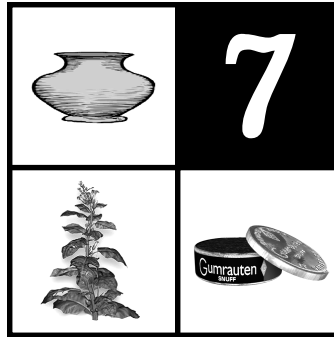


MODULE

spit tobacco



INTRODUCTION

The purpose of this module is for students to learn about another form of tobacco that has become very popular. Also known as smokeless tobacco and chewing tobacco, spit tobacco is perceived as being less harmful than smoking tobacco. By the end of this module, students will discover facts about spit tobacco, interview people who use spit tobacco, interview people whose job it is to diagnose diseases directly related to the use of spit tobacco, and draw conclusions based upon what they find out.

Two research-based activities make up this module:

Activity 17: Conducting Interviews

Activity 18: Reporting on Spit Tobacco

Each of the activities in this package has at least one Extension related to historical events, inventions, or people that relate to the circulatory and respiratory systems. These Extensions are indicated with a ♥. Encourage students to use a variety of media to complete and present their research projects.

ACTIVITY INSTRUCTIONS

Spit tobacco and snuff are referred to as smokeless tobacco. Spit tobacco is leaf tobacco that is chewed by placing a wad between the cheek and the teeth and sucking on it. Snuff is finely ground tobacco that is placed between the cheek and gum or between the lower lip and gum. Spit tobacco is made from various types of inferior grade

tobacco. Most spit tobacco is treated with flavorings such as honey or licorice. Other flavorings are vanilla, anise, coriander, nutmeg, saffron and cocoa.

Snuff consists of a coarsely ground mixture of tobacco leaves and stems that has been pressed into a fine powder. The powder is strained through cloth and flavored with oils and spices. Spit tobacco and snuff are both buffered to facilitate the absorption of nicotine through the mucous membranes. Concentrations of nicotine in the blood rise gradually with use of smokeless tobacco and tend to reach a plateau after about 30 minutes, with the levels persisting and declining slowly over two hours or more.

Smokeless tobacco and snuff products damage the delicate lining of the mouth and throat, which may result in cancer. Users also increase their risk of heart disease and stroke. These products make the heart work harder by increasing heart rate and blood pressure. Smokeless tobacco has nicotine in it; therefore users become addicted to tobacco (because nicotine is the chemical that causes addiction to tobacco). Nicotine causes a temporary increase in blood pressure, heart rate, and the flow of blood from the heart to the rest of the body. Because the heart is beating faster, the breathing rate is increased and the body demands more oxygen. Nicotine also constricts the arteries of the arms and legs. This results in less blood flow to the extremities, and the blood flows more slowly. Nicotine also appears to increase the tendency of the blood to clot, and has been linked to a disease of the heart and blood vessels called atherosclerosis.

ACTIVITY 17




conducting interviews

TEACHER BACKGROUND

Materials

- List of community resources (see Overview)
- Science Notebooks
- CD-ROM
- Access to website
- Access to media center
- Variety of print media



sell smokeless products, manufacturers of spit and snuff products, and government agencies.

There are a variety of ways to present the interviews: videotaping, audiotaping, multimedia (for example, Hyperstudio) presentation, poster, overheads, or written report. Students can interview directly or send interview questions by mail, e-mail, or conduct phone interviews. Encourage students to be creative in how they present their questions and encourage students to be persistent.

Overview

Students will be conducting interviews to learn more about smokeless tobacco. Possible sources for interviews are community health professionals, for example, dentists, oncologists, oral hygienists, periodontists, and ear, nose, and throat specialists, local, regional, or national sports figures, grandparents, parents, or other adults who use smokeless tobacco products, people that

Students will create 10 interview questions to be reviewed by you. They will also identify who they will interview, when, and how, by presenting to you a plan of action.

Homework, Assessment, and Standards

Homework

Assign this a week before you discuss the assignment with the whole class: Watch an interview on television or listen to a radio interview with a parent or other adult, as a model for their own interviews and to give them an idea of how interviews are conducted. Encourage students to watch a news interview, not a talk show. Students could read an interview conducted with a famous person in a magazine. For example, an interview in *Sports Illustrated* *might* be appropriate. Encourage students to involve parents or guardians in this assignment. Before assigning this, you may wish to accumulate some appropriate print or video interviews.

Assessment

What students will learn from oncologists or other health professionals will be very different from what they will learn from someone who uses these products, so evaluation of their presentations will be on an individual basis. All should include clearly defined questions and issues as well as newly discovered information to be shared with the class.

Have students present their plans of action to you prior to conducting the interview. Plans should include who they will interview, when, and how, as well as the 10 interview questions.

Student presentation of interviews should demonstrate that they gathered new information about the use and effects of

smokeless tobacco products. This could include manufacturing processes, advertising, or distribution of those products.

Have students create a concept map or other graphic/visual organizer about the person or organization being interviewed to help them create the 10 interview questions.

Standards

Florida Sunshine State Standards

Science: SC.F.1.2.1, SC.H.2.2.1, SC.H.3.2.4

Health: HE.A.1.2.1, HE.A.1.2.2, HE.A.1.2.7, HE.A.2.2.1, HE.A.2.2.2, HE.A.2.2.3, HE.A.2.2.4, HE.B.1.2.1, HE.B.1.2.2, HE.B.1.2.4, HE.B.2.2.1, HE.B.2.2.2, HE.B.2.2.3, HE.B.2.2.4, HE.B.3.2.6, HE.C.1.2.1, HE.C.1.2.2, HE.C.1.2.3, HE.C.1.2.4, HE.C.2.2.1, HE.C.2.2.2, HE.C.2.2.3, HE.C.2.2.4, HE.C.2.2.5, HE.C.2.2.6

Language Arts: LA.A.2.2.1, LA.A.2.2.3, LA.A.2.2.5, LA.A.2.2.6, LA.A.2.2.8, LA.B.1.2.1, LA.B.2.2.1, LA.B.2.2.3, LA.B.2.2.4, LA.B.2.2.6, LA.C.2.2.1, LA.C.2.2.2, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.3, LA.C.3.2.4, LA.C.3.2.5, LA.C.3.2.6, LA.D.2.2.4, LA.D.2.2.5, LA.E.2.2.5

Social Studies: SS.A.3.2.1

National Science Content Standards: A, C, F, & G

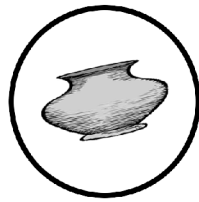
Extensions

♥ Students investigate baseball cards and their connection to tobacco (both smoke and smokeless) products.

Have students go to stores to look at the way smokeless products are packaged. Draw pictures of those packages and compare them to bubble gum, chewing gum, and candy packages. Discuss issues of accessibility. How many students were able to look at the smokeless products? Did they need a parent with them to do this?

Read aloud (or have students read) Joshua T. Bates Takes Charge by Susan Shreve (ISBN 0-679-87039-3). This story deals with difficult decisions and the factors that influence them.

CONDUCTING INTERVIEWS



Spit tobacco and snuff are referred to as smokeless tobacco. Spit tobacco is leaf tobacco that is chewed by placing a wad between the cheek and the teeth and sucking on it. Snuff is finely ground tobacco that is placed between the cheek and gum or between the lower lip and gum. Snuff is made up of a coarsely ground mixture of tobacco leaves and stems that has been pressed into a fine powder. The powder is strained through cloth and flavored with oils and spices. Smokeless tobacco and snuff products damage the delicate lining of the mouth and throat, that may result in cancer. Users also increase their risk of heart disease and stroke. These products make the heart work harder by increasing heart rate and blood pressure. Smokeless tobacco has nicotine in it; therefore users become addicted to tobacco (because nicotine is the chemical that causes addiction to tobacco).

In this activity you will be conducting an interview to help you learn more about smokeless tobacco. Interviews can be done in person, through a letter, by e-mail, or on the phone.

1. Decide on a topic and the person that you want to interview. Write this in your Science Notebook.
2. Write in your Science Notebook the ten questions that you want to ask during the interview.
3. Decide how you will be gathering the information during the interview; Will you interview over the phone, in person, through a letter, or email? Will you need a camera, paper, or audio or video recorder? Gather all of your materials and write this as a plan of action in your Science Notebook.

ACTIVITY **17** conducting interviews

4. Contact the person to schedule the time for the interview and begin.

5. After you have completed the interview, look over the information that you have collected. How will you organize this to present it to the class? Write this plan in your Science Notebook.

6. Practice your presentation before you give it to the whole class. Remember to present all new issues concerning spit tobacco. Also speak about the process of interviewing.

- What did you learn from this activity?
- What did you enjoy most about this activity?
- If you were to do this over again, what would you change?

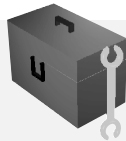
ACTIVITY **18**



reporting on spit tobacco

ACTIVITY INSTRUCTIONS

Materials



- CD-ROM
- Access to worldwide web
- Science Notebooks
- Examples of newspaper articles

Overview

Students will be writing articles about the use of spit tobacco, the affects of spit tobacco on the body, how spit tobacco is displayed in stores, how it is used, etc. Articles should reflect journalistic conventions such as use of headline and byline, including the 5 W's and an H (who, what, why, where, when, and how), and a complete opening paragraph that captures the reader's interest.

This will entail some role-playing as students will be reporters. You may wish to have a class discussion of how reporters work and what they do. This would be a good time to have a guest speaker for

your class. Some students may want to be investigative reporters, going into stores and looking at products that are packaged like spit tobacco, for example. You could have several students represent the Op-Ed page of the newspaper and write an editor's column, "syndicated" column, and letters to the editor. Some students will want to draw the comics. Encourage variety within the boundaries of spit tobacco use, advertising, manufacture, or display.

When all students have written their stories, have them edit each other's stories for accuracy, grammar and spelling. As a culminating activity, put the articles together in one newspaper about tobacco products and the body to share with other classes or to send home to parents, to local newspapers, or government agencies/officials. Creating the newspaper can be done using computers (desktop publishing, any word processing program) or by hand. Cutting and pasting, determining appropriate length for each article, etc., must be considered either way.

Homework, Assessment, and Standards

Homework

Have students look through newspapers and bring in a newspaper article or investigative report they found. Be sure to stress that these are to be fact-based with well-documented sources. If students choose letters to the editor or a column-type article, they must be able to identify them as such and distinguish between factual reporting and writing a column.

Assessment

Check articles for factual content, headline, byline, and the 5 W's and the H. Emphasize that students need to be able to back up what they have written. Make sure that students have compared their articles with ones from the newspaper.

Have students check their facts on the CD-ROM and Website. Use the Timeline to predict trends and check possible areas for research. Students can use their CD-ROM Lab Notebooks to record their facts.

Have students outline their articles before they begin writing. This links directly to and supports Florida Writes! Check outlines for content and organization. You can assume the role of Editor-in-Chief, or assign it to a student.

Students research the different jobs at a newspaper. Either arrange for a guest speaker or have students call or write to

a local newspaper for the information. The more jobs or roles you have to choose from, the easier it will be to assign them to students. Have the class create a list that is displayed on chart paper or on a bulletin board.

Standards

Florida Sunshine State Standards

Science: SC.F.1.2.1, SC.H.1.2.2, SC.H.3.2.4

Health: HE.A.1.2.1, HE.A.1.2.2, HE.A.2.2.1, HE.A.2.2.2, HE.A.2.2.3, HE.B.1.2.1, HE.B.1.2.2, HE.B.1.2.4, HE.B.2.2.1, HE.B.2.2.2, HE.B.2.2.3, HE.B.3.2.6, HE.C.1.2.1, HE.C.1.2.2, HE.C.1.2.3, HE.C.1.2.4, HE.C.2.2.1, HE.C.2.2.2, HE.C.2.2.3, HE.C.2.2.4, HE.C.2.2.5, HE.C.2.2.6

Language Arts: LA.A.2.2.1, LA.A.2.2.3, LA.A.2.2.5, LA.A.2.2.6, LA.A.2.2.8, LA.B.1.2.1, LA.B.1.2.2, LA.B.1.2.3, LA.B.2.2.1, LA.B.2.2.3, LA.B.2.2.4, LA.B.2.2.6, LA.C.3.2.2, LA.C.3.2.3, LA.C.3.2.5, LA.D.2.2.1, LA.D.2.2.3, LA.D.2.2.4, LA.D.2.2.5, LA.E.1.2.1, LA.E.1.2.2, LA.E.2.2.1, LA.E.2.2.3, LA.E.2.2.4, LA.E.2.2.5

Social Studies: SS.A.2.2.1, SS.A.3.2.1

Visual Arts: VA.A.1.2.1, VA.A.1.2.3, VA.A.1.2.4, VA.B.1.2.1, VA.B.1.2.2, VA.B.1.2.3, VA.B.1.2.4, VA.C.1.2.1, VA.C.1.2.2, VA.E.1.2.1

Theatre: TH.A.1.2.1, TH.B.1.2.1, TH.C.1.2.1, TH.C.1.2.2, TH.E.1.2.1, TH.E.1.2.4

National Science Content Standards: A, C, F, & G

Extensions

Read aloud or have students read any mystery or chapter book that deals with investigation. This is an opportunity to explore a new genre and to have students choose books for sustained silent reading or from an Accelerated Reading list.



After students have written the articles and prepared the newspaper, conduct a Town Meeting based on one or more of the reports. For example, if an article appeared in the local newspaper about how spit tobacco products were being used by high school students, citizens would be concerned. You will need an audience of concerned or angry citizens, city or town officials (mayor, town council, county or city commissioners, school board representatives, etc.), the reporter whose article created the concern, and a moderator. Students would have to determine ahead of time which issues would be discussed, how audience

questions would be handled, and what questions would be addressed. This is a good opportunity to invite parents, involve guest speakers, invite other classes, etc.

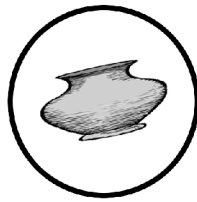
Collect newspapers from around the region, country or world. Have students compare and contrast styles, number of news articles, types of features, etc. Create a bulletin board for articles from the newspapers that represent what the students consider to be responsible, informative journalism.

Create a comic strip or political cartoon with tobacco use and/or its effects as the focus. You could use this as a time to discuss the difference between political cartoons and other types of cartoons. Students could collect political cartoons and identify characteristics they have in common; for example, they are usually satirical, include caricatures, and make intelligent fun of people or events.

Read aloud Kennedy Assassinated: The World Mourns by Wilborn Hampton (ISBN 0-590-28405-3). This is a reporter's account of how the media covered the assassination of President John F. Kennedy. Since this is a true story, be sure to read the book in its entirety before sharing it with your class. There may be instances where the book is graphic or upsetting for young children.

ACTIVITY 18

REPORTING ON SPIT TOBACCO



Newspapers contain factual reporting, columns written by famous people (like Dear Abby or Ellen Goodman), letters to the editor, an opinion page, feature articles (like stories about what is happening in schools or about pets), advertising, and comics. You will find other types of writing and reading in the newspaper as you explore one.

In this activity, you are the reporter, editor, columnist, concerned citizen, cartoonist, or feature writer. You will decide and then write an article about spit tobacco that will be part of a class newspaper. Newspaper articles have certain parts that make them different from other types of writing: a catchy headline, a byline (the reporter's name and where the report was written), a first paragraph that catches the reader's attention, and the 5 W's and the H (who, what, why, when, where, and how).

1. Find the parts mentioned above in the article that you brought in from home. Identify them by underlining or highlighting.
2. Choose which kind of reporter you want to be and identify the topic of your article. Check with your teacher before you begin researching and writing.
3. Research the topic of your article. For example, if you are reporting on how some candy and gum products look a lot like spit tobacco products, you will probably need to visit a store. You may wish to get permission from the store owner to take a picture or draw a picture. You may choose to interview students, parents, or store owners about the display. If you are writing about the facts about spit tobacco, you will want to do some research. Use the CD-ROM, Website, and books to help you.

ACTIVITY 18 reporting on spit tobacco

4. Write your article (including all the special parts). In your Science Notebook, write down how you decided on that topic, how you conducted your research, and where in the newspaper you want it to appear. Do you think that people will be interested in reading your article? Why? What have you included in the headline or first paragraph that will make people want to read further?

5. Exchange your article with a classmate and edit it for grammar and spelling. When this is done, you will be ready to assemble the class newspaper.