

**Chapter 21****Vocabulary**

addictive drug  
nicotine  
stimulant  
carcinogen  
tar

carbon monoxide  
smokeless tobacco  
leukoplakia  
nicotine withdrawal

nicotine substitutes  
environmental tobacco smoke (ETS)  
mainstream smoke  
sidestream smoke

**Directions:** Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

1. Drug that increases the action of the central nervous system, the heart, and other organs
2. Poisonous gas found in cigarette smoke
3. Addictive drug found in tobacco leaves
4. Exhaled from the lungs of a smoker
5. Cancer-causing substance
6. Sticky, dark fluid that destroys the alveoli and lung tissue
7. Addictive substance that is sniffed, held in the mouth, or chewed
8. Process that occurs in the body when nicotine is no longer used
9. Smoke from the burning end of a cigarette, pipe, or cigar
10. White spots in the mouth, caused by smokeless tobacco, that can develop into oral cancer
11. Substance that causes physiological or psychological dependence
12. Products that deliver small amounts of nicotine into the body to help users give up the tobacco habit
13. Secondhand smoke—air contaminated by tobacco smoke

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13.  \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

( \_ \_ \_ \_ )

A reliable source that offers free counseling and materials to smokers who want to quit is the \_\_\_\_\_.

**Activity 77****Applying Health Skills**

FOR USE WITH CHAPTER 21, LESSON 1

# Smoke Gets in Your Eyes

**Directions:** Your sources of information about tobacco might include advertisements, teachers, news articles, and discussions with friends. Sometimes you can take this information at face value, but other times that information masks the truth. For example, friends who praise tobacco may really be trying to justify their own smoking habits. An informational pamphlet may be an advertisement published by a tobacco company. For this reason, it's very important to be able to separate the accurate information from misleading propaganda. Below are brief descriptions of several propaganda techniques. Study the table and then name the technique used in each example of the exercises. Explain your reasoning.

<b>Propaganda Techniques</b>		
<b>Technique</b>	<b>Explanation</b>	<b>Example</b>
Name-calling (or attacking the person)	Instead of addressing the issues, an opponent or idea is tagged with an ugly label.	Calling an opponent in a debate "arrogant," but failing to talk about meaningful issues
Glittering generality	A catchy-sounding slogan is, in fact, utterly meaningless.	A candidate's slogan is, "A vote for me is a vote for a happy America."
Euphemism (or mincing words)	The opposite of name-calling, an unpleasant or frightening idea is given a bland, or even vaguely positive, label.	An analyst calls a large crash in the stock market a "market adjustment."
Hasty generalization	One example is used to make broad generalizations.	Your friend says, "I met a guy from the west side who was really self-centered. All those west-siders are self-centered."
Symbols	An idea or product is associated with positive symbols.	A politician gives a speech from a podium draped in an American flag.

**Exercises**

1. An industry spokesperson says, "Sure smoking is risky, but we believe risk-taking is a fundamental right of all adults."

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**Applying Health Skills, Activity 77 (Continued)**

FOR USE WITH CHAPTER 21, LESSON 1

2. A friend says, "My great-aunt smoked until she was ninety-two, so I don't think smoking shortens your life."

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3. An ad's slogan is, "Smoke Enchant cigarettes and be transported."

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4. A magazine ad for smokeless tobacco pictures a tin of tobacco with an eagle and a red, white, and blue color scheme.

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5. A politician says that the move to restrict public smoking is an extremist attack on American freedoms.

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6. An ad shows a tall, rugged man walking through the wilderness and smoking a cigarette.

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**Activity 78****Applying Health Skills**

FOR USE WITH CHAPTER 21, LESSON 2

# Under Pressure

**Directions:** In the classroom you've learned a lot about the dangers and harm of using tobacco, but outside the classroom you might encounter pressure to use tobacco or to view it in a positive way. It's easy to see some of the pressures in the everyday world, but other pressures are more difficult to see and understand. For example, if an acquaintance calls you a name because you refuse to try a cigarette, it's obvious what's going on. On the other hand, you might see a person smoking who appears to really enjoy it. In this case, it might be tougher to understand how the smoker's behavior can affect the attitude of others. In order to help transfer classroom knowledge to other situations, use the spaces below to anticipate and defend against the real-world pressures you might face in choosing a tobacco-free lifestyle.

1. Lists the benefits of a tobacco-free lifestyle.

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2. Describe three real-world situations in which you might face pressure to use tobacco. Try to think of at least one obvious situation and one less obvious situation. You can include situations you have actually encountered and situations you feel you are likely to encounter in the future.

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3. Develop a strategy for resisting the pressure in each situation you described above, including the consequences of tobacco use.

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**Activity 79****Applying Health Skills**

FOR USE WITH CHAPTER 21, LESSON 3

# An Open-Ended Question

**Directions:** In 1998, the attorneys general of 46 states signed the Master Settlement Agreement (MSA) with the largest tobacco producers in the United States. The MSA addressed issues relating to the damage tobacco causes society, including advertising aimed at teens and teen access to tobacco products. However, the MSA did not create any regulations specific to one important area—the Internet. Imagine that you are working for the governor of your state. The governor has become increasingly concerned that the Internet represents an avenue of access to tobacco for teens. You have been assigned the task of designing a statewide program to address this problem. Complete the following outline by filling in ideas you think will help restrict illegal Internet access to tobacco products.

**I. Enforcement of existing laws**

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**II. Passing new laws**

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**III. Online advertising**

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**IV. Education**

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# Chapter 21

## Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
  - Look up the meaning of any unfamiliar vocabulary terms.
  - Read the questions below before you read the chapter.

**Directions:** As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

### Lesson 1

1. What is the addictive drug in tobacco? How does it affect the body?

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2. What effect does tar have on the body? What effect does carbon monoxide have?

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3. How is leukoplakia related to cancer? Which cancers are more common among users of smokeless tobacco?

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4. Describe the short-term effects of tobacco on respiration and heart rate.

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5. Describe three long-term effects of tobacco use.

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**Study Guide, Chapter 21 (Continued)**

6. What is the estimated yearly cost of tobacco use to society? Name two ways that tobacco use is an expense to society.

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**Lesson 2**

7. What are three factors that have contributed to the recent decline in teen smoking?

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8. Give one physical, one mental or emotional, and one social benefit of a tobacco-free lifestyle.

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9. What percentage of adult smokers start when they are teens? Give two strategies that can help you avoid tobacco use in your teen years.

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10. How do nicotine substitutes help a person who genuinely wants to stop using tobacco?

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11. What are three tips that can help a tobacco user who is trying to quit?

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**Study Guide, Chapter 21** *(Continued)***Lesson 3**

12. How does environmental tobacco smoke (ETS) harm nonsmokers?

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13. What are the consequences of tobacco smoke for infants?

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14. Do you think laws can help promote a smoke-free society? Explain your answer.

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15. What are three ways the effort to curb tobacco use in public places is gaining ground?

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16. What are three steps that teens can take to help the program Healthy People 2010 reach its goal of reducing the number of people who use tobacco and the number of deaths associated with tobacco use?

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