBN 1-55933-271-9 Knowledge Unlimited NewsMatters, P.O. Box 52, Madison, WI 53701
Discussion Questions

These questions will help you and your class review important points made in the program. The questions will also give some structure to your discussions about TEENS AND TOBACCO. After your students view the program, ask them to comment on these questions. Some questions have specific answers and others are more open-ended. You may wish to use these questions as a springboard for further discussion.

- What are the dangers of smoking? What are the benefits of smoking?
- Approximately how many young people start smoking each day?
- Why do young people start smoking?
- Why do smokers find it so difficult to give up cigarettes?
- Why do more people under 18 years of age smoke now than they did ten years ago? Why do you think the percentage of smokers is higher among young people?
- What are some of the ways that tobacco companies promote their products? Do you think cigarette advertising portrays smoking in an honest manner? How do tobacco companies use movies to sell cigarettes?
- Do you think companies should be allowed to sell products such as tobacco or junk food? Why or why not?
- What have states done to prevent young people from using tobacco?
- How did the McCain bill try to reduce youth smoking? Why did the bill fail?
- Why do people in government and others think it is so important to keep young people from using tobacco?
- Do you think young people are capable of deciding on their own whether to smoke? Why or why not?
American Indians used tobacco, a native plant, as a medicine and for smoking thousands of years before Europeans came to the New World. When Europeans learned about tobacco, they quickly took up pipe-smoking and snuff-dipping. Tobacco soon became one of the most important crops in America. Today the United States is one of the leading tobacco-growing and manufacturing countries in the world.

Even though tobacco was generating money for the British and Spanish colonies and later for the American nations, many people opposed its use. Even eighteenth century European doctors suspected that tobacco use led to various diseases. Some groups considered smoking to be sinful. All the anti-smoking groups and health warnings, however, could not stop tobacco from becoming a huge industry.

Each of the names listed below has a place in tobacco history. To learn more about how tobacco got to be the industry it is today, research these names. The Internet is a good place to find some of this information, although your school and library may also have other good resources.

On a separate sheet of paper, write a sentence or two about each person’s role in tobacco history.

Jean Nicot de Villemain
Sir Francis Drake
Sir Walter Raleigh
John Rolfe
Pope Urban VIII
King James I of England
King Phillip III of Spain
Governor William Berkeley
Pierre Lorillard
Dr. Benjamin Rush
John Edmund Liggett
James Buchanan Duke
R. J. Reynolds
Theodore Roosevelt
Lucy Payne Gaston
George Washington Smith
Franklin Roosevelt
Luther Terry
Joe Camel
Wayne McClaren
Jeffrey Wigand
Mississippi Attorney General Michael Moore

Classroom Discussion Questions

- Do you think American history would have been different without tobacco? Why or why not?
One survey shows that 58 percent of adults think that young people take up smoking because of peer pressure. This means adults believe young people start smoking because other young people, especially their friends, smoke. Take a class survey on the question “Why do students start to smoke?” and see how your classmates’ poll responses compare with those of adults.

**What influences young people to start smoking?**
*Responses from adults*

<table>
<thead>
<tr>
<th>Influence</th>
<th>Number</th>
<th>Percentage of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer pressure</td>
<td></td>
<td>58%</td>
</tr>
<tr>
<td>Example set by parents</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Hollywood, television and popular culture</td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>Tobacco industry and its advertising</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
<td>6%</td>
</tr>
</tbody>
</table>

How many in your class think young people take up smoking because of:

Based on the results of the survey in your class, what do you think can be done to keep young people from beginning to smoke? __________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
For one week, pay close attention to newspaper and television news stories about tobacco, the tobacco industry, and smoking. Then answer the following questions.

- Make a list of the headlines about tobacco that ran in your newspaper in one week.

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

- Did most of the stories you found focus on health, business, or some other topic?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

- Briefly summarize the most interesting news story about tobacco or smoking that you found.

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

- Overall, what kind of news coverage does tobacco receive in your state or region? How do your local newspaper and television news cover government efforts to reduce teen smoking? How much coverage did your local paper and TV news programs give to tobacco? How important is tobacco to your state’s economy?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

- What kind of coverage does tobacco get in national newspapers and on national TV news?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

- What do you know about tobacco use that you did not know a year ago?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
Editorial cartoons are an enjoyable way to examine serious concerns. Each of these two cartoons illustrates an idea about the tobacco industry or tobacco use. Use the space below to explain the point each cartoon is trying to make. Do you think the cartoonists make their points effectively? Why or why not? What do these cartoons say about tobacco?

---

GROUP DISCUSSION QUESTIONS

- Of these cartoons, which one do you think makes the most important point about tobacco Why? Do you agree with that point? Why or why not?

- What do you think makes a good or successful editorial cartoon?
Most of the chemicals inhaled in cigarette smoke are unhealthy substances; some cause cancer and others are poisonous. The list shown here contains the names of a few of these chemicals, and below are brief definitions of these substances. Write the name of each substance next to the definition. You may have to look up the names in a dictionary or other source.

1. _________________________ condensed smoke containing many chemicals, including some that cause cancer.
2. _________________________ a poisonous and addictive drug.
3. _________________________ a poisonous chemical that has a sharp odor and is irritating to the eyes.
4. _________________________ a deadly gas caused by the incomplete burning of carbon. In the body it reduces the ability of blood to carry oxygen.
5. _________________________ a sharp-smelling gas used in fertilizers.
6. _________________________ a chemical used to embalm, that is preserve, dead bodies.
7. _________________________ a chemical used in cleaning and dyeing.
8. _________________________ a poisonous liquid used to make dyes, plastics, and pesticides.
9. _________________________ a chemical element used in batteries.
10. _________________________ a chemical used in plastics and found in nail polish remover.

**NOTE TO THE TEACHER:**
When reproducing this activity, cover the answers that are provided below.

1-Tar, 2-Nicotine, 3-Acrolein, 4-Carbon Monoxide, 5-Ammonia, 6-Formaldehyde, 7-Benzene, 8-Hydrogen Cyanide, 9-Cadmium, 10-Acetone
The Surgeon General’s Warning requires that one of the four warnings shown above appear on each cigarette package and advertisement. Despite these warnings, people continue to smoke. Why not write cigarette warnings that you think might work? Write your warnings in the boxes provided below.

**Classroom Activity:**
- Share your warnings with the class.
Cigarette ads, such as those pictured here, make smoking look like fun. Although the ads contain health warnings, the people in these ads appear to be very healthy. Look at these advertisements carefully, and then answer the questions in the space provided.

CLASSROOM DISCUSSION QUESTIONS
• Would either of these ads convince you to smoke? Why or why not? Did the warnings in the ads do any good?

What is pictured in the ad?________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

What do you think this ad is trying to tell you?_____________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

What is pictured in the ad?________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

What do you think this ad is trying to tell you?_____________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Find out how much cigarettes cost in your area, or assume they cost $4.50 a pack. Then figure out how much a person who smoked a pack a day would spend for cigarettes in one year. List ten things that could be purchased with that same amount of money. For example, a year’s supply of cigarettes might cost the same as 72 pizzas or 10 pairs of shoes.

Cost of a year’s supply of cigarettes: __________

This amount of money would also buy:

1. _______________________________________________________________________________

2. _______________________________________________________________________________

3. _______________________________________________________________________________

4. _______________________________________________________________________________

5. _______________________________________________________________________________

6. _______________________________________________________________________________

7. _______________________________________________________________________________

8. _______________________________________________________________________________

9. _______________________________________________________________________________

10. _______________________________________________________________________________
In 1919, the U.S. government tried to stop people from drinking alcohol by adding the 18th Amendment to the Constitution. This amendment prohibited, or stopped, the manufacture and sale of alcoholic beverages within the U.S. After 14 years, Congress and the states passed the 21st Amendment, which repealed prohibition.

**Amendment 18**

*Section 1.* After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited. (1919)

**Amendment 21**

*Section 1.* The eighteenth article of amendment to the Constitution of the United States is hereby repealed. (1933)

Research the prohibition laws and the time period they were in effect. Then answer the following questions:

- Why was the 18th Amendment passed in the first place?

- How did many people react to the prohibition laws?

- How did the prohibition laws lead to an increase in crime?

- Why was the 18th Amendment repealed?

**Classroom Discussion Questions**

- What do you think would happen if tobacco were legally prohibited?
In 1998, the Senate rejected a bill introduced by John McCain that would have put new restrictions on tobacco. Congress and the president both stated that the main purpose of this bill was to stop underage smoking. One of the key provisions would have raised cigarette taxes by $1.10 a pack over three years. Through this tax the tobacco industry would have paid the government $506 billion over 25 years. The proposed legislation also included fining tobacco companies if the number of smokers under age 18 did not decrease. The bill put further limits on tobacco advertising, such as restricting outdoor advertising and banning the use of humans or cartoon characters in ads.

The tobacco industry had agreed with an earlier bill that called for the industry to pay $368 billion to the federal government for anti-tobacco programs and health care. The first bill also limited the amount tobacco companies would have to pay when they lost lawsuits concerning tobacco-related illnesses. Senator McCain’s bill did not limit lawsuits. Big Tobacco rejected the McCain bill and vowed to fight it in court. Tobacco industry leaders said the bill’s restrictions on advertising went against their freedom of speech, as guaranteed in the First Amendment. They also pointed out that the $506 billion was earmarked for items such as anti-drug programs and balancing the federal budget. The McCain bill, they said, was simply another way to raise taxes.

On a separate sheet of paper, write a tobacco bill you think would achieve the goals of stopping underage smoking. Your bill does not have to make the tobacco companies happy, but if they strongly oppose legislation they can delay it through lawsuits.

Or:
If you do not think it is possible to write a workable tobacco bill, or you think that such a bill is not really needed, write a brief essay explaining your position.