

MEDIA & American Democracy

A program of

The Bill of Rights Institute
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Founded in 1999, the Bill of Rights Institute pursues its mission to educate high school students and teachers about our country's Founding principles through classroom materials and programs that teach the words and ideas of the Founders; the liberties and freedoms guaranteed in our Founding documents; and how America's Founding principles affect and shape a free society. The Bill of Rights Institute is an educational nonprofit organization, classified by the Internal Revenue Service as a 501 (c)(3) organization, a public charity supported by over 3,000 individual, corporate, and foundation donors.

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Equal Time 1

In interviews designed to complement lesson goals, a journalist, political scientist, historian, and former government official share their perspectives on such matters as:

- the First Amendment's protection of a free press
- the media's rights, roles, and responsibilities in a democracy
- the various contributions of print, television, and internet media

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John S. and James L. Knight Foundation

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On the heels of a University of Connecticut study showing that more than one in three high school students said the First Amendment goes “too far” in the rights it guarantees, and that only half of the students said newspapers should be allowed to publish freely without government approval of stories, *Media and American Democracy* is an indispensable and timely resource.

Lessons in *Media and American Democracy* are each designed for a 45-minute class period in journalism, English, civics, social studies, or government classrooms. Lessons explore such constitutional issues as the First Amendment's protection of speech and press, prior restraint, and right to know versus national security. Other lessons probe reading critically and identifying bias in reporting, analyzing symbols used in visual media, and identifying rhetorical strategies of persuasion. Finally, students focus on such topics as the press in literature, technology, the impact of communication, and the emergence of web logs (blogs).

Since American government derives its power from the people, the Founders appreciated that a vigorous media was one way to ensure an informed citizenry. By reporting on the actions of government, good journalism may decrease corruption as well as increase participation by citizens. Ironically, or rather, fittingly, the First Amendment ensures the public debate about its own scope and limits.

Thomas Jefferson affirmed one important role of the media when he wrote in 1798, “Reflection... with information, is all which our countrymen need, to bring themselves and their affairs to rights.” The media are indeed accountable to the people, not the government. Journalists provide information and other tools for reflection, upon which an engaged citizenry can base educated decisions. We know that teachers can and do provide these too, and it is our belief that *Media and American Democracy* will help you in that mission.

Victoria Hughes
President, The Bill of Rights Institute

At the 2004 Media and American Democracy conference at Harvard, I said that journalists and teachers had a lot in common. At first, the teachers may not have thought this was a compliment, but I intended it to be.

Like journalists, teachers tend to be people on a mission. This mission is to inform, inspire, and encourage an awareness and appreciation for the power of the citizen in our democratic society.

They love their work, and they do what they do largely for the love of it. And they know what they do is important to our shared democracy.

The Shorenstein Center's purpose with the Media and American Democracy program is to help teachers find effective ways to use the First Amendment, press-related debate, and the daily news to capture the imaginations of their students and inspire engagement, citizenship, and the belief that all of us have the responsibility to participate.

It is our hope that these lesson plans will aide other teachers to continue this essential mission. We are proud to be working alongside you.

Alex S. Jones
Director, Joan Shorenstein Center on the Press, Politics and Public Policy
John F. Kennedy School of Government, Harvard University

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

EXPRESSION

and students

OVERVIEW

The First Amendment has never protected an absolute right to free speech. Students in particular have always had limits placed on expression in the form of dress, school newspapers, and assembly. Though students do not “shed their constitutional rights at the schoolhouse gate,” as Justice Fortas wrote in the case *Tinker v. Des Moines* (1969), the Court held in *Hazelwood v. Kuhlmeier* (1988) that schools do have the right to limit expression within “school sponsored expressive activities.” This lesson explores the need to balance the rights of students, and specifically the student press, against students’ need for a safe and orderly learning environment.

That [Boards of Education] are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes.

– ABE FORTAS

Our lives begin to end the day we become silent about things that matter.

– MARTIN LUTHER KING JR.

CRITICAL ENGAGEMENT QUESTION

What constitutional limits (if any) can schools place on student expression?

OBJECTIVES

Students will:

- identify ways they can constitutionally express themselves during the school day.
- understand the constitutional and historical significance of the Supreme Court case *Tinker v. Des Moines* (1969).
- understand the constitutional and historical significance of the Supreme Court case *Hazelwood v. Kuhlmeier* (1988).
- apply the standards of *Tinker* and *Hazelwood* to contemporary issues.
- analyze situations when student rights may conflict with student needs.
- evaluate the constitutionality of school actions in restricting expression.
- appreciate the challenge of balancing students’ free expression with students’ needs for a safe and orderly environment.

STANDARDS

NCSS: Strands 3, 4, 5, 6, and 10
CCE (9-12): VB1, VB2, and VB5
NCTE: Standards 3, 11, and 12

STUDENT MATERIALS

Handout A: Expression at My School

Handout B: Student Expression

Handouts C1-C4: Special Reports

TEACHER MATERIALS

Key: Handouts C1-C4

RELEVANT RESOURCES

Equal Time: 1 and 2

Glossary of Journalism Terms

Landmark Supreme Court Cases

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

Have students complete **Handout A: Expression at My School**.



WARM-UP

10-15 minutes

- A. As a large group, go over student responses to **Handout A**. Do students generally believe they have adequate ways to express themselves at school? Why or why not?
- B. Divide students into pairs and have them complete **Handout B: Student Expression**.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Explain to students that the Supreme Court case *Tinker v. Des Moines* (1969) was a landmark in protecting the First Amendment rights of students. John and Mary Beth Tinker, ages 15 and 13, protested the Vietnam War by wearing black armbands to school. The school suspended them, citing concerns that the armbands might disrupt the learning environment and cause violence. The Supreme Court held, however, that the school's action was unconstitutional.

The Court found that the wearing of armbands was "closely akin to 'pure speech'" and protected by the First Amendment. "It can hardly be argued," wrote Justice Fortas, "that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate..." Since school officials had allowed students to wear other controversial symbols, and had not shown that the armbands would cause violence, their suspension of the students was unconstitutional.

On the other hand, in the case of *Hazelwood v. Kuhlmeier* (1988), the Court drew a distinction between types of student expression. The Hazelwood decision held that schools can review (and reject) the content of student newspapers and other "expressive activities."

... A school need not tolerate student speech that is inconsistent with its "basic educational mission...We hold that educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns."

The *Tinker* case established that schools may limit individual student expression if they can demonstrate that the expression would "materially and substantially interfere" with discipline in the school. *Hazelwood* clarified that schools may limit expression in "school-sponsored expressive activities" where the school is lending its name to the expression.



ACTIVITY

20-25 minutes

- A. Divide students into groups of three or four and assign each group two of the "Special Reports" in **Handouts C1-C4**. Make sure each group gets either **C3** or **C4**, the student press-related newsflashes.
- B. Ask the groups who worked on **C1** to present case summaries to the class, and discuss the situation as a large group. Continue with **C2-C4**.
- C. Ask the class to consider all the cases. What exactly are students' constitutional rights to expression in schools? How can those rights best be protected?



HOMEWORK

- A. Have students review the Student Press Law Center's High School Top Ten list of frequently asked questions (FAQ) and write a paragraph explaining which of the FAQ was most surprising to them. Questions can be found at: <http://splc.org/legalresearch.asp?id=3>.
- B. Have students find a newspaper or Internet article about a student claiming his or her First Amendment rights have been violated, and write one paragraph summarizing the case and explaining whether or not they agree with the student's argument. For daily "Expression in the News" stories, go to <http://www.BillofRightsInstitute.org>.

EXTENSIONS

- A. Have students design a "monument" to free speech to be placed somewhere in the school. Students should present their monuments to the class explaining why they designed them as they did, where they would place them in the school, and why.
- B. Have students research the newspaper, literary magazine, and yearbook at their school and neighboring schools, and investigate the policies concerning official review of content of those publications. Who pays for their production – the students, through purchasing them? The community, through advertisements? The community through taxes which fund the school? Does (or should) "ownership" of these publications have any bearing on who should approve their content? Have students answer these questions in a one to two page essay.

EXPRESSION AT MY SCHOOL

Directions: Mark each statement Yes, No, or Don't Know as it applies at your school.

- _____ 1. There is a student-run newspaper through a journalism class.
- _____ 2. There is an "underground" student-run newspaper, independent of any class, which is distributed on campus.
- _____ 3. There is a student-produced yearbook.
- _____ 4. There is a student-produced literary magazine.
- _____ 5. Students must obtain school approval of their speeches before they can give them during student government elections or at graduation.
- _____ 6. The principal (or other school official) reviews the student newspaper before it can be published/distributed.
- _____ 7. Seniors can write "senior wills" or other messages to friends when they graduate, and they can write anything they want.
- _____ 8. Class officers or the student body choose the homecoming/prom themes.
- _____ 9. Students can decorate their lockers and/or parking spaces.
- _____ 10. To express their personal style and taste, students can wear whatever clothing they wish.
- _____ 11. Students are permitted to hand out flyers or pamphlets on campus.
- _____ 12. Students can post flyers or other items to a bulletin board in the school without getting them approved first.

In the space below, explain whether or not you believe students at your school have adequate means of expressing themselves during the school day. Consider:

- Which of these means do you personally use? How often?
- What other means of expression should be available for students?

Directions: Imagine you are the co-principals of your school, Tinker Schenck High School.

Here are some characteristics of the school:

- Tinker Schenck High is in the southern United States.
- The school dress code prohibits clothing that is “obscene, sexually suggestive, disrespectful, or which contains slogans, words or in any way depicts alcohol, drugs, tobacco, gangs, or any illegal, or racist implication.”
- The nearest big city is about twenty miles away and has had gang-related violence in the past month. Gang members have been known to wear Tampa Bay Buccaneers gear as a way of identifying themselves and intimidating others.
- The school itself has no history of gang violence.

In her daily report, your assistant informs you of the following events. It is your job to decide what action (if any) should be taken.

1. A student is wearing a shirt with a Confederate flag on it.

What action (if any) will you take? Explain. _____

2. The class president, a student with a straight-A average, is wearing a Tampa Bay Buccaneers jacket. His family is from Florida.

What action (if any) will you take? Explain. _____

3. Students who took a Spanish class trip to Mexico are wearing T-shirts showing a Mexican brand of beer.

What action (if any) will you take? Explain. _____

4. A student is wearing a shirt depicting the President of the United States on a “Wanted” poster.

What action (if any) will you take? Explain. _____

5. The monthly student newspaper is planning to run a story exposing the common cafeteria practice of serving students food that is past its expiration date. The newspaper is distributed free of charge to all students through English class.

What action (if any) will you take? Explain _____

6. The student-produced literary magazine contains a poem (written by student) that uses the F-word. The literary magazine is published once a year and is available for students to purchase for \$10.

What action (if any) will you take? Explain _____

7. A student is wearing a "Gay Pride" shirt.

What action (if any) will you take? Explain _____

8. A student is wearing a shirt saying "Homosexuality is a Sin."

What action (if any) will you take? Explain _____

9. The yearbook staff plans to run a story on the recent gang violence in the nearby city, featuring interviews with students who claim to be gang members. The students will be identified in the story.

What action (if any) will you take? Explain _____

10. The drama class is going to stage a play, written by students in the course, that tells the story of a high school football player who discovers he is gay.

What action (if any) will you take? Explain _____

Directions: Read the Special Report and answer the questions below.

The valedictorian stepped up to the microphone and prepared to begin her address. She had dreamed of this moment her whole senior year – no, actually, her whole life. It was June 9, 2002 when Caitlin Mills-Groninger began her speech, which had been pre-approved by Whiting High School administration, condemning discrimination and urging civic values. As she wrapped up, she suddenly departed from her speech and announced, “Teachers have always been giving us awards, and I say that turnabout is fair play. I will now present, with much gratitude and affection, awards to the teachers to whom we owe so much.”

Caitlin then went on to list thirteen teachers and present them with “awards” such as “Trapped in the ‘80s,” “Shakespearean Occultist of the Year,” and “Pain in the Asymptote.” (The last, referring to a mathematical term, was awarded to a math teacher.)

The awards were well received and several teachers thanked Caitlin after the ceremony.

The school administration, however, was not pleased with Caitlin's change to her pre-approved speech. Caitlin did not receive her diploma at the graduation ceremony. She was given instead a letter asking her parents to schedule a meeting with school officials.

Caitlin did receive her diploma at a later date.

1. Why did the school initially withhold Caitlin's diploma?
2. Should students have to get official approval of their graduation speeches?
Why or why not?
3. Was the school's decision to withhold her diploma too harsh of a punishment?
Too lenient? Just right? Explain.

Source: "Whiting (IN) High School Administration." The Thomas Jefferson Center for the Protection of Free Expression. <http://www.tjcenter.org/muzzles.html#whiting>

Directions: Read the Special Report and answer the questions below.

Timothy Castorina walked into Madison Central High School in Richmond, Kentucky. He made his way through the halls, stopped at his locker and got ready to head to class. It seemed just like any other day – but before the final bell rang he would be suspended for three days because of the shirt he had worn that day.

Timothy was wearing a Hank Williams, Jr. T-shirt, adorned with two Confederate flags and the phrase “Southern Thunder” on the back. He said he chose to wear it that day to celebrate the birthday of Hank Williams, Sr. and to express pride in his southern heritage.

Principal William Fultz suspended the student because he had violated the school dress code, which prohibits any clothing that is “obscene, sexually suggestive, disrespectful, or which contains slogans, words or in any way depicts alcohol, drugs, tobacco or any illegal, immoral, or racist implication.”

Timothy sued the school, claiming his First Amendment rights had been violated. A federal district court dismissed his case in 1998, stating that wearing the shirt was not considered expressive conduct under the First Amendment.

A three-judge panel for the Sixth Circuit disagreed and reviewed Timothy's case, stating that the district court's finding that the T-shirt did not qualify as “speech” was incorrect. His case was then sent back to the district court to determine how the school enforced the dress code. The court also asked whether there was any racially-based violence at the school before the suspension that could have justified the ban on Confederate symbols.

1. Why did the school suspend Timothy?
2. Should schools be able to ban clothing with messages that might be offensive to some? Why or why not?
3. Was the school's decision to suspend Timothy too harsh? Too lenient? Just right? Explain.

Source: “Appeals court calls Confederate flag T-shirt expressive speech.”
Student Press Law Center. <http://www.splc.org/newsflash.asp?id=260>

Directions: Read the Special Report and answer the questions below.

Katy Dean walked out of the cancer patient's home. She had just finished interviewing M. Rey Frances and his wife for an article she was working on for her school paper, the *Arrow*. She'd been working on her article for two weeks and it was almost done. Her article was about a couple who was suing the public school district. The couple, the Franceses, lived directly behind the school's bus depot. They claimed that diesel fumes from the buses had contributed to Mr. Frances's cancer. Katy figured since the bus depot was also located near her high school athletic field as well as an elementary school, that the topic was important and would be of interest to many who read the *Arrow*.

Her article included interviews with the Franceses as well as research she did on the known effects of inhaling diesel exhaust. The *Arrow* faculty advisor approved her story, and it was set to run in the March 2002 issue. The *Arrow* also prepared a cartoon and an editorial saying that the depot should be moved in the interest of public health.

Before the paper could go to press, however, Utica High School Principal Richard Machesky ordered that all three items be pulled from the *Arrow*. He cited "scant scientific evidence" and criticized the article's use of unidentified sources. Specific flaws were never identified, however, and the local newspaper, the *Macomb Daily*, ran the article in its entirety.

1. Why did the principal pull Katy's article from the *Arrow*?
2. Should principals be able to review and approve (or reject) the content of student newspapers?
3. Was the principal's decision to cut the article too harsh? Too lenient? Just right? Explain.

Source: "Utica High School (MI) Principal Richard Machesky ." The Thomas Jefferson Center for the Protection of Free Expression. <http://www.tjcenter.org/muzzles.html#machesky>

Directions: Read the Special Report and answer the questions below.

Veronica arrived at her first period French class, looking forward to receiving her copy of the school newspaper, the *Pony Express*. Veronica was the Feature Editor of the paper and was looking forward to seeing the story she'd been working on for the last month. She looked up at the teacher's desk and wondered why she didn't see the stacks of newspapers ready for distribution. When the bell rang, instead of passing out the *Pony Express*, the teacher immediately began the day's French lesson.

As Veronica raised her hand to ask about the newspaper, an aide from the front office came to the door. The aide said that the principal, Mr. Weasley, wanted to see Veronica in his office. Perplexed, Veronica followed the aide to the principal's office. As she entered, she realized why there had been no stack of newspapers on her teacher's desk. They were all in Mr. Weasley's office.

Mr. Weasley informed Veronica that he had decided not to allow the *Pony Express* to be distributed because of her story on the drug problem at Coral Ridge High School. "If people read this," he told her, "they're going to think there's a real problem here."

Veronica's article detailed the sale and use of drugs by students on school grounds, and contained interviews with unidentified students. The article also included a lengthy sidebar on the health hazards of drug use.

Veronica's journalism class advisor, Mr. Callow, who had read and approved the story prior to publication, placed Veronica on "probation" as Feature Editor for the next semester.

1. Why did the principal stop distribution of the *Pony Express*?
2. Should principals be able to review and approve (or reject) the content of student newspapers?
3. Were the decisions not to distribute the *Pony Express* and place Veronica on probation too harsh? Too lenient? Just right? Explain.

PUBLIC POLICY

and the press

OVERVIEW

CRITICAL ENGAGEMENT QUESTION

How does the media report about public policies, and how are citizens likely to be affected?

OBJECTIVES

Students will:

- define public policy.
- analyze the effects of public policy on various groups of individuals.
- evaluate fairness or bias in media coverage of a public policy issue.
- appreciate the power reporters and editors have to affect readers' understanding of a policy.

STANDARDS

NCSS: Strands 5, 6, and 10
CCE (9-12): IA1, IIB1, IIB2, IIC3, IIE1, IIE3, IIE6, and VE3
NCTE: Standards 1, 3, 6, and 11

STUDENT MATERIALS

The Bill of Rights
Handout A: What Is Public Policy?
Handout B: We the People Cards
Handout C: Public Policy Issues
Handout D: We the People
Handout E: The Media and Public Policy

TEACHER MATERIALS

Class sets of print/Internet editions of local and national newspapers

RELEVANT RESOURCES

Equal Time: 2, 3, 4, and 5
Glossary of Journalism Terms
Media Milestones
Society of Professional Journalists's Code of Ethics

Harold Lasswell's definition of politics, "Who gets what, when, and how?" is a question that the public and policymakers continually pose. In this lesson, students will review the newspaper to identify different types of public policies, explore whether each policy is likely to help or hurt people, and evaluate if the media's reporting of the policy was presented fairly or with bias.

I used to joke when I was a New York Times reporter and people asked what I thought about this or that public issue, "I'm a reporter. It's not my job to think." But now, I am trying to.

— DOUG MCGILL

A good newspaper, I suppose, is a nation talking to itself.

—ARTHUR MILLER

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

- A. Have students complete **Handout A: What Is Public Policy?**
- B. Conduct a large group discussion about the information citizens need about public policies.



WARM-UP

10-15 minutes

- A. Before class, copy and cut out individual cards from **Handout B: We The People Cards**. You will need one card for every student.
- B. Divide students into groups of three and distribute cards. Have each student take one card at random. For the rest of the lesson, they will assume the identity on the card.
- C. Give each group **Handout C: Public Policy Issues** and **Handout D: We The People**. Have students read the issues listed on **Handout C** and decide which issues would be of greatest concern to someone of their identify group.
- D. Have students complete **Handout D**.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Explain to students that the public's expectation of "objectivity" or "fairness" in news reports began in the 1830s. Before that, news reports routinely contained the point of the view of the newspapers' editor(s). Through the early twentieth century, reporters strived to remain utterly neutral when covering events.

But by World War I, the pendulum began to swing the other way. Americans began to have doubts about the possibility, and even desirability, of true objectivity. It was not until that point that bylines (lines listing an article's author) began to appear: a tacit acknowledgement that news is affected by the human being who reports it.

Today, 75 percent of journalists and news executives in a 1999 Pew Research Center survey said that obtaining

a true, accurate, and widely agreed-upon account of an event was possible. Yet, the Society of Professional Journalists removed "objectivity" as a goal for its Code of Ethics in 1996, and said journalists should seek "truth" rather than "the truth."

Source: Mindich, David T. Z. *Just the Facts: How "Objectivity" Came to Define American Journalism*. New York: New York University Press, 1998.



ACTIVITY

20-25 minutes

- A. Distribute print or Internet copies of local or national newspapers. (If using copies of Internet articles, provide a variety of news articles about public policies at various levels of government). Give each student a copy of **Handout E: The Media and Public Policy**.
- B. Have students find an article and complete **Handout E**.
- C. When students have finished, ask for a show of hands whether they found their article objective or biased in its presentation of the policy. Conduct a large group discussion on how media presentation can affect citizens' understanding of public policy.



HOMEWORK

- A. Have students choose one additional news article describing the policy described in the article they chose for class, and write two paragraphs reporting on the differences in presentation.
- B. Have students choose a current school policy and state that policy in one sentence. Then have them write a fairly-presented newspaper article including interviews with members of the school community. For example, an article about a school policy requiring students to wear uniforms might feature interviews from students, parents, and teachers.

EXTENSIONS

- A. Have students choose one public policy issue from **Handout C** that is of concern to them. Ask them to research media news reports on the topic from at least three sources over the course of two weeks. Have them report to the class on the differences in presentation, and what bias they discovered, if any.
- B. Have students select a public policy issue of interest to them, and research what political action committees and advocacy groups are associated with it. Then have them investigate coverage of those committees and groups by at least two media sources. Have them present what they have learned to the class in PowerPoint or other visual presentations.

WHAT IS PUBLIC POLICY?

Directions: Read the following definitions of and statements about public policy. Then, list at least five examples of public policies you've heard or read about. An example is provided. Finally, answer the questions below.

"Stated most simply, public policy is the sum of government activities, whether acting directly or through agents, as it has an influence on the life of citizens."

—B. Guy Peters,
University of Pittsburgh

"Public policy consists of political decisions for implementing programs to achieve societal goals."

—Eloise F. Malone,
U.S. Naval Academy

"Who gets what, when and how?"

—Harold Lasswell,
University of Texas

"Whatever governments choose to do or not do."

—Thomas Dye,
John Thomas Dye School

EXAMPLES OF PUBLIC POLICIES

1. All cars in the state must pass a government safety inspection.

2.

3.

4.

5.

What do citizens need to know about public policy issues?

From where do you think most people get their information about public policies?

WE THE PEOPLE CARDS

doctor	small business owner	married adult with two young children
teenager	soldier	person with a terminal illness
member of an ethnic minority	person living below the poverty line	Chief Executive Officer of a large company
homeowner	labor union member	single parent
adult female	airline flight attendant	teacher

1. labor laws	2. tax code	3. textbook adoption (states or districts choosing books for their schools)
4. Occupational Safety and Health Administration (OSHA) regulations	5. day care	6. health care
7. school choice programs (allowing parents to choose which public school their child attends)	8. school vouchers (public money to pay private school tuition)	9. deployment of troops
10. City Council meetings and policies	11. military salaries	12. sex education policy
13. teen curfews	14. federal student loans	15. drivers' licenses
16. military draft	17. stem cell research	18. Social Security
19. Food and Drug Administration (FDA) approval of new drugs	20. Federal Communications Commission (FCC) regulations for T.V. and other media content	21. PATRIOT Act
22. affirmative action	23. Immigration and Naturalization Services (INS) policies	24. immigration law
25. unemployment insurance policies	26. veterans' benefits	27. government regulation of utilities and energy costs
28. national security	29. abortion laws	30. school boundaries
31. public health: flu shots	32. tort reform (legal limits to money damages in lawsuits)	33. No Child Left Behind regulations and testing

Directions: Along with your group members, choose three public policy issues that might be of concern to someone of your assigned identity group. Fill in the chart for each group member's identity.

WE THE...	PUBLIC POLICY	PUBLIC POLICY	PUBLIC POLICY
senior citizens	public prescription drug coverage	nursing home availability	Social Security

Directions: Answer the following questions based on the news article you have read.

Name of paper: _____

Title of article: _____

1. Summarize your article in 2-3 sentences.
2. Who is likely to be affected by this public policy?
3. Would your identity group be likely to support this policy? Explain, giving reasons for/against the policy from your identity group's point of view.
4. Assess the media's role in this article. Did the writer(s) of the newspaper article present the policy fairly or with bias? (In other words, does it seem the author wants readers to agree with the policy, or to disagree with it? This might indicate bias.) Select a passage from the article that supports your assessment of the fair or biased treatment. Write your response in a short paragraph.

GOT FACTS

or fiction?

OVERVIEW

Journalists must ask themselves: How important is it to get the story? But they must also ask: How important is it to get the story right? The journalist's role as mediator between political candidates and the public is one essential part of democracy. Does the media's role as government watchdogs include acting as fact-checkers for political ads? In this lesson, students explore the way the First Amendment protects political speech and advertising, and appreciate the responsibility that citizens bear to make informed choices in order to actively engage in American democracy.

I am persuaded myself that the good sense of the people will always be found to be the best army.

—THOMAS JEFFERSON

The genius of the Constitution, and the opinion of the people of the United States, cannot be overruled by those who administer the Government. Among those principles deemed sacred in America, among those sacred rights considered as forming the bulwark of their liberty... there is no one of which the importance is more deeply impressed on the public mind than the liberty of the press.

—JAMES MADISON

CRITICAL ENGAGEMENT QUESTION

What responsibilities do citizens have to discern fact from fiction in political debate?

OBJECTIVES

Students will:

- understand the First Amendment's protection of political speech.
- understand the Founders' reasons for affording political speech the highest protection.
- understand ways journalists and all citizens can improve the accuracy of reporting.
- analyze journalists' role as mediators between political candidates and the public.
- appreciate their responsibility as citizens to distinguish fact from fiction in political advertising.

STANDARDS

NCSS: Strands 2, 5, 6, and 10
CCE (9-12): IIA2, IIC1, IID3, IID2, IIIE1, IIIE2, IIIE3, VB1, VB2, VB5, VC7, VE1, VE2, and VE5
NCTE: Standards 1, 3, 11, and 12

STUDENT MATERIALS

Handout A: Political Speech

Handout B: "The Good Sense of the People"

Handout C: False Ads: There Oughta Be a Law!—Or, Maybe Not

Handout D: Got Facts?

TEACHER MATERIALS

Transparency Master A:
The First Amendment

Key: Handout A

Key: Handout D

RELEVANT RESOURCES

Equal Time: 1, 2, 3, 4, 5, 6, and 10

Landmark Supreme Court Cases

Media Timeline

Society of Professional Journalists's
Code of Ethics

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

Ask students to write a paragraph answering the question: What is the difference between a political ad and a political news report?



WARM-UP

10-15 minutes

- A. Distribute **Handout A: Political Speech** and have students complete the left-hand side of the chart individually.
- B. Divide students into pairs to share their answers. Discuss responses as a large group.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Using **Transparency Master A**, discuss the wording of the First Amendment. Explain that the Founders wished in particular to protect the expression of political speech. In a society where the government derives its power from the people, an informed and engaged citizenry is essential. The Supreme Court has interpreted the First Amendment to afford the highest degree of protection to political speech.

Distribute **Handout B: "The Good Sense of the People."** Ask a student to read Jefferson's letter aloud to the class. Answer question #1 with a large group discussion.

According to Jefferson, the only safeguard of liberty is the "good sense of the people." Students should recognize Jefferson's argument that since the government derives its power from the people, the government should not have the power to censor the information about itself that goes to inform the "opinion of the people."

Ask a student to read the excerpt from the Federal Communications Act to the class and discuss its meaning. Answer question #2 with a large group discussion.

The media cannot refuse political ads from any candidates for public office (unless they refuse all political ads) and that they may not censor the contents of those ads. Students may say that Jefferson would agree with the law because it ensures that all legal candidates must have the same opportunity to bring their message to the people. Viewers can use their good sense to distinguish false claims from true ones. Other students may say Jefferson would disagree with the law, and that the law actually abridges the "good sense of the people" by prohibiting private citizens (media outlets) from deciding not to air political statements they know to be false. They may also say that it is not the business of the federal government to regulate media in any way.



ACTIVITY

20-25 minutes

- A. Distribute **Handout C: False Ads: There Oughta Be a Law!—Or, Maybe Not** and have students read it silently, completing the last column of **Handout A** as they read. When students have finished, ask students if they were surprised that all the statements on **Handout A** turned out to be true.
- B. Conduct a large group discussion answering the question: What is the journalist's role as a mediator between candidates and the public? Since the media cannot refuse to air ads they know to be false, but do they have a responsibility to check the accuracy of claims in their reporting?
- C. Discuss with students the difference between airing a campaign ad that accuses a candidate of lying about his war record, and reporting a story that the candidate lied about his war record.

Students should recognize that the network has an obligation to air the campaign ad (provided it accepts campaign ads at all). It cannot alter or censor the contents of the ad. On the other hand, the network has an obligation to verify the accuracy of its reporting.

- D. Divide students into pairs and distribute **Handout D: Got Facts?** Have student pairs complete the handout and share their answers with the class.



HOMEWORK

- A. Have students choose a current political ad being featured at <http://www.factcheck.org> and write a summary of the truthfulness or falsehood of the ad's claims.
- B. Have students prepare brief professional sketches of Stephen Glass and Jayson Blair and answer the questions: What did each do wrong? Should their news organizations have done something to prevent their duplicity?

EXTENSIONS

- A. Assign a different newspaper, news magazine, or television news program to each student, who will monitor the medium for inaccuracies. Students should write a weekly brief explaining the error(s). Create a bulletin board in class for students to share and highlight what they have found.
- B. Have students research recent reports on student knowledge of and attitudes towards the First Amendment. Have students write a one-page essay explaining whether they believe the First Amendment, if proposed today, would pass. Students may visit <http://www.knightfdn.org> to begin their research on student views.
- C. Have students write a one-page essay answering the question: Does the Federal Communications Act preserve the freedom guaranteed in the First Amendment? Why or why not?

POLITICAL SPEECH

Directions: Read the statements in the middle of the chart and fill in the left side of the chart indicating whether you believe the statement is true or false. Later in class, you will read **Handout C: “False Ads: There Oughta Be a Law!–Or, Maybe Not.”** After you read **Handout C**, indicate in the right hand column whether your choice was correct.

BEFORE READING	STATEMENT	AFTER READING
	1. Laws protecting consumers against false and misleading advertising are constitutional.	
	2. There are no federal laws against false advertising for political candidates.	
	3. Political speech is guaranteed the highest level of protection under the First Amendment. (It receives greater protection than commercial speech, for example.)	
	4. A TV station manager cannot refuse to air ads from political candidates if he knows the claims made in those ads are false.	
	5. A candidate for political office can legally make false statements about her opponent during an election.	

“THE GOOD SENSE OF THE PEOPLE”

Directions: Read the documents below and answer the following questions.

Thomas Jefferson to Edward Carrington, 1787

...I am persuaded myself that the good sense of the people will always be found to be the best army. They may be led astray for a moment, but will soon correct themselves. The people are the only censors of their governors: and even their errors will tend to keep these to the true principles of their institution. To punish these errors too severely would be to suppress the only safeguard of the public liberty. ...The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them.

Source: “Thomas Jefferson to Edward Carrington.” *The Founders’ Constitution*.
http://press-pubs.uchicago.edu/founders/documents/amendl_speechs8.html

Federal Communications Act: Candidates for Public Office (1934)

If any licensee [media outlet] shall permit any person who is a legally qualified candidate for any public office to use a broadcasting station, he shall afford equal opportunities to all other such candidates for that office in the use of such broadcasting station: ...[The media outlet] shall have no power of censorship over the material broadcast. ...

US Code: Title 47, Sec. 315

1. According to Jefferson, what is the only safeguard of liberty? Why?

2. The Federal Communications Act is a federal (national) law. Would Jefferson agree or disagree with this regulation? Why?

FALSE ADS: THERE OUGHTA BE A LAW! —OR, MAYBE NOT

Here's a fact that may surprise you: candidates have a legal right to lie to voters just about as much as they want.

That comes as a shock to many voters. After all, consumers have been protected for decades from false ads for commercial products. Shouldn't there be "truth-in-advertising" laws to protect voters, too?

Turns out, that's a tougher question than you might imagine.

For one thing, the First Amendment to the U.S. Constitution says "Congress shall make no law . . . abridging the freedom of speech," and that applies to candidates for office especially. And secondly, in the few states that have tried laws against false political ads, the laws haven't been very effective.

BOGUS PSYCHICS & TWIRLING BALLERINA DOLLS

Laws protecting consumers from false advertising of products are enforced pretty vigorously. For example, the Federal Trade Commission (FTC) took action in 2002 to protect the public from the self-proclaimed psychic "Miss Cleo," whom the FTC said promised free readings over the phone and then socked her gullible clients with enormous telephone charges. The FTC even forced a toy company a while back to stop running ads showing its "Bouncin' Ballerina" doll standing alone and twirling gracefully without human assistance, which the FTC said was video hokum.

But there's no such truth-in-advertising law governing federal candidates. They can legally

lie about almost anything they want. In fact, the Federal Communications Act even requires broadcasters who run candidate ads to show them uncensored, even if the broadcasters believe their content to be offensive or false.

This is taken very seriously. In a 1972 case, the Federal Communications Commission forced stations in Atlanta, GA to accept a paid political ad from J.B. Stoner — a self-proclaimed "white racist" running for the U.S. Senate on the National States Rights party ticket. The NAACP objected to Stoner's ad because it said the "main reason why niggers want integration is because niggers want our white women." The FCC sided with Stoner, citing freedom of speech decisions of the Supreme Court.

Stations can reject ads for any reason from political groups other than candidates. And they may reject ads from all candidates for a given office. But if they take ads from one candidate they can't legally refuse ads from opponents, except for technical reasons (such as being too long or short to fit standard commercial breaks, or if the recording quality is poor) or if they are "obscene." Rejecting a candidate's ad because it's false is simply not allowed.

So what gives? Surely the public stands to suffer more damage from a presidential candidate lying about his opponent than from a bogus psychic. Isn't the process of choosing the leader of the most powerful nation on the planet a more important matter than whether some doll really does what the TV ads show?

Yes. But . . .

***Rejecting a
candidate's ad
because it is false is
simply not allowed.***

For one thing, the First Amendment guarantee of free speech poses a big obstacle to enacting or enforcing such laws – which it should. The very idea of self-government rests on the idea that voters – given enough uncensored information – can best decide who should be in power and who should not. So free speech applies first and foremost to candidates. As the U.S. Supreme Court said unanimously in a 1971 libel case, “it can hardly be doubted that the constitutional guarantee (of free speech) has its fullest and most urgent application precisely to the conduct of campaigns for political office.”

So states have found it hard to enact laws against false political advertising, and even harder to make them work.

**Federal candidates
can legally lie about
almost anything
they want to.**

The ad was false. Even if Jude’s proposed legislation had been enacted it could not possibly have prevented the crime it described. Reason: Jude’s bill would have applied only to persons imprisoned for offenses committed on or after August 1, 1987, and the convict mentioned in the ad had been sentenced in 1983.

Jude lost the election, but the ad may have had an effect. His losing margin was only 549 votes out of more than 200,000 cast.

It was Jude’s misfortune, however, to live in one of the very few states that outlaws false political advertising. A special prosecutor presented the case to a grand jury, which indicted Jude and his campaign manager. A conviction could have led to a year in jail and a \$3,000 fine.

**MINNESOTA: THE CASE OF
THE FURLOUGHED RAPIST**

Example: In a 1994 House race in Minnesota, Republican candidate Tad Jude ran an emotion-packed ad against Democrat William Luther in the final weekend of the race.

It was reminiscent of the notorious “Willie Horton” ads run against Democratic Presidential Candidate Michael Dukakis in the 1988 Presidential election. In the ad, Jude cited the case of a woman and two daughters who were kidnapped and raped repeatedly over two days by a man who had been released from prison on a furlough.

Jude’s ad claimed the rapist “never would have been released and this crime never committed” if Democrat Luther, a state senator, had not blocked a bill sponsored by Republican Jude, who was also a state senator. “Sending (Luther) to Congress would be a crime,” it concluded.

**PROBLEMS WITH
ENFORCEMENT**

The trial judge later threw the case out, however, and the Minnesota Court of Appeals refused to reinstate the indictment against Jude. In its opinion, the appeals court said that the Minnesota law was too broad, allowing someone to be charged for having only “reason to believe” that an ad they helped prepare was false. The court said that U.S. Supreme Court rulings required a higher standard: evidence of “actual malice.” To convict, prosecutors would have to prove Jude either knew the ad was false, or acted with “reckless disregard” for whether it was true or not. That would have been a tough job; Jude had testified to the grand jury that he was under the false impression that the ad was true, that the rapist named in the ad had been convicted later of a second offense that would have made him subject to the legislation he had proposed. So

Jude went free and, in fact, ran against Luther a second time in 1996. This time Luther won with nearly 56% of the vote.

This case exposes two problems with relying on truth-in-advertising laws to protect voters from campaign falsehoods. First, prosecutors can't move quickly enough to cure the damage caused by a last-minute, false attack. Jude wasn't indicted until more than a year after the election that he almost won. And second, under the "actual malice" standard a candidate could lie profusely in ads and still get away with it by claiming he or she thought the ads were true, so long as no convincing evidence surfaced to the contrary.

WASHINGTON STATE: THE CASE OF THE KILLER OPHTHALMOLOGISTS

Washington state also ran into problems trying to enforce its own truth-in-political-advertising law after a 1991 ballot referendum fight. At issue was a proposed "death with dignity" law. A group opposed to it, the "119 Vote No! Committee," issued a leaflet saying that if the proposal passed "It would let doctors end patients' lives without benefit of safeguards . . . your eye doctor could kill you."

The ballot proposition failed, and the state's Public Disclosure Commission brought an action charging the 119 Committee with

violating the state's law against false political advertising. The commission said the proposal did contain standards and it was false to say it would open the door to killer ophthalmologists. But the trial court dismissed the charges in this case, too, and the Washington State Supreme Court later struck down the law under which the committee had been charged.

The Supreme Court's majority opinion questioned whether state government officials had any right to substitute their judgment for that of the voters in matters of political speech. Quoting earlier court opinions, it said:

"Instead of relying on the State to silence false political speech, the First Amendment requires our dependence on even more speech to bring forth truth The First Amendment exists precisely to protect against laws such as (the Washington state truth-in-advertising law) which suppress ideas and inhibit free discussion of governmental affairs..."

And so it goes. All this should tell voters that—legally—it's pretty much up to them to sort out who's lying and who's not in a political campaign. Nobody said democracy was supposed to be easy.

It is of course the job of news organizations to assist; that's why the First Amendment guarantees a free press as well as free speech. We at FactCheck.org try hard to help. But on Election Day, it's up to you.

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Directions: Brainstorm with your partner and answer the questions below.

1. List five things journalists can do to ensure they are reporting news accurately to the public.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

2. List five ways you can determine if news reports are accurate.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

3. List five things you can do to ensure the media report news accurately to the public.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

CLEAR

and present danger



OVERVIEW

In this lesson, students will assume the identity of lawmakers, judges, writers, and protestors during times in American history when freedoms of speech and press were limited because the country was on the brink of war (1798) or fighting one (World War I). Using primary source documents, they will evaluate issues of freedom of speech and the press versus national security and public safety. Finally, they will draft a new constitutional amendment that clearly defines the government's powers in times of national crisis.

[The Sedition Act of 1798 abridges the] right of freely examining public characters and measures, and of free communication among the people.

—JAMES MADISON

We are going to do everything we can to harmonize the constitutional rights of individuals with every legal capacity we can muster to also protect the safety and security of individuals.

—JOHN ASHCROFT

CRITICAL ENGAGEMENT QUESTION

What constitutional limitations can the government place on speech and press in times of national crisis?

OBJECTIVES

Students will:

- understand the reasons for and objections to the Sedition Act of 1798.
- understand the reasons for and objections to the Sedition Act of 1918.
- analyze primary source documents including the Sedition Act of 1798, the Sedition Act of 1918, the Constitution and the Bill of Rights.
- write an amendment to the Constitution that explains if, when, how, and by whom individual rights can be suspended in times of crisis.
- apply their analysis to modern constitutional issues raised by the War on Terror.

STANDARDS

NCSS: Strands 2, 6, and 10

CCE: (9-12): IA1, VB1, VB2, VB5, and VD2

NCTE: Standards 1, 2, 3, 4, 5, 6, 7, 11, and 12

STUDENT MATERIALS

Handout A: Sedition Free Association

Handout C: Sections of the Sedition Act of 1798

Handout D: The Sedition Act of 1918

Handout E: Legislative Powers

TEACHER MATERIALS

Transparency Master A: The First Amendment

Handout B: Voices on Sedition Cards

RELEVANT RESOURCES

Equal Time: 1, 2, 3, and 5

Glossary of Journalism Terms

Landmark Supreme Court Cases

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

- A. Begin with a brief discussion of sedition: speech that incites resistance, disloyalty, or hatred of the government
- B. Have students complete **Handout A: Sedition Free Association**.



WARM-UP

10 minutes

- A. Give each student a quote card from **Handout B: Voices on Sedition Cards**. Have students read their quote and decide if it represents a view for or against government restriction of speech.
- B. Have students stand up and walk around the room, sharing their statements aloud with others. Their goal is to find other students whose quote's ideas and historical context match with theirs. Have them form new groups as they find classmates with matching quotes. Students should end up in four groups: for/against the Sedition Act of 1798 and for/against the Sedition Act of 1918.
- C. Once students are in groups, evaluate whether they are organized correctly according to their quotes. If not, discuss how that may reveal that the issues of 1798 were still being discussed in 1918, and how they may continue today. Give students a moment to assemble into correct groupings.

For/1798: 1, 2, 9, 10, 11, 21

Against/1798: 3, 5, 6, 12, 19, 20

For/1918: 4, 7, 8, 13, 14, 22

Against/1918: 15, 16, 17, 18, 23, 24



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

5 minutes

As you discuss the historical context, invite students to read their quotes aloud if you call their quote number. Quote numbers appear in [brackets] below.

Put up Transparency **Master A: The First Amendment** and discuss the wording of the First Amendment. Explain to

students that the Founders wished in particular to protect the expression of political speech. In a society where the government derives its power from the people, an informed and engaged citizenry is essential. [11]

There have been times in U.S. History when the federal government has limited freedom of speech. In wartime in particular, the government has placed limits on what it has called "sedition" or speech that incites disloyalty or hatred of the government. [5]

The Sedition Act of 1798 was passed by the Federalist-controlled Congress in 1798 and signed into law by President John Adams. The law was designed to silence Republican critics of his administration and to quiet support for the French in their war with England. Twenty-four editors, writers, and others were arrested, and ten were convicted under the Sedition Act. The United States remained out of the war between France and England, which was one of Adams's goals. [1] The law was allowed to expire by the Republican-controlled Congress in 1801. [10]

The Sedition Act of 1918 (which amended the Espionage Act of 1917) targeted those who interfered with the draft as well as those individuals who publicly criticized the government — including negative comments about the flag, military, or Constitution. [15]

More than 2000 people were prosecuted under the Sedition Act of 1918, though many were later pardoned or had their sentences commuted. The Espionage and Sedition Acts were repealed in 1921. [22]



ACTIVITY

35 minutes

- A. Distribute **Handout C: The Sedition Act of 1798** to the for/against the Sedition Act of 1798 groups. Give **Handout D: The Sedition Act of 1918** to the groups for/against the Sedition Act of 1918. Additionally, give copies of the Bill of Rights and **Handout E: Legislative Powers** to all students.
- B. Tell students that for the activity, they will be assuming the identity and opinion of the individual on their quote card. Have students read the powers of the federal government in the Constitution and Bill of Rights, and then read the Sedition Acts on **Handouts C or D**. Have students use the documents to gather evidence to support their identity's

- E. Have students share their proposed amendment with the class, and have students vote on the best amendment.



HOMEWORK

- A. Have students create a two or three slide PowerPoint presentation with a biographical sketch of the individual from their **Handout B** quote card.
- B. Have students write two or three paragraphs in response to the questions:
 - If the Federal government should have extraordinary powers during a crisis, what type of governmental system should be put in place to protect against tyranny and despotism? Explain.
 - Or, if the federal government does not have any extra powers, how can the government adequately provide security? Explain.
 - Should the government ever violate the Constitution in order to preserve the Constitution?

EXTENSIONS

- A. Ask students to research instances in American history where the government has restricted freedom of speech in times of national crisis. Have them present their findings in an essay or PowerPoint presentation sharing what they have learned about the Sedition Act of 1798, *Ex Parte Milligan* (1866) Executive Order 9066, *Hirabayashi v. U.S.* (1943), and *Korematsu v. United States* (1944).
- B. Have students research the USA-PATRIOT Act and write a one-page essay answering the following questions: What is the USA-PATRIOT Act? What are popular criticisms and defenses of it? Are the surveillance authorities granted to the government in sections 213, 214, 215, and 218 constitutional? Why or why not? The PATRIOT Act can be found at <http://news.findlaw.com/cnn/docs/terrorism/hr3162.pdf>.
- C. Have students research the cases below and summarize the way each decision defined the balance between free speech and national security. Students can begin their research at <http://www.BillofRightsInstitute.org>:

Schenk v. United States (1919)
Debs v. United States (1919)
Abrams v. United States (1919)
Gitlow v. People of New York (1925)

SEDITION FREE ASSOCIATION

Directions: The following are phrases the government has used to describe speech that can be constitutionally limited during times of national crisis. Read each term or phrase and brainstorm four or five other words or situations that might be associated with it.

TERM/PHRASE	WORDS OR SITUATIONS YOU MIGHT ASSOCIATE WITH IT
<i>clear and present danger</i>	
<i>substantive evils</i>	
<i>proper authority</i>	
<i>by word or act oppose the cause of the United States</i>	
<i>insurrection, riot, unlawful assembly</i>	
<i>unlicensed abuse of government</i>	
<i>base and unfounded calumny (lie)</i>	
<i>passion, disloyalty, anarchy</i>	
<i>conspiracy</i>	

1	<p>"A pen is certainly an excellent instrument to fix a man's attention and to inflame his ambition...I knew there a need of [the Sedition Act] and I consented."</p> <p>–President John Adams, who signed the Sedition Act of 1798 into law</p>	2	<p>"You must be well acquainted with the mischiefs which flow from an unlicensed abuse of government."</p> <p>–Judge sentencing Congressman Matthew Lyon, one of the first people charged under the Sedition Act of 1798</p>
3	<p>"It is quite a new kind of jargon to call a representative of the people an opposer of government because he does not, as a legislator, advocate and acquiesce in [agree to] every proposition that comes from the executive."</p> <p>–Congressman Matthew Lyon, one of the first people charged under the Sedition Act</p>	4	<p>"I urge you to enact such laws [that] do nothing less than save the honor and self-respect of the nation. Such creatures of passion, disloyalty, and anarchy must be crushed out.... For what we are seeking now, what in my mind is the single thought of this message, is national efficiency and security."</p> <p>–President Woodrow Wilson in a 1915 speech to Congress</p>
5	<p>The Sedition Act attacks the "right of freely examining public characters and measures, and of free communication among the people."</p> <p>–James Madison, in a resolution he wrote for the Virginia legislature</p>	6	<p>"A little patience, and we shall see the reign of witches pass over, their spells dissolve, and the people, recovering their true sight, restore their government to its true principles."</p> <p>–Thomas Jefferson, in a letter, after the passage of the Sedition Act</p>

7

"The plain purpose of their propaganda was to excite, at the supreme crisis of the war, disaffection, sedition, riots, and, as they hoped, revolution, in this country for the purpose of embarrassing and if possible defeating the military plans of the Government in Europe. The language of these circulars was obviously intended to provoke and to encourage resistance to the United States in the war...."

– Justice John H. Clarke, on the conviction of five people for violating the Espionage Act of 1918

8

"The Communist propaganda technique is designed to promote emotional response with the hope that the victim will be attracted by what he is told the Communist way of life holds in store for him. The objective, of course, is to develop discontent and hasten the day when the Communists can gather sufficient support and following to overthrow the American way of life."

–J. Edgar Hoover, President Woodrow Wilson's assistant attorney general

9

"The infamous Sedition Act must be seen in the context of the time, and the context was tumult and fear."

–Historian David McCullough, on President John Adams

10

"A sedition law is "wise and necessary" to defend against secret attacks by foreign or domestic enemies.

–Massachusetts state legislature, about the Sedition Act of 1798

11

"I wish the laws of our country were competent to punish the stirrer up of sedition, the writer of base and unfounded calumny (false charges). This would contribute as much to the peace and harmony of our country as any measure."

–Abigail Adams, in a letter to her husband, President John Adams

12

"Adams did not ask for or encourage [the Sedition Act] but neither did he oppose it. Its passage and its signature were to be rightly judged by history as the most reprehensible acts of his presidency."

–Historian David McCullough, on President John Adams

13	<p>“...Underneath my own determination to drive from our midst the agents of Bolshevism (communism), I...ask: what will become of the United States Government if these alien radicals carry out the principles of the Communist Party?”</p> <p>–A. Mitchell Palmer, President Woodrow Wilson's attorney general</p>	14	<p>“There are citizens of the United States, I blush to admit, born under other flags but welcomed under our generous naturalization laws to the full freedom and opportunity of America, who have poured the poison of disloyalty into the very arteries of our national life...”</p> <p>– President Woodrow Wilson, in a 1915 speech to Congress</p>
15	<p>“I look upon the Espionage Law as a despotic enactment in flagrant conflict with democratic principles and with the spirit of free institutions....”</p> <p>–Eugene V. Debs, in a 1918 statement as he was being sentenced to ten years in prison for an anti-war speech</p>	16	<p>“The free expression of the hopes and aspirations of a people is the greatest and only safety in a sane society.”</p> <p>–Emma Goldman, magazine publisher and founder of the No Conscription League who was sentenced to two years in prison under the Sedition Act</p>
17	<p>“No government which is for the profiteers can also be for the people, and I am for the people while the government is for the profiteers.”</p> <p>–Rose Pastor Stokes, in a letter to the Kansas City Star, for which she was sentenced to ten years in prison in 1917</p>	18	<p>“I regret that I cannot put into more impressive words my belief that in their conviction upon this indictment the defendants were deprived of their rights under the Constitution of the United States.”</p> <p>–Supreme Court Justice Oliver Wendell Holmes, on the Espionage Act of 1918</p>

19

"They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."

– Benjamin Franklin, 1759

20

"The definition of free speech and press is the right of Americans to think freely and to speak and write what they think."

– President Thomas Jefferson, in his 1801 inaugural address

21

"Because we have the right to speak and publish our opinions, it does not necessarily follow that we may exercise it in uttering false and malicious slanders against our neighbor or our government, any more than we may under cover of freedom of action knock down the first man we meet, and exempt ourselves from punishment by pleading that we are free agents."

– Timothy Pickering,
Secretary of State under
President John Adams

22

"This is a nation of free speech; but this is a time for sacrifice, when mothers are sacrificing their sons. Is it too much to ask that for the time being men shall suppress any desire which they may have to utter words which may tend to weaken the spirit, or destroy the faith or confidence of the people?"

– Judge sentencing World War I
protestor Kate Richards O'Hare
to prison in July, 1917

23

"But, Your Honor, all through this trial... there ran the charge of a crime, a crime of which I was accused. And this crime ...was the same charge that was brought against the first slave rebellion...It was the charge that was brought against Moses and Spartacus...George Washington and Patrick Henry, William Lloyd Garrison and Wendell Phillips, and it was the same crime that was charged against Jesus of Nazareth when he stood at the judgment bar on Pontius Pilate. The crime is this: 'She stirred up the people.'"

*—Kate Richards O'Hare,
in her statement before being
sentenced to five years in prison
for violating the Sedition Act
of 1918*

24

"Hundreds of poor laboring men and women are being thrown into jails and police stations because of their political beliefs. In fact, an attempt is being made to deport an entire political party....And what is it these radicals seek? It is the right of free speech and free thought; nothing more than is guaranteed to them under the Constitution of the United States, but repudiated because of the war."

—Jane Adams, in a 1919 speech

SECTIONS OF THE SEDITION ACT OF 1798

SECTION 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States, which are or shall be directed by proper authority, or to impede the operation of any law of the United States, or to intimidate or prevent any person holding a place or office in or under the government of the United States, from undertaking, performing or executing his trust or duty, and if any person or persons, with intent as aforesaid, shall counsel, advise or attempt to procure any insurrection, riot, unlawful assembly, or combination, whether such conspiracy, threatening, counsel, advice, or attempt shall have the proposed effect or not, he or they shall be deemed guilty of a high misdemeanor, and on conviction, before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years...

SECTION 2. And be it farther enacted, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed,

uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; or to excite against them, or either or any of them, the hatred of the good people of the United States, or to stir up sedition within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States, or any act of the President of the United States, done in pursuance of any such law, or of the powers in him vested by the constitution of the United States, or to resist, oppose, or defeat any such law or act, or to aid, encourage or abet any hostile designs of any foreign nation against United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years....

Source: "An Act for the Punishment of Certain Crimes Against the United States." *The Avalon Project at Yale Law School*. <http://www.yale.edu/lawweb/avalon/statutes/sedact.htm>

THE SEDITION ACT OF 1918

SECTION 3. Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports, or false statements, ...or incite insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct ...the recruiting or enlistment service of the United States, or ...shall willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of

the United States, or the Constitution of the United States, or the military or naval forces of the United States ...or shall willfully display the flag of any foreign enemy, or shall willfully ...urge, incite, or advocate any curtailment of production ...or advocate, teach, defend, or suggest the doing of any of the acts or things in this section enumerated and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than 20 years, or both....

Source: "The Sedition Act of 1918." U-S-History.com.
<http://www.u-s-history.com/pages/h1345.html>

Excerpt 1: U.S. Constitution, Article 1, Section 1

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Excerpt 2: U.S. Constitution, Article 1, Section 8

The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

...To establish post offices and post roads;

...To constitute tribunals inferior to the Supreme Court;

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions;

To provide for organizing, arming, and disciplining, the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

...To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.

GOVERNMENT

and prior restraint



OVERVIEW

In the landmark case of *Schenck v. United States* (1919), the Supreme Court ruled, "When a nation is at war, many things that might be said in time of peace are [not] protected by any constitutional right." That case concerned World War I, but the issues it raises were central to the Pentagon Papers case of the Vietnam War era, and are still fundamental to the modern War on Terror. In a free society where the government derives its power from the people, the media are accountable to citizens and not government officials. In this lesson, students weigh the question of how best to render that accounting; that is, of what information might compromise national security and therefore the safety of the people. This question continues to challenge all citizens today.

The people shall not be deprived or abridged of their right to speak, to write, or to publish their sentiments; and the freedom of the press, as one of the great bulwarks of liberty, shall be inviolable.

– JAMES MADISON

In revealing the workings of government that led to the Vietnam War, the newspapers nobly did precisely that which the Founders hoped and trusted they would do.

–HUGO BLACK

CRITICAL ENGAGEMENT QUESTION

Is a perceived threat to national security a constitutional reason for prior restraint?

OBJECTIVES

Students will:

- explain the history of the First Amendment.
- understand the significance of the Pentagon Papers.
- understand prior restraint.
- analyze the reasoning behind the *New York Times Co. v. United States* (1971) decision.
- evaluate issues of freedom of the press balanced with national security.

STANDARDS

NCSS: Strands 2, 6, and 10
CCE (9-12): IIID1, IIID2, VB1, VB2, VB4, VB5, VC6, VC7, and VD3
NCTE: Standards 1, 3, 5, 11, and 12

STUDENT MATERIALS

Handout A: National Security Arguments

Handout B: Rights and Responsibilities

Handout C: The Pentagon Papers Decision

Handout D: Understanding *New York Times Co. v. United States* (1971)

TEACHER MATERIALS

Key: Handout A

Key: Handout D

RELEVANT RESOURCES

Equal Time: 1, 2, 3, 4, 5, 6, 7, and 10

Glossary of Journalism Terms

Landmark Supreme Court Cases

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

Have students complete **Handout A: National Security Arguments**.



WARM-UP

20 minutes

- A. Go over the answers to **Handout A** as a large group.
- B. Divide students into pairs and distribute **Handout B: Rights and Responsibilities**. Assign each pair one of the situations on **Handout B** and instruct each to prepare a pro/con presentation about whether the journalist should publish the information.
- C. Have students present their pro/con arguments for the class as a role playing activity.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

5 minutes

Explain to students that although it did not address the issue of national security, the Supreme Court case of *Near v. Minnesota* (1931) established that the government cannot stop material from being published in advance, even if the publication might be punishable after publication. Prior restraint, as this attempt is called, is unconstitutional in almost all circumstances.

The case of *New York Times Co. v. United States* (1971) concerned the government's attempt at prior restraint on national security grounds. *The Pentagon Papers* is a 7000-page Department of Defense report that was classified top-secret. The report detailed United States involvement in Vietnam from 1945 to 1971. It revealed that the United States had been planning to go to war even when President Lyndon Johnson was saying otherwise, that there was no plan to end the war, and other information. No one without top-secret clearance knew of the report until Department of Defense worker Daniel Ellsberg leaked the document to the *New York Times*, which began publishing excerpts in June of 1971.

President Richard Nixon, along with Attorney General John Mitchell, citing national security grounds, were

successful in getting an injunction to prevent the *New York Times* from printing any more of the document.

The *Times* appealed the injunction that had been issued, and within two weeks the case was before the Supreme Court. Before the Court was the question of how to balance the First Amendment's protection of a free press with claims of threats to national security.

In a 6-3 decision, the Court held that the prior restraint was unconstitutional.



ACTIVITY

20 minutes

- A. Distribute **Handout C: The Pentagon Papers Decision**. Call on students randomly to read the decision one sentence or paragraph at a time.
- B. Divide students into pairs and have them complete **Handout D: Understanding *New York Times Co. v. United States* (1971)** through the "In Your Own Words" column of the chart.
- C. Go over **Handout D** as a large group.
- D. Have students complete the "your opinion" section of the **Handout D** chart individually and then share responses with the class.
- E. As a large group, discuss the issues raised by the Pentagon Papers case. How does it affect national security to make certain kinds of information public? Is the fact that information, though true, might decrease support for a war a constitutional reason to prevent the media from publishing it? If the information might increase the possibility of Americans being killed, should it be published?



HOMEWORK

- A. Have students make a list of the kinds of information people may need about the War on Terror (for example, names of suspected terrorists, or potential terrorist targets). For each item on their list, they should write one sentence explaining why the media should or should not have the freedom to publish that information.
- B. Have students write a letter to the editor about one specific type of information they do or do not have access to about the War on Terror (for example, images of soldiers' coffins or reasons for the alert level being raised or lowered). Letters should explain why the information being made public would or would not compromise national security.

EXTENSIONS

- A. Have students write a one-page essay responding to the question: How have modern media practices and technologies (such as 24-hour news channels, the Internet, reporters "embedded" with soldiers in war zones, etc) affected the government's ability to seek prior restraint?
- B. Have students make a Venn diagram and fill in one side with reasons supporting their opinion about whether the government should have been able to prevent the *New York Times* from publishing the classified material. Then have students listen to the audio of corresponding oral argument in the case of *New York Times v. United States* (1971). Students should then complete the Venn diagram comparing the points made in oral argument with their own opinion. The oral argument audio file can be found at <http://www.oyez.org/oyez/resource/case/278/audioresources>.

NATIONAL SECURITY ARGUMENTS

Directions: The following statements reflect points of view about the right of the press to publish information that might compromise national security. Read each statement, and write "PRO" if the statement reflects a point of view in favor of the right of the press to publish the information. Write "CON" if the statement reflects a point of view against that freedom of the press.

- _____ 1. The First Amendment was not intended to make it impossible for the executive to function or to protect the security of the United States.
- _____ 2. The authority of the executive department to protect the nation against publication of information whose disclosure would endanger the national security stems from...the constitutional power of the President over the conduct of foreign affairs and his authority as Commander-in-Chief.
- _____ 3. Secrecy in government is fundamentally anti-democratic, perpetuating bureaucratic errors. Open debate and discussion of public issues are vital to our national health. On public questions, there should be "uninhibited, robust, and wide-open" debate.
- _____ 4. Words which, ordinarily and in many places, would be within the freedom of speech protected by the First Amendment, may become subject to prohibition when of such a nature and used in such circumstances as to create a clear and present danger that they will bring about the substantive evils which Congress has a right to prevent.
- _____ 5. It is a question of proximity and degree. When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no court could regard them as protected by any constitutional right.
- _____ 6. The First Amendment, after all, is only one part of an entire Constitution. Article II of the great document vests in the executive branch primary power over the conduct of foreign affairs, and places in that branch the responsibility for the nation's safety. Each provision of the Constitution is important, and I cannot subscribe to a doctrine of unlimited absolutism for the First Amendment at the cost of downgrading other provisions.

Directions: Imagine you are a reporter who has learned from a reliable source the following pieces of information. The information is classified—it is secret from the public and even from many in government. Weigh your constitutional rights as a journalist against your responsibilities as a citizen. What are the arguments in favor of publishing the information? What are the arguments against? Does the government have the constitutional power to prevent the publication of this information?

1. A military official gives you information about future movements of troops.
2. A photographer gives you pictures of soldiers' flag-draped coffins being returned to the U.S.
3. An agent of the Central Intelligence Agency (CIA) gives you a secret document with intelligence that lists a local shopping mall as a potential terrorist target.
4. A military official gives you the location of a secret CIA facility in your town.
5. Your source in the FBI explains to you in detail the reasons that the terror-alert level has been raised to orange.
6. You receive a letter from a soldier telling you his unit is severely lacking in basic supplies.
7. An airport security supervisor tells you that the new security screeners are not receiving adequate training, and that several security breeches occur every day.
8. You receive a packet from a local university student with instructions for making an atomic bomb.
9. An FBI agent offers to give you a list of the flights that air marshals routinely fly.
10. You learn from a source in the state government that a local pharmacy is manufacturing Ricin for a defense contractor.
11. A county official in Seattle offers to show you the city's terror response plan.
12. You learn the identity of an undercover CIA agent.
13. During the course of an investigative report, you learn that a prominent Marine Colonel is wearing medals on her uniform that she did not earn.
14. The administrator of a veteran's hospital invites wounded American soldiers to talk to you on camera about their experiences.
15. While embedded with troops overseas, you witness prisoners being abused by American soldiers.

THE PENTAGON PAPERS DECISION

I believe that every moment's continuance of the **injunctions** against these newspapers amounts to a **flagrant**, indefensible, and continuing violation of the First Amendment...

Our Government was launched in 1789 with the adoption of the Constitution. The Bill of Rights, including the First Amendment, followed in 1791. Now, for the first time in the 182 years since the founding of the Republic, the federal courts are asked to hold that the First Amendment does not mean what it says, but rather means that the Government can halt the publication of current news of vital importance to the people of this country.

In seeking injunctions against these newspapers and in its presentation to the Court, the Executive Branch seems to have forgotten the essential purpose and history of the First Amendment. When the Constitution was adopted, many people strongly opposed it because the document contained no Bill of Rights to safeguard certain basic freedoms. They especially feared that the new powers granted to a central government might be interpreted to permit the government to **curtail** freedom of religion, press, assembly, and speech. In response to an overwhelming public **clamor**, James Madison offered a series of amendments to satisfy citizens that these great liberties would remain safe and beyond the power of government to **abridge**.

Madison proposed what later became the First Amendment in three parts, two of which are set out below, and one of which proclaimed:

"The people shall not be deprived or abridged of their right to speak, to write, or to publish their sentiments; and the freedom of the press, as one of the great **bulwarks** of liberty, shall be **inviolable**."

The amendments were offered to curtail and restrict the general powers granted to the Executive, Legislative, and Judicial Branches two years before in the original Constitution. The Bill of Rights changed the original Constitution into a new charter under which no branch of government could abridge the people's freedoms of press, speech, religion, and assembly. Yet the Solicitor General argues and some

members of the Court appear to agree that the general powers of the Government adopted in the original Constitution should be interpreted to limit and restrict the specific and **emphatic** guarantees of the Bill of Rights adopted later. I can imagine no greater perversion of history.

Madison and the other Framers of the First Amendment, able men that they were, wrote in language they earnestly believed could never be misunderstood: "Congress shall make no law...abridging the freedom...of the press..." Both the history and language of the First Amendment support the view that the press must be left free to publish news, whatever the source, without censorship, injunctions, or prior restraints.

In the First Amendment the Founding Fathers gave the free press the protection it must have to fulfill its essential role in our democracy.



The press was to serve the governed, not the governors. The Government's power to censor the press was abolished so that the press would remain forever free to **censure** the Government. The press was protected so that it could bare the secrets of government and inform the people. Only a free and unrestrained press can effectively expose deception in government. And **paramount** among the responsibilities of a free press is the duty to prevent any part of the government from deceiving the people and sending them off to distant lands to die of foreign fevers and foreign shot and shell. In my view, far from deserving condemnation for their courageous reporting, the *New York Times*, the *Washington Post*, and other newspapers should be commended for serving the purpose that the Founding Fathers saw so clearly. In revealing the workings of government that led to the Vietnam War, the newspapers nobly did precisely that which the Founders hoped and trusted they would do...

To find that the President has "**inherent** power" to halt the publication of news by resort to the courts would wipe out the First Amendment and

destroy the fundamental liberty and security of the very people the Government hopes to make "secure." No one can read the history of the adoption of the First Amendment without being convinced beyond any doubt that it was injunctions like those sought here that Madison and his collaborators intended to outlaw in this Nation for all time.

The word "security" is a broad, vague generality whose contours should not be invoked to **abrogate** the fundamental law embodied in the First Amendment. The guarding of military and diplomatic secrets at the expense of informed representative government provides no real security for our Republic. The Framers of the First Amendment, fully aware of both the need to defend a new nation and the abuses of the English and Colonial governments, sought to give this new society strength and security by providing that freedom of speech, press, religion, and assembly should not be abridged...

–Justice Hugo Black

Source: "*New York Times Co. v. United States* (1971)"
<http://laws.findlaw.com/us/403/713.html>

I. VOCABULARY

Directions: Using context clues or a dictionary, write the correct definition for each word.

- | | |
|-----------------|----------------|
| 1. injunctions: | 7. inviolable: |
| 2. flagrant: | 8. emphatic: |
| 3. curtail: | 9. censure: |
| 4. clamor: | 10. paramount: |
| 5. abridge: | 11. inherent: |
| 6. bulwark: | 12. abrogate: |

II. READING COMPREHENSION

Directions: Fill in the answers below.

1. The Constitution was adopted in _____.
2. Many people strongly opposed the Constitution because it contained no _____.
3. _____ offered a series of amendments to satisfy citizens' concerns that their liberties would be safe.
4. The amendments were offered to limit and restrict the powers granted to _____.
5. The Supreme Court held that the government's request for prior restraint was _____.

III. CRITICAL THINKING

Directions: Read each of the following statements and rewrite it in your own words. Following a class discussion, fill in the last column with your opinion about the statement.

NEW YORK TIMES CO. V. UNITED STATES (1971)	IN YOUR OWN WORDS	YOUR OPINION
1. I believe that every moment's continuance of the injunctions against these newspapers amounts to a flagrant, indefensible, and continuing violation of the First Amendment...		
2. In the First Amendment the Founding Fathers gave the free press the protection it must have to fulfill its essential role in our democracy. The press was to serve the governed, not the governors.		
3. Only a free and unrestrained press can effectively expose deception in government.		
4. No one can read the history of the adoption of the First Amendment without being convinced beyond any doubt that it was injunctions like those sought here that Madison and his collaborators intended to outlaw in this Nation for all time.		
5. The guarding of military and diplomatic secrets at the expense of informed representative government provides no real security for our Republic.		

ETHICS

and the media



OVERVIEW

The media are sometimes criticized for their alleged inaccuracies and bias, and people sometimes joke that “journalistic integrity” is an oxymoron. On the other hand, ethical reporting is, to use James Madison’s phrase, one of the “bulwarks of freedom” that Americans both cherish and expect from the media. The First Amendment protects a free press in the United States, but journalists’ actions are limited by legal and social constraints as well as self-imposed ethical standards. In this lesson, students explore the media’s self-imposed limitations and understand how they are meant to help ensure objectivity, credibility, and accuracy.

Journalists do not live by words alone, although sometimes they have to eat them.

—ADLAI E. STEVENSON

When the media give readers and viewers a balanced and full news account, with the proper perspective, they educate and lead. When they give them news accounts that are not full or balanced – either missing essential information or lacking in accuracy or perspective – the media can seriously mislead.

—HUMBERTO CRUZ

CRITICAL ENGAGEMENT QUESTION

What are the media’s ethical standards and how do they help ensure the media’s integrity?

OBJECTIVES

Students will:

- explain the purposes of codes of ethics.
- understand constitutional protections of the media.
- understand the media’s self-imposed standards.
- analyze potential ethical dilemmas faced by journalists.
- appreciate the media’s endeavor to ensure its own integrity.

STANDARDS

NCSS: Strands 2, 5, and 10

CCE (9-12): VB2 and VD2

NCTE: Standards 1, 3, 4, 7, and 12

STUDENT MATERIALS

Society of Professional Journalists’s Code of Ethics

Handout A: Attitudes about the Media and Democracy

Handout B: Ethical Dilemmas

TEACHER MATERIALS

Transparency Master A: The First Amendment

Key: Handout B

RELEVANT RESOURCES

Equal Time: 1, 2, 3, 4, 5, 6, and 7

Glossary of Journalism Terms

Media Milestones

Society of Professional Journalists’s Code of Ethics

NOTES

**BACKGROUND/HOMEWORK***10 minutes the day before*

- A. Have students complete **Handout A: Attitudes About the Media and Democracy**.
- B. In pairs, have students share and discuss their responses.

**WARM-UP***10-15 minutes*

- A. Define the term "ethics" for the class: a set of principles or morals about what constitutes right and wrong. As a class, brainstorm various codes of ethics such as the school's student handbook, the Ten Commandments, or the Golden Rule.
- B. Divide students into pairs and have them write an original "code of ethics" for journalists. Codes should include at least four ethical practices journalists should adhere to (e.g. "Be unbiased"), and at least two specific ways to exemplify each ethical practice (e.g. "Reporters should present both sides of an issue in articles.").

**CONSTITUTIONAL ISSUE***10 minutes*

Put **Transparency Master A** on the overhead and discuss the wording of the First Amendment. Tell the class that although the Constitution protects freedom of the press, the media are not without legal and ethical guidelines they must follow.

Freedom of the press may sometimes conflict with the rights of citizens. Journalists have the protection of the First Amendment. The Supreme Court has also found an individual right to privacy to exist within the protections of the Bill of Rights. Even if everything in a newspaper article is true, an individual may successfully sue for invasion of privacy.

The Supreme Court has ruled that even public figures, who have lower expectations of privacy, can sue the media for libel if they can prove journalists acted with actual malice in printing falsehoods. (*New York Times v. Sullivan*, 1969). On the other hand, a public figure

cannot recover for "intentional infliction of emotional distress" caused by a parody or satire (*Hustler Magazine v. Falwell*, 1988).

In addition to legislative guidelines, administrative guidelines, and Supreme Court decisions, the media have self-imposed ethical guidelines to ensure credibility and accuracy. Those guidelines are known as the **Society of Professional Journalists's Code of Ethics**.



ACTIVITY

20-25 minutes

- A. Distribute the **Society of Professional Journalists's Code of Ethics**. Have students skim the entire Code.
- B. Discuss as a large group the differences between legal limits placed on the media and the guidelines listed in the **Code of Ethics**.

Students may suggest that legal limits are restrictions that balance the freedom of the press and the public's "right to know" against national security or privacy rights of individuals. A journalist can follow the letter of the law and not necessarily be a "good" journalist. The Code of Ethics, on the other hand, is a broader list of ways to be a good journalist. The Code of Ethics provides a way to measure a journalist's integrity beyond simply whether s/he follows the law.

- C. Divide students into trios and distribute **Handout B: Ethical Dilemmas** and assign one situation to each group. Have students read the situation and decide on the ethical action to take. In turn, groups should write and perform a brief role-play dramatizing the situation through to its resolution.



HOMEWORK

- A. Have students write one paragraph in response to the question, "What is the difference between legal limits on the media and self-imposed limits such as the Society of Professional Journalists's Code of Ethics?"
- B. Have students choose five ethical practices from the Society of Professional Journalists's Code of Ethics that they believe are most important in maintaining the media's ability to help citizens participate in a democracy. Ask them to write one sentence for each ethical practice explaining its importance.

EXTENSIONS

- A. Have students create and then contrast biographical sketches of journalists such as Edward R. Murrow, Bob Woodward, and Carl Bernstein, or Jayson Blair and Stephen Glass. How well did each of these journalists adhere to the Code of Ethics?
- B. Have students write an argumentative essay in which they use the Code of Ethics to defend or criticize the media's role in an event. They may choose newspapers' decisions to print the entire "Starr Report" in 1998, the CBS report based on forged documents in 2004, *Time Magazine's* darkening of O.J. Simpson's cover photograph, the practice of calling presidential elections by state before polls have closed on the west coast, or others.

Directions: Write "A" next to each statement if you agree with it, or a "D" if you disagree.

- _____ 1. Newspaper reporters are more trustworthy than television reporters.
- _____ 2. Journalists are mostly fair and accurate in their reporting.
- _____ 3. If I read something in the newspaper, I generally believe it to be true.
- _____ 4. Human beings are capable of being objective.
- _____ 5. I know the difference between a newspaper news report and an editorial.
- _____ 6. I know the difference between a TV reporter and a TV commentator.
- _____ 7. I don't think it matters what company or what individuals own a media source.
- _____ 8. Internet blogs provide valuable alternatives to mainstream media.
- _____ 9. I don't pay attention to the news at all.
- _____ 10. If more people read newspapers, our society would be better off.

Directions: For each situation below, decide what the appropriate ethical action to take would be according to the Society of Professional Journalists's Code of Ethics. Then fill in the chart with the action and the resolution that might follow. Finally, indicate what section of the Code of Ethics guides your response. Number one has been completed for you.

SITUATION	ETHICAL ACTION	RESOLUTION/SECTION
1. A reporter neglects to confirm the facts in his article because he is rushed to meet his deadline.	<i>He calls his editor after hours and asks her to hold the story.</i>	<i>The next day, the reporter is able to confirm the facts. The paper then runs the story. (Seek Truth and Report It)</i>
2. A reporter agrees to keep a source secret, because the information he has been given about the governor's illegal activity could get the source fired. The reporter does some research and discovers the source is involved in the election campaign for the governor's political rival.		
3. An editor gets a phone call from the president of Mammoth Construction Corporation, the largest advertiser supporting his newspaper. The president of Mammoth tells the editor that he will withdraw his advertising dollars from the newspaper unless she changes the paper's editorial position favoring stricter environmental laws. (Those laws negatively impact Mammoth's ability to begin new construction.)		
4. A reporter is assigned to cover the aftermath of a plane crash. She gets to the airport where the plane was scheduled to land and sees many grief-stricken family members. She observes reporters placing microphones in front of crying wives and fathers and asking pointed questions.		

SITUATION	ETHICAL ACTION	RESOLUTION/SECTION
5. A television reporter learns from a source he does not know well that evidence against an infamous defendant is being excluded from trial due to police misconduct. The lawyers are under a gag-rule. They cannot publicly comment about the case.		
6. A prominent columnist who frequently expresses her opinion on political matters is offered a very large sum of money by the White House in exchange for favorable comments about a policy.		
7. A reporter writing a feature on a local Olympic gold medalist learns from a reliable source that the athlete is gay. He asks the athlete about it and she confirms it, but she asks the reporter to keep it off the record.		
8. A reporter learns that he got several facts wrong in a recent article. No one else brought this to his attention, and he could easily let it go without anyone ever knowing.		
9. A cameraperson who works on an "Emergency Rescue" reality show enters the home of a man who is having a heart attack with the ambulance crew. While filming, the patient begs her to turn the camera off. His voice is weak, so no one can hear his request but the cameraperson.		

BIAS

and recognizing it



OVERVIEW

Perhaps the most essential step for students to take to become media savvy is to identify and analyze bias in the news they read and view. Becoming critical consumers of print and broadcast news is an important part of becoming active and engaged citizens in American democracy. In this lesson students will learn to identify slanted news by recognizing and utilizing some of the ways in which writers infuse, perhaps unconsciously, news with opinion.

If one morning I walked on top of the water across the Potomac River, the headline that afternoon would read: "President Can't Swim."

—LYNDON B. JOHNSON

The larger issue is what happens in a society in which facts are no longer "stubborn things," as John Adams called them, but plastic toys that can be stretched and shaped for any purpose. Readers and viewers then trust those "facts" because they are delivered by people who clearly agree with them and reinforce their prejudices, on the right and left.

—JONATHAN ALTER

CRITICAL ENGAGEMENT QUESTION

Why is it important to recognize bias in the media?

OBJECTIVES

Students will:

- identify the ways diction and sentence style can bias news.
- understand the terms "objective" and "biased."
- write a news story with a specific bias.
- appreciate the importance of reading news critically.

STANDARDS

NCSS: Strands 6 and 10

CCE (9-12): III E3, VE4, and VE5

NCTE: Standards 3, 4, 5, 11, and 12

STUDENT MATERIALS

Handout A: "Objective" v. "Biased"

Handout B: Recognizing Slanted Words

Handout C: Slanted Sentences

Handout D: One Story, Two Slants

TEACHER MATERIALS

Key: Handout A

Key: Handout B

Key: Handout C

Key: Handout D

RELEVANT RESOURCES

Equal Time: 1 – 10

Glossary of Journalism Terms

Society of Professional Journalists's Code of Ethics

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

Have students complete **Handout A: "Objective" v. "Biased."**



WARM-UP

10-15 minutes

- A. Have students share their definitions from **Handout A** and write the definitions of "objective" and "biased" on the board.

Objective means dealing with facts only, without consideration for personal feelings.

Biased means favoring one side over another, or giving a positive or negative slant to something.

- B. Hold a large group discussion about how "bias" in news can be obvious or subtle. Have the class brainstorm a list of ways that news reporters can editorialize.

Students may suggest word choice, sentence style, amount of space devoted to particular subjects or persons, photo selection, story prominence, or placement on page.

- C. Distribute **Handout B: Recognizing Slanted Words** and **Handout C: Slanted Sentences** and have students complete them individually.

- D. Go over **Handouts B** and **C** as a large group.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Explain to students that their expectation of "objectivity" in news coverage has not always been shared by others in American history. News reports routinely contained the point of the view of the newspapers' editor(s) prior to 1830. In 1830, individuals who were not affiliated with any political party began publishing "penny papers" filled with local news and crime stories. The ability of average citizens, as opposed to only the politically-connected, to participate in the media gave rise to the ideal of objectivity.

It was after 1830 that reporters began to strive for neutrality, and to always present "both sides" of a story.

But this neutrality was not without its problems. Critics of “objective” news pointed to coverage of lynchings. White mobs that hung, mutilated, shot, and otherwise murdered African Americans often claimed to be acting in the name of justice for alleged rape victims. In truth, however, victims of lynchings were not rapists. Journalists who gave the white mobs’ “side of the story”—though it was actually false—as much attention as they gave to the crime itself lent credibility to the attackers and perpetuated the myth that lynch mobs were acting in a quest for justice.

Americans began to have doubts about the possibility, and even desirability, of true objectivity. After World War I, bylines began to appear: a tacit acknowledgement that news is affected by the human being who reports it.

Source: Mindich, David T. Z. *Just the Facts: How “Objectivity” Came to Define American Journalism*. New York: New York University Press, 1998.



ACTIVITY

20-25 minutes

- A. Tell students that part of their assignment will be to write a newspaper article about a current school issue or event. Have the class brainstorm ideas for their stories and come to a consensus on the topic.
- B. Distribute **Handout D: One Story, Two Slants**. Use an overhead of **Handout D** and fill in the story information together.
- C. Ask student volunteers to make up Quote #1 and Quote #2 from two different sources, and write the ones the class likes best on the overhead.
- D. Divide the class in half and let the first group know they will write their story with an approving slant, and the second group will write with a disapproving slant. Tell students that they cannot add any information to their stories other than what the class has agreed upon.

See Answer Key for model articles.

- E. When students have finished their stories, collect them all and then redistribute them randomly.
- F. Have students read the story written by another student and determine the slant of the story. Then have them underline words or phrases that demonstrate the story’s bias.

- G. Conduct a large group discussion about bias in the media. Ask the class: Why is it important for readers to read news critically? Is bias necessarily bad? Good? Can it be eliminated?

Students should recognize that the media can influence the way people perceive policy issues, political candidates, and other matters of public importance. Recognizing bias is one way to ensure that they make informed decisions when they participate in democracy. Some students may say that bias is not necessarily bad, and that part of a journalist's responsibility is to interpret and analyze news for readers. Others will say that presenting news neutrally is the media's proper role. Students may say that the attempt to remove bias from news is in vain, as human beings are incapable of being truly objective. Others may say that if reporters and editors give their best effort to remain impartial, that they may succeed.



HOMEWORK

- A. Have students do a Google News search for headlines on a big news story topic. Have students list at least ten headlines from ten different Internet news sources about the same story, and write a paragraph analyzing the differences in slant they perceive in the various headlines.
- B. Have students choose two newspapers with different editorial positions and write a paragraph comparing coverage of the same story in both papers. Students may pair, for example, *The Washington Post* and *The Washington Times* or *The New York Times* and *The Wall Street Journal*.
- C. Have students choose three pairs of terms from **Handout C** and create flashcards, illustrating the images that each connotes.

EXTENSIONS

- A. Assign students one media outlet to monitor for two weeks. Students should keep a log of the stories covered and basic information about those stories (length, headline wording, for example). At the end of the two weeks, have students present their findings to the class. Have the class create an annotated catalogue of media outlets with notations about slant based on the class's research.
- B. Have students research the history of "objectivity" as an ideal for American news reporters and write a three page expository essay about what they learned.

“OBJECTIVE” v. “BIASED”

Directions: Fill in the blanks below.

1. Define “objective”: _____

2. Three words you associate with news that is “objective”: _____

3. Define “biased”: _____

4. Three words you associate with “biased” news: _____

5. Do you think most news (on television, in newspapers, on the Internet) is objective or biased? Explain.

RECOGNIZING SLANTED WORDS

Directions: For each of the following pairs of terms, circle the word that might indicate a writer's disapproval.

- | | |
|--|---|
| 1. riot / demonstration | 11. throw a tantrum / refuse to give in |
| 2. hysterical / resolved | 12. integrity / stubbornness |
| 3. aggressive / assertive | 13. terrorist / freedom fighter |
| 4. bold / shrill | 14. plan / scheme |
| 5. enthusiast / fanatic | 15. assembled / scrambled |
| 6. obsessed / knowledgeable | 16. explained / insisted |
| 7. patriot / zealot | 17. agenda / platform |
| 8. lecture / speech | 18. clever / cunning |
| 9. pro-abortionist / pro-choice activist | 19. lively / heated |
| 10. threaten / warn | 20. frantically / quickly |

SLANTED SENTENCES

Directions: Read each statement and identify the bias. Then rewrite the sentence(s) to eliminate the bias.

1. Andre Agassi beat his opponent soundly in straight sets on Center Court at Wimbledon yesterday. It was also six-love, six-love for Serena Williams, America's sweetheart.

2. Hillary spoke to the Democratic National Committee on Friday. Her chat was followed by an address by Senator Joseph Lieberman.

3. Two organizations sent representatives to the hearing: the Griffin Group, a conservative lobbying group, and the Burchard Group, a non-profit advocacy institute.

4. The Navy's mission team included four aviators from Miramar and one female aviator from Patuxent Naval Air Station.

5. Write your own biased sentence and then rewrite it removing the bias.

ONE STORY, TWO SLANTS

Directions: After choosing a topic with your class, fill in the information below. You will then write a two-paragraph story about that topic for the school newspaper using only the information below. Your teacher will tell you whether you will slant your story to approve of the topic of the story, or to disapprove. Write your story in the space below.

Topic: _____

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

Quote #1: _____

Quote #2: _____

READING

in a new way



OVERVIEW

Reading a newspaper article involves much more than reading words on a page. In this lesson, students will learn to read a newspaper in a new way. They will investigate the symbols it uses to present stories: headline size and wording, picture content, and other signs and symbols. Next, they will collect and analyze evidence of differences in presentation of a story. Finally, students will identify and appreciate the subtle power reporters and editors have to affect readers' understanding.

It's amazing that the amount of news that happens in the world every day always just exactly fits the newspaper.

— JERRY SEINFELD

The press, like fire, is an excellent servant, but a terrible master.

—JAMES FENIMORE COOPER

CRITICAL ENGAGEMENT QUESTION

How does a news story's presentation shape readers' understanding?

OBJECTIVES

Students will:

- identify differences in presentation of the same story from various news sources.
- understand ways reporters and editors shape a news story's presentation.
- analyze the effects of differences in news story presentation.
- appreciate the power reporters and editors have to affect readers' understanding of a story.

STANDARDS

NCSS: Strands 4, 6, and 10
CCE (9-12): VE5
NCTE: Standards 3 and 6

STUDENT MATERIALS

Handout A: Front Page News
Handout B: Note-Taking Grid

TEACHER MATERIALS

Transparency Master A: The First Amendment

Copies of two different newspapers from the same day for all students in the class. (If using Internet newspapers, include home pages as well as several complete articles from two different newspapers.)

RELEVANT RESOURCES

Equal Time: 3, 4, 8, 9, and 10

Glossary of Rhetorical Devices

Society of Professional Journalists's Code of Ethics

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

Have students write a list of five ways they “read” a newspaper without reading the actual stories. Have them write a one-sentence explanation for each way they list.

Students may suggest looking at size of pictures, placement of pictures on the page, article length, size of headlines, or location of headlines.



WARM-UP

10-15 minutes

- A. Divide students into pairs, and give each pair two newspapers. Use two newspapers from the same day and region, or two national newspapers from the same day.
- B. Distribute **Handout A: Front Page News**. Have students use **Handout A** as a guide to compare the front pages of two newspapers from the same day.
- C. Ask students: What is the purpose of the front page of the newspaper? Is it only to report the most important news? What other factors do editors consider?



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Put up an overhead of **Transparency Master A: The First Amendment**. Explain to students that the government does not have the power to regulate what reporters can write simply because it does not agree with the content of their stories. Furthermore, the government cannot dictate the way stories are presented – for example, it cannot mandate that newspapers devote more space to sports than to politics. These choices are made by individual publications.



ACTIVITY

20-25 minutes

- A. Have the class brainstorm, as a large group, ways news stories are shaped using words and images. Write student responses on the board.

Suggested responses: the size of the headline; the wording of the headline; location in the paper; length of the article; word choice within the article.

- B. Give each student **Handout B: Note-Taking Grid**. Have students fill in numbers 14 and 15 in the left-hand column with additional elements the class just generated.

- C. Have student pairs choose a single story that is covered in both newspapers. Remind students not to choose the same newswire story in both papers, but to make sure the stories were written by different journalists. Have them work in their pairs to complete columns A, B, and D on **Handout B**.

- D. Ask students to summarize their observations about the effects of various elements on the readers' understanding of a story. Ask the class, why is it important to be aware of ways a news story is presented? What is at stake for readers?

Students may suggest that it is important to be aware of the way a news story is presented in order to read critically. A reporter's determination of what facts are most important to a story, or an editor's decision about which stories are most important, may differ from the individual reader's perspective. By recognizing the choices that journalists make in putting a newspaper page together – photos, headline wording, and the other elements on the chart – readers can more actively engage with the newspaper.



HOMEWORK

- A. Have students research Internet news coverage of the same news story they analyzed on **Handout B**. They should then complete column C of the Handout. Students should not use an Internet version of the same print newspaper they used in class.
- B. Have students choose four or five events that are taking place at their school (final exams, the homecoming dance, student government elections, yearbook photos, etc.) Then have students design a front page newspaper layout featuring all the stories. They should write headlines, indicate where and how long stories should be, and indicate photographs. Then, on the back, ask students to write a paragraph explaining why they created the layouts as they did.

EXTENSIONS

- A. Have students read a local newspaper and a national daily newspaper for one week. They should then write one page summarizing and analyzing the differences between the two publications.
- B. Have students visit <http://www.newseum.org> where they can examine coverage across newspaper markets in the United States and in international newspapers. Have students choose a story of international importance covered in three different news sources, and write a one to two page essay explaining and analyzing the differences in presentation.

Directions: Fill in the chart below using information from your comparison of the front pages of two newspapers.

ELEMENT	NEWSPAPER #1	NEWSPAPER #2
Name of newspaper		
1. Lead story topic?		
2. Size of headline?		
3. Picture size and content?		
4. Lead story length?		
5. Story "theme" (politics? weather? sports? crime?)		
6. Story location (high, centered, or low) on the page?		
7. Content of other front page stories?		
8. If lead stories are not the same, does each newspaper's lead story appear somewhere on the other's front page?		
9. Which newspaper would you buy? Why?		

NOTE-TAKING GRID

Directions: Fill in the chart below using information from your comparison of a single story as presented in two newspapers and an Internet newspaper.

ELEMENT	A. EVIDENCE: NEWSPAPER #1	B. EVIDENCE: NEWSPAPER #2	C. EVIDENCE: INTERNET SOURCE	D. ANALYSIS:
Name of publication/URL				What effect does this element have? What difference could it make in readers' understanding?
Name of article				
1. Text of headline				
2. Font size of headline				
3. Length of article in column-inches				
4. Location of article				
5. Number of photographs				
6. Content of photograph(s)				
7. Description of photograph(s) subject, setting, lighting, etc.				

ELEMENT	A. EVIDENCE: NEWSPAPER #1	B. EVIDENCE: NEWSPAPER #2	C. EVIDENCE: INTERNET SOURCE	D. ANALYSIS:
8. Text of caption (under photos)				
9. First sentence				
10. Action words (verbs)				
11. Descriptive phrases (adjectives, adverbs)				
12. Number of sources quoted				
13. Identity of sources				
14.				
15.				

ARGUMENT

through logic and emotion



OVERVIEW

Martin Luther King Jr.'s "Letter from a Birmingham Jail" exemplifies one way individuals and groups can use the media to speak to the whole country. With newspapers providing his platform, King was poised to bring his message of civil rights not only to Southerners but to people all over the country. In this lesson, students will understand two rhetorical techniques writers use: one to bolster arguments with logic, and the second to infuse them with emotion so as to better persuade their audience.

Get your facts first, and then you can distort 'em as much as you please.

—MARK TWAIN

When dealing with people, remember you are not dealing with creatures of logic, but creatures of emotion.

—DALE CARNEGIE

CRITICAL ENGAGEMENT QUESTION

How do writers make their arguments effective through the use of logic and emotion?

OBJECTIVES

Students will:

- define *logos*.
- define *pathos*.
- understand how the media can play a central role in social or political change.
- analyze a text for use of logic and emotion.
- evaluate the persuasiveness of a text.

STANDARDS

NCSS: Strands 2 and 3

CCE (9-12): VE3

NCTE: Standards 2, 3, and 6

STUDENT MATERIALS

Handout A: "Letter from a Birmingham Jail" Vocabulary

Handout B: *Logos* or *Pathos*?

"Letter from a Birmingham Jail" by Martin Luther King, Jr., found at <http://teachingamericanhistory.org/library/index.asp?document=100>

TEACHER MATERIALS

Key: Handout A

Key: Handout B

Activity Key

RELEVANT RESOURCES

Equal Time: 8, 9, and 10

Glossary of Rhetorical Devices

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

- A. Have students print out, number each paragraph, and read Martin Luther King's "Letter from a Birmingham Jail." Have them bring their printouts with them to the next class. The document can be found at <http://teachingamericanhistory.org/library/index.asp?document=100>.
- B. Have students complete **Handout A: "Letter from a Birmingham Jail Vocabulary"** as they read.



WARM-UP

10-15 minutes

- A. Distribute **Handout B: Logos or Pathos?** and have students complete it individually. Then, using an overhead of **Handout B** and revealing one statement at a time, ask for a show of hands to decide if it is an example of logos or pathos.
- B. Have students discuss which form of persuasion is more effective: logically presented facts or emotional appeals? Does it depend on the context, the issue, or the audience?



HISTORICAL CONTEXT

10 minutes

Explain to students that Martin Luther King, Jr. was at the center of the Civil Rights Movement in the American south. After leading a protest march in April 1963, King was arrested and spent eight days in jail. During this time, eight clergy members from Alabama had published a newspaper statement criticizing the march as "unwise" and "untimely." King responded with his "Letter from a Birmingham Jail."



ACTIVITY

20-25 minutes

- A. Have students take out their printouts of "Letter from a Birmingham Jail." Ask the class: Why did King choose to publish his response to the eight clergy members in the newspaper? Why not just write to them personally?

Students may suggest that King chose to write his response in the newspaper because the original comments were also published in the newspaper. Further, King knew that by using the media, he could bring national attention to the Civil Rights Movement. King's specific audience was the group of eight clergymen, but he knew he was indeed writing for a larger audience. By using the media as a vehicle for his message, he ensured his letter would be published widely and read throughout the nation.

- B. Give each group a poster board or sheet of 36x36 newsprint, along with some colored markers.
- C. Assign each group the task of analyzing King's letter for either the use of logic (*logos*) or the use of emotion (*pathos*).
- D. Each group should note on its poster board the lines where King makes use of the type of persuasion their group is assigned. Ask groups to refer to specific paragraphs and/or line numbers and write exemplary quotations on their paper large enough for the class to see. Next to their quote lines, students should explain why the selection is an example of *logos* or *pathos*. Use one color of marker for examples of *logos*, another for examples of *pathos*.

See Answer Key for suggested responses.

- E. When students have finished, display the poster boards around the room. Give students five minutes to view all the boards.
- F. Ask the class as a large group whether they believe King was more persuasive in his use of logic or of emotion?
- G. Ask students how they can use the media, as King did, to persuade others to support a cause.

Students may suggest writing letters to the editor, writing guest editorials, or calling local news stations to cover events they believe should be getting more attention.



HOMEWORK

- A. Have students read the Letters to the Editor section of their local or national paper (Internet or print version). Ask them to select two letters – one that they think was effective in its attempt to convey a message, and one that they think was not effective. Students should write a paragraph explaining their opinion, referencing the use of *logos* and *pathos*.
- B. Have students write one paragraph comparing and contrasting statements 1 and 2; 3 and 4; and 5 and 6 on **Handout B**. Responses should answer the question: How does word choice affect the emotional appeal of language?

EXTENSIONS

- A. Have students write a three-minute persuasive speech in the style of King on a topic of their choosing. Then hold a colloquium during which all students present their speeches to the class.
- B. Have students read two speeches and write an expository essay comparing the effectiveness of the speakers' use of language. Suggested speeches:

Barack Obama (2004)

<http://www.dems2004.org/site/apps/nl/content3.asp?c=lul2LaPYG&b=131063&ct=158769>

Rudy Giuliani (2004)

<http://www.cbsnews.com/stories/2004/08/30/politics/main639577.shtml>

Ronald Reagan (1985)

<http://www.cnn.com/SPECIALS/2004/reagan/stories/speech.archive/state.of.union2.html>

John F. Kennedy (1962)

<http://www.rice.edu/fondren/woodson/speech.html>

“LETTER FROM A BIRMINGHAM JAIL” VOCABULARY

Directions: Use context clues or a dictionary to define the words below.

1. affiliate:
2. retaliating:
3. tranquilizing:
4. affluent:
5. distort:
6. degenerating:
7. abyss:
8. perilous:
9. latent:
10. ominous:
11. decree:
12. pious:
13. sanctimonious:
14. triviality:
15. scintillating:

LOGOS OR PATHOS?

Directions: Imagine you are reading the following statements in a newspaper opinion section. Read each statement and decide if it is an example of an argument using logos or pathos.

Logos:
referring to something designed
to appeal to reason

Pathos:
referring to something designed
to arouse emotion

- _____ 1. Town Councilman Eric Gonzalez presented his plan to institute a 9PM citywide curfew for all individuals under the age of eighteen. This curfew would be an unreasonable burden to high school students who work in the evenings. Do not support this curfew when you vote on the issue.
- _____ 2. Eric Gonzalez pitched his curfew scheme to his fellow Town Council members. It's obvious he can't stand kids and wants to keep them home at night. Vote no to obvious, disgusting discrimination.
- _____ 3. Terrorists are after your children. Our country's decent values are under attack. Vote for Victoria Smith for President and you'll be safe from terrorists and immoral people.
- _____ 4. Victoria Smith has a consistent voting record when it comes to terrorism. She has never voted to cut spending for any of our defense or intelligence programs. Therefore, she is the candidate you should vote for if you want fully-funded defense and intelligence programs.
- _____ 5. Parental warnings on music labels are totally offensive and utterly degrading. Teenagers should be allowed to make their own choices and not be treated like they're silly babies. Therefore, warning labels should be done away with forever.
- _____ 6. Some people object to parental warnings on labels because they offend many teenagers. Lots of teens have the maturity to choose appropriate music without warning labels. Therefore, storeowners should group explicit music separately and remove labels on music before putting CDs on shelves.

PROPAGANDA

and presidential election



OVERVIEW

There are many times when, as media consumers, students will need to distinguish between news and propaganda. Master political propagandists understand that the public can be swayed by superficial symbolism meant to evoke uncritical responses. By de-mystifying propaganda and seeing it for what it is – an advertising tool – students can go beyond passively consuming high-impact words and images and become truly engaged in political discourse. This lesson will provide students with the skills to recognize and analyze propaganda.

More than anything, the United States needs effective citizens competent to do their own thinking.

–WILLIAM MATHER LEWIS

We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe.

–AMERICAN LIBRARY ASSOCIATION

CRITICAL ENGAGEMENT QUESTION

How do political propagandists use visual symbols to evoke uncritical emotional responses from the public?

OBJECTIVES

Students will:

- explain common political propaganda themes.
- understand methods of propaganda.
- analyze symbols of political propaganda.
- appreciate the necessity of critically viewing and reading propaganda.

STANDARDS

NCSS: Strands 2, 3, 6, and 10
CCE: IIC2, IID5, VB1, VB2, and VD4
NCTE: 1, 2, 6, 8, 11, and 12

STUDENT MATERIALS

Handout A: Political Propaganda Theme Cards

Handout B: Scavenger Hunt

TEACHER MATERIALS

Transparency Master A: The First Amendment

Transparency Master B: Element Checklist

Key: Transparency Master B

RELEVANT RESOURCES

Equal Time: 1, 2, 3, 4, and 5

Glossary of Journalism Terms

Glossary of Propaganda Terms

Landmark Supreme Court Cases

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

Copy and cut out the cards on **Handout A: Political Propaganda Themes**. Have students select a card and find one picture of a politician or political candidate from a newspaper or Internet news source that exemplifies their assigned theme. Pictures should be accompanied by two or three sentences explaining why the photo is an example of the theme.



WARM-UP

10-15 minutes

- A. Put **Transparency Master B: Element Checklist** on the overhead. Conduct a large group discussion of an orchestrated photo opportunity of a politician during a campaign. Have students base their responses only on the image itself, and not the caption.
- B. If Internet access is available, you may wish to present and discuss pictures from the 2004 presidential election campaign found at:

<http://www.time.com/time/covers/1101040719/teamup/2.html>

<http://www.time.com/time/covers/1101040112/bushbranch/>

See Answer Key for suggested responses.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Put **Transparency Master A** on the overhead and discuss the wording of the First Amendment. Discuss with students how the First Amendment protects freedom of speech and the expression of ideas, even controversial ones. The First Amendment also protects political speech in the form of propaganda.

Explain to students that propaganda is the attempt to influence peoples' thoughts and behavior through the manipulation of ideas and facts, and in some cases, lies. In political contests, both sides often accuse each other of propaganda. It is the citizen's responsibility

to analyze the messages in propaganda in order for their participation in democracy to be truly active and informed.



ACTIVITY

20-30 minutes

- A. If a computer lab is available, take students there and have them work in pairs at computers. If not, divide class into pairs and give students copies of newspapers or magazines.
- B. Distribute **Handout B: Scavenger Hunt**. Make copies of **Handout A** and have students choose four themes. Once pairs have decided on themes, they should complete the scavenger hunt to find images that reflect the themes.

*Variation: For advanced classes, do not provide **Handout A** and have students identify four recurring propaganda themes themselves.*

- C. Have students copy and paste images into a PowerPoint file, or cut images out and paste onto posters.
- D. Have students save their presentations to disk (or put up poster boards around the classroom) for presentation to the class next time.
- E. Reconvene the class and conduct a large group discussion about the scavenger hunt results. How difficult was it to locate images? Why do the same themes show up again and again?



HOMEWORK

- A. Have students choose one symbol in a particular campaign photograph (for example, the lamp in the Kerry photograph or the chainsaw in the Bush photograph from the Warm-Up) and write a paragraph explaining the significance of the symbol to the theme of the picture.
- B. Have students create a propaganda image for or against a school issue by drawing a political cartoon or creating an image using PhotoShop or other program. Images should be accompanied by a paragraph explaining the symbolism used.
- C. Have students choose a photograph of themselves with friends and analyze it as though it were a campaign picture. Have students write a paragraph answering the questions: What messages are conveyed in the photograph? Into what political propaganda theme might it fit?

EXTENSIONS

- A. Have students visit the Smithsonian American Posters online exhibit and choose one theme to investigate: American Events, Designed to Sell, American Advice, or Patriotic Persuasion. Have students view all the posters in their theme and write a one-page essay identifying and analyzing the symbolism common to the posters. Then have them create their own poster articulating their assigned theme. The exhibit can be found at:
<http://americanart.si.edu/collections/exhibits/posters/mainmenu.html>
- B. Have students view World War II propaganda posters and identify common themes and symbolism. Then have students compare and contrast the WWII images to modern American images about the Iraq War and the War on Terror. What common themes can be found? How do the themes and symbols differ? Why have some themes remained constant while others have changed? Then have them create their own war propaganda poster with a message of their choice. Posters can be found at: **http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html**
- C. Have students manipulate their own campaign ad for and against a candidate and write a one-page essay explaining the visual and auditory elements that can affect the way a candidate is perceived. Students can complete this exercise online at: **http://www.pbs.org/30secondcandidate/tricks_of_the_trade/**

POLITICAL PROPAGANDA THEME CARDS

I support the elderly.	I am religious and moral.	I love the environment.
I am unselfish.	I love children.	I am a family man/ woman.
I am just like you.	I am not racist or prejudiced.	I am healthy and energetic.
I am not rich.	I am trustworthy.	I am smart, but not too smart.
I support the military.	I love America.	I am a sports fan.

ELEMENT CHECKLIST

Directions: As you view the image(s), consider the following questions.

1. What is the candidate doing?
2. Where was this picture taken?
3. What can you tell about the other people in the picture?
4. What is revealing about the body language of the candidate?
5. Why is the candidate dressed this way?
6. What effect does the lighting have?
7. What is the relative size of the candidate compared to other people in the picture?
8. Who is the target audience of this particular photograph?

SCAVENGER HUNT

Directions: We are on the hunt for the use of symbols in political photography. Choose four themes from **Handout A**. As you view web pages, copy and paste the images that fit your chosen themes into a PowerPoint slide show. Slide shows should:

- Reflect four themes of political propaganda from **Handout A** (such as "I love children" or "I am religious").
- Provide three examples of each theme (for a total of 12 pictures) using photos of at least two different candidates. The candidates do not have to be current and can be from any election cycle.
- Present an analysis next to each picture of the symbols it contains (for example, a picture of a candidate holding a baby attempts to make the candidate look kind and fatherly).

SAMPLE SLIDE

"I love children"

PICTURE HERE

Candidate John Smith holds a baby in his arms, which attempts to make viewers believe him to be caring, fatherly, kind, and concerned about young people. Parents will feel like this candidate understands their life when they see this picture.

Suggested websites:

C-SPAN's archive of political advertising: <http://www.c-span.org/2004vote/campads.asp>

Ease History Campaign Ads: <http://edcomm1.educ.msu.edu/Easetrial/castream.html>

Time Election 2004 Photoessays: <http://www.time.com/time/election2004/photoessays.html>

U.S. Elections: <http://www.infoplease.com/ipa/A0764586.html>

IMAGES

and selling ideas



OVERVIEW

As the old saying goes, "A picture is worth a thousand words." When this phrase is applied to television news media, the implications are worth considering. Whether used to sell a product, an idea, a news story, or all three at the same time, all images have cultural implications and ask viewers to accept particular stories about themselves and their democratic society. In this lesson, students learn to "read" photographs for just what those thousand words are telling them—about the story and about themselves. They will then apply their knowledge and create original works of art in the form of political cartoons or protest posters, beginning by appropriating images with cultural currency to underscore their messages.

Freedom of expression is the matrix, the indispensable condition, of nearly every other form of freedom.

—BENJAMIN CARDOZO

Technology's ability to change images into electronic information has destroyed the photograph as a reliable record of reality.

—BENNETT DAVISS

CRITICAL ENGAGEMENT QUESTION

How do images influence our values, culture, and understanding of important events?

OBJECTIVES

Students will:

- define the aesthetic qualities of images.
- understand the connotations of images designed to sell products and policies.
- understand the ways images can be forms of political expression.
- analyze specific examples of images from aesthetic and social perspectives.
- assess the values and assumptions inherent in the images they view in their daily lives.

STANDARDS

NCSS: Strands 1, 2, 3, 4, 5, and 6
CCE (9-12): III E3, VB1, VB2, VE3
NCTE: 3, 6, 8, 11, and 12

STUDENT MATERIALS

Handout A: A Thousand Words

Newspapers, magazines, and/or Internet news sources

TEACHER MATERIALS

Transparency Master A: The First Amendment

Advertising Image: <http://www.apple.com/ipod/>

Protest Poster Image: <http://www.angelfire.com/vamp/warposter>

Key: Handout A

RELEVANT RESOURCES

Equal Time: 2, 3, 4, 8, and 9

Glossary of Journalism Terms

Glossary of Propaganda Terms

Landmark Supreme Court Cases

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

Ask students to find and bring to class a full-page magazine, newspaper, or Internet advertisement.



WARM-UP

10 minutes

- A. Distribute **Handout A: A Thousand Words**. Using an advertisement offered by a student volunteer, lead the class through an analysis of the visual images using **Handout A** as a guide.
- B. Divide students into groups of three and have students share their homework images and use **Handout A** as a discussion guide.
- C. Ask the class: In addition to the product itself, what is your image selling? What ideas and values is it selling? Make a list on the board of responses.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

5 minutes

Put up **Transparency Master A: The First Amendment** and discuss the wording of the First Amendment. Explain to students that the Founders wished in particular to protect political speech. In a society where the government derives its power from the people, an informed and engaged citizenry is essential.

One important form of political speech is protest. The First Amendment protects protest in its defense of free speech, press, assembly, and petition. James Madison, who wrote the Bill of Rights, supported open discussion of political topics. He hoped citizens of the nation would talk about laws and policies. He argued that the United States should make sure that small interest groups were free to voice their own political concerns through peaceful discussion. If that right were not insured, then they might resort to violent protest.

The ability to protest also ensures the government serves the people as best it can. Sharing ideas and taking part in the political process gives citizens the chance to tell officials how they wish the government to act.

Corruption may be less common since newspaper and television reporters are free to report wrongdoing.

Even speech the government finds very offensive – as it may find certain protest messages – is protected. Although the government can limit false speech or speech that may cause a riot, it cannot silence speech just because that speech is offensive or opposed to government policy.



ACTIVITY

35 minutes

- A. Direct students to the advertising image <http://www.apple.com/ipod/> or, if Internet access is unavailable, put a color transparency of the advertisement on the overhead. Use **Handout A** as a guide for a large group discussion of the image.
- B. Next, direct students to or show the protest poster image. <http://www.angelfire.com/vamp/warposter>. Again, use **Handout A** as a guide for a large group discussion of the image.

See Answer Key for suggested responses.

- C. Ask the class, what is the value of using the iPod image as a template for the protest image?

Students may suggest that the protest poster may get more attention by using a popularly recognized image. Viewers may assume it is an iPod poster when they first see it, and then do a double-take when they get a closer look. Students may point out that the qualities that make the figure in the iPod advertising stand out so prominently are also in the protest image. The ability of the viewer to project him or herself onto the figures' anonymity makes the protest image powerful, because the viewer may identify with the person pictured. Further, by using the advertising image associated with fun and free-spiritedness to depict a war, the protest poster forces the viewer to confront his or her assumptions about war. Other students may say that there is no value to appropriating the iPod image, because it degrades the seriousness of the war to apply it a pop-culture image. They may say that using the image reflects badly on the protestor, and diminishes the value of his or her message.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- D. Have students choose a partner and browse Internet editions of newspapers or to look through copies of newspapers and magazines. Ask students to choose an advertising image that they feel is powerful and that is currently recognizable, and use **Handout A** as a guide for discussion.
- E. Working individually, have students begin to design their own political cartoon or protest poster appropriating the elements of their advertising image. They may choose to comment on a current school issue or national current event.



HOMEWORK

- A. Have students complete their cartoons and write one paragraph explaining why they chose their advertising image as a model, and how the elements from it affect the meaning of their political cartoon.
- B. Have students view World War II propaganda poster images and write a two paragraph analysis of one using the guidelines on **Handout A**. Some poster images are available at: http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html

EXTENSIONS

- A. Have students monitor a media outlet for its advertising content over one week. Ask them to catalogue the types of images they see and the messages they send. Students should then create a PowerPoint presentation putting the images and messages in categories. Presentations should also answer the question: What kinds of messages are noticeably absent from advertising?
- B. Have students use Adobe PhotoShop or other photography software to transform a current advertising image into a form of political speech.

1. What is your first response to the advertisement?

- Why did it catch your attention? _____

- Does it make you want to buy the product? Why or why not? _____

2. Color:

- Are the colors bold or restrained? _____
- Do colors complement or contrast? _____
- Are they symbolic? _____

3. Light:

- Are figures in the image brightly illuminated or in shadows? _____

4. Space:

- Are all objects/figures balanced? _____
- What is the focus? _____
- How is depth used to make objects/figures seem closer or more distant? _____

5. Line:

- Are the outlines of objects/figures strong or indistinct? _____

6. Composition:

- What is the relationship of each part of the image to the other parts? _____

- What are the sizes of objects/figures? _____

- How are figures posed? _____

- Is the overall image harmonious or chaotic? _____

7. Who does the target audience seem to be? _____

8. What values or beliefs does the image stress? _____

9. What is the overall message of the image? _____

VOICE

what is said and not said



OVERVIEW

Reading critically involves much more than comprehending the written or spoken word. To truly appreciate a message, it is often as important to recognize what is said as it is to realize what is not said. Recognizing the gap between what a text claims to say and what it actually does say often holds the key to true critical understanding. In this lesson, students will apply their knowledge of rhetorical techniques to analyze two different voices conveying the same message. They will then analyze those messages for gaps – an analytical skill that should be universally applied to their consumption of media messages.

Rhetoric is the art of ruling the minds of men.

–PLATO

The most important political office is that of the private citizen.

–LOUIS BRANDEIS

CRITICAL ENGAGEMENT QUESTION

How does a speaker's rhetorical approach affect listeners' understanding?

OBJECTIVES

Students will:

- identify rhetorical devices.
- distinguish between explicit statements and implications.
- analyze the emotional effect of various rhetorical approaches.
- appreciate importance of analyzing the differences between what is stated versus what is understood.

STANDARDS

NCSS: Strands 9 and 10
CCE (9-12): IA3, VE4, and VE5
NCTE: Standards 1, 3, 4, and 6

STUDENT MATERIALS

Handout A: Letter of Recommendation
Handout B: Voices and Choices
Handout C: Attorney General John Ashcroft's Speech to the Nation
Handout D: Homeland Security Chief Tom Ridge's Speech to the Nation
Handout E: Analyzing Voices

TEACHER MATERIALS

Glossary of Rhetorical Devices
Key: Handout A
Key: Handout E

RELEVANT RESOURCES

Equal Time: 1, 2, 3, and 4
Glossary of Propaganda Terms
Glossary of Rhetorical Devices

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

- A. Have students complete **Handout A: Letter of Recommendation**.
- B. Ask for a show of hands of those who would accept Jason Wilson to their university. Ask those who said they would accept him to explain why. Next, ask those students who chose not to admit him to explain why.
- C. Tell students that Jason Wilson has a "D" average and the letter was written by a teacher who does not think he is prepared for the challenges of college. However, she felt she could not refuse to write a letter for him.
- D. Define and discuss the term euphemism.
- E. Then, have students deconstruct the letter line by line to explain what it does not say.

See Answer Key for suggested responses.



WARM-UP

10-15 minutes

- A. Divide students into pairs and have them complete **Handout B: Voices and Choices**.
- B. Have students share their responses and create a list on the left side of board under the heading "Things the Speaker Should Do."



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

In February 2003, officials raised the terror alert level from yellow to orange. Each time the alert level is raised, cities, states, and businesses implement increased security measures.

Students will be reading two speeches that were delivered on February 7, 2003 announcing the change.



ACTIVITY

20-25 minutes

- A. **Distribute Handout C: Attorney General John Ashcroft's Speech to the Nation and Handout D: Homeland Security Chief Tom Ridge's Speech to the Nation.** Have student volunteers read the speeches aloud to the class.
- B. Divide students into pairs and distribute **Handout E: Analyzing Voices.** Have students complete **Handout E** for both speeches. If students do not have knowledge of rhetorical techniques, distribute the Glossary of Rhetorical Devices.

Alternatively, analyze the Ashcroft speech as a class and fill in **Handout E** together. Then have student pairs complete **Handout E** for the Ridge speech.

- C. Ask students to describe the differences between the two speeches in one sentence.

Suggested responses: The Ashcroft speech is business-like and abstract, while the Ridge speech is personal. Or, the Ashcroft speech is about military responses, while the Ridge speech is about how families can respond.

- D. Discuss the difference between explicit and implicit meanings of texts. Conduct a large group discussion about the two speeches. Each makes a claim that it contains certain information. Does it? In other words, what does each speech say that it says? Does it actually say that?



HOMEWORK

- A. Ask students to write a paragraph explaining which speech (if either) better met the goals for the speaker written on the board.
- B. Have students brainstorm a list of euphemisms they hear on the news regularly. (For example, "passed away," "friendly fire," "casualties," etc.) Then have them write a paragraph answering the questions: Why do the media use euphemisms? What is the effect of hearing only euphemisms to describe reality?

EXTENSIONS

- A. Have students write a three-paragraph commentary comparing or contrasting the ending of President John F. Kennedy's speech (below) with the ending of Attorney General Ashcroft's speech.

The path we have chosen for the present is full of hazards, as all paths are, but it is the one most consistent with our character and courage as a nation and our commitments around the world. The cost of freedom is always high, but Americans have always paid it. And one path we shall never choose, and that is the path of surrender to submission.

Our goal is not the victory of might, but the vindication of right; not peace at the expense of freedom, but peace and freedom, here in this hemisphere, and, we hope, around the world. God willing, that goal will be achieved. Thank you and goodnight.

- B. Have students examine the final paragraphs of President Kennedy's Cuban Missile Crisis speech above and rewrite them in the style of Ashcroft (formal, business-like an abstract) or Ridge (personal, with concrete examples).

LETTER OF RECOMMENDATION

Directions: Imagine you are on a university admissions committee and you have received the following letter on behalf of one of your applicants, Jason Wilson.

ANYTOWN PUBLIC SCHOOL

DEPARTMENT OF ENGLISH
1234 ANYTOWN ROAD
ANYTOWN, OKLAHOMA 12345

To the Admissions Committee,

I am writing to tell you what a unique individual Jason Wilson is. I have been teaching for over twenty years, and can honestly say that I have never taught anyone like him. When he turns in his work, I am always amazed at its quality. His research papers are the talk of the English department. In class, he is always energetically engaged in discussions. Your university would bring out Jason's talents and creativity. I am confident that Jason has the ability to do well in the future. He will continue to demonstrate the same level of ability and commitment that he has demonstrated in high school. I would like to recommend Jason to your university.

If you have any questions, please don't hesitate to contact me at (703) 555-1234. Thank you for your consideration,

Melanie Tacoma
English teacher

Directions: Read the following scenario and answer the questions below.

Since the terrorist attacks on September 11, 2001, U.S. law enforcement and intelligence officials have warned the nation about a continued threat from al Qaeda. The color-coded warning system has five levels describing the severity of the threat: green/low, blue/guarded, yellow/elevated, orange/high, and red/severe. Imagine that the government has decided to raise the alert level from yellow to orange. A government speaker will be announcing the change in a speech to be televised to the nation.

1. What information should the speaker include?
2. What kind of speaking style should the speaker use? (For example: Formal or informal? Official or conversational? To what extent should the speaker provide statistics?)
3. What should be the speaker's most important goal?

ATTORNEY GENERAL JOHN ASHCROFT'S SPEECH TO THE NATION

Good afternoon. After conferring this morning with the Homeland Security Council, the decision has been made to increase the threat condition designation, currently at "elevated risk," to increase that threat condition designation to the "high risk" category. [1]

This decision for an increased threat condition designation is based on specific intelligence received and analyzed by the full intelligence community. This information has been corroborated by multiple intelligence sources. [2]

Since September the 11th, the U.S. intelligence community has indicated that the al Qaeda terrorist network is still determined to attack innocent Americans, both here and abroad. Recent reporting indicates an increased likelihood that al Qaeda may attempt to attack Americans in the United States and/or abroad in or around the end of the Hajj, a Muslim religious period ending mid-February 2003. [3]

Recent intelligence reports suggest that al Qaeda leaders have emphasized planning for attacks on apartment buildings, hotels and other soft or lightly secured targets in the United States. The recent bombings of a nightclub in Bali, Indonesia, and of a resort hotel in Mombasa, Kenya, demonstrate the continued willingness of al Qaeda to strike at peaceful, innocent civilians, and their ability to carry out attacks on such soft or lightly guarded targets... [4]

Today's change in the threat condition designation from elevated risk to high risk will trigger a series of security precautions by the federal government as well as state

and local governments and U.S. citizens to increase readiness to prevent terrorism. I have directed that Joint Terrorism Task Forces nationwide coordinate their local response with U.S. Attorneys and local anti-terrorism task forces. In addition, I have directed that all appropriate information be shared with the Joint Terrorism Task Forces in order for federal officials to work effectively and cooperatively with state and local officials. [5]

We are not recommending that events be cancelled, nor do we recommend that individuals change domestic or work or travel plans. As we have in the past, we ask that Americans continue their daily work and leisure activities, with a heightened awareness of their environment and the activities occurring around them. [6]

As President Bush recounted in the State of the Union address, we have arrested or dealt with many al Qaeda key commanders. Three thousand suspected terrorists have been arrested worldwide. Other terrorists have met a different fate. We've uncovered and stopped terrorist conspiracies in the United States, in Yemen, Singapore, Saudi Arabia, the Straits of Hormuz and Gibraltar. We've broken al Qaeda cells around the world. And with the support of the American people, we will prevail in this war on terror. [7]

It's my pleasure now to introduce the secretary of the Department of Homeland Security, Secretary Tom Ridge. [8]

Source: *United States Department of Justice,
Office of the Attorney General*
[http://www.usdoj.gov/ag/speeches/2003/
020703agthreatlevelheightened.htm](http://www.usdoj.gov/ag/speeches/2003/020703agthreatlevelheightened.htm)

HOMELAND SECURITY CHIEF TOM RIDGE'S SPEECH TO THE NATION

Thank you, John. Good afternoon, ladies and gentlemen. ...[A]s the Attorney General mentioned, for individual Americans, we ask you to remain aware and remain alert. We are not recommending that events be cancelled or travel or other plans be changed. We do recommend that individuals and families in the days ahead take some time to prepare for an emergency. [1]

The thought occurred to me, traveling to join my colleagues for this public announcement, that when I step across the threshold of the front door at night, I'm not sure I'm seen as the Secretary of the Department of Homeland Security; I'm a husband and a father, a parent and a spouse. And I know a lot of parents and spouses are saying, "Well, what should we do? What does this mean for us?" [2]

And all I would say to you as a parent and a spouse is, take the time now to get informed. There are so many available sources of information that you could refer to that will give you and your family and your businesses and your schools some comfort to know that in the eventuality or the possibility that something might happen, you have taken some precautionary measures or taken some steps to minimize the damage, or perhaps to avoid it all together. [3]

One of the thoughts that I would just simply share with you, it's probably not a bad idea to sit down and just arrange some kind of a contact plan; that if an event occurred, you want to make sure you can—the family wants to get in touch with one another. That's not a bad thing to do to prepare in advance of any kind of emergency, whether it's a natural

disaster or a terrorist attack. It doesn't take a great deal of time, and I think it would make family members a lot more comfortable if they knew they were able to get in touch with one another in the event something happened. [4]

I think there are ways that parents and adults can certainly be better informed, because as we've described to you, terrorist attacks really can potentially take many forms. And so by learning more now about these kinds of attacks, you and your families can be armed in advance with the kind of information that you might need and that will be critical to your health and your well-being. [5]

And I would encourage Americans to log on to the Department's website; you can log on to www.dhs.gov to learn more information to become better informed about steps that individuals can take simply to be better prepared. [6]

The call that we give today, which Americans have certainly heard before, is based on our knowledge and our conviction that heightened awareness and readiness deters terrorism and saves lives. Each of us in our own ways can contribute to the security of our nation, our families, and our communities. Today we call on Americans to continue to persevere in the face of this evil, in the face of this terror, because we understand that by working together, not only will we persevere, but we will prevail. Thank you. [7]

Source: United States Department of Justice,
Office of the Attorney General
<http://www.usdoj.gov/ag/speeches/2003/020703agthreatlevelheightened.htm>

Directions: Fill in the chart below with information about the two speeches.

ATTORNEY GENERAL JOHN ASHCROFT'S SPEECH TO THE NATION	
1.	Sentence subjects (who is doing the action) and their effect(s)
2.	Euphemisms and their purpose(s)
3.	Repeated words and their purpose(s)
4.	Summary of voice characteristics, emotions designed to inspire
5.	What is NOT said in this speech?

HOMELAND SECURITY CHIEF TOM RIDGE'S SPEECH TO THE NATION

1. Sentence subjects (who is doing the action) and their effect(s)

2. Euphemisms and their purpose(s)

3. Repeated words and their purpose(s)

4. Summary of voice characteristics, emotions designed to inspire

5. What is NOT said in this speech?

student handout – E (cont.)

THE BILL OF RIGHTS

and Fahrenheit 451



OVERVIEW

In 1953, Ray Bradbury published *Fahrenheit 451*. This book depicts a bleak society dominated by technology and censorship. In this lesson, students will examine the society that Bradbury predicts and compare it to United States Bill of Rights protections and our present society, considering such elements as the relationship between the media and government, and the impact of this relationship on society. As students investigate these issues, they will evaluate whether Bradbury's vision has the potential to become a reality and if so, what they can do to prevent it.

All power is inherent in the people... and that they are entitled to freedom of person, freedom of religion, freedom of property, and freedom of press.

—THOMAS JEFFERSON

And we have got to... not try to conceal the thinking of our own people. They are part of America. And even if they think ideas that are contrary to ours, their right to say them, their right to record them, and their right to have them at places where they're accessible to others is unquestioned, or it's not America.

—DWIGHT D. EISENHOWER

CRITICAL ENGAGEMENT QUESTION

Do the Bill of Rights' protections of speech, property, and due process prevent Bradbury's society from becoming a reality?

OBJECTIVES

Students will:

- identify differences between modern society and the one depicted in *Fahrenheit 451*.
- analyze the potential effects of government control of media.
- analyze how the Bill of Rights helps prevent Bradbury's society from becoming a reality in America.
- appreciate Bill of Rights protections including freedom of speech and press.

STANDARDS

NCSS: Strands 2, 5, 6, 8, 9, and 10
CCE (9-12): IIB1, IIB4, VB1, VB2, and VD2
NCTE: Standards 1, 2, 3, 7, 11, and 12

STUDENT MATERIALS

Individual copies of *Fahrenheit 451*

The Bill of Rights

Handout A: Individual Comparison

Handout B: Depiction or Prediction?

TEACHER MATERIALS

Key: Handout A

Key: Handout B

RELEVANT RESOURCES

Equal Time: 1, 2, 3, 4, 7, and 10

Landmark Supreme Court Cases

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes the day before

- A. After students have completed reading *Fahrenheit 451*, have them complete **Handout A: Individual Comparison**, filling in examples of similarities and differences between today's society and the fictional society of *Fahrenheit 451*.



WARM-UP

10-15 minutes

- A. As a class, share student responses to **Handout A**, creating a master list on the board or overhead. Leave this list up for students to see for the duration of class.
- B. Ask students to write a one or two sentence statement describing the quality of life for people living in Bradbury's fictional society. Ask volunteers to write their responses on the board.



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Explain to students that throughout American history and up to the present day, private groups have engaged in book burning as a means of violently opposing the perceived messages of a book. Burned books have included literary classics like *Huckleberry Finn* and popular fiction like the *Harry Potter* series. Discuss with students the difference between private groups publicly expressing their disgust for a book, which would not violate the First Amendment (indeed book burning may be a protected form of expression) and the government (federal, state, or local) actually banning or burning books.

Ask students how book burning makes them feel. Would they ever attend a book burning?

For more information on the history of book burning, see the American Library Association website at:

<http://www.ala.org/ala/oif/bannedbooksweek/bookburning/bookburning.htm>



ACTIVITY

20-25 minutes

- A. Divide the class into groups of three or four. Distribute **Handout B: Depiction or Prediction?** and individual copies of the Bill of Rights.
- B. Have groups follow the directions on **Handout B**.
- C. Reconvene the class and ask groups to share their responses.
- D. As a large group, discuss ways that individuals can make sure the kind of society Bradbury describes does not become a reality.

Students may suggest being involved with their local library and school board to make sure that books are not banned simply because they contain controversial ideas; writing letters to the editor in protest when attempts are made to ban books from school libraries; staying informed about legislation which may affect Fourth Amendment protections; writing letters to their representatives voicing their concerns; and knowing their own rights as citizens.

[illegible]

HOMEWORK

EXTENSIONS

- A. Ask students to write a new constitutional amendment that would specifically apply to at least one of the characteristics of Bradbury's future society. Student amendments should be accompanied by a paragraph explaining how the new protection would prevent the aspect of Bradbury's society from becoming a reality.
- B. Ask students to write a fictional personal narrative/journal entry, imagining a day in their life from the time they wake up in the morning to when they go to sleep at night, as though they were living in Bradbury's society.

- A. Have students create a poster display that illustrates the ways in which the government in the *Fahrenheit 451* society denies its citizens the freedoms protected in the Bill of Rights. On the backs of their posters, students should write a one-paragraph explanation of their poster.
- B. Have students research periods in American history where freedom of the press has been restricted (e.g. during the "Quasi-War" with France; the Civil War, World War I, the War on Terror, etc.) and create a PowerPoint presentation sharing what they learned with the class. Presentations should answer the questions: To what degree was freedom of the press limited? For what duration? What was the reason given by government? Is this a constitutional reason to restrict freedom of the press?

INDIVIDUAL COMPARISON

Directions: List as many similarities and differences as you can regarding the media in two societies: our present society and the fictional society in Bradbury's *Fahrenheit 451*. In the center column, write "S" if the two examples are similar, or "D" if they are different.

PRESENT SOCIETY	SIMILAR OR DIFFERENT?	BRADBURY'S FUTURE SOCIETY
Reading is encouraged		Most reading is illegal

DEPICTION OR PREDICTION?

Directions: Using your comparisons on **Handout A** and others made by the class, discuss the differences between today's society and Bradbury's society. Choose the ones you think are most important, and write them in the left hand column. In the right hand column, explain whether you believe a protection in the Bill of Rights should prevent the situation from happening. List the protection and discuss your reasoning. The first is begun for you. Then answer the question below.

FICTIONAL SOCIETY	WHICH AMENDMENT(S) PREVENTS THIS FROM HAPPENING?
People cannot own books and firemen destroy them.	

In the space below, explain the effect of one technology medium on today's society (e.g. the Internet, satellite radio) and the consequences if that technology were to fall under complete control of the government (as in Fahrenheit 451).

MYTH

and the media



OVERVIEW

A myth, when read critically, reveals the fears and hopes of the culture that produced it. Stories in the news share many of the elements of myths. Both are forms of public storytelling with recurring themes. The archetypes in myth provide a framework for the journalist to define good and evil, to explain the unexplainable, and give meaning to random acts. In this lesson, students will examine sports articles as exemplars of the integration of myth and journalism. They will identify clues that reveal values of American democracy and apply this knowledge into their critical reading of other texts.

Myths are public dreams.

—JOSEPH CAMPBELL

The idol of today pushes the hero of yesterday out of our recollection; and will, in turn, be supplanted by his successor of tomorrow.

—WASHINGTON IRVING

CRITICAL ENGAGEMENT QUESTION

How do the media articulate the values that Americans look for in a hero?

OBJECTIVES

Students will:

- define the traits of a hero.
- recognize allusions to heroes and myths in a primary source document.
- understand connections between heroic description and American civic values.
- analyze heroic language in news stories.

STANDARDS

NCSS: Strands 1, 2, 4, and 10

CCE: VD4

NCTE: Standards 1, 3, 4, 6, 11, and 12

STUDENT MATERIALS

Handout A: Holding Out for a Hero

Handout B: Mythic Media

Handout C: "Two Wins in Hand, Two to Go" by Dan Shaughnessy

Handout D: "On to a Game Seven Showdown" by Dan Shaughnessy

Handout E: "A World Series Ticket" by Dan Shaughnessy

Large newsprint paper or poster board

TEACHER MATERIALS

Key: Handout A

Key: Handout B

RELEVANT RESOURCES

Equal Time: 1, 2, and 8

Glossary of Journalism Terms

Glossary of Rhetorical Devices

Media Milestones

NOTES



BACKGROUND/HOMEWORK

10 minutes

Have students write a paragraph in which they identify a hero from American history and describe the characteristics that make that person or character heroic.



WARM-UP

15 minutes

- A. Using the homework assignment as a starting point, have students come to a consensus as to what heroic characteristics are universal or archetypal.
- B. Distribute **Handout A: Holding Out for a Hero** and have students complete it individually.



HISTORICAL CONTEXT

10 minutes

Explain to students that the mythologizing of heroes is as old as humanity itself. All cultures have stories about individuals regarded as heroes, and those stories reveal as much about the society that produced them as they do about the individual they describe.

Ask students for a show of hands of those who are familiar with the story of George Washington chopping down the cherry tree and the famous phrase attributed to him by biographer Parson Weems, "I cannot tell a lie." Ask a student volunteer to tell the story aloud so those who are not familiar can hear it.

Six-year-old George Washington was in his parents' garden, cutting some pea sticks with a hatchet. He then decided to use the hatchet on his father's beloved cherry tree. When confronted by his father and asked if he had cut the tree down, Washington replied that "I cannot tell a lie" and admitted what he did. His father replied, "Such an act of heroism in my son is more worth than a thousand trees...."

Then ask the class: What does this story reveal about American values? Why has it endured for centuries? Tell students that the story is not true. Does that matter?

Students may suggest it has endured because the story is simple and easy to remember, it is about familiar and every-day people, locations and things, and because the values of honesty and integrity are timeless. Some students will say that it does matter that the story is not true. They may say that Weems was disrespectful to Washington by writing an inaccurate biography, and that he may have simply wanted to drum up sales of his book with interesting anecdotes. Others will say it does not matter that it is not true, because the purpose of the story was to build a national identity inspired by our first president, and that the story was fundamentally faithful to Washington's character.



ACTIVITY

20-25 minutes

- A. Divide the class into groups of three or four and give each group a sheet of large newsprint or poster board, a copy of **Handout B: Mythic Media**, along with copies of one of the following articles: **Handout C: "Two Wins in Hand, Two to Go,"** **Handout D: "On to a Game Seven Showdown,"** or **Handout E: "A World Series Ticket."**
- B. Have students read their article, complete **Handout B**, and write examples of heroic language on their newsprint sheets. Post these sheets around the classroom and give students an opportunity to view them.
- C. Ask the class: Today's lesson centered on sports writing. Do you see mythic language in other parts of the newspaper, like the news section? What other kinds of people, besides athletes, are often described using the language of heroes? What is the difference between a hero and a celebrity?

Students may suggest the same types of individuals they listed on **Handout A** and may also add government officials, activists, leaders of political action groups, military leaders, private citizens who acted bravely, actors and actresses, etc. Students may say that a celebrity is someone who has achieved fame but who does not necessarily have heroic qualities. To be a hero, on the other hand, does not require fame.



HOMEWORK

- A. Have students find an article that contains heroic language from a section of the newspaper other than sports. They should write a paragraph explaining who the “hero” of the story is and what American values the article claims s/he represents.
- B. Have students write a sports article about a school sporting event and use heroic language to mythologize the participants.
- C. Visit The Bill of Rights Institute website (<http://www.BillofRightsInstitute.org>) for an “American Lives” activity spotlighting an American hero. Have students complete the activity, and then write a fictional myth about the individual similar to the Parson Weems story about Washington.

EXTENSIONS

- A. Have students choose an American hero. Have them research that individual and report on the heroic representation of him or her in at least five media sources. Students should present their findings in a two to three page essay or oral presentation.
- B. Ask students to choose an individual who contributed heroically to American democracy and write a two or three-page essay or oral report explaining how he or she fulfills the hero archetype. (A hero comes from a humble background, initiates a journey or quest, faces struggles, battles, or trials, and wins a decisive victory and returns triumphant.)

Directions: Read the description of the hero archetype and answer the questions below.

A HERO...				
comes from a humble background...	initiates a journey or quest...	faces struggles, battles, or trials...	wins a decisive victory and returns triumphant...	and reflects the collective goals of a society.

1. List some personality traits of a hero.
2. What kinds of people are considered heroes in American society? Why? Name some specific individuals or groups of people you consider to be heroes.
3. Choose one of the people or groups of people you listed above and explain how his or her life fits into the hero archetype.
4. A hero reflects the collective goals of a society. What are the collective goals of American society, and how did/does the individual you discussed in question #3 reflect those goals?

Directions: Read the article together in your group and answer the following questions.

1. What are the basic facts of the article:

- Who? _____
- What? _____
- Where? _____
- When? _____
- Why? _____
- How? _____

2. What descriptive language can you find that indicates heroism? (Choose the best examples to write on your poster.)

3. Based on the heroic references in this article, what values are important to contemporary American society?

By Dan Shaughnessy
The Boston Globe
October 19, 2004

New England is at once sleepless, breathless, and full of hope. David Ortiz and the Red Sox just beat the Yankees in two extra-inning playoff games on the same calendar day. This century-long Sox-Yankee show, featuring themes of revenge and redemption, moves back to New York tonight.

In perhaps the most thrilling and torturous postseason game in 104 years of Red Sox baseball, the Sox last night beat the Yankees, 5-4, when the mythic Ortiz singled home Johnny Damon from second base in the bottom of the 14th at 10:59 p.m. It was the longest game in League Championship Series history (5 hours 49 minutes) and came less than 23 hours after the same Ortiz cracked a walkoff homer to win Game 4 at 1:22 yesterday morning.

The Hub has never seen two days of baseball drama like this.

"Being down, 3-0, and being down the last two nights shows the depth, the character, the heart, the guts of our ball club," said winning pitcher Tim Wakefield, the seventh Sox hurler of the night. "And it took every ounce of whatever we had left to win tonight's game and to win last night's game."

Boston is ecstatic and exhausted. The Sox and Yankees just played 26 innings - almost 11 hours of toe-to-toe action - but there's no time to rest. Attempting to go where no big league team has gone, the Sons of Tito Francona go back to New York tonight to resume this best-of-seven series. No baseball team has survived a 3-0 series deficit.

Curt Schilling gets the ball for Game 6 and all eyes will be on the customized black shoe on

his right foot, designed to relieve stress on his balky ankle.

If the boot works, the slipper may fit. And maybe this time it'll be the Yankees turning into pumpkins in October.

The Yankees have to be wondering what hit them the last two nights at Fenway. New York embarrassed the Red Sox, 19-8, Saturday, taking what looked like an insurmountable lead in the series. But now the Sox have pushed the issue back to the Apple and both teams have depleted bullpens.

"We used basically everybody," said Francona. "To get shutout innings from your bullpen for that amount of time is unbelievable. Wakefield right in the middle of it. In that last inning, he was on fumes. He pitched the last inning on heart. Everybody was on fumes. You saw two really good teams that competed with a lot of heart."

Parity? Since the start of 2003, including postseason, the Sox and Yankees have played 50 games, each winning 25.

"We're very evenly matched," said Yankees manager Joe Torre. "We have a lot of intensity on both sides of this thing and it takes on a life of its own. Each game is a series with these two clubs."

Game 5 featured 35 players, including 14 pitchers. Wakefield, the man who was on the mound when the Yankees broke the Sox' hearts in 2003, dazzled New York with three innings of one-hit, shutout, shout-out relief.

"I just tried to keep us in the game as long as possible," said Wakefield. "I got through the third inning clean and David did a great job again."

The winning rally started when slumping Damon (2 for 24) drew a one-out walk off Esteban Loaiza in the bottom of the 14th. With two outs, Manny Ramirez (no RBIs in 21 at-bats) walked to push Damon to second.

Enter Ortiz, a.k.a. ``Papi,’’ who can lay claim to being the most clutch performer in Sox history. He already has 9 RBIs in five games. He worked the count to 2-and-2, then started fouling off pitches. On the 10th pitch from Loaiza, Ortiz dumped a single into center and again there was bedlam on the Fenway lawn.

Neither team had scored since the Sox rallied from a 4-2 deficit and put two runs on the board in the bottom of the eighth.

It's almost hard to believe that Pedro Martinez and Mike Mussina were the starting pitchers of Game 5.

The Sox got two runs in the first, scoring when Ortiz singled home Orlando Cabrera and Jason Varitek walked with the bases loaded. Boston didn't get another runner to third base until the eighth.

Martinez was not sharp. He failed to register a 1-2-3 inning. Bernie Williams cut the lead to 2-1 with a homer leading off the second. In the sixth, Derek Jeter whistled a three-run double down the right-field line off Pedro and it looked like the Yankees might win, 4-2.

The Red Sox tied the game with a pair in the bottom of the eighth. Ortiz, a one-man wrecking ball, homered off Tom Gordon to lead off the inning. Kevin Millar walked, and for the second straight night, Dave Roberts pinch ran for Millar. With Roberts running on the pitch, Trot Nixon cracked a single to center, sending Roberts to third. That was it for Gordon. Enter Mariano Rivera.

For the second straight game, Rivera blew a save, this time when Varitek hit a sacrifice fly to center. That was the end of the scoring until the 14th.

Both teams had several opportunities to win. The Sox were foiled by runners caught stealing and their inability to bunt. The Sox were almost beaten by passed balls when Varitek had trouble handling Wakefield's knuckler in the 13th. Hideki Matsui made it all the way to third on three passed balls (including one as Gary Sheffield struck out) but was stranded when Ruben Sierra struck out and Varitek caught the pitch. After falling behind, three games to none in Saturday's embarrassing loss, the Sox wanted to make sure the Yankees would not win the American League pennant on the sacred sod of Fenway. They managed to do more than that. They have the Yankees on the run. And Schilling gets the ball tonight.

``It's a chance to get us closer to the World Series,’’ said Schilling. ``It's a chance to make up for Game 1. I couldn't ask for anything more. I never mentally shut it down after that game.

``This has been so much more than I imagined it to be. I've never seen anything like this. It's never over in these games until you get the last out. It's just something special.’’

It was certainly a special couple of days at Fenway. Now the Sox resume tonight, attempting to make history and bring the World Series back to Fenway for Game 1 Saturday night.

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By Dan Shaughnessy
The Boston Globe
October 20, 2004

NEW YORK – Sunday night the Red Sox were three outs from being swept from the playoffs by the hated Yankees. They had lost a Fenway playoff game by the humiliating score of 19-8 and some members of their loyal Nation felt betrayed and abandoned.

Now the 2004 Red Sox - the wildest of wild card entries - are just nine innings away from hardball heaven and the greatest comeback story in baseball history.

Led by Curt Schilling's seven innings of four-hit pitching, the Red Sox beat the Yankees again last night, 4-2, to square their American League Championship Series at three games apiece. Tonight at Yankee Stadium they will attempt to conquer the Evil Empire on enemy soil. They will try to become the first team in big league annals to recover from a 3-0 deficit, busting ghosts that have haunted them in this venerable baseball theater for more than three-quarters of a century.

In that spirit, Tim Wakefield - who surrendered the series-losing homer to Aaron Boone last year but got the win with three innings of gutty relief in Game 5 Monday - will get the ball for Boston. With the Red Sox, it's always about history and redemption, and no Sox player embodies both elements more than Wakefield.

The winner of Game 7 moves on to the World Series against either Houston or St. Louis, though it's hard to believe there's another round after what we have witnessed in the last eight days - a patch of time when New England became the Nation that doesn't sleep.

It is fitting, almost fictitious, that it would come down to yet another seventh game (can we

have a Game of the Century two years in a row?) after all that has happened in the last 12 months, not to mention the 100 years of bare-knuckle brawls and front-office squalls that preceded last October's stunning Yankee comeback against Boston.

The Sox responded to their awful 2003 autumn in New York by trading for Schilling during Thanksgiving break. At his introductory press conference, Schilling said, "I guess I hate the Yankees now," and when he arrived in Fort Myers he'd already circled an April date on which he figured would be his first regular season start against the Yankees. Then he did a car ad in which he said he was going to Boston to "break an 86-year-old curse."

Everything went according to plan. Schilling won 21 games, more than anyone in baseball. He won his only start in the first round against the Angels. But then he was routed for six runs in three innings in Game 1 against the Yankees, and the Sox announced that he needed surgery to repair a dislocated tendon in his right ankle.

The Red Sox and Schilling were done, it seemed. More buzzard luck for Boston.

But then the fearless Franconamen rallied late in Games 4 and 5, winning both in extra innings on hits by Senor October, David Ortiz. They were perhaps the two most spectacular back-to-back postseason games in baseball history and put the Sox back in contention. Meanwhile, Schilling tried a couple of bullpen sessions with a specially fitted shoe and announced that he was ready to pitch Game 6.

And he did. And he was spectacular.

The big righty sent a message to all of the Yankees in the first inning. With one out and nobody aboard, Schilling threw a pitch that

zipped past the handsome head of Alex Rodriguez, subject of so much offseason haggling involving these ancient rivals. It was a two-seamer telegram. There would be no 19 runs, no 22 hits for the Yankees in this game. No more swinging from the heels without fear of consequence. New sheriff on the mound. All that.

Schilling retired the first eight Yankees he faced. Miguel Cairo broke up the streak with a two-out, ground-rule double to left-center in the third but Schilling got Derek Jeter on an easy fly ball.

His teammates got him all the runs he needed in the next innings. Kevin Millar hit a two-out double to left, took third on a wild pitch, then scored when Jason Varitek cracked a single to center on a 3-and-2 pitch after fouling off several two-strike pitches.

Orlando Cabrera also singled, and second baseman Mark Bellhorn, a goat for much of the series, followed with an opposite-field three-run homer to left off Jon Lieber. Bellhorn initially was stooped at second because left field umpire Jim Joyce didn't see the ball bounce off the tummy of a fan in the front row. After Francona protested and the umps convened, Bellhorn was told to complete his tour of the bases, and the Sox led, 4-0.

Schilling gave up a couple of hits to start the fourth, but retired Hideki Matsui, Bernie Williams, and Jorge Posada without allowing a ball out of the infield. He got the side in order in the fifth, notching a pair of strikeouts.

The Sox ace had retired 10 consecutive batters when Williams finally broke up the shutout, driving a 3-and-1 pitch into the upper deck in right with one out and nobody aboard in the seventh. Schilling retired the next two batters and went to the bench. He was done. He threw 99 pitches, 67 for strikes, and issued no walks.

Bronson Arroyo came on to pitch the eighth and gave up a quick run on a double by Cairo and an RBI single by Jeter. A bizarre play followed when Rodriguez bounced a ball between first and the mound. Arroyo fielded it and went to make the tag, but A-Rod slapped the ball out of the pitcher's hand. As the first base umpire gave the safe sign, the ball rolled down the left-field line, and Jeter circled the bases.

After another Francona protest, the umpires convened again, and again the ruling went in Boston's favor. Rodriguez was ruled out on interference, and Jeter was returned to first base. Arroyo then got Sheffield to pop to Varitek to end the crazy eighth.

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By Dan Shaughnessy
The Boston Globe
October 21, 2004

NEW YORK – Forevermore, the date goes into the New England calendar as an official no-school/no-work/no-mail-delivery holiday in Red Sox Nation.

The 2004 Red Sox won the American League pennant in the heart of the Evil Empire last night. In the heretofore haunted Bronx house, raggedy men wearing red socks embarrassed and eliminated the \$182 million payroll Yankees, 10-3, in the seventh and deciding game of their American League Championship Series. On the very soil where the Sox were so cruelly foiled in this same game one year ago, the Sons of Tito Francona completed the greatest postseason comeback in baseball history. No major league team had ever recovered from a 3-0 series deficit. Red Sox fans now have a stock answer for those clever chants of "1918." They'll always be able to cite the fall of 2004 when the Big Apple was finally and firmly lodged in the throats of men wearing pinstripes. This time it was the gluttonous Yankees who choked.

The Sox won the much-hyped finale on the strength of two homers (including a grand slam) by team mascot Johnny Damon and a stunning six innings of one-hit pitching from Derek Lowe, who lost his job in the Sox' starting rotation before the start of the playoffs. Pedro Martinez came on for a curious (two-run) relief stint in the seventh, followed by Mike Timlin and Alan Embree. Embree retired Ruben Sierra on a grounder to second for the final out at 12:01 this morning.

Sox players and officials celebrated on the Yankee Stadium infield and the area in front of the third base dugout a half-hour after the final out. Thousands of Boston fans gathered behind the dugout and players tossed equipment and

sprayed champagne into the stands, while the throng chanted, "Let's Go, Red Sox!"

"You know how long this team and the fans have been waiting to win a World Series," said series MVP David Ortiz. "Last year we had a bad memory and I saw a lot of my teammates destroyed. It was a big-time opportunity to get to the World Series."

Now this. The 2004 World Series begins Saturday night at Fenway Park when the Sox play the St. Louis Cardinals or Houston Astros, who play a seventh game tonight to determine the National League champion.

At this giddy, soaking, sleepless moment in time (Warren Zevon's "I'll Sleep When I'm Dead" should be a new theme for the Fenway fandom), Boston baseball fans need to remind themselves that the job is not yet done. Sweet as it was to beat the Yankees, the Sox still have to win a World Series before they throw off the dreaded pox in the home of Hub hardball. The Red Sox have been in four World Series since last winning in 1918, and each time Boston lost the seventh game.

Just four days ago, the Franconamen were three outs away from going home for another long winter of discontent. They had dropped the first three games of the Yankee series, losing Game 3 at Fenway by the hideous score of 19-8. Sunday night in Game 4, they rallied against Mariano Rivera in the ninth, then won in dramatic fashion on Ortiz's walkoff homer in the 12th. Less than 23 hours later, they won again, this time on a 14th-inning single by Ortiz. The exhausted clubs returned to New York, and Tuesday Curt Schilling willed Boston to victory with seven innings of mastery despite a dislocated tendon in his right ankle.

The rivals had already played a record 25 hours 36 minutes of baseball (over six games) when

they arrived at Yankee Stadium yesterday afternoon. Despite the fact that both managers were hindered by depleted pitching staffs, the pregame anticipation was unlike anything in the rich history of Boston sports.

Red Sox-Yankees Game 7 had the requisite classic themes of history, revenge, passion, and redemption (Lowe, for one, comes to mind). It had the two most storied baseball teams meeting in a winner-take-all game for the second time in 12 months. It had a long-suffering Red Sox Nation convinced that this really is the year.

Ever-entitled, but suddenly desperate to turn things around, the Yankees wheeled out the big guns for the finale. Bucky Dent, the man who drove a stake through the heart of New England with his pop fly division playoff homer in 1978, was summoned to throw out the ceremonial first pitch. Not satisfied with that little bit of history, the Yankees offered the Red Sox owners an opportunity to watch the game from the comfort of the Babe Ruth Suite at Yankee Stadium. John W. Henry, Tom Werner, and Larry Lucchino opted for box seats near the Sox dugout.

It was 54 degrees in the Bronx when slumping Damon (.103 in the series coming into the game) stepped in to face the first pitch from Yankees righthander Kevin Brown at 8:30 p.m. Yankees fans took comfort in the knowledge that the game was played on the birthday of the late Mickey Mantle. It ended on Whitey Ford's birthday. Didn't matter. This time the cosmic forces were aligned with Boston.

Ortiz - a.k.a. "Senor October" - crushed a first-pitch, two-run homer to right to give the Red Sox a 2-0 lead in the first inning. In the second, after Brown was pulled with the bases loaded and one out, Damon hit Javier Vazquez's first pitch over the wall in right to make it 6-0. There

was bedlam in the Boston dugout as Damon circled the bases.

The Yankees staged their only rally off Lowe in the third. Miguel Cairo was hit by a pitch, stole second, and scored on Derek Jeter's single to left. The RBI single was New York's lone hit off Lowe.

Damon launched his second homer, this one into the upper deck, with one man aboard in the fourth to make it 8-1.

As the game lurched into the middle frames, anxious Sox fans waited patiently for more outs and more innings that could deliver the Sox back into the World Series. Lowe did the job. He was the one who stopped the bleeding in Game 4 after New York scored 19 runs in Game 3, and he stuffed them again in the clincher. New York scored only 13 runs in the final four games of the series.

Lowe had retired 11 consecutive batters when he was pulled at the end of six innings. The odd relief appearance by Martinez got the Yankee crowd back into the game as the place came to life with chants of "Who's your daddy?" The Yankees rocked Martinez for three hits and a pair of runs in his shaky inning of work.

A homer by Mark Bellhorn in the eighth made it 9-3. Orlando Cabrera's sacrifice fly in the ninth completed the scoring, and Timlin, then Embree, finished off the Yankees in the bottom of the ninth.

In the end, there was the strangest sight of them all: Boston Red Sox players jumping up and down and hugging one another in the Yankee Stadium infield, laughing and goofing like little boys, celebrating their hard-earned American League pennant while "New York, New York" boomed over the public address system.

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BLOGS

and the mainstream media

CRITICAL ENGAGEMENT QUESTION

What are alternative media and what roles do they play in our democracy?

OBJECTIVES

Students will:

- Define alternative media.
- Understand different types of mainstream and alternative media.
- Compare and contrast mainstream and alternative media.
- Appraise the value of mainstream and alternative media.

STANDARDS

NCSS: Strands 4, 5, 6, 8, and 10
CCE (9-12): IA3, IB3, IIIE3, VB1, VB2, and VB5
NCTE: Standards 3, 4, 5, 7, 11, and 12

STUDENT MATERIALS

Handout A: Media Collection Activity
Handout B: Media Alternatives
Handout C: Discussion Questions

TEACHER MATERIALS

Transparency Master A:
The First Amendment
Key: Handout C

RELEVANT RESOURCES

Equal Time: 1, 2, 3, 4, and 10
Glossary of Journalism Terms
Landmark Supreme Court Cases
Media Milestones
Society of Professional Journalists's Code of Ethics

OVERVIEW

In this lesson, students will explore cable news and blogs and their impact on the more mainstream media and society. Students explore the differences between mainstream and alternative media, and begin to answer the question: Do the alternative media offer a useful voice by democratizing the process for everyone, or do they compromise the integrity of all media, leading to harmful effects?

Have we entered an era where our lives can be destroyed by a pack of wolves hacking at their keyboards with no oversight, no editors, and no accountability?

—MARK COFFEY

The competition between new and old media can help both get stories right; media bias is more openly admitted; ...new information emerges that might never have been known before. It's not perfect and it can lead to some ugly moments (besmirching someone's war-medals or possibly faking documents). But it's real and dynamic and open. It's democratic.

—ANDREW SULLIVAN



NOTES



BACKGROUND/HOMEWORK

10 minutes several days before

- A. Identify a big news story that is being covered by all news outlets, as well as a smaller story that may or may not be covered by each particular outlet.
- B. Assign students one of the media outlets listed on **Handout A: Media Collection Activity**, allowing no more than two students to cover each outlet. Have students watch or read their assigned outlet and answer the questions on **Handout A**.

Note: Give students this assignment several days in advance.



WARM-UP

10-15 minutes

- A. Divide students into groups of four and ask them to define the terms "mainstream media" and "alternative media" using the following criteria: access, commentary, popularity, and reliability.
- B. Have groups share their definitions, and come to a class consensus about the two terms and the media outlets they represent.

*Some students may say that since fewer people have **access** to cable news and blogs, that they should be considered alternative media. Others may say that because blogs and cable news are more likely to include **commentary** alongside or within news reports, that they should be considered alternative. Some students may classify cable news as mainstream because of its **popularity** over network news and blogs. Others may say that all forms of media except blogs are mainstream because of **popularity**, while still others may say that the growing **popularity** of blogs is moving them into the mainstream. In terms of **reliability**, students may say that network and cable news are mainstream because they employ editorial boards and fact checkers to help ensure accuracy, while blogs have no such traditional gate-keepers. Still others may say that blogs may be more **reliable** than network or cable news because issues of ownership will not affect content.*



HISTORICAL CONTEXT/CONSTITUTIONAL ISSUE

10 minutes

Using an overhead of **Transparency Master A: The First Amendment**, discuss the wording of the First Amendment. Explain to students that the Supreme Court has held that free speech is protected on the Internet just as it is in newspapers, magazines, and other public forms of expression.

The Supreme Court called the Internet “the most participatory form of mass speech yet developed” in *Reno v. ACLU* (1997). The Court ruled in *Reno* to strike down the Communications Decency Act (CDA), a federal law that made indecent communications online illegal. The Court held that the Act amounted to a content-based blanket restriction of free speech, and therefore violated the First Amendment. The Court reasoned that the “vagueness” of the regulations would have a “chilling effect on free speech.” The Court’s reasoning demonstrates that speech on the Internet is given at least the same protection as that in other media.

The Court has stopped the government from making what it has deemed too broad attempts to restrict speech online. In *Ashcroft v. Free Speech Coalition* (2002) the Court struck down an attempt to expand the definition of child pornography to include images of “what appears to be a minor.” In its decision, the Court held, “*The right to think is the beginning of freedom, and speech must be protected from the government because speech the beginning of thought.*” In *Ashcroft v. ACLU* (2004), the Court held that Child Online Protection Act (COPA) violated free speech guarantees because it was overly broad in the restrictions it required.



ACTIVITY

20-25 minutes

- A. Divide students into groups based on the category of media they were assigned for **Handout A**. If needed, subdivide groups so that each has no more than four students.
- B. Have groups discuss their observations from **Handout A** and their media outlet and complete their section of **Handout B: Media Alternatives** as a group.
- C. Have students jigsaw into new groups of four. Each

group should have at least one student from each media category (broadcast news, print news, cable news, or blogs). Have students share their findings about their own outlet and complete **Handout B** for all four media categories.

- D. Distribute **Handout C: Discussion Questions** and have students discuss the questions in their groups.
- E. Reconvene the class and ask: Do the alternative media offer a useful voice by democratizing the process for everyone, or do they compromise the integrity of all media, leading to harmful effects?



HOMEWORK

- A. Have students write an editorial defending one of the following stances: "Alternative media harm our democratic process," or, "Alternative media benefit our democratic process." Students should mail or email their editorials to a print or Internet newspaper.
- B. Have students read "Bloggers Keep Watch on Journalists" at <http://www.abc.net.au/news/newsitems/200502/s1303532.htm> and write a paragraph summarizing the described effects of blogs on the mainstream media.

EXTENSIONS

- A. Have the class brainstorm a list of topics they'd like to write about, and have students create their own daily blog for a month. Students should write daily entries as well as respond to other students' blogs. Websites that host blogs for free include <http://www.blogger.com/> and <http://www.ebloggy.com/>.
- B. Have students research the evolution of a story that gained momentum through the writing of bloggers and write a one-page expository essay. (For example, "Rathergate" and forged documents, or the discrediting of White House reporter Jeff Gannon.)
- C. Have students read "Blogging Can Get You in Trouble at Work" at <http://abcnews.go.com/WNT/Business/story?id=485895>. Have students write a one-page argumentative essay defending the rights of bloggers, or the rights of employers to fire bloggers.

Directions: Write in the stories you will be watching or reading for, and circle the media outlet that you have been assigned. After reading or watching your outlet, answer the questions.

Major News Story: _____

Smaller News Story: _____

Broadcast News:

ABC News: World News Tonight
CBS News: CBS Evening News
NBC News: NBC Nightly News

Cable News:

CNN
FOX
MSNBC
CNBC

Print News:

local area newspaper (hardcopy or access online)
The Miami Herald (www.herald.com)
The Washington Post (www.washingtonpost.com)
The Washington Times (www.washingtontimes.com)

Blog Sites:

www.southernappeal.blogspot.com
www.nationalreview.com/thecorner/corner.asp
www.volokh.com
www.andrewsullivan.com
www.dailykos.com
www.talkingpointsmemo.com
www.yglesias.typepad.com/mattew
www.juancole.com

1. Who is writing/reporting in your source?
2. Where/when are the stories presented (beginning, middle, end, of the page/broadcast, or not at all)?
3. Does your outlet claim to have a certain slant? Did it seem to be biased to you? How can you tell?

Directions: Fill in the information you collected about your assigned media outlet, including similarities and differences among your group members' findings.

BROADCAST NEWS		CABLE NEWS	
Major points:		Major points:	
Reliable source?		Reliable source?	
Differences:		Differences:	
PRINT NEWS		BLOG SITES	
Major points:		Major points:	
Reliable source?		Reliable source?	
Differences:		Differences:	

student handout – B

DISCUSSION QUESTIONS

Directions: Read the following quotation and discuss the questions below.

"[T]he democratic din of thousands of competing voices is exactly what the Founders envisioned when they sought to protect the rights of pamphleteers, who were the bloggers of the early republic... Anyone... can hang out a shingle on a Web page. But with that right come certain obligations that are enforceable only through public ridicule..."

—Jonathan Alter
Newsweek Magazine

Source: "The End of 'Pay to Praise.'" MSNBC, Feb. 7, 2005.
<http://www.msnbc.msn.com/id/6884762/>

1. When did alternative media become a significant voice in American society?
 - i. Do you ever watch cable news? _____
 - ii. When did you first hear the word blog? _____
 - iii. Do you read a blog regularly? Occasionally? Never? _____
 - iv. Do you write your own blog? _____
2. How do alternative media differ from mainstream media?
 - i. How do cable news differ from network news? (Does it?) _____

 - ii. How do blogs differ from newspapers, network news and cable news? (Do they?) _____

3. Why do alternative media differ from mainstream media?
 - i. What must one do to work as a professional journalist? What must one do to start a blog?

ii. Might today's alternative media be the future's mainstream media? _____

4. What are the effects of those differences?

i. Should a college degree in journalism or English be a requirement to be a reporter? Why or why not? _____

ii. Should bloggers bypass traditional media gate keeping when determining what is "newsworthy"? (for example, the agreement of an editorial board, other newspaper's and broadcasters' decisions, or community interests)

iii. Should news always be free from bias? _____

iv. Does "public ridicule" always follow when the media get a story wrong? Occasionally? Never? _____

1.1 EXPRESSION AND STUDENTS

HANDOUT C1

1. The school withheld Caitlin's diploma because she deviated from her pre-approved speech at graduation.
2. Some students will say that students should have to get speeches pre-approved. When students stand up at graduation to make speeches, they are representing the school community. The administration needs to know what they will be saying, and should be able to offer guidance and editing if the planned remarks are inappropriate. Some students will say that no, students should not have to obtain official approval before making their speeches. Valedictorians and other honored speakers have earned the right to address their community and should not have to show their speeches to anyone before they make them.
3. Answers will vary.

HANDOUT C2

1. Timothy was suspended because he wore a shirt with confederate flags and wording the school said was in violation of the school dress code.
2. Some students will say that yes, if clothing falls within a description specifically banned by the dress code, then schools have the right to ban it. A confederate flag may fall within the definition of racist implications prohibited by the dress code. The school has an interest in making the learning environment as distraction-free as possible. Other students will say no, that it is impossible to predict what may be offensive to some. Symbols and other ambiguous signs cannot be banned because their meanings are as various as individuals.
3. Answers will vary.

HANDOUT C3

1. Some students will say the principal pulled Katy's article because it contained flaws and unattributed sources, and therefore was not an example of good journalism. Others will say he pulled the story because it was critical of the

school district, and that it did not contain errors or the daily paper would not have run it.

2. Some students will say no, school principals should not have the power to approve or reject the content of school newspapers. The publication represents the students' voice and they should be allowed to determine what stories go in the paper. Other students will say that yes, the principal is ultimately in charge of the school and therefore has an interest in how the school is represented. Even if students produce a newspaper, it continues to represent the school community as a whole.
3. Answers will vary.

Note: the Supreme Court case Hazelwood v. Kuhlmeier (1988) specifically applies to Special Reports on Handouts C3 and C4: "The question whether the First Amendment requires a school to tolerate particular student speech—the question that we addressed in Tinker—is different from the question whether the First Amendment requires a school affirmatively to promote particular student speech. The former question addresses educators' ability to silence a student's personal expression that happens to occur on the school premises. The latter question concerns educators' authority over school-sponsored publications, theatrical productions, and other expressive activities that students, parents, and members of the public might reasonably perceive to bear the imprimatur of the school. These activities may fairly be characterized as part of the school curriculum, whether or not they occur in a traditional classroom setting, so long as they are supervised by faculty members and designed to impart particular knowledge or skills to student participants and audiences."

HANDOUT C4

1. Some students will say that the principal pulled Veronica's story because it made the school look bad. As he told her, the article gave information about the drug problem at the high school. Other students will say he pulled the story because, since the story referenced unidentified sources, he was unable to determine whether the story was accurate.
2. Some students will say no, school principals should not have the power to approve or reject the content of school newspapers. The publication represents the students' voice and they should be allowed to determine what stories go in the paper.

Other students will say that yes, the principal is ultimately in charge of the school and therefore has an interest in how the school is represented. Even if a paper is produced by students, it continues to represent the school community as a whole.

- Answers will vary.

1.3 GOT FACTS? OR FICTION?

HANDOUT A

- true
- true
- true
- true
- true

HANDOUT D

- Students may suggest: Journalists should not use ads as the sources of their information. Journalists should always obtain at least one independent confirmation of facts in their stories. Editors should do independent fact-checking themselves. Journalists with overt political affiliations should not do political news reporting. TV networks and newspapers should make clear when they are reporting news versus presenting editorial opinion.
- Students may suggest that they should try to find corroborating information of news reports. They can use alternative forms of media such as cable news and blogs to try to balance the news they read/hear. They can take the time to read the specific language of policies that are being reported on, or watch C-SPAN to see the actual workings of government that are being reported on. Readers and viewers of news should be on the lookout for biased reporting. Voters can turn to independent, non-partisan watchdog groups which monitor the claims being made in political advertisements and reports.
- Students may suggest that they can stop buying newspapers which habitually report inaccurate or slanted news. They can write letters of complaint to advertisers of newspapers and news networks that habitually report inaccurate or slanted news. They can write letters to the editor to newspapers

that report inaccurate news. They can call into radio and television shows and identify mistakes. They can start their own blogs and act as media watchdogs.

11.2 GOVERNMENT AND PRIOR RESTRAINT

HANDOUT A

- CON (Oral Argument, *New York Times v. United States*, 1971)
- CON (Oral Argument, *New York Times v. United States*, 1971)
- PRO (*New York Times v. Sullivan*, 1964)
- CON? (*Schenck v. United States*, 1919)
- CON (*Schenck v. United States*, 1919)
- CON (Justice Blackmun Dissenting in *New York Times v. United States*, 1971)

HANDOUT D

Vocabulary

- preventative actions
- obvious
- diminish
- demand
- limit
- supporter
- sacred
- strongly-worded
- criticize
- most important
- natural
- go against

Reading Comprehension

- 1789
- bill of rights
- James Madison
- the executive, legislative and judicial branches of government
- unconstitutional

Critical Thinking

- Every moment that these newspapers are not permitted to inform the public is a terrible violation of the First Amendment.
- The Founders understood that the press fill a role in preserving liberty. They are responsible to the people, not to government leaders.

3. Only a press that is not under the government's control will be able to bring government corruption to light.
4. It is obvious by reading the history of the First Amendment that the kind of government censorship being attempted here is exactly what Madison and the Founders wanted to stop from happening.
5. People cannot make informed decisions about whom to elect, (and therefore cannot make their republic secure), when information about their government is kept from them.

III.1 ETHICS AND THE MEDIA

HANDOUT B

2. Action: The reporter therefore tells his source that he cannot keep his identity a secret and must disclose his political ties. Resolution: The source retracts his information, or, the source takes responsibility and agrees to have his name used in the story. (Seek Truth and Report It)
3. Action: The reporter decides not to do that herself. Resolution: The reporter has not heightened the grief of bereaved family members. (Minimize Harm)
4. Action: The reporter decides to hold off on printing the information. Resolution: The defendant's right to a fair trial has been safeguarded. (Minimize Harm)
5. Action: The columnist declines the money. Resolution: He maintains his independence by not being influenced by the bribe. (Act Independently)
6. Action: The reporter does not include the information about the athlete's homosexuality in his feature. Resolution: The athlete's privacy is preserved. (Minimize Harm)
7. Action: The editor adds a Letters to the Editor section to her newsmagazine to invite dialogue with the community. Resolution: The public is encouraged to have a dialogue with the media. (Be Accountable)
8. Action: The reporter tells his editor about the

mistake so the paper can print a retraction. Resolution: He has admitted his mistake and corrected it promptly. (Be Accountable)

9. Action: The cameraperson tells the rest of the crew that the patient has not consented to being filmed, and they should stop. Resolution: The heart attack patient's privacy is preserved. (Minimize Harm)

III.2 BIAS AND RECOGNIZING IT

HANDOUT A

1. Objective means dealing with facts only, without consideration for personal feelings.
2. Students may suggest fair, neutral, balanced, factual, accurate, or honest.
3. Biased means favoring one side over another, or giving a positive or negative slant to something.
4. Students may suggest prejudiced, unfair, opinionated, partisan, unfair, or unbalanced.
5. Answers will vary.

HANDOUT B

Disapproving terms

1. riot
2. hysterical
3. aggressive
4. shrill
5. fanatic
6. obsessed
7. zealot
8. lecture
9. pro-abortionist
10. threaten
11. throw a tantrum
12. stubbornness
13. terrorist
14. scheme
15. scrambled
16. insisted
17. agenda
18. cunning
19. heated
20. frantically

HANDOUT C

1. Andre Agassi and Serena Williams both won in straight sets.
2. Senators Hillary Rodham Clinton and Joseph Lieberman addressed the Democratic National Committee on Friday.
3. Two advocacy groups sent representatives to the hearing: The Griffin Group and the Burchard Group.
4. The Navy's mission team included four aviators from Miramar and one aviator from Patuxent Naval Air Station.

HANDOUT D**Sample story: Facts**

Topic: School principal officially proposes beginning year-round schooling at last week's school board meeting to increase student learning. Community reaction is mixed.

Who: Principal Catherine Ash

What: Principal's proposal to have school year-round, with three two-week breaks between semesters.

When: last week

Where: the school board meeting

Why: to increase student learning

How: proposal is met by mixed reaction

Quote #1: Principal Ash said, "Attending school year-round will minimize the knowledge drain that occurs when students have 8 weeks off during the summers."

Quote #2: School board member Joan Murray said, "I am concerned that year-round school will place a burden on families in the community."

Sample story: (slant = disapproving)

At last week's school board meeting, Catherine Ash presented her scheme to force students to attend school all year long with no substantial vacations. Ash insisted, "Attending school year-round will minimize the knowledge drain that occurs when students have 8 weeks off during the summers."

The school board members did not all share Ash's notion that brain-drain is a problem that warrants instituting year-round classes. They also did not share her fervor for year-round schooling. School board member Ms. Joan Murray pointed out, "I am concerned that year-round school will place a burden on families in the community."

Sample story: (slant = approving)

At last week's school board meeting, Principal Catherine Ash presented a plan for year-round schooling. The plan, designed to increase students' retention of knowledge, provides for six total weeks of student vacation. Principal Ash explained, "Attending school year-round will minimize the knowledge drain that occurs when students have 8 weeks off during the summers."

One school board member brought up the possibility that the lack of an extended break during the summer months would be difficult for families to cope with. School board member Joan Murray wondered aloud, "I am concerned that year-round school will place a burden on families in the community."

IV.1 ARGUMENT THROUGH LOGIC AND EMOTION

HANDOUT A

1. associated
2. striking back
3. numbing
4. wealthy
5. twist unnaturally
6. declining
7. bottomless pit
8. dangerous
9. present but not visible
10. threatening
11. law
12. obviously religious
13. hypocritically devout
14. something of little importance
15. sparkling

HANDOUT B

1. *logos*
2. *pathos*
3. *pathos*
4. *logos*

5. *pathos*
6. *logos*

ACTIVITY KEY

(Paragraph numbers refer to the document located at <http://teachingamericanhistory.org/library/index.asp?document=100>)

Logos

Paragraph 1: King introduces himself and his situation using facts.

Paragraph 2: King provides the reason for his protest.

Paragraph 3: "*There have been more unresolved bombings...nation.*" King gives a statistical support for his claim of racism in Birmingham.

Paragraph 4: "*In these negotiating sessions... demonstrations.*" King provides facts about Birmingham's refusal to desegregate.

Paragraph 5: King explains the need for direct action

Paragraph 6: "*My friends...pressure.*" King explains the lack of progress without legal and non-violent pressure.

Paragraph 7: "*We have waited...rights.*" King cites the number of years that African Americans have been denied equal rights in America.

Paragraph 10: "*It is expressed...discrimination.*" King provides evidence of the chance for oppressed groups to turn to violence.

Paragraph 11: King explains why he has advocated sit-ins and freedom rides as means of protest that prevent violence.

Paragraph 12: "*I have heard...brother.*" "*In the midst...concern...*" King points out the flaws in directions he has heard clergy members make to their congregations about following the law.

Pathos

Paragraph 3: "*Its ugly record,*" "*notorious reality,*" "*these are the hard, brutal and unbelievable facts.*" King's word choices are designed to arouse anger and indignation in the reader.

Paragraph 4: "*victims of a broken promise,*" "*blasted hopes,*" "*dark shadow of disappointment...*" King's word choices are designed to arouse outrage and sympathy.

Paragraph 5: "*History is the long and tragic story...*" King's word choices are designed to arouse outrage and sympathy.

Paragraph 7: "*jet-like speed,*" "*horse and buggy pace...*" The comparison is designed to arouse anger and indignation in the reader.

Paragraph 8: King uses several emotional examples: lynch mobs, family, and his own experience designed to arouse anger, outrage and sympathy.

Paragraph 9: "*gravely disappointed,*" "*regrettable conclusion,*" King's word choices are designed to arouse sympathy and hope that his conclusion is wrong.

Paragraph 10: "*It is made up... 'devil.'*" King's word choices are designed to arouse sympathy and perhaps fear.

Paragraph 11: King's word choices are designed to arouse sympathy and perhaps fear.

Paragraph 12: "*In spite of my shattered dreams...*" "*longed to hear...*" "*mighty struggle,*" King's word choices are designed to arouse sympathy and hope.

Paragraph 13: King's word choices are designed to inspire happiness and hope.

IV.2 PROPAGANDA AND PRESIDENTIAL ELECTION

TRANSPARENCY MASTER B

Responses for photo found at: <http://www.time.com/time/covers/1101040719/teamup/2.html>

1. The candidate is talking to two other people – perhaps members of his staff or journalists.
2. The picture appears to have been taken in a nicely decorated office.
3. The other people are dressed in business clothes, suggesting they may be on the candidate's staff.

They are leaning forward as though they are very interested in what the candidate is saying.

4. His hands are apart and open, suggesting he is open and approachable. He is sitting in a casual manner, showing he is approachable and friendly. He is also leaning forward rather than resting his back against a chair to show he is energetic and interested in the conversation.
5. Wearing casual pants and a long-sleeved shirt with the sleeves rolled up suggests that the candidate is a "regular guy."
6. The lighting is soft, and the lamp in the left of the frame is on, suggesting it is evening or early morning. The implication is that the candidate is a hard worker and willing to work long hours. These qualities may make the viewer feel like the picture is an intimate glimpse into a private meeting between the candidate and two others.
7. He is the same size. He is literally on the same level as the other people and the viewer, suggesting he is a "regular guy."
8. The target audience of this picture is middle-class voters who work in offices and wear business-casual clothing.

Responses for photo found at: <http://www.time.com/time/covers/1101040719/teamup/2.html>

1. The candidate is walking through a brushy and woody landscape holding a chainsaw.
2. This picture was taken in the outdoors, near a stream.
3. The candidate is alone.
4. He is striding confidently, suggesting rugged individualism. It suggests he is a strong leader. The look on his face is determined. He is holding a chainsaw at hip level in his left hand, suggesting he takes on challenges aggressively.
5. He is wearing jeans with a belt and belt buckle, casual long sleeved shirt, and sunglasses. This suggests he is a self-reliant individual who takes care of his own land.
6. The lighting is bright daylight. Shadows fall across the candidate's face and body emphasizing the untamed nature of the environment and the candidate's dominion over it, or that he is a person who enjoys and appreciates nature.

7. He is alone in the picture, but the picture appears to have been taken from slightly below, making the candidate appear larger and more powerful.
8. The target audience of this picture is working-class voters who enjoy the outdoors and power tools, and wear casual clothing.

IV.3 IMAGES AND SELLING IDEAS

HANDOUT A

iPod image: Students will most likely focus on color, size, and space. The black, silhouetted figure against the bright pink background makes the figure jump off the page. The size is intimidating as well, as it is up front and centered, demanding our attention. Because the figure is in silhouette, it seems ubiquitous and anonymous. The advertiser wants us all to see ourselves in the faceless form. Students will most likely see themselves as the target audience. The figure is young and stresses values of excitement and fun. The overall message is that in order to be a part of this scene, one needs to have the proper "gear": an Apple iPod. The ad suggests that "you" can have this if "you" want it.

Protest image: Many of the comments about catching the viewer's attention and artistic technique will be the same. Vibrant background colors, often symbolizing happiness and joy, are a shocking juxtaposition with the silhouetted armed figures and the tortured prisoner. Once again, students will most likely see themselves as the target audience. The message of the poster is playing on the values of the iPod advertisement, but calls into question the reality of "excitement and fun" for soldiers and Iraqis. The overall message is that the viewer should oppose the war.

IV.4 VOICE: WHAT IS SAID AND NOT SAID

HANDOUT A

Deconstruction:

I am writing to tell you what a unique individual Jason Wilson is.

He's the worst goof-off I've ever met.

I have been teaching for over 20 years, and can honestly say that I have never taught anyone like him.

Because he's the worst one. If I'd had any more students like him, I never would have been able to teach for so long.

When he turns in his work, I am always amazed at its quality.

It's so unbelievably bad.

His research papers are the talk of the English Department.

No one can get over how little effort he puts into his work.

In class, he is always energetically engaged in discussions.

He talks about sports, video games, and cars –anything except what when I'm trying to teach about.

Your university would bring out Jason's talents and creativity.

But, I don't think he has any.

I am confident that Jason has the ability to do well in the future.

He sure hasn't done well in the past.

He will continue to demonstrate the same level of ability and commitment that he has demonstrated in high school.

Which is zero.

I would like to recommend Jason to your university.

But I can't.

HANDOUT E

John Ashcroft

- Most of the sentences in paragraphs 1-3 contain abstract, official sentence subjects: decision; decision; information; intelligence community; reporting; intelligence reports. Some students may suggest their effect is to make it seem as though the decision to raise the threat level has been very carefully considered by many. Others may suggest their purpose is to avoid attributing the decision

to any one person. Sentences 9-19 contain first person pronouns: *I, I, we, we, we, we, suspected terrorists, terrorists, we, we, we*. Students may suggest he uses "I" in an official way to describe actions he has taken as attorney general. Others may say the use of "we" encourages American citizens to share in a sense of accomplishment.

- "dealt with" [paragraph 7] instead of "killed" or "jailed" to refer to United States actions regarding al Qaeda key commanders. "have met a different fate" instead of "have been killed." Students may suggest the purpose of these euphemisms is to direct Americans' attention away from U.S. government killing people.
- "attack" [paragraph 3 (x2) and paragraph 4 (x2)] "innocent" [paragraphs 2 and 3] "terrorist" [paragraphs 3 and 7 (x3)] "al Qaeda" [paragraphs 3 (x2), 4 (x2) and 7] Students may suggest the purpose is to explain why the threat level has been raised. Others may suggest the purpose of repeating these terms is also to inspire fear in the audience.
- frequent use of passive voice, official, bureaucratic, government-style, business-like, no contractions, formal. Students may say the speech is designed to arouse anger and fear and subsequently offer reassurance.
- The speech does not say what specific action is being taken. The speech does not say who "conferred" and who made the decision to raise the threat level. Euphemisms as discussed in question 2 allow the speaker to avoid directly saying what action the U.S. government has taken. Students may point out other information the speech does not say based on their answers to the warm-up.

Tom Ridge

- Ridge repeatedly uses first person subjects. Students may suggest the purpose of this is to show listeners that Ridge understands their worries and reassure them.
- "something might happen" [paragraph 3] and "something happened" [paragraph 4] instead of "terrorists attacked" Students may suggest the purpose of these euphemisms is to increase the reassurance of Tom Ridge's speech.

3. "attack" [paragraph 4 and 5 (x2)] "family(ies)" [paragraphs 1, 3, 4 (x2), and 7] "parent(s)" [paragraphs 2 (x2), 3, and 5] "comfort(able)" [paragraphs 3 and 4] repeated use of "I" and "you" Students may suggest these terms are repeated to help listeners feel safe and to trust Tom Ridge as someone who is not only a government official who will protect them but also a private citizen who understands their worries and is speaking directly to them.
4. conversational, informal, friendly, personal. Students may say the speech is designed to comfort listeners.
5. The speech does not say what "forms" of attacks to expect, or what specific actions families can take to "minimize the damage" or "avoid it all together." Students may point out other information the speech does not say based on their answers to the warm-up.

V.1 THE BILL OF RIGHTS AND FAHRENHEIT 451

HANDOUT A

1. Reading subjects are unlimited. / D / Only certain topics can be read about.
2. Advertising is everywhere. / S / Advertising is everywhere.
3. Reality shows are popular. / S / Reality shows are popular.
4. Computers control many functions of society. / S / Computers control many functions of society.
5. Many different news channels exist. / D / Only government-controlled news is broadcast.
6. There are many live news shows. / D / "Live" news shows often faked.
7. Radio music is played for enjoyment. / D / Seashell radios are used to calm people down and block outside noise.
8. Billboards are very common, but some highways forbid them. / D / Billboards must be 200 feet long so drivers can read them.
9. People can choose from many books. / D / Most books are forbidden.

10. People may own books. / D / People may not own books and firemen destroy them.
11. History is passed on from generation to generation. / D / "History" is changed to suit the needs of the government.
12. Some people own plasma screen TVs. / D / All televisions have wall-sized screens.
13. Some TV shows have Internet or text-message voting from home. / D / Viewers play roles in soap operas.
14. Jury trials are guaranteed for accused criminals. / D / Jury trials are not provided.
15. Police use drug-sniffing dogs. / D / Mechanical hounds hunt and kill suspected criminals.

HANDOUT B

People cannot own books. Firemen destroy them.

- First protects freedom of speech – the government cannot censor ideas simply because it does not agree with them.
- First protects an individual right to publish.
- Fourth protects the right to own property.
- Fifth protects the right to due process before property can be taken (eminent domain).

Mechanical hounds hunt and kill suspected criminals with no trial.

- Fourth protects against unreasonable searches and seizures.
- Fifth protects due process rights before "life, liberty or property" can be taken.
- Sixth protects right to jury trial.
- Sixth protects right to be informed of accusations.
- Sixth protects right to examine and call witnesses.
- Sixth protects right to have a lawyer.

Billboards must be 200 feet long so drivers can read them.

- First Amendment protects free expression, including commercial speech.
- First Amendment also protects individual free speech.

- Fifth protects individual property rights.
- Tenth may protect states from federal government mandating specific sign size.

Only government-controlled news is broadcast.

- First forbids Congress from abridging a free press.
- First protects an individual right to publish.
- Fourth protects right to own property.
- Fifth protects due process rights when government takes property (broadcasting company, satellites, etc).

V.2 MYTH AND THE MEDIA

HANDOUT A

1. bravery, sacrifice, selflessness, determination, loyalty, strength, etc.
2. police officers, firefighters, athletes, teachers, doctors, nurses, civil rights workers, medical researchers, soldiers, etc.
3. A police officer's life, to use language of the hero archetype, involves embarking on a daily quest to fight crime, as well as a larger career-long quest to keep society safe. S/he may encounter an armed robber, engage in a struggle, and emerge victorious by arresting the criminal. In so doing, s/he has vindicated the society's goals of respect for the rule of law, peaceable living and respect for others' lives and property.

HANDOUT B

"Two Wins in Hand, Two to Go."

1. The Red Sox beat the Yankees 5-4 last night in Boston.
2. "mythic Ortiz;" "longest game in League Championship Series history;" "no time to rest;" "attempting to go where no team has gone;" "if the boot works;" "the slipper may fit;" "turning into pumpkins;" "insurmountable lead;" "foiled by runners caught stealing;" "falling behind three games to none;" "sacred sod of Fenway;" "attempting to make history"
3. perseverance, character, bravery, guts, heart, sacrifice

"On to a Game Seven Showdown"

1. The Red Sox beat the Yankees 4-2 last night in New York.
2. "greatest comeback in baseball history;" "conquer the evil empire on enemy soil;" "busting ghosts that have haunted them in this venerable baseball theater for more than three-quarters of a century;" "gutty relief;" "almost fictitious;" "break the 86-year old curse;" "fearless Franconamen;" "ancient rivals"
3. teamwork and individual sacrifice for the common good

"A World Series Ticket"

1. The 2004 Red Sox won the American League penant in New York last night.
2. "Forevermore;" "in the heart of the evil empire;" "heretofore haunted;" "raggedy men;" "cruelly foiled;" "greatest postseason comeback in history;" "Firmly lodged in the throats;" "gluttonous Yankees;" "Derek Lowe, who lost his job;" "throng;" "the job is not yet done;" "throw off the dreaded pox;" "long winter of discontent;" "exhausted clubs;" "willed Boston to victory...despite a dislocated tendon in his right ankle;" "depleted pitching staffs;" "unlike anything in the rich history of Boston sports;" "history, revenge, passion and redemption;" "long suffering Red Sox nation;" "drove a stake through the heart of New England;" "summoned;" "slumping Damon;" "cosmic forces aligned with Boston;" "sacrifice fly"
3. force, power or aggression, desire to succeed, compassion and caring for others, individualism, teamwork and individual sacrifice for the common good

V.3 BLOGS AND MAINSTREAM MEDIA

HANDOUT C

1. Answers will vary, but students may recognize the growing influence of cable news as an alternative to network news, and may point out the relatively recent but fast-growing influence of bloggers on the mainstream media.
2. Students may suggest that cable news organizations are more likely than network news to be biased in their presentation of news. Others may say that cable news is no more biased than network news, but they are simply more likely to

acknowledge their bias so viewers can be aware of it. Cable news, which often runs 24 hours, has more opportunity to run in-depth stories, feature commentary and magazine shows, and provide interactive opportunities for viewers such as call-in shows, Internet voting on questions-of-the-day, and other programs. Students may say that blogs differ from all other media in that anyone can create one. They may be more likely than cable or network news to be biased, and to openly acknowledge their bias. Some students may say that since anyone can write a blog, the quality of writing and depth of reporting may not be as high as that in newspaper reports or broadcast stories. Others may say that the quality of blogs can be just as high as other media forms, particularly when college professors or other experts in a particular field write them. Mainstream media and cable news often have much greater financial resources to cover stories, but bloggers may have the greater resources of time and intense interest in covering stories.

3. Students may say that to become a professional journalist one must go to college to earn a journalism degree. They may say that in order to get a lot of exposure as a writer in a large paper, reporters must work at small, local papers first, which involves a commitment of many years. By contrast, anyone with a computer and Internet access can start their own blog, which could theoretically be read by more people than read a syndicated newspaper columnist. Some students may say that yes, today's "alternative" media is simply tomorrow's "mainstream" media as more and more people consume it every day. Others may say that the statement is not necessarily true of all forms of alternative media.
4. Students may recognize the value of newsroom consensus as to what constitutes newsworthiness, but may also recognize the potential importance of a solitary voice bringing a story (that might otherwise have been ignored) to the public. They may point to the effect bloggers have had of forcing mainstream news to cover stories that had previously not been deemed newsworthy. By bringing a wider range of stories to the public's attention, the process of determining newsworthiness is democratized.
5. Answers will vary, but students may suggest that all news is biased and it is better to acknowledge the bias than to pretend it is not there. Others may say that bias in news is never appropriate, and

that presenting a story neutrally is the best way to report. Some students will point to the "public ridicule" that accompanies a news organization getting a story wrong (the election of 2000 or "Rathergate" for example). Other students may say that there are media watch dog groups who report on the media's mistakes, and that those groups constitute "public ridicule" to check the media's accuracy. Others will say that the public is too apathetic to act as media watchdogs.

A NOTE ON STANDARDS

The following national standards are referenced in this publication:

CCE: Center for Civic Education

NCSS: National Council for the Social Studies

NCTE: National Council of Teachers of English