



Hey Teachers,

February is usually a month for sweethearts and Valentines. However, the writers in this issue are focusing their care on those less fortunate.

Westlake junior Tracy Jackson writes: "we can't forget those who are still struggling after last month's 7.0 magnitude earthquake in Haiti... Our cover package on Giving brings the tragedy home and asks what more we teens can do right here in Atlanta. We hope our stories inspire you to look at life and our society in a different way."

We'd love to publish your students' stories too! On the bottom and back of this page, you'll find lots of ways to use VOX in your classroom and get your students' voices in the VOX newspaper, blog (voxrox.org/blog) or Web site (www.VoxRox.org). You can find even more resources and Tips for Teachers at www.voxrox.org/teacher.

****Please note that our next publication will be a double issue covering both March and April.****

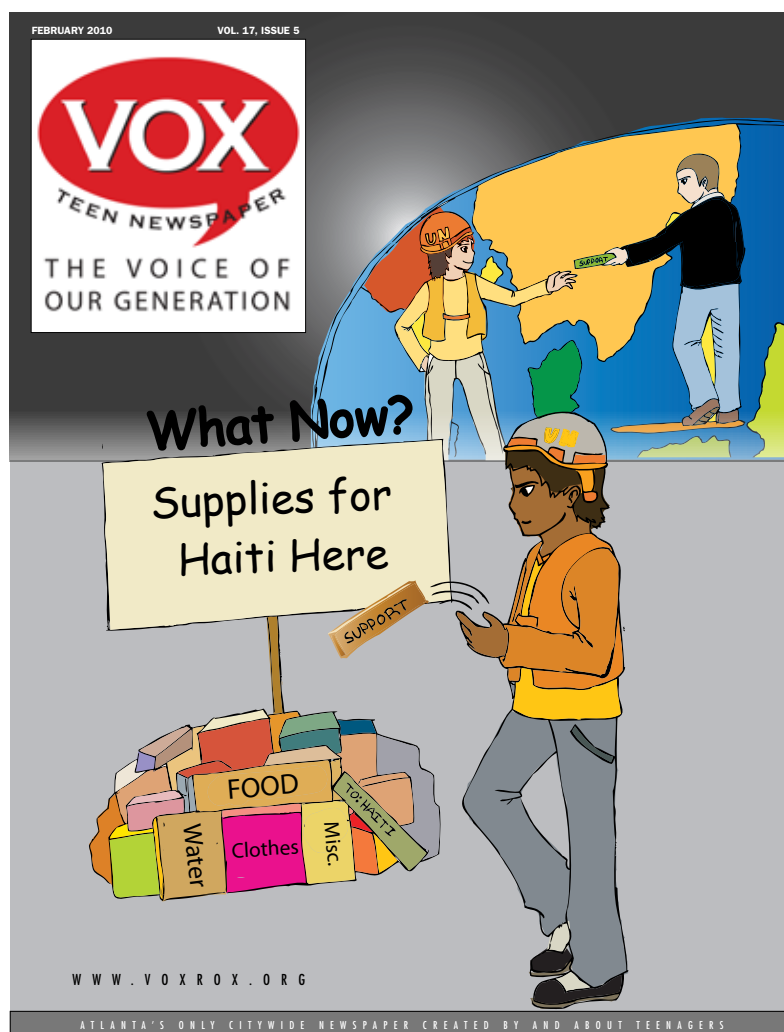
Thank you for sharing VOX with your students!

Target Skills: Reading, Letter/Poetry/Essay Writing, Analytical/Critical Thinking, Research, Public Speaking

CRITICAL THINKING, LETTER WRITING

Have your students each find a story that stands out to them in this issue and craft a letter to the author with their thoughts. Send the letters to VOX, and we'll publish the best ones in the next issue! We welcome class sets.

Tips for Teachers



Advice from the [Opposite Sex](#), page 6 | Finding the Gain in [Pain](#), page 9 | Taking A [Semester Off](#), page 13

COVER CREDIT: IAN BANKS AND TRACY JACKSON | VOX STAFF

POETRY WRITING & ART

Every issue of VOX offers readers a chance to share their original poetry and art with VOX's 80,000 readers on "The Wall" (page 15). Have your students write a poem on any topic they or you choose, and then mail their poems to VOX. We also invite and encourage original art. We publish the best submissions.

SUBMISSIONS

Please mail (see address below) or email (editor@voxrox.org) any exceptional writing resulting from "Tips for Teachers" to VOX for potential publication. Please write Tips for Teachers on the envelope or subject line. And include each student's name, age, school and contact information (including e-mail address) for verification and follow up.

ANALYTICAL THINKING, RESEARCH, PERSUASIVE WRITING, PUBLIC SPEAKING

In light of last month’s devastating earthquake in Haiti, this month’s cover package (pages 4-5) focuses on giving back, at home and abroad. How do your students contribute to their own community? Have them each write a persuasive essay or speech encouraging their peers to join the effort. i.e. If a student is passionate about the environment, s/he should explain why others should also care for the planet and what they can do to help. Students should also compile a list of resources (Web sites, books, etc.) for more information on the issue.

Extra Challenge: Have students deliver their speeches in class. The student(s) with the most compelling arguments can be rewarded with extra credit or a homework-free night.

READING, CRITICAL THINKING

Each of your students is an expert at something, be it taking care of younger siblings, social networking or playing a sport. Challenge them to create a tip sheet on their specialty using the alphabet as an acrostic, like Washington High senior Veronica Coates does with leadership on page 12.

ANALYTICAL THINKING, DESCRIPTIVE WRITING

The writers on pages 8-9 use descriptive writing and imagery to paint rich pictures for their readers. Have your students use their five senses, similes and metaphors to describe something they know well – their favorite food. The only trick is they can’t say what the food is or name any of the ingredients. Students may share their descriptions with the class and see if anyone can guess their favorite dish.



GRAPHIC ILLUSTRATIONS BY MELISSA DEPEAZA | VOX STAFF

CRITICAL THINKING, NARRATIVE WRITING

Every day, we make decisions that have the power to shape our lives. On page 13, Latrice Williams weighs the pros and cons of taking time off between high school and college. Have your students revisit a major decision they’ve made and imagine what would’ve happened if they’d chosen an alternate path. Students should write a narrative essay starting with “If I had…” or “If I hadn’t…”, exploring how their lives would have changed.

READING, ANALYTICAL THINKING

In “What Defined the Last Decade” on page 13, Chamblee junior Emmanuel Brantley highlights the social trends we all shared this past decade. After reading his article together as a class, have your students reflect on the most transformative experiences in their own lives and craft a detailed timeline explaining the significance of each event.