

DOCUMENT RESUME

ED 250 260

SO 016 036

**AUTHOR** Morse, Julie C.; Pereira, Carolyn  
**TITLE** Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.  
**INSTITUTION** Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, Los Angeles, Calif.  
**PUB DATE** 80  
**NOTE** 82p.  
**AVAILABLE FROM** Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 (\$8.00).  
**PUB TYPE** Guides - Classroom Use - Guides (For Teachers) (052)  
**EDRS PRICE** MF01 Plus Postage. PC Not Available from EDRS.  
**DESCRIPTORS** \*Citizen Participation; \*Citizenship Education; \*Civics; Constitutional History; Instructional Materials; Learning Activities; \*Newspapers; School Community Programs; Secondary Education; Social Problems; United States History  
**IDENTIFIERS** \*Law Related Education

**ABSTRACT**

A 3-section handbook provides secondary school teachers with concrete suggestions on how to use the newspaper to promote a constructive, participatory citizenry. Materials and lessons can be easily integrated into either language arts or social studies courses on history, government, law, American problems, or current events. The lessons can also be used as the basis for an independent course. The first section, "Citizens' Beat," consists of a series of 20 lesson plans, all of which are self-contained and may be used in any order. Most of the lessons can be completed in one day or extended over several class periods, depending on teacher preference. Individual lessons focus on format and content of the newspaper, "The 5 W's and H" (who, when, where, what, why, and how), news analysis skills, the role of a free press, and the newspaper as a vehicle for teaching law-related education. The second section, "What Can You Do about the News?" provides hands-on experience in taking action on a particular problem or issue identified in the news. It emphasizes community services and enables students to understand better how to influence public policy and law-making. The final section, "See It in Print," contains guidelines for a peer audience based writing program. (LP)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

# CITIZENS ON ASSIGNMENT

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

\* This document has been reproduced as  
received from the person or organization  
originating it.  
Minor changes have been made to improve  
reproduction quality.

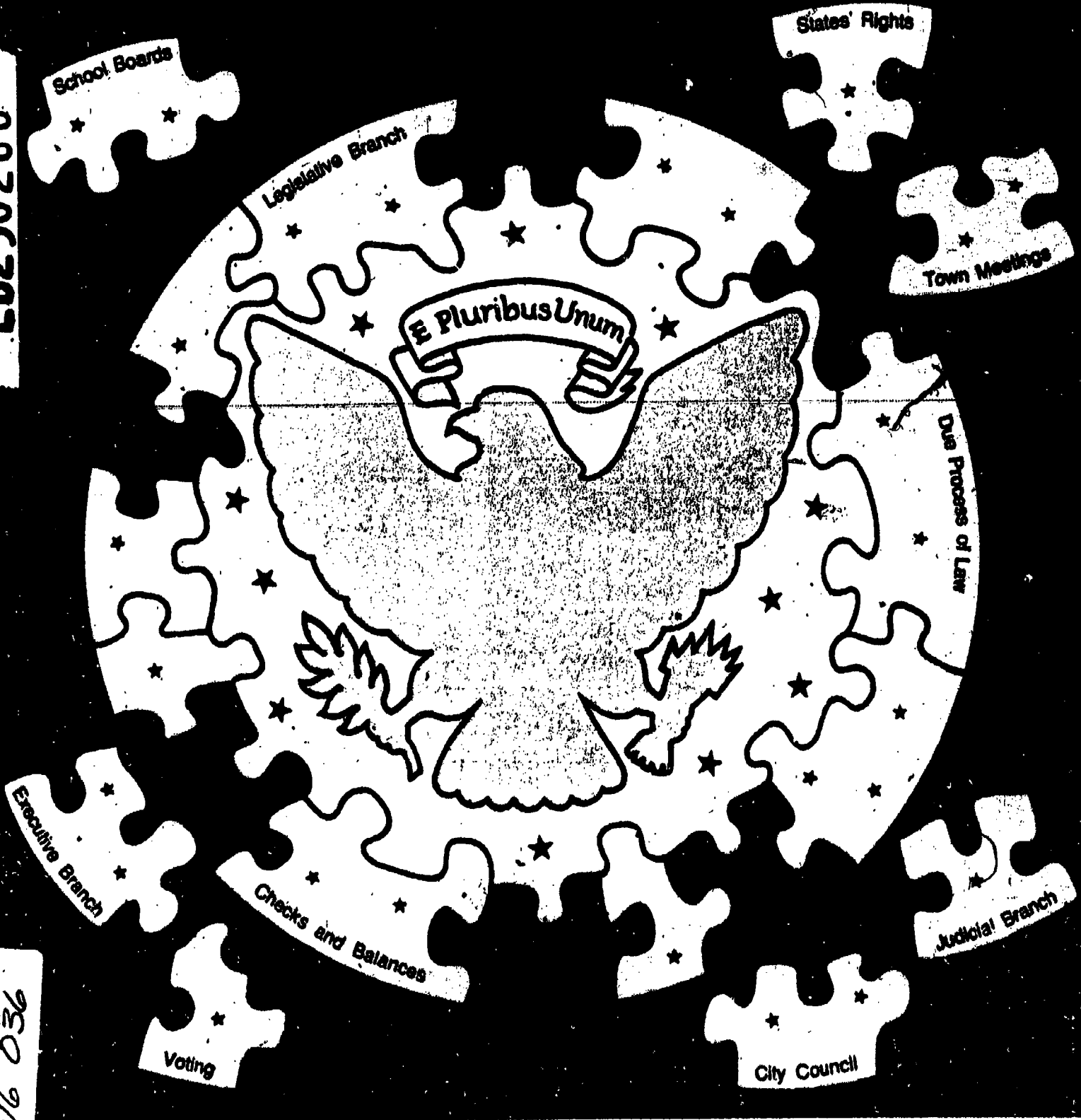
• Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL IN MICROFORM ONLY  
HAS BEEN GRANTED BY

Marshall Cuddy

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

ED250260



036 016 036

**A Newspaper in Education Curriculum on Citizenship**

# **CITIZENS ON ASSIGNMENT**

**A Newspaper In Education  
Curriculum on Citizenship**

**by**

**Julie C. Morse  
Curriculum Coordinator  
Chicago Sun-Times**

**&**

**Carolyn Pereira  
National Director  
Constitutional Rights Foundation  
Offered by ANPA Foundation**

**\*Chicago Sun-Times/Constitutional Rights Foundation - 1980**

# CITIZENS ON ASSIGNMENT

## Introduction

For almost two centuries one of the primary objectives of education in the U.S. has been the creation of a constructive, participatory citizenry. As early as the North Carolina Ordinance, education was seen as essential to our government. The Ordinance allotted a certain portion of land in each township for education—"knowledge being necessary to good government and the happiness of mankind." The creation of a constructive, participatory citizen poses a tremendous challenge for teachers and schools. It is not easy to give young people the skills and experience necessary for "good citizenship". To be a good citizen an individual must obtain information, analyze it, make choices given limited and sometimes conflicting information, and take action.

Although several curriculums provide suggestions, one curriculum that leads itself particularly well to teaching this is a curriculum based on the daily newspaper.

Students' knowledge or lack of knowledge on how our legal system operates is shocking. We do need help. Consider some of the data from the 1976 National Assessment of Education Progress (NAEP) regarding high school seniors:

- 47% believed that a President can appoint Congressmen
- 47% did not know that each state has two Senators
- 54% did not know Congress has the power to increase our income taxes
- 28% did not know it is legal to start a new political party

Our young citizens need to know more. Obviously by simply teaching news content a student would gain a great deal of basic information about citizenship. For example, election coverage makes it obvious that Congressmen are elected, not appointed by the President and the congressmen have the responsibility of regulating the tax we pay—a standard portion of anyone's speech who is running for office.

The information provided in any American newspaper not only covers the "basics" but does so in a meaningful way. The "basics" are simply not a series of isolated facts. The information is set in a context of reality and connected to other events. These connections provide important linkages for a student to retain and use information. The linkages are important but so is the immediacy of the information. The student cry for relevancy in the curriculum is certainly answered by news content. Newspapers' business is reporting news important to us all.

Basic, relevant information in context also comes interestingly packaged. Good newspaper writing is concise and to the point, and uses phrases and words which attract the reader's interest. Therefore not only is basic information available in newspapers, it is presented so that students can read it and can retain the information more easily because it is in context and is relevant to the "now".

However, information without analysis is not enough. Students must learn to use information to generate questions of their own. If we taught students to believe everything they read in the newspaper we would be doing a great disservice to them as well as all of society. Fortunately newspapers themselves make it difficult to do this because they contain contradictory articles. Information from different sources often differs dramatically. For example, eyewitness reports, politicians, and editorials all force students to compare news and opinion and to choose between a variety of opinions. An editorial indicating the public won't stand for another Congressional delay in tax reform and a survey which indicates that lots of people don't know that Congress makes tax law forces a reader to think and question. Analytical skills can be taught by using news articles that require students to think and question.

This handbook provides teachers with concrete suggestions on how to use the newspaper as the basis for a curriculum to promote a constructive, participatory citizenry.

It contains three major sections and can be easily integrated into either language arts or most social studies courses such as history, government, law, American

problems, or current events. The lessons can be used as a basis for a course or integrated as appropriate for the entire year, for a semester, or for a few weeks.

The first section, "Citizens' Beat", is a series of 20 lesson plans, all of which are self-contained and may be used in any order. The time allotted to each lesson is dependent on teacher preference. Most of the lessons can be completed in one class period or extended over several days. The second section, "What Can You Do About the News?", is a unit which will provide a hands-on experience for a group of students interested in taking "action" on a particular problem or issue identified in the news. It emphasizes community services and enables students to better understand how to influence public policy and law-making. It is recommended, although not essential, that lessons 16 through 20 be done in advance of section 2. The final section, "See It in Print", contains guidelines for writing about any of the twenty experiences or about the community action project. The articles can be submitted to the following publications.

**JUST-US**

c/o Constitutional Rights Foundation  
6310 San Vicente Boulevard  
Los Angeles, California 90048

A national student-written newspaper that provides a forum for young people concerned with the improvement of our justice system.

A weekly page written for and by young people involved in understanding and improving our legal system.

- Your own: student newspaper
- local newspaper
- state education newsletter.

### **Helpful Hints for Teachers**

As former teachers we are very sensitive to the increasing demands placed on teachers. These lessons are designed to make your lives easier *not* harder. The responsibility for the successful completion of any of these lessons rests with students, community resource persons, and administration—not just you, the teacher. We suggest you share the rationale with your administration, your local newspaper, your parent group, and any community people who become involved.

# Section I

## Citizens' Beat

### Lesson 1

**"Newspapers are the schoolmasters of the common people. That endless book, the newspaper, is our national glory."**

Henry Ward Beecher, 19th Century  
American Clergyman

- Objective:** To familiarize students with format and content of their local newspaper.
- Materials needed:** Newspapers, pencils, scissors, glue, large piece of butcher paper for each group, Worksheet A.
- Motivation:** How well do students know their newspaper?  
As a class, brainstorm for items that can be found in a newspaper, e.g., news about local events, doings of President, ads, stock listings, sports scores, etc. List all student ideas on board.  
After brainstorming, pass out newspapers to students. As a class try to find an example of each item listed on the board in the newspaper and write page numbers next to the appropriate items on board. (Alert students to purpose and usefulness of the index, usually found on the first or second page of a newspaper.)
- Strategy:** Now that students have been introduced to the general format and content of the newspaper, focus in on specific items, issues and events in the paper that have direct importance to them as informed citizens.  
Break the class up into small groups of 3-4 people, providing a few newspapers for each group. Pass out Worksheet A, "The Paper Chase" to each group to find sample of all the items listed on the ditto in the newspaper. These samples must be clipped from the newspaper, pasted onto paper and labeled accordingly. The first team to find, clip, paste and label all the items wins.
- Follow-up:** Have students make up their own "Paper Chases" for other classmates to do. Not only will the exercise motivate students to continue to work with the newspaper in the classroom, but will also subtly but effectively acquaint them with the many different parts and purposes of the newspaper.

## Worksheet A

### THE PAPER CHASE

This activity is a race designed to get you around and about the newspaper. The more quickly you get to know your newspaper and its contents, the better your chances are of winning. Group organization and teamwork are key factors.

Work in groups of 3-4 people. Each group will need the following materials: newspaper, scissors, glue, 1 large piece of butcher paper.

**FIND, CUT and PASTE** one sample for each of the following items in the newspaper:

- the names of three government leaders
- an Equal Opportunity Employer
- two crimes mentioned, pictured or described
- an ad for legal services
- statement of Bureau of Fairness and Accuracy
- an article critical of some aspect of government
- an example of a Constitutional right being exercised
- a consumer help column
- an editorial
- an article of world importance
- a down stock
- mention of a local problem or issue

The first group to finish should check to see that they have found examples of every item above, and if so - **VICTORY!**

## Lesson 2

*"Let the country know the facts and the country will be safe."*

Abraham Lincoln

- Objective:** To acquaint students with the 5W's & H news story format. To inform students about important current events at world, national and local levels.  
To highlight importance and need for an informed citizenry.
- Materials needed:** Newspapers, Worksheet B.
- Motivation:** Explain to students that the typical news story always includes the "5W's & H" - the who, what, where, when, why and how of a story. In addition, the "5W's & H" are most often included within the first few or "lead" paragraphs of a story, with less crucial information following. In this way, a reader need only skim through the beginning of the story to find out the major facts pertaining to it, and then read on to learn more about the story background if desired.  
Have students choose a story in today's paper and circle the "5W's & H" of the story, drawing a line from the circle to the appropriate qualifier written out in the margin.
- Strategy:** Now that students are familiar with the "5W's & H" news story format, have them launch a study of the "5W's & H" of the world today. Pass out a copy of Worksheet B to each student, explaining that they will be filling in this chart over the next few days to document important current events and the people, places and things associated with each. Students will skim through all the articles in section(s) of the paper you designate and write down the most important facts of each - the "5W's & H" - in the appropriate spaces on the chart. (Students will probably need extra copies of the worksheet or additional paper to complete assignment.)  
At the end of the few days (or whatever time period you choose) break class into two groups. Have group members compare information in their charts to see that everyone has covered same information. If not, group members make the necessary additions and corrections. Give each group a certain amount of time to study their charts and then have them turned in, separated by group. Then hold a current events contest in which you ask individual members of each group questions based on the "5W's & H" information in that groups' chart. The individual asked the question may consult with teammates but must make final answer by self. If one team answers incorrectly, the other has a chance to answer it. One point for each correct answer, team with the most points wins.
- Follow-up:** Have student make current events crossword puzzles based on information gathered with above chart. Distribute the puzzles among classmates and other classes to test their knowledge of important current events at world, national and local levels.



# Worksheet B

## "The 5W's & H"

Fill in the chart with information from designated newspaper articles.

Article Topic	Who	What	Where	When	Why	How
8						10
9						

## Lesson 3

*"The press is the best instrument for enlightening the mind of man, and improving him as a rational, moral and social being."*

Thomas Jefferson

**Objective:** To provide students with an easy, direct method by which to critically analyze a news story.

To have students make critical decisions about real-life moral dilemmas.

To help students formulate well-thought, fact-supported arguments on a current issue.

**Materials needed:** Newspapers, Worksheet C

**Motivation:** Ask class whether or not they feel that there is always a clear case of right or wrong in a conflict. Ask for personal examples of a clear case of right or wrong in a conflict to support their opinions. Go on to focus on one situation described by a class member (or related by you to class) in which right and wrong were not clearly obvious. (For example, recently an 80 year old member of the community was arrested for stealing a loaf of bread. Later it was found she had gone hungry for two days for lack of enough Social Security money, and was too proud to beg or accept charity. Was she then justified in stealing the bread?) As a class, discuss the situation and then take a vote to determine who feels it was a case of right, wrong or undecided. Afterwards, ask individuals to give reasons supporting why they voted as they did.

**Strategy:** Have students look through paper for an article which describes "a moral dilemma" - a situation in which right and wrong are not clearly obvious. Such dilemmas occur every day in all walks of life at world, national and local levels; e.g., should teachers strike and thus, deprive students of their education, should women be drafted, should the death penalty be abolished, etc. (See sample articles with this lesson.) As a class, nominate appropriate articles, identify the dilemma in each and pick one to investigate further. (The others can be used later the same day or later in the week.)

Hand out Worksheet C to each student, explaining that by following the directions on the worksheet they will be able to quickly analyze or "brief" the article and form an opinion based on the information uncovered. (Teachers may want to impose time limit based on length and difficulty of article and class ability.) Explain to students that they will be using this "legal brief" to aid them in the next activity.

When everyone has completed the worksheet, review responses as a class and discuss any discrepancies. By the end of the discussion, class must agree on only one major issue for further inquiry, should more than one be suggested.

Now that the case in question has been "briefed" by class members, they are prepared to "take the stand." To begin, draw a line on the blackboard and at one end write "for" and at the other end "against". (If a blackboard is not available indicate where an imaginary line would be and the significance of each end.)

State the major issue raised in the article in question form to the class. Class members should then "take the stand" on the issue at point along the line which corresponds with their views. A person may stand at either end of the line or at any point in between, the exact middle being "undecided" When all students have taken a position along the line, begin the "questioning" by asking one student to support his/her stance. After this person has spoken, other students with opposing or similar views "take the floor" with teacher's permission or request. A person may change position on the line at any time as a result of the debate. No player can remain totally undecided at end of session. The "case is closed" when all students share the same position or all views have been expressed and a majority decision or impasse reached.

**Follow-up:**

Compare the students' own views with the actual court decision reached in this case, if known or applicable OR Have students keep a running newspaper and magazine clipping file of articles pertaining to this or another issue and later, on the basis of all this information, have them write a report on the issue, to include their own summary of the situation.

# Worksheet C

## THE LEGAL BRIEF

1. List the major facts of the story: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. State the major issue in question form: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Identify opposing points of view: \_\_\_\_\_  
\_\_\_\_\_  
VS \_\_\_\_\_
  
4. Decide which view best expresses your opinion and give supporting reasons:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Review others' responses and discuss differences. Agree on one major issue for further investigation. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Sperm bank worries doctors

**Barbara Varro**

Geneticists here are expressing deep concern about the recent discovery of a Southern California sperm bank exclusively for Nobel Prize-winning scientists.

"It is not only genes that go into the making of a Nobel Prize-winner," said geneticist Eugene Pergament, of Michael Reese Medical Center. "Intelligence is merely one of the hereditary components that interact with environment, motivation, ambition, determination, etc. We know that environment is an extremely significant component of one's development."

Pergament expressed reservations about the concept proposed by San Diego businessman Robert K. Graham of developing children of superior intelligence. Three Nobel Prize-winners have donated sperm to his Repository for Germinal Choice located in Escondido, he said, adding that three women with exceptionally high IQs have been artificially inseminated with some of the sperm.

William B. Shockley, of Stanford University, winner of the 1956 Nobel Prize in physics, has said he donated his sperm. He said Graham's project is a continuation of a concept developed by the late geneticist Hermann J. Muller,

a 1946 Nobel winner who believed that brilliant males should have their sperm stored for future use in reproduction.

PERGAMENT, however, said there is no guarantee that two smart people will produce a child with superior intelligence. "You have to take into account what is called the regression phenomenon," he said, "in which genes resort to a mean, or average level. That can happen in intelligence, good looks or any characteristic in the process of heredity that involves multi-genes."

Graham's idea, said Bernard S. Strauss, professor of microbiology at the University of Chicago, "sounds like a very simplistic view of human biological endowments." He speculated that the chil-

dren of living or deceased Nobel laureates are probably as varied in intelligence levels as the children of non-winners.

Medical experts point out that although the chances of two intelligent parents having children with similar IQs is high, the fact remains that no one can be certain of producing a so-called superior human being even when parental characteristics are closely evaluated. For instance, everyone has eight to 10 genes that may have the potential to cause genetic disorders in their offspring. Although techniques for screening carriers of certain genetic anomalies exist, nothing is foolproof.

Moral Dilemma: Should man take human creation into his own hands?

## Personal view

**William J. Wilkinson**

I'd like to respond to the Personal View by Sgt. Charles Ramsey of the Chicago Police Department. The headline read, "Firefighter contract worth 2 children's lives?" Sgt. Ramsey didn't think so. If the contract we fire-



WILLIAM J. WILKINSON

fighters seek were merely a matter of hours, wages or minor working conditions, neither would any fireman on the picket line.

What we want is a guarantee of greater protection for every resident of the city. It is this crucial issue that is the very heart of the strike.

The tragic loss of two of our children was felt just as deeply by every striking fireman as it was by Sgt. Ramsey, and, in a very personal sense, more so; more so because firemen have felt such terrible grief hundreds upon hundreds of times in the deaths of many children—deaths directly attributable to lack of sufficient manpower.

Moral Dilemma: Should firefighters strike for greater protection for the city in general and risk the lives of individual citizens left without adequate fire protection?

# Is Michael alive? Doctors, lawyers disagree

WICHITA, Kan. (AP)—Three-month-old Michael Saad lies motionless on a hospital bed while attorneys and doctors argue over whether he is alive or dead.

Two fates hang in the balance.

Michael, who has been connected to life-support machines since he arrived at the hospital on Christmas Eve, is a victim of child abuse, authorities say.

His stepfather, Thomas Saad, 25, was arrested two days after Christmas, charged with aggravated battery and is being held in lieu of \$10,000 bond. From his jail cell, Saad, a laborer, won a temporary court order preventing the hospital from removing Michael's life-support machines.

If Michael dies, the charges against Saad could be changed to murder.

Associate Judge Ron Rogg of Sedgwick County District Court issued the restraining order last week. A hearing on a temporary injunction has

been set for Thursday. The question Rogg faces: Is Michael Saad alive or dead?

Dr. Richard Gilmartin, a neurologist and head of Wesley Medical Center's "brain death" team thinks Michael already may be legally dead. He says tests indicate there is no activity in or blood flowing to the child's brain.

But Steve Robison, Saad's court-appointed attorney, claims Michael still is alive. He describes the civil suit as "a father protecting his son."

Michael's mother, Karen, is not a party in the suit and could not be reached for comment.

Saad and his stepson were home alone the morning of Dec. 24 when Michael suffered the injuries, authorities say.

When Michael stopped breathing, Saad took the boy to a neighbor's house and called an ambulance. The hospital called the police.

Police said Saad told them at first that the boy had fallen and injured himself.

A Sedgwick County prosecutor said she is waiting for the judge's decision on "whether this child is beyond help at this point."

Police detective Jan McCloud, who investigated the case, said Michael had "old fractures in various stages of healing as well as head injuries. It's pretty obvious this wasn't the first time."

Michael's physician, Katherine Pennington, declined to comment on the boy's condition. He is listed in critical condition, the hospital says.

Under Kansas law, a patient is medically and legally dead if he cannot breathe on his own and his heart does not beat without aid for a substantial amount of time or if a physician believes that "based on ordinary standards of medical practice, there is absence of spontaneous brain function" for a substantial amount of time.

Moral dilemma: Should life-support machines be disconnected if death seems otherwise imminent?

## 'Attica' targeted in uprising

PEMBROKE PINES, Fla. (AP)—Seventeen patients at South Florida State Hospital—possibly spurred by the television presentation "Attica"—took over the second floor of their ward but surrendered early Monday when police fired tear gas into the building, authorities said.

One security officer received minor injuries in the incident, which began late Sunday, on the ward where patients are held under criminal court orders, police said.

The patients, some armed with sharp metal objects and makeshift clubs, straggled out after about a dozen tear-gas rounds were

fired into the building, a Broward County sheriff's spokesman said.

"There's talk going around that some were watching the TV show 'Attica' last night about the prison riot," he said. "There had been a dispute earlier in the day about a radio being taken away or threatened to be taken away for safety reasons... I understand some patients were mad at that."

The Fort Lauderdale News quoted one hospital employee as saying patients in the ward had watched the movie, which portrayed the takeover at a New York state prison in the early 1970s.

Moral dilemma: Should television's freedom to air shows containing violent fare be restricted because it might influence the occurrence of violence in real life?

## Lesson 4

**"The organization of our press has truly been a success. Our law concerning the press is such that divergencies of opinion between members of the government are no longer an occasion for public exhibitions, which are not the newspapers' business. We've eliminated that conception of political freedom which holds that everybody has the right to say whatever comes into his head."**

Adolf Hitler

- Objective:** To have students critically analyze the news.  
To demonstrate the integral role of a free press in a democracy.
- Materials needed:** Newspapers.
- Motivation:** Ask students to brainstorm on what they feel the responsibilities of a newspaper reporter to be and list these on the board; e.g., to check and re-check the facts, to cover all leads, to report without bias, etc. Next look at a news story within the front section of today's newspaper. Go down the brainstorming list on the board and have students try to decide whether or not they feel the reporter met all these responsibilities. Questions to ask might be: Do we know the "5W's & H" of the story; i.e., the who, what, when, where, why and how? Is more than one side of the story presented in the article? Do we know where the reporter got his information; e.g., a direct quote; an unidentified source, etc.? Is the reporter stating facts and not opinion?
- Follow up this activity by asking students to brainstorm on what they feel the responsibilities of a newspaper reader to be; e.g., to read more than one account of a news event, to be aware of intentional or unintentional bias, to separate fact from opinion, etc. Summarize by saying that a reporter's job is to report on the news as thoroughly and objectively as possible; a newspaper reader's job is to read the news as thoroughly and objectively as possible, and then form his/her own opinion on the subjects at hand.
- Strategy:** Read students the following quote from Thomas Jefferson: "Were it left to me to decide whether we should have government without newspapers or newspapers without government I should not hesitate to choose the latter." Ask students to summarize Jefferson's viewpoint. What reasons can they think of to support or challenge this view? Discuss as a class.
- After discussion, hand out a newspaper to each student and pose this situation to the class: "Imagine that you woke up one morning to find that freedom of the press no longer existed and that government had taken control of all newspaper publication." Keeping this situation in mind, have students skim through articles in the front section of the paper (not editorials) and cross out in red all those articles that in any way portray some person or aspect of government in a less than favorable light; e.g., presidential aide faces tax fraud charges, city firefighters go on strike, police brutality cited, etc. Encourage students to skim through all articles carefully, for although a major portion of the article might portray government favorably, a few sentences might do otherwise; e.g., a quote from the opposition or a reference to previous failures. In these cases, students may merely want to cross out the

sentences or paragraphs in question. (If possible, do this exercise with a week's worth of newspapers to further demonstrate the important role of the free press in everyday affairs.)

After all the newspapers have been "censored" go over each page as a class, settling any discrepancies that might arise. Next, have one group of students pool their newspapers and cut out any article that has been crossed out completely or in part and post on bulletin board under the heading "Censored". (A pooling of newspapers is necessary as cutting out one article might interfere with another on the other side of the page.) Have another group cut out those front section articles that remained untouched and post on bulletin board under heading "Uncensored".

Finally, as a class compare the two displays. Examine the types of news stories under each heading. Which articles do students consider to be most important to the public's everyday life? Least important? If students were given only the information in the "Uncensored" display that day, how might they suffer for lack of the "Censored" information? Give hypothetical examples. Discuss.

**Follow-up:**

Have students write an essay based on the following quotation: "All I know is just what I read in the papers." - Will Rogers. Have students formulate arguments for and against Will Rogers' statement based on what they've experienced in the preceding activities. *Can the newspaper provide one with all the information one needs?* As an additional challenge, students may want to write their own quotation to express their view on newspaper reading and a free press, and write an essay supporting their statement, or base a debate on the view.



## Lesson 5

**"The theory of a free press is that the truth will emerge from free reporting and free discussion, not that it will be presented perfectly and instantly in any one account."**

Walter Lippman

- Objective:** To examine the advantages as well as disadvantages of a free press.  
To examine the role of the free press in students' own community.
- Materials needed:** Newspapers
- Motivation:** Either ask students for past instances in which they felt the press went "too far" in reporting the news or provide examples such as unnecessary exposure of death, reporting on the family problems of a well-known community leader, interviewing family members of a murder victim, etc. Discuss specific examples.  
In light of this discussion do students feel that the press should face legal restrictions concerning coverage of certain types of news or should the press be left to report anything that's fact? What are the disadvantages and advantages of each alternative? Which advantages of one do students feel outweigh the disadvantages of the other? Have students support their position with reasons and examples from past press coverage wherever possible.
- Strategy:** Have students take a critical look at the news coverage in their local newspaper and on their local television stations. Have each student first go through the paper, clipping out any articles, columns, pictures that he/she feels to be offensive. Next have students watch an evening news program, taking notes on those televised segments that they felt to be offensive. Afterwards have students share the results of their examinations with rest of class. Do any students disagree? If so, have each explain their rationale.  
Point out the significance of such disagreement in that it demonstrates the complex mixture of reader/viewer tastes, values, and expectations that newspapers and television news programs must try to accommodate. Have students respond to the following observation of Benjamin Franklin on the subject:  
"If all printers were determined not to print anything till they were sure it would offend nobody, there would be very little printed."  
If students do not find any of the newspaper or television material offensive, it could suggest that the two forms of local media have excelled in meeting and satisfying the needs of its readers/viewers for that day. In this case, have students brainstorm on what they liked about the news coverage, what qualities and responsibilities they felt were upheld.
- Follow-up:** Have students write reactions to the following contrasting statements concerning a free press, using examples from the newspaper to support opinions. Make sure they note the authors of each statement.

1. "Why should freedom of speech and freedom of the press be allowed? Why should a government which is doing what it believes to be right allow itself to be criticized? It would not allow opposition by lethal weapons. Ideas are much more fatal things than guns. Why should any man be allowed to buy a printing press and disseminate pernicious opinion calculated to embarrass the government."

-Nikolai Lenin

2. "The press must be free; it has always been so and much evil has been corrected by it. If government finds itself annoyed by it let it examine its own conduct and it will find the cause."

-Thomas Erskine  
Scottish Jurist

# Lesson 6

"... Who ever knew the truth put to the worse in a free and open encounter?"

John Milton

- Objective:** To differentiate fact from opinion through examination of straight news stories and editorials.  
To develop critical reading and analysis skills.  
To stress need for critical reading and awareness skills for an informed and capable citizenry.
- Materials needed:** Newspapers and Worksheet D.
- Motivation:** Have students turn to the editorial page(s) of their newspaper. Choose one editorial for them to read silently. When all have finished reading pose the following questions for discussion/analysis:
- What is the major issue dealt with in the editorial?
  - What is the position of the editor on the subject?
  - What reasons does the editor give to support his opinion?
  - What facts does he include regarding the issue? (Underline)
  - What opinions does he voice regarding the issue? (Circle)
- Afterwards, ask students what other information they would like to know about the issue, not included in the editorial, in order to make a better informed decision about the issue.
- Strategy:** Working independently, have students repeat the above process on another editorial, using Worksheet D as their guide (Parts I & II). In addition, they will next fill in Part III of the worksheet with facts from articles they find addressing the same issue, while keeping in mind questions posed in Part II of the activity.
- After they have completed the worksheet as best they can have them write an essay on the issue, expressing their agreement or disagreement with the editor, supported by the information they gathered on the worksheet.
- Follow-up:** Launch an examination of the editorial cartoon. Have class look at today's editorial cartoons and at a glance try to determine what issue each addresses. Are those other articles on this issue in today's paper? Have class read these articles on one of the issues.
- Next have students analyze the cartoon on the chosen issue by answering the following questions:
- What opinion does the editorial cartoonist express on the issue?
  - In what ways does the cartoonist exaggerate?
  - What symbolism is used, if any?
  - After reading the articles on the issue, do you share the cartoonist's opinion? Why, or why not?
- Have students go on to try their own hand at creating an editorial cartoon on the issue. If they agree with the newspaper's cartoon, have them address a different aspect of the issue. If they disagree, have them sketch an opposing view.

# Worksheet D

## NEWSPAPER FACT AND OPINION

Analyze a given editorial and related news stories by completing the following log:

STATE ISSUE: \_\_\_\_\_

### I. Editorials

Editor's Position: \_\_\_\_\_

\_\_\_\_\_

Opinions Stated: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Facts Stated: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Brainstorm for questions left unanswered by editorial (Part I).

II. Questions to Ask: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### III. News Stories

Facts Stated: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 7

**"When the right of every citizen to cooperate in the government of society is acknowledged, every citizen must be presumed to possess the power of discriminating between the different opinions of his contemporaries, and of appreciating the different facts from which inferences may be drawn."**

Alexis de Tocqueville  
19th Century Author of  
"Democracy in America"

**Objective:** To alert students to individual beliefs and prejudices that might affect one's decisions and actions in the community.  
To help students differentiate between fact and opinion in the newspaper.  
To demonstrate the need for critical reading skills and awareness.

**Materials needed:** Newspapers, Worksheet E, poster paper, glue, red marker.

**Motivation:** Ask students for examples of statements of fact and statements of opinion. Discuss any disagreement that might arise. Next, have students determine whether the following statements are fact or opinion:

- It is a privilege to be President of the United States.
- Communism is a bad form of government.
- There are three branches of U.S. government - the executive, the judicial, and the legislative.
- The President of the U.S. is elected by democratic vote.
- Murder is a crime.
- An American citizen has the right to a jury trial.
- A free press is a necessary part of a democracy.
- The first President of the United States was Abraham Lincoln.

Point out that it is not always easy to quickly differentiate between fact and opinion due to individual beliefs and prejudices.

**Strategy:** Ask students if they believe that the newspaper gives a reader nothing but factual information. (If not, ask for possible examples.) Pass out Worksheet E to each student. With red marker have them underline or circle any examples of opinion they can find in each of the newspaper items leaving the factual information untouched. When everyone has finished, compare notes and discuss any discrepancies and note any examples that might have been missed. (Note: Although a straight news story reports the facts, in doing so it might include an opinionated quote by a source interviewed for the story - something a critical reader must be aware of.)

For practical application, have each student look through his/her own newspaper for ten examples of opinion. Have them clip out these items, paste on poster paper and underline or write underneath which phrases and sentences are statements of opinion. Indicate to students that they should search for varied examples; i.e., not all movie ads, all editorials, etc.)

Post the finished results in classroom as a special reminder for the need for critical reading skills and awareness.

**Follow-up:**

Critical listening skills are as important as critical reading skills when it comes to citizens making their own decisions about important issues in the news. In light of this, have students watch an evening news show and, with pad and paper in hand, jot down any opinions stated during the news program; e.g., a sportscaster might comment on a player's "poor display of sportsmanship". Students might be assigned to watch different stations' news programs, and when the findings are discussed in class the next day the different stations' reporting can be compared as well.

# Worksheet E

## FACT VS. OPINION

Circle all the examples of opinion you can find in the following newspaper items, leaving the facts untouched.

### K-TO HOUSE-SALE SO.

#### Be Lazy

#### And Live Longer...

Why invest in a home that needs repairs or a lot of upkeep? Our homes are in move-in condition.

700 & LUELLA... 3 br. 2 1/2 bath. Full kitchen. Full bath. 2 car garage. Many extras. Priced to sell.

800 & JUSTINE... Large 7 rm. 2 1/2 bath. Gas heat-cooling system. 2 car garage. Priced to sell.

7th & MOLESIDE... 3 rm. 2 bath brick bungalow. Gas heat. 1 car garage. Priced to sell.

1000 & CALVERT... 4 br. 2 1/2 bath. Gas heat. Priced to sell.

### CENTURY 21

Cabell Bros. Realtors  
776-0580

We're The Neighborhood Professional For You

#### THIS TOWN FRAME...

...with 2 baths & a 2 car garage can be your dream home with a little TLC. 4th & Champlain. \$12,900 AS IS.

Shown By Appointment  
Oscar C. Brown Real Estate Corp.  
MARCUS PALMER... 776-0580

#### WE ARE FOR REAL

Just \$22,900 for this attractive Calif. ranch nice starter home, perfect for working couple. 2 BRs, mod kit, & liv. rm. No bond. Further facts call Gene Hoffman.  
SRA BETTE REALTY... 776-0580



## Kup's column

### Kupinet

Labor leader Ed Brabec, chairman of the St. Patrick's Day parade, is a party pooper. Chief Traffic Court Judge Richard LeFevour, president of the Irish Fellowship Club, isn't. Brabec rejected the suggestion by state Treasurer Jerry Cosentino, a staunch Carter supporter, to invite the president to march in our annual St. Patrick's Day parade alongside his antagonist, Mayor Byrne. That would have added a little Erin Go Bragh to the event and provide some relief from the daily deadly headlines. But LeFevour, also at the urging of Cosentino, has dispatched a letter to Carter, extending the Irish Fellowship Club dinner invitation for the same day. (Half a loaf may be better than none.)

### WORLD'S LARGEST COIN MAGAZINE

COINage is the magazine you need to keep up-to-date with what's happening in the booming market for gold and silver coins.

This issue answers the big question on everyone's mind "Is there room for the small investor in gold?" It also takes a look at how today's international markets will affect tomorrow's collecting.

COINage—A must for every coin collector!

TONIGHT AT 8 PM  
NOW THRU MARCH 16

**CHICAGO'S  
SMASH MUSICAL  
WILL HAVE YOU  
DANCING IN  
THE AISLES!**

"Guaranteed to chase your blues away, it's that exciting"

*Kup/Sun Times*

**JOHN HENDRICK'S  
EVOLUTION  
OF THE  
BLUES**

Tickets at  
Box Office  
& Ticketron  
Phone Reserv.  
with Visa &  
Mastercharge  
**266-0500**

DRURY LAKE THEATRE  
WATER TOWER PLACE

## DON TACO RESTAURANT

by E. W. Lawrence

Without a doubt, the Mexican cuisine served at DON TACO'S Restaurant rates among the very best in Chicago-land. Its Fiesta Appetizer Plate includes an assortment of Kamosch (Mexican Pizza), Guacamole, tiny Enchiladas, Tacos and the very popular Enchiladas Suizas. Enchiladas Suizas are Tortillas stuffed with Beef, Chicken or Cheese and Onions . . . topped with Tomato Sauce. The House guarantees "You'll like them . . . otherwise, send them back." Not a single order has ever been returned during the Restaurant's six years of existence . . . a testimonial in itself. The most popular entree from a menu of more than 20 dishes are CARNIE ASADA (Shirley Steak—Mexican style) and CHILES RELLENOS (authentic Mexican Peppers stuffed with Chopped Meat, Pineapple, Banana and Raisins, then, dipped in Egg Batter and fried).

### War is no buffet table

Richard Reeves' column "Draft Issue to tear America apart" reflects the sad tenor of our time and the Pepsi generation's continuous emphasis on citizenship privileges and rights and neglect of responsibilities, generously abetted by their parents.

For the United States to sustain its strong voice in international affairs, it is essential to have a well equipped and manned armed forces, which evidently cannot be attained without the draft.

Reeves and many others who think like him should realize that wars that have to be fought are not like a buffet table open to the selection.

D. M. Vuckovich, M.D.

## Lesson 8

*"The newspaper is a microcosm of national life. This is as much the case in regard to the advertisements as the letter-press. A glance over the advertising columns of a large . . . paper shows reflected, as it were in a mirror, the whole of the active life of the people."*

W. Stead, Jr.  
Author of "The History  
of Advertising"

- Objective:** To inform students of their rights and responsibilities as consumers.  
To further stress the need for critical reading awareness skills.
- Material needed:** Newspapers, Worksheet F.
- Motivation:** Ask class members to share in discussion accounts of a family member's, friend's or their own personal experiences concerning consumer problems; e.g., problems returning flawed blouse, overbilling, gas company turning off heat, etc. Have class suggest ways in which the consumers in question might have avoided or reacted better to the situation. In which cases, do students feel the consumer could not effectively handle the problem alone and needed the help of an outside legal or consumer organization? How so?
- Strategy:** Explain to students that every day untold numbers of people experience consumer-related problems, some as the result of their own ignorance, others by the questionable business practices of the other parties. As a case in point, have each student complete Worksheet F in which they read questions and answers on real-life consumer problems and analyze the actions of those involved.
- Worksheet F completed, have students launch a further investigation of consumer problems in the world, national and local communities by looking for related material in their daily newspapers; e.g., consumer-help columns, articles dealing with consumer fraud, advice columns, etc. Have students keep a file of related clippings, categorizing them by whether they are mainly examples of consumer ignorance or questionable business practices.
- When students have a sufficient amount of material in their file have each compile two lists from the information gathered. One list should note tips for consumers to follow in order to prevent making problems for themselves; i.e., read the small print, don't take anything for granted, keep receipts, etc. The other list should include "consumer beware" tips that protect consumers against questionable business practices; e.g., beware of "superdeals", avoid get-rich-quick schemes, read contracts carefully, etc.
- Combine information from all the students' lists into one comprehensive list for each category. Have students distribute the list among school, family and community members to raise consumer awareness. If possible, include the addresses and phone numbers of local consumer-help organizations, newspaper consumer-help columns, etc.



**Follow-up:**

As consumers, students should be aware of the consumer advantages and disadvantages of advertising and learn ways to critically analyze the material to their benefit.

Have students find examples of each of the following advertising techniques in newspaper, magazine and television advertisements. Paste an example for each on a large piece of paper and label it accordingly, or in the case of television commercials have students write a description of the commercial.

**Typical Advertising Techniques**

1. Bandwagon - "Everybody's doing it."
2. Testimonial - "Edward G. Robinson drinks our coffee."
3. Plain Folks - "Howdy, neighbors. Welcome to our program this morning."
4. Snob Appeal - "Original creations by Madame L'Exclusive."
5. Name Calling - "Red", "Reactionary", etc.
6. Glittering Generalities - "Absolute honesty"; "right to work"; "American way".
7. Transfer - using a picture of a mother and child to transfer our feeling of love to whatever a poster is advertising.
8. Slanted words or phrases - "Tested in the laboratory".
9. Card-stacking - using half-truths which cannot be denied - or whole truths which have no point in the discussion:
  - distorting or twisting facts
  - selective omissions - half-truths
  - incomplete quotations.

Editor: Thomas H. Swinton  
Staff: Charles McWhinnle, Bill Conoff, Roy Smith

**Q.** Someone is literally snowing me. I ordered a snow blower from Aldens six months ago but was told the item was out of stock, so I told the store to forget it. But Aldens wrote back that it was too late to cancel and to merely refuse delivery when it arrived. While everything went without a hitch, Aldens is still billing me for the shipping and handling. Of course I complained, but I haven't been given a reply. I don't want my good credit placed in jeopardy.

MR. F., Posen

**A.** Aldens told Action time it had properly credited your account for the returned snow blower (\$385.89) but calls your attention to five bras that were purchased for \$20.38, plus a \$13.69 "Ambassador" order that comprised the balance. Store officials also verified receipt of your final payment, which you apparently had made in the interim.

**Q.** How'd you like to be stranded in Kansas City, Mo., with no dough? It happened to us. We grabbed one of those cheap flights Midway Airlines was offering for 45 cents per person. Before we departed Chicago, we asked a clerk if we'd be assured passage on the last flight leaving K.C. The girl said she was positive we'd be able to get back for the same price. When we arrived, though, we discovered the last plane back was booked solid. There we were, with about 30 other persons, and no money. Some of the people wound up staying at the Salvation Army, while we slept it off in the airport with the others, waiting for someone to come up with a bright idea. The only thing anyone could suggest was to pay the normal \$68 fare. The problem was that between us we couldn't have sent one passenger to Chicago. Finally, Midway furnished all of us with tickets and said we'd be billed later. My dilemma is that I had six kids with me. Where am I going to get \$476? I don't have it. The chance of a lifetime—to fly in an airplane—certainly backfired. What am I going to do?

MS. M.

**A.** It would be easy for us to lecture you a bit on this subject, but we won't. Midway Airlines said it was sorry you were given such a guarantee by its employee, since all seats were standby and crowds were large. Also, had you carefully read the company's offer, you would have known the same "ground rules" for flights back would apply in Kansas City and paying full fare back was a possibility. Well, we've kept you dangling long enough. Midway Airlines told Action time it will make an exception in your case and waive the bill. Just remember Shakespeare's words, "When I was at home, I was in a better place."

**Q.** You've got to help me get some sleep. Ever since my upstairs neighbor, an elderly woman of 75, moved in last year, I don't think I've slept through a single night. Everything's fine until about 2 a.m. and then she starts making all sorts of racket: flushing the toilet, falling out of bed, slamming dresser drawers, clomping around in heavy shoes and talking loudly to herself. I bang on the ceiling and she bangs right back. Other than this banging and forth there is no communication between us. The building is mostly full of older people and the landlord himself is up in years, so to whom do I turn about this? No one here seems to want to get involved. Action time has helped so many people; please help me. I know this may sound petty, but to me it means no sleep at all and I've been getting very nervous about my own health.

SLEEPY READER

**A.** Sometimes we believe the Chicago Department of Human Services is getting just like Solomon. And that's good. Staffers talked with you and your neighbor. We understand you both have agreed not to disturb each other and to be more neighborly. Hopefully you'll be able to get some sleep now, and your upstairs friend will also have a source to go if she's having troubles of her own.

### CONSUMER AWARENESS

Answer the following questions using information provided in the adjacent consumer help column.

1. What mistakes did Consumers #1, #2 and/or #3 make respectively?

---

---

---

---

---

---

---

---

2. What did Consumers #1, #2 and/or #3 do that was consumer-wise?

---

---

---

---

---

---

---

---

3. What consumer tips would you suggest here so that others might avoid such problems themselves?

---

---

---

---

---

---

---

---

## Lesson 9

**"I do not believe also in the abolition of free inquiry or that the ideas represented by 'freedom of thought', 'freedom of speech', 'freedom of press', and 'free assembly' are just rhetorical myths. I believe rather that they are among the most valuable realities that men have gained, and that if they are destroyed, men will again fight to have them."**

Thomas Wolfe  
20th Century American  
Author

- Objective:** To familiarize students with the Bill of Rights.
- To alert students to the importance of these rights to their everyday life.
- Material needed:** Newspapers, Worksheet G, poster paper, glue.
- Motivation:** Without looking the information up, have students list on board what they think the ten rights guaranteed under the Bill of Rights are. (If students are in disagreement, more than 10 may be listed at this time, depending on their answers.) Afterwards, compare the rights on the board with those actually included under the Bill of Rights. Which, if any, were left out from the students' list. Did the students list any rights not included under the Bill of Rights. (If so, have students check to see if these are addressed in the Constitutional Amendments.)
- Conclude by asking each student to think of one real-life example in which any one or all of these rights were exercised or challenged; e.g., *Progressive Magazine's* A-bomb article regarding the right of freedom of the press. Write each student's answer on board.
- Strategy:** Explain to students that the examples they've listed on the board of rights being exercised or challenged are only a few of an untold number of instances involving some aspect of the Bill of Rights everyday, as demonstrated in daily news coverage.
- In support of this statement, ask students to complete Worksheet G, "The Bill of Rights in Action" Students must read each of the articles and/or headlines to determine which is an example of which articles and/or headlines to determine which is an example of which right included under the Bill of Rights. It would be helpful if students had before them or on board a list of ten rights for easy reference. Students write what they believe to be the correct right above the appropriate article and/or headline. (An "answer sheet" is provided with this lesson of this unit.) When students have finished, discuss each example and any discrepancies that may arise. In which example, are rights being challenged? Are there any examples in which students feel a right should not be allowed to be exercised as such? If so, why? Having examined a daily sampling of right-related newspaper articles, students are now ready to launch an examination of the Bill of Rights through their own newspaper. Have students search through the newspaper for a week, or other period, looking for examples of each of the ten rights being exercised or challenged. (If wanted, divide class into ten teams and assign a

right to each team to find examples of.) Have students clip appropriate articles and/or headlines they find in the paper. At the end of the week, arrange these in a bulletin board display under the appropriate rights' headings to further promote citizenship awareness. Have class members examine the display and discuss various articles on the board and any discrepancies that arise, as before.

**Follow-up:**

Further stress the significance and importance of the Bill of Rights to our everyday life, by asking students the question: If you were forced to give up five of these rights, which do you feel would be most important to keep?

First break the class into small groups in which they must reach a decision regarding the five rights to keep through discussion/argument and then democratic vote. (You may wish to set a time limit to keep discussion to the point.) When each group has reached its decision have two groups join together and repeat process. Continue like this until all groups have come together as one, and a whole class discussion/argument and vote takes place.

Afterwards, ask if everyone was content with the final results of the vote. Ask any who were not to explain their feelings, stating, however, that the final decision will nevertheless stand. In this way, students will experience firsthand the workings of the democratic process, and better understand the freedoms guaranteed us and the reasoning behind them.

# Worksheet G

## THE BILL OF RIGHTS IN ACTION

Read the newspaper items below and determine which are representative of each of the ten rights guaranteed under the Bill of Rights. Write the appropriate right in the space above each article.

### By Gil Jimenez and Lynn Sweet

A suspected robber, a guard and a third person were wounded Tuesday during a holdup attempt at a check-cashing service in the Veterans Administration Lakeside Hospital, 333 E. Huron.

Police said the suspect and a bystander appeared to have suffered serious gunshot wounds. Their names weren't immediately disclosed.

Paul Mousca, a guard for the Thillens Inc., a check-cashing service, suffered a superficial graze wound during an exchange of shots, according to Mel Thillens, owner of the service.

In testimony Monday and Tuesday, Groff said the IRS investigation showed Scott never earned enough money to pay \$48,900 in political expenses out of his own pocket.

He testified that Scott and his lawyers tried to prove the extra money came from unrestricted gifts from supporters.

From Sun-Times Wire

SANTA FE, N.M.—Prosecutors said Tuesday they will seek the stiffest possible penalties for up to 100 New Mexico State Penitentiary inmates believed responsible for the weekend riot, the most savage in modern history in this country.

Fires still burning in the prison gymnasium Tuesday blocked searchers hunting for more bodies in the ravaged penitentiary where at least 35 inmates died, many the victims of inhuman atrocities.

## Jurors' opinions mixed on film coverage of trials

TRENTON, N.J. (UPI)—Many jurors who served in a series of trials at which news photographers were permitted to take pictures say they favor camera coverage at important trials.

They also believe camera coverage would encourage more people to serve on juries and show the public how the legal system works.

"Photo coverage should be allowed in every case. It's a public event," said Bergen County, N.J., juror Herbert Dunning.

United Press International interviewed 18 of 69 jurors who served in five New Jersey trials at which cameras were permitted on an experimental basis. Of those interviewed, 13 said they were not distracted by the cameras. Eleven said photographers in courtrooms should become a permanent fixture but all but one of them wanted to limit it to big trials

with widespread community interest.

Cameras have been banned from New Jersey courtrooms after the 1936 Lindbergh kidnap-murder trial when authorities said they created a circus atmosphere. In the experiment undertaken in New Jersey in May, the trials, with one exception—an armed robbery case—involved murder.

For the jurors' protection, the photographers were barred from taking pictures showing the jurors' faces.

Although the majority of those interviewed favored camera coverage of at least some major trials, others opposed the idea.

### Nazis schedule protest march

RALEIGH, N.C. (AP)—Greensboro, scene of a number of marches in the past several months, is getting another one—a Nazi leader says he plans to lead a "anti-communist demonstration."

### UC professor to speak

George S. Tolley, professor of economics at the University of Chicago, will discuss "Research and Development Policy" at 12:30 p.m. Feb. 18 in the Crawford Auditorium of the Illinois Institute of Technology, 3200 S. State. The talk is part of the institute's free public lecture series on "Technology, Innovation and World Leadership."

Page did not testify in his own behalf or present any witnesses or evidence.

Reprinted from yesterday's late editions

### Fired bus driver sues TV station for airing film of her going in bar

MILWAUKEE (UPI)—A bus driver who said she was fired because a local television station aired film showing her entering a bar during working hours has sued the station for \$1.25 million.

Anna D. Davis, 27, said the film was made while she was waiting for Golden Rule Handicaps. Davis said she was filmed by WISN-TV last March 7 entering a tavern to use the restroom.

BOSTON—Students prayed out loud in some Massachusetts schools for the first time in eight years Tuesday, but the state Civil Liberties Union vowed to take the issue back to the courts.

A new state law that took effect Tuesday allows teachers to ask for student volunteers to lead the class in prayer. Youngsters who don't want to pray are allowed to leave the classroom.

NOTE: All the above examples were taken from just one issue of The Chicago Sun-Times, February 4, 1980.

**THE BILL OF RIGHTS IN ACTION  
(ANSWER SHEET)**

(Note: Students might find more than one right represented in an article, but must at least find the ten below.)

<p align="center"><b>RIGHT TO BEAR ARMS</b></p>	<p align="center"><b>RIGHT TO LEGAL COUNSEL</b></p>	
<p align="center"><b>RIGHT TO A JURY TRIAL</b></p>		<p align="center"><b>RIGHT TO PROTECTION FROM CRUEL AND UNUSUAL PUNISHMENT</b></p>
<p align="center"><b>RIGHT TO FREEDOM OF THE PRESS</b></p>		<p align="center"><b>RIGHT TO PEACEFULLY ASSEMBLE</b></p>
<p align="center"><b>RIGHT TO PRIVACY</b></p>	<p align="center"><b>RIGHT TO FREE- DOM OF RELIGION</b></p>	<p align="center"><b>RIGHT TO FREE- DOM OF SPEECH</b></p>
		<p align="center"><b>RIGHT PROTECTING SELF-INCRIMINATION</b></p>

# Lesson 10

**"In my opinion, the newspapers are equal to the courts - and, sometimes ahead of the courts in our system - in protecting the people's fundamental rights."**

Senator Robert F. Kennedy

- Objective:** To involve students in real-life decision-making.  
To introduce students to our court process.
- Material needed:** Newspaper article describing a moral dilemma.
- Motivation:** Ask students to think of times when they had a disagreement with their brothers, sisters or friends and nothing one could say could change the other person's mind. Ask a few students to describe these experiences. How was each disagreement finally resolved by a parent, through compromise, "bribery", etc.? Ask class members if they feel the ways which the problems were solved were best course of action, giving reasons to support their views. If not, what alternatives can they propose? Discuss.
- Strategy:** Select an article from the newspaper which describes a real-life conflict. (For example - should city teachers go on strike?) (Sample articles are included with this lesson.)
- Divide class into groups of three. Read or hand out copies of the article selected to the groups. Explain to them that each group will take part in a court simulation, based on the problem described in the article. Students in each group should decide which members will take on the roles of judge, plaintiff and defendant. Their roles should be described to them as follows:
- Judge:** The judge must see that both sides have a fair chance to present their cases. The judge should not interrupt or dominate the proceedings.
- Plaintiff:** This person has accused the defendant of doing or not doing something which he thinks is unfair. He is the one who has asked the court to hear the case and wants some type of action taken against the defendant. The plaintiff speaks to the judge first.
- Defendant:** This person has been accused by the plaintiff. He has been summoned to court and is probably appearing against his will. He listened to the accusation and then either tries to prove it untrue or give reasons to justify his actions.
- After the roles have been described to the students, groups spread out and role-play the situation as each sees it. The plaintiff speaks first, then the defendant. The judge may ask questions of each before making his/her decision, which he must support with reasons.
- If time allows, rotate roles and repeat the process twice, with a new article each time. Afterwards, join together again as whole class. Ask each group to explain the decision, they reached

concerning the problem. Discuss differences of opinion. The following questions are suggested for "disbriefing" the simulation:

1. What were the major issues in the case?
2. Was each judge's decision "fair"? Why or why not?
3. Which is the most difficult role to play? Why?
4. How well (realistically) did the participants play their roles? What emotions did each feel rising up in them during the role-playing?

**Follow-up:**

Ask each group of three to select an article from the paper themselves that describes a conflict at a local, national, or world level. Have each group role-play the situation as before, but this time 2-3 other groups who will act as the courtroom audience. Rotate turns until each group has role-played their situation. Afterwards, ask each student to write a "letter to the editor" describing his/her agreement or disagreement with one of the court decisions he/she witnessed as a member of the courtroom audience. Each letter should include a statement of agreement or disagreement, reasons to support this statement and suggestions for alternative decision(s), if applicable.

Direct students to actual letters to the editor in their regular newspaper as examples.



## SAMPLE CONFLICTS

# 'Spy' court called a 'yes' court

WASHINGTON (AP)—A top-secret court, created as a watchdog on government spies, has granted every government request to use wiretaps, bugs and other electronic surveillance in foreign intelligence cases, according to sources.

During nine months of work, the Foreign Intelligence Surveillance Court has never turned the government down, said a knowledgeable source.

But this source said the applications, and the court-approved warrants, number fewer than 100 and are running at about the same level as a few years ago when such surveillance required no court review.

Some dubious eavesdropping proposals are turned down within the spy agencies themselves and by the Justice Department before they ever reach the court, said several government officials.

"We don't present a case we think is going to be denied," said Kenneth C. Bass, who is Attorney General Benjamin

R. Civiletti's counsel for intelligence policy.

The seven-judge court was created by 1978 legislation designed to prevent a recurrence of the intelligence abuses disclosed in the 1970s. That statute, for the first time, required court warrants for electronic eavesdropping used by the FBI in investigations of foreign spies in the United States. For more than 10 years, warrants have been required for electronic surveillance in criminal investigations.

Because of the extreme secrecy of foreign spy cases, Congress established the special court to handle foreign intelligence warrants.

The Carter administration has now asked Congress to give the same court the power to authorize intelligence agents to open mail and break into homes and offices in spy investigations.

Critics have said the court would be little more than a rubber stamp for the government and that the unusual secrecy of its proceedings would prevent its being accountable to the public.

Even the court's decisions are never made public, and its hearings are conducted in a light-proof, sound-proof chamber in the main Justice Department building. The room is "acoustically and electronically secured to be invulnerable to hostile penetration," Bass said.

Herman Schwartz, a longtime critic of eavesdropping policies, said the secrecy makes it almost impossible to evaluate the court.

He also noted that several judges on the court and on the three-member appellate panel have long records of supporting the government's side and would be unlikely to reject arguments that eavesdropping was necessary to protect national security.

**Conflict:** Is the secret court working to the government's advantage or the people's?  
**Plaintiff:** Court critic: e.g., Herman Schwartz  
**Defendant:** Representative of Foreign Intelligence Surveillance Court

## Monkey business in the Legislature

State Sen. Robert Mitchler is living refutation of the biblical theory of creation. His political views date back to Australopithecus, the first manlike ape.

Nevertheless, Mitchler (R-Oswego) wants to require public schools to give the creation according to Genesis equal billing with the Darwinian theory of evolution.

We assumed his colleagues would treat this monkey business with the scorn it deserves. But after reading what the state school code already requires, we fear Adam and Eve may be just around the corner.

The law requires schools to teach consumerism, conservation, safety, driving, honesty, kindness, justice, moral courage and the "mixed free enterprise system," whatever

that is. They may not vivisect.

They must teach children to honor Leif Erickson (Norwegian lobby), Susan B. Anthony (feminist), Martin Luther King (black) and Casimir Pulaski (Polish).

If that's not enough, American history classes must teach "the role and contributions of American Negroes and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czechoslovakian, French, Scots, etc." Albanian?

The Legislature should take a required course in academic freedom and let teachers, principals and school boards decide what to teach. If the anti-evolution lobby wins this one, the Flat Earth League may be next.

**Conflict:** Should Congress force schools to teach the biblical theory of man's creation along with the Darwinian theory of evolution?  
**Plaintiff:** Editor  
**Defendant:** Sen. Robert Mitchler

## SAMPLE CONFLICTS

### Why Johnny can't write

A recent letter said all the applicants for a sales position were graduates of Chicago high schools, had completed two years of college and could not add, spell or write properly.

Chicago has no corner on that market. My son is in the fifth grade and when he is asked to turn in an essay, I must insist that he re-write it so the teacher can read it. Also, I must correct his spelling, which is not corrected by the teacher because it is not a spelling class!

How can we expect our children to learn when the people who teach them need to be taught themselves? Where are the penmanship classes that are so necessary?

Our children need teachers interested in producing the best, not just what can get by in this world. Dora Kramer, Buffalo Grove

### Learning is pupil's job

Some 15 or 20 years ago the pseudo-intellectual education theorists decided it was poor teaching to demand that pupils use correct spelling and sentence structure in their essays and other writings. Memorization and drill were out. Too dull.

At the height of the civil rights drive, universities were pressured into taking in scores of underachievers. Standards were lowered and lowered and diplomas passed out. Now we are horrified to find some of these "students" in teaching.

Never has it been conveyed to parent and child, with emphasis, that achievement is primarily through the child's efforts. Twenty years of mindless, relentless criticism of schools and teachers—with more and more requirements unrelated to the development of skills—conveys instead that it comes through some miracles performed by someone else.

Dorothy Liverpool

**Conflict:** Is it primarily the teacher's or the student's responsibility to insure that learning takes place?  
**Plaintiff:** Dora Kramer  
**Defendant:** Dorothy Liverpool

### By Michael Anderson

Creation of a volunteer Army was a "mistake," Secretary of State Cyrus R. Vance said Monday, calling for a buildup of U.S. military strength.

Vance, in a speech before the Chicago Council on Foreign Relations in the Pick-Congress Hotel, also said the Carter administration is confident of the stability of post-Tito Yugoslavia.

"The Yugoslavian leadership is able, strong and resolved," Vance said. "We are confident they can lead their nation with strength and wisdom."

Vance's remarks on the volunteer Army came as part of his discussion of the U.S. response to the Soviet invasion of Afghanistan.

"I think it was a mistake to go away with the draft and go to a volunteer Army," Vance said to a mixed response of applause and boos.

"I think there should be some form of universal service," not necessarily in the armed forces, he added. Vance emphasized that he was expressing his personal opinion.



CYRUS R. VANCE

phazized that he was expressing his personal opinion.

**Conflict:** Should American military service be on a volunteer or draft basis?  
**Plaintiff:** Cyrus Vance  
**Defendant:** Volunteer Army Supporter

# Lesson 11

*"When the press is free and every man able to read, all is safe."*

Thomas Jefferson

**Objective:** To demonstrate to students how various areas of their lives are affected by the law.  
To expand students' knowledge of laws in their own and others' communities.

**Material needed:** Newspapers, Worksheet H.

**Motivation:** Choose an article from the paper or have students read to themselves. After reading, have the class brainstorm for anything related to law suggested by the article. For instance, the mere caption, "With the Capitol in Washington in the background, farmers build a large still in an effort to promote the use of corn-derived alcohol to make gasoline", might suggest: gas tax, Congressional acts, free enterprises, the right to peacefully assemble, windfall profits tax, prohibition, oil embargos, etc.

Have class try this with other articles from different sections of the paper to stress the wide-scale involvement of the law in everyday life.

**Strategy:** Although students were able to think of a number of law-related items in the previous exercise, it is likely that most do not know the specifics of the related laws themselves. To expand their knowledge in this area, have them begin by doing the activity on Worksheet H. For this, students first read the newspaper items and then the related question below it. Next, students find the answers to the questions by researching newspapers, other related literature and consulting government, law and/or consumer organizations. Have them write their findings on a separate piece of paper.

Afterwards, have students choose 5-10 newspaper items themselves and form their own questions relating to each. Have students cut and paste these articles on separate pieces of paper, writing question and their answer under each. As before, students will find the answers to these questions through individual research.

**Follow-up:** When the students have completed above assignment, have them compile their findings as a class and make a "Did You Know?" guide to distribute among other classes. Interested students can develop crossword puzzles to supplement guide. Persons receiving guide can read it through carefully, then test themselves on the subjects covered via the crossword puzzle(s).

## Worksheet H

Read the newspaper items below; generate as many law-related questions as possible on each of the following news items (See sample questions). Find the answers to the related questions through individual research on one selected article.

### Benefit auction set

Antiques, paintings and other items will be auctioned at 2 p.m. Sunday at Temple Beth El, 3050 W. Touhy. Proceeds from the sale will benefit the Re-Entry Center, a non-profit group for divorced, separated and widowed people.

What are grounds for divorce in your state? What is a non-profit group?

ATLANTIC CITY, N.J. (AP)—The Boardwalk's three legal casinos won an average of \$1.3 million a day during January, with Bally's new Park Place casino hotel averaging \$302,785 a day during its first full month of operation, it was reported Wednesday.

The New Jersey Casino Control Commission said the three casinos took in \$38.9 million during January, the second-best month in the 20-month history of casino gambling in Atlantic City. Last August, two casinos took in \$42.2 million.

Is casino gambling legal in your state and if so, who is eligible to gamble? Does a casino have to pay income tax? Does a winner have to pay income tax?

### Sakharov appeal voted by House

WASHINGTON (AP)—The House decided by a 402 to-0 vote to call on the world community to protest the Soviet Union's "brutal harassment" and internal exile of dissident Nobel physicist Andrei Sakharov.

The House resolution Tuesday urges the Carter administration to press for an end "to the continued suppression of human rights in the Soviet Union."

It also calls on other nations to join the protest by refusing to take part in the Moscow Olympics and by suspending "appropriate" trade, economic and commercial activities.

How many votes are necessary to approve a resolution in the House of Representatives? Is a resolution effective? Can it be enforced? (Compare to a law.)

### Graduated payment mortgages: First-aid for housing market?

—Condolife

For what reasons can a bank foreclose on a mortgage?

MANCHESTER, N.H.—Sen. Edward M. Kennedy's claim that his battered, straining campaign at last has found a victory formula faces a crucial test in Tuesday's New Hampshire Democratic presidential primary.

The consensus among veteran politicians, pollsters and other observers here a week before the election is that President Carter is ahead of the Massachusetts senator, and that although Kennedy's campaign has had trouble taking hold in this rather conservative state, the race may well be close.

How is the Presidential candidate for each political party determined? What role does a primary play? Does your state have a primary?

### Food Stamps Welcome Personal Checks Welcome

How can one qualify for food stamps?

### Message from black men— We're serious: Stop, rapist!

While they agree that male support of rape victims is a necessity, members of a Chicago organization for men also believe that it is imperative to do whatever they can to deter the crime.

Carl Lewis, president of Blackmen United Against Rape, said that the group's major objective is to show potential rapists that males are serious about stopping the crime. He stressed, however, that the organization is not a vigilante group.

What legal recourse do rape victims have in your state?

## Lesson 12

*"Be not intimidated, therefore, by any terrors, from publishing with the utmost freedom whatever can be warranted by the laws of your country; nor suffer yourselves to be wheedled out of your liberty by any pretenses of politeness, delinquency or decency. These, as they are often used, are but three different names for hypocrisy, chicanery and cowardice."*

John Adams

- Objective:** To further investigate the role of the law in school and larger communities.
- Material needed:** Newspapers, Worksheet 1
- Motivation:** Ask students to tell what rules/laws they know to govern the school community; i.e., no smoking, required attendance, etc. List their responses on the board and add any others you see fit. Discuss why these laws are in effect.
- Choose one of the items listed and ask students if they know what legal recourse is taken if the law is broken; i.e., suspension, expulsion, counseling, etc. If they lack information, fill in the voids for them. You may want to have an administrator discuss this with the class. Do they feel these laws and legal processes are fair? Why or why not?
- Strategy:** Outside the school community, what specific examples can students find of laws and legal processes? To help them in their search, give each student a copy of Worksheet 1. Explain that each student will fill in the chart with information from 2-3 articles they (or you) select from the newspaper. (Students may need extra copies or additional papers to complete assignment.) When they have completed the chart, students go back over the information recorded and define/describe the crimes, laws and legal processes outlined. (See sample case study with this lesson.)
- Students may not be able to find all the definitions and descriptions needed, or might have additional questions concerning the article. For these reasons, invite a lawyer or other knowledgeable person from a legal clinic, private law firm or related organization to respond to student questions. It might be helpful if students compile a list of the questions before the visit, so that the speaker may be well-prepared for the session.
- Follow-up:** Assign students to research any one of the following landmark cases in the news in the past.
- "Brown vs. Board of Education", by which all children, regardless of race or handicap, were guaranteed an education.
  - "Guss vs. Lopez", which succeeded in securing important student rights.
  - "Ronnie Zamora vs. \_\_\_\_\_", in which lawyers contended that their teenage client killed his grandmother as a result of watching a Kojak episode.

**In addition to library resources and help from law and educational organizations in their own community, students can write for additional information on these and other cases from: The Constitutional Rights Foundation, 122 South Michigan Avenue; Chicago, Illinois 60603.**

# Worksheet I

## CASE STUDIES IN THE NEWS

Fill in chart below with information from newspaper articles selected. Not all articles will include information for every category below, so leave blank when necessary.

Topic/Headline	Law in Question	Process for Resolution
38	39	43
42		

# Minor birth control OKd without report to parents

CINCINNATI (AP)—Birth control devices may be given to minors without notifying their parents, a federal Appeals Court ruled Tuesday.

The decision came in a suit against the Tri-County Family Center in Lansing, Mich., and the Ingham County, Mich., Health Department, which runs the center. The suit was brought by Ingham County parents who were opposed to having their children receive contraceptive information, devices and medication from the center without their knowledge.

The court unanimously overturned a lower court ruling declaring unconstitutional the practice of distributing contraceptives to minors without telling their parents.

The court ruled that the parents "remain free to exercise their traditional care, custody and control over their unemancipated children," but said it could find "no deprivation of liberty interest of parents in the practice of not notifying them."

The court refused to rule on the question of whether a "compelling" state interest was involved in the case, or whether parent rights outweigh those of their minor children.

"The desire of the parents to know of such activities by their children is understandable," Judge Pierce Lively wrote. "However, the only issue before the . . . court is whether there is a constitutional obligation on the center to notify them."

Topic/Headline

Law In Question

Process for Resolution

Minor Birth Control without Parental Knowledge

Does Family Center have a constitutional obligation to notify parents about child's birth control?

-lawsuit, Ingham County parents vs. Tri- County Family Center and the Ingham County Health Dept.  
-federal Appeals Court overturned a lower court ruling declaring the Center's practice unconstitutional.

39

44

45



# Lesson 13

**"It is a newspaper's duty to print the news, and raise hell."**

Wilbur Storey, statement  
of the aims of the Chicago  
Times, 1861

- Objective:** To have students investigate both sides of a controversial issue at world, national or local level.  
To outline a complex issue through artistic symbolism.
- Material needed:** Newspapers, poster paper, glue.
- Motivation:** Ask students to name various controversial issues of major concern to people today at a world, national or local level. Choose one that is best known to the entire class to examine together in preparation for an upcoming project; e.g., nuclear power. First, have class brainstorm pros and cons of the issue as they know them. List these on the board under the appropriate heading. Next, ask students to quiz themselves on what they don't know about the issue and write each of these on the board in question form. Sample questions on nuclear power might be: How many nuclear power plants are there in the U.S. and where are they located? Do towns surrounding these plants have evacuation plans in case of an emergency? How much of U.S. energy today is supplied by nuclear power plants? What would happen if every nuclear power plant in the U.S. was to shut down?, etc. Stress that a (near) equal number of questions should be addressed to both sides of the issue.
- Explain to students that any or all of those questions could be the basis for a thorough "special report" on the issue and this is the type of preparation that they as "reporters" will have to do in their upcoming assignment.
- Conclude by discussing possible resources for confirming own thoughts regarding the initial "pros and cons" step, as well as uncovering answers to the questions posed. Some good resources might be current and back issues of newspapers and magazines to be found at library or local newspaper, government reports, books and other literature on subject as well as related government, community and education organizations and individual professionals. Also, be sure to alert students to special resources available in their individual communities.
- Strategy:** In this activity, students will prepare a special report on a current controversial issue of their own choosing, at the world, national or local level. If time permits, allow students a few days to look through newspapers to determine which issue they would most like to focus in on. When an issue is decided upon, students first follow the preparation steps of the preceding motivation activity, and then begin actual research of issue.
- The report should be concise, focusing equally on key points on both sides of the issue, key figures and organizations involved, historical background, present status and future outlooks on the issue. Students should be encouraged to use primary sources (interviews, direct quotes) as well as secondary sources (written material) in preparing their report.

A good place to start might be with current newspaper reports which could provide "leads" for further investigation. Students should keep a running file of clippings and a list of possible resources, as well as research notes on index cards for easy reference when they begin to write up the report. The length and time allowed for the report should be determined by the teacher before work begins. (Note: if students focus on a local issue it is more likely that they will be able to utilize more primary sources in their report.)

The report finished, students should be encouraged to submit their work for consideration by the educational or features department of their local newspaper, as well as various student publications, such as the Constitutional Rights Foundation's *JUST-US* or the Chicago *Sun-Times* "Youth and Justice" section. For the latter two publications, send student material to the Constitutional Rights Foundation, 122 South Michigan Avenue; Chicago, Illinois 60603.

**Follow-up:**

To enhance the presentation of their report to the class or other group, students may want to create a "visual aid" to complement their written work. This would be a "half and half" collage on the issue. For this, a large piece of poster paper is divided in half by drawing a line down the middle. Each half then represents one side of the issue at hand. Through artistic use of newspaper and magazine pictures, as well as other materials, the student can pictorialize the evolution of both sides of the issue, based on information uncovered in his/her report.

# Lesson 14

**"To the press alone, checkered as it is with abuses, the world is indebted for all the triumphs which have been obtained by reason and humanity over error and oppression."**

James Madison

**Objective:**

To alert students to various crimes committed in and outside their community.  
To have students investigate the causes and effects of crimes, as well as crime prevention possibilities.

**Material needed:**

Newspapers, Worksheet J.

**Motivation:**

Ask students to brainstorm on crimes they know to have been committed in their community recently; e.g., school vandalism, burglary, littering, etc. (Students will often equate crime with violence, so remind them that crime can also be non-violent, as in the case of littering.) List their responses on the board. Next, ask students to brainstorm for possible causes of crimes such as these, separating answers under "violent" and "non-violent" crime categories if desired. Sample causes might be poverty, revenge, greed, insanity, etc. List these on the board as well.

Using the information on the board as a frame of reference discuss the crimes with regard to their effort on the criminals, the victims, society in general. What do students feel might be a constructive punishment for committing each crime, rather than or in addition to a jail sentence. (For instance, cleaning up results of vandalism by self, working to pay back price of burgled items, etc.)

**Strategy:**

Having investigated crime's causes and effects in general, students can now go on to construct a mini-profile of crime in specific. Students may work alone or in small groups on this project.

Hand out copies of Worksheet J. to students. (Each student or group will need extra copies of worksheet or pieces of paper on which to record findings.) Explain that over the next week (or longer), students will be collecting information on crime from the newspaper with which to fill Worksheet J. Chart. (Remind students crimes reported on in the paper are only a small sampling of the vast number actually committed each day.) At the end of that time, the groups will compare, discuss and exchange the information each has collected. Students can then analyze this information as a class by answering the following questions, or any others that students might raise in class:

1. How many crimes were reported on in a week? What percentage of these were violent crimes? Non-violent?
2. What was the average age of the criminals or suspects? The Youngest? Oldest?
3. Were local crimes committed more in one area than another? Were national crimes more in cities or rural areas?
4. What was the most common weapon used? Common reason given for crime?
5. Other.

After the above questions have been answered and discussed, ask students for ideas on how these crimes might be prevented

from happening again: i.e., stricter gun control laws, more police, more government or business watchdog group, neighborhood patrols, consumer education, etc. discuss the pros and cons of each.

**Follow-up:**

On the basis of the previous activities and discussions, have students formulate a list of "common sense" rules by which to protect oneself from crime. Sample rules might be "always lock your car door," "beware of the 'fast-buck' deal", . . . If desired, students can make posters for each of these rules to post around school and community to increase public awareness.

# Worksheet J

## MINI-PROFILE ON CRIME

Fill in the chart with information on local and national crimes reported on in the daily newspaper. If you cannot find all the information requested below in an article, you may leave these categories blank.

Crime Committed		Nation - al or Local	Criminal's (Sus- pect's Background Name, Occupation, Age, Educa- tion, etc.)	Crime Specifics Weapon or Methods Used, Description of Victims, Night or Daylight, Etc.	Reasons Given or	Effects of Crime Victim's Injury, Amount of Damage, Criminal's Death, Etc.	Possible or Actual Punishment
Violent	Non- Violent						
	Insur- ance fraud	Local	G. Rabin, doctor, about 40, prosperous	Urges unnecessary surgery on acci- dent victims, phony bills and inflated insurance settlements.	Financial kickbacks	-insurance compa- nies swindled out of millions of dollars in past years -state launching wide-scale inves- tigation of others suspected	jail term; medical license revoked
	50						51

## Lesson 15

**"The day of the printed word is far from ended. Swift as is the delivery of the radio bulletin, graphic as is television's eyewitness picture, the task of adding meaning and clarity remains urgent."**

Edward Canham  
Newspaper Editor

- Objective:** To examine the scope and effect of violent crime on society.  
To consider the effect of the media on social behavior.
- Material Needed:** Newspapers, Worksheet K.
- Motivation:** Ask students to brainstorm for possible causes of crime; i.e., lack of education, poverty, insanity, etc. Then have them air their views on the following.  
"Do social problems create criminals or do the criminals use these social problems as an excuse for committing crime?"  
Which do students feel to be the more credible view? Have them support their reasoning with examples of past events.
- Strategy:** Have students brainstorm on what they would rate as "violence" on a TV show; i.e., carrying guns, hitting, rough language, slapping, etc. Ask for specific examples that students have seen on TV of each.  
Ask students to turn to TV section of the newspaper. In groups or individually, students go down listing of TV shows putting a check by those shows they know to carry violent TV fare. (Students may opt to institute a half-check system for shows which carry only some violence; e.g., soap operas.) This done, have students answer the following questions.:
- What is the total percentage of "violent" shows on TV today as compared with non-violent shows? (Or totals for half-check and check separately.)
  - What percentage of "violent" shows air during the prime time hours -before most children are in bed?
  - What types of shows fall under the non-violent category? When do the majority of this type of shows air?
  - Do you feel any of these violent shows have social or educational value? If so, which ones? What other type shows would you rate high in social or educational value and why?
- After students have completed the above describe to them the landmark case of Ronny Zamora. In this case, lawyers held that a child, Ronny Zamora, shot his grandmother as a result of modeling his actions after those of a character on a violence-based, prime time TV show (Kojak). In light of this, have students launch a more in-depth study of violent TV fare. Divide the class into three to four groups - one for each major network. Assign members of each group the task of monitoring violence in TV shows on a night on which many of these type shows are scheduled (check TV section). Have each student use Part I of Worksheet K on which to log viewing information. Students will note the names of the shows watched, the airing times, descriptions of the violent acts and include a very brief plot synopsis. (Students may need extra copies of worksheet or additional paper to complete assignment.)

Charts completed, students discuss the findings of each group in class. Which shows included the most amount of violence? Which networks carried the most violent shows that night? In which shows was violence warranted; i.e., was there a point to showing the violence such as raising public awareness of child abuse? In which shows was violence totally unwarranted; i.e., violence for the sake of violence?

Take a class survey on whether or not violent TV fare such as that viewed could likely increase the amount of violence in real life. Discuss.

Next, have students go on to Part II of Worksheet K in which they examine the scope of violence in the newspaper. Students note the topic or headline of an article, the location in paper, the description of the violence, pictures related to violence in article. (Students may need extra copies of worksheet or additional paper to complete assignment.) (If time is limited assign individual sections of the paper to different groups.)

Charts completed, students discuss individual or group findings as a class. What types of violence were reported on - murder, rape, arson, etc.? What percentage of these articles were included within the first and most-read section of the paper? How many of these articles ran with violence-based photos? Do you feel that any of the descriptions of violence were unnecessary for the general public to know about?

Take another class survey on whether reporting violence in newspaper stories increases the amount of violence in real-life. Discuss. Should television networks and/or newspapers be forced to more strictly limit their coverage of violence?

**Follow-up:**

Unfortunately, violent crimes are a reality in nearly every community to varying degrees. If a person in your community were a victim of a violent crime, what organizations exist to help these victims and/or their families. Have students research the question and compile a list to distribute among school and community members. Hospitals, clinics, police departments, legal assistance groups and various community help organizations might be good places to start the investigation.

# Worksheet K

## VIOLENCE CHART

Fill in the chart below based on viewing of violent TV shows.

### Part I Television

Name of Show	Time	Violent Acts	Brief Plot Synopsis

Fill in the chart below based on information found in articles describing violent acts.

### Part II Newspaper

Headline/Topic	Page	Description of Violence	Violence-Related Photo (if)	Brief Summary



## Lesson 16

*"...The cause of the decline and fall of the Roman Empire lay in the fact that there were no newspapers in that day. Because there were no newspapers there was no way by which the dwellers in the far-flung nation and the empire could find out what was going on at the center."*

H. G. Wells  
Historian and Author

**Objective:**

To inform students about individuals' and organizations' negative and positive contributions to the community.  
To have students propose school/community improvements based on their readings and observations.

**Material needed:**

Newspapers, Worksheet L.

**Motivation:**

Ask students to share with each other their own knowledge about changes or important events they've seen or heard about in their community but were for better or worse - for example, a new park, tearing down a building, widening of road, new stores, more crimes, closing of schools, etc. Students can also ask school personnel, parents, neighbors or storekeepers to tell about the major changes and events they've witnessed in the community over the years and their opinions about these happenings, sharing and discussing these findings as a class. Which of these happenings do class members feel were for the better based on their observations and/or interviews? For the worse? for what reasons? As a class, hypothesize as to who was responsible for these changes - government, business, individuals, the community organizations, etc.

While it would take lengthy investigation to find out who was definitely responsible for each happening, it is most often possible to make an educated guess in these matters, as city government handles most public resources, the names of the responsible organizations or individuals often are associated with the contribution, or it is of general or easily obtained knowledge in the community. by acquiring the general overview of the parties responsible for such happenings, students can obtain a better understanding of the complex workings of a community.

**Strategy:**

Explain to students that they will now launch an examination of specific changes happening in the community today that they, as citizens, should keep informed about. Students may work alone or in small groups on this project.

Hand out copies of Worksheet L to each student or group. (Each student or group may need two or more copies of the worksheet or extra pieces of paper on which to record findings. Explain that over the next week (or longer) students will be collecting information from the newspaper with which to fill in the Worksheet L chart. At the end of that time, the groups will compare, discuss and exchange the information each has collected. Students can then analyze this information by answering the following questions, or any others that students might raise in class:

1. What happenings made changes for the better in the community?
2. Who benefited or suffered the most as a result of each happening?
3. Which happenings do students feel were most important to the general community? to individual segments of the community; e.g., minority groups?
4. Other.

After the above questions have been answered and discussed by the class, ask each student to write a "letter to the editor" of their local newspaper in which they express their approval or disapproval of one of the community happenings covered, giving supporting reasons for their views. If they choose to voice their disapproval, students might suggest how the situation could have been improved upon.

**Follow-up:**

In response to the previous discussion of a community happening, invite a resource person, related in some way to the happening (e.g., fireman, community leader) to come talk to class and field their questions and arguments. If possible, have class formulate list of topics to give to speaker beforehand.

# Worksheet L

## COMMUNITY STUDY

Fill in the chart with information on significant happenings in the community reported on in the daily newspaper. If you cannot find all the information requested below in an article, you may leave these categories blank.

Community Happening	People/Organizations Involved	Reasons/Cause	Effects on Community	Response of Community
<b>EXAMPLE:</b> Firefighters' strike	Firefighters Union leaders Mayor Circuit Court Judge	Contract dispute with city	-increased injuries and deaths due to fire, -increased fire damage to property -picket lines	-inexperienced volunteers fighting fires -many losing faith in city government -anger and threats at union leaders and firefighters themselves
50				
57				58

# Lesson 17

**"The pressure of public opinion is like the pressure of the atmosphere; you can't see it — but, all the same, it is sixteen pounds to the square inch."**

James Russell Lowell  
19th Century American  
Poet, Critic and Diplomat

- Objective:** To determine what community resources exist to help citizens in students' local area.  
To determine the various needs of the students' local community.
- Material needed:** Newspaper, Worksheet M.
- Motivation:** Have students turn to the editorial page(s) and read through the letters to the editor, the personal view columns, the editorial cartoons, and the editorials themselves. What grievances are cited by and about the local community? What community achievements or services are applauded? List these on board under the appropriate heading.  
Have students think of other places in the paper where they might be able to find more information about community grievances and achievements; e.g., consumer help column, an article on successful rape victim assistance program, etc. List these items on the board.
- Strategy:** Having looked briefly at some of the problems and good points of the community, students will now make a more in-depth study of the community resources that are readily available to community members, and those that are not.  
Students may work individually or in small groups on this activity, depending on the amount of time available. Each student or group receives a copy of Worksheet M on which students will paste newspaper items related to each community-related category in the appropriate columns or write a brief summary of the information included in the item. (Students may need extra copies or additional paper to complete assignment.) Point out to students that the classified ad section of the newspaper can be considered a marketplace of community resources, and should be regarded as a key source of information for this exercise, although the places in the newspaper listed on the board previously should also be checked. Resources outside newspaper can be used in addition; e.g., yellow pages.  
When all the charts are completed, ask class to react to their findings. Which areas were best represented according to this "survey"? Which areas were lacking? What resources did students list under "Other"? Based on the survey, what recommendations would students have for the community improvement e.g., addition of resources?  
Compile students' information by category to create a detailed community resource guide. If desired, sell the finished work to parents and other school and community members to finance a class trip to a cultural event or offering in the community; i.e., museum trip, newspaper plant tour, community play, etc.

**Follow-up:**

**Choose one of the community resource organizations (e.g., a legal clinic) covered by students in above assignment to visit. Find out:**

- 1. What is the major purpose of the organization?**
- 2. Do community members pay for the service? If not, how is the organization financed?**
- 3. What qualifications must employees have?**
- 4. How many people are served by the organization (approximately)?**
- 5. What major problems does organization have?**

**After visit, discuss the experience. Did the organization meet student expectations? Were there any surprises? Do students feel that this organization was serving the community well or not? Discuss.**

# WORKSHEET M

## COMMUNITY RESOURCES

Legal Assistance	Consumer Help	Medical Care	Educational Assistance	Employment Assistance	Other Resources
61					62

53

# Lesson 18

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

Arthur Miller  
Playwright

- Objective:** To promote community awareness and pride.  
To examine the local newspaper as a guidebook to the community.
- Material needed:** Newspapers
- Motivation:** Ask students for the ideas about what makes up a "community". What does the word community bring to mind for them? List these ideas on board. Does their community provide them with all these things to their knowledge? In what areas do students feel their community is lacking? Excels? List these on board as well.
- Strategy:** Suggest to students that it is possible that some of the areas students felt were lacking in their community in the previous discussion might exist without their knowledge. To find out if this might be the case, explain to students that they will construct a profile on their community by utilizing information provided in the newspaper.  
Break class into ten groups. Assign each group one of the following topics: Business, Education, Jobs, Recreation, Community, Organizations, Public Services, The People, Other. Each group will search for information in the paper about their community on their particular topic. Each group clips out the related items they find and pastes them on large paper given to them to make a collage titled with the name of their topic. When each group has finished, post the collages side by side around the classroom walls to make a mural that portrays all aspects of the community. Encourage students to "leave no page unturned" in their newspaper search as material on their topic might not always appear in the most obvious places; e.g., material on careers might be found in a consumer help column, as well as the job ads.
- Follow-up:** Go back to the students' original list of ideas about what their community lacks. If the profile has not uncovered any new information on any of these areas, have students draft a proposal on what could be done to improve upon one of these areas. The proposal should include a clear outline for a plan of action.  
Submit the finished proposal to a community planning committee or other community representative and/or invite them to respond to this proposal in person, perhaps helping students make their plan a reality; e.g., a community youth facility.

# Lesson 19

**"We have the newspaper which does its best to make every square acre of land and give an account of itself."**

Ralph Waldo Emerson

- Objective:** To make students aware of the concerns of world and national communities outside their own.  
To compare the problems of communities across the world.
- Material needed:** Newspapers.
- Motivation:** Ask students to imagine that they live in a different city in the United States, one that is preferably in another geographical region of the country. Keeping this in mind, have students skim through today's paper looking for articles they feel would not be included, or not given as important location, in this other city's paper. Ask students to share their opinions with the class and given reasons to support them.  
Now do the same, imagining that they live in a different country. Now which articles would be excluded? Discuss the reasons for this and ask for student ideas about what type of news might be included instead.
- Strategy:** Have students investigate further what is most important to communities outside their own—in other communities around the nation as well as the world. To do this, assign ten or more groups the task of writing to one major newspaper in this and/or other countries, requesting that a copy of a certain date's newspaper be sent to them and explaining why it is needed. Choose paper locations that will give a broad sampling of areas. (It is suggested that a few week's time be allowed here. Note that all must be for the same date.)  
When the newspapers have been received, draw a large chart on the blackboard, divided by columns with headings of: name and location of newspaper, front page stories, subjects of editorials, other similarities, differences. Ask each group to supply the necessary information from the newspaper sent to them. Also chart information from students' own local newspaper.  
Compare the newspaper coverage of different cities in this country. Were any newspapers' front page news stories on the same subject? If so, what subject(s) and what reasons can be given for this? What stories were included in only one or a few of the papers? Discuss the reasons for this as well. Go on to look at newspaper coverage for that day in foreign countries, covering the same questions as before in discussion.  
Now compare the editorials for each paper in similar fashion. What were common world or national issues addressed? Local issues? Were any of the local issues and problems addressed similar to those of other cities in this and other countries? Discuss.
- Follow-up:** Have students write individual essays on what they feel to be the most crucial problems, facing world, national and/or local communities today, based on their previous investigation of various newspapers. How would they like to see these problems solved?



**As an interesting sidelight have students interview elders about what major problems they remember to have confronted people during their youth. How do students feel those problems compare with today's - more, less or equally serious? Discuss.**

## Lesson 20

**"NEWS is that which comes from the North, East, West and South, and if it comes from only one point of the compass, then it is a class publication and not news."**

Benjamin Disraeli  
British Prime Minister

**Objective:**

To summarize information included in this curriculum.  
To categorize and organize the material results of this curriculum for easy future reference.

**Motivation:**

Ask students to brainstorm on what "citizenship" means to them, at world as well as national and local levels. What are characteristics of a good citizen in your city, in the U.S., in the world? List each on the board and discuss ways in which these could be achieved by all: e.g., citizenship awareness conferences, related courses in school, films on subject, more laws, fewer laws, etc.

**Strategy:**

Over the past weeks students have learned important ways by which to become informed and capable citizens and have collected a wealth of information on world, national and local community levels. Now, have them categorize the information and organize it into personal and/or class folders for easy reference. Encourage students to come up with their own categories, but some that might be suggested to them are: local, national, world; controversial issues; moral dilemmas; the law; crime; free press; community; important people in the news, etc.

This (these) folder(s) will be useful to students in upcoming phases of this citizenship education unit, helping students to locate specific news and citizenship information quickly and easily.

**Follow-up:**

Are students interested in other topics regarding citizenship education? Do they have questions concerning specific aspects of the law?

Have them address their inquiries to either of the following law-related educational organizations, which can provide them with the requested information or direct them to other resource people and organizations.

1. The Constitutional Rights Foundation  
122 South Michigan Avenue  
Chicago, Illinois 60603  
(312) 683-9057
2. The American Bar Association Special Committee on Youth Education for Citizenship  
1155 East 60th Street  
Chicago, Illinois 60637  
(312) 947-3960

## Section II

### WHAT CAN YOU DO ABOUT THE NEWS?

**Objective:** To provide an opportunity for students to develop and use critical citizen competency skills.

**Materials Needed:** Newspapers, Worksheets, Time

**Motivation:** How many times have you read about a problem and been frustrated? There was nothing you as an individual could do. Headlines can be discouraging: "No Jobs for Teens", "Crime on The Rise", "Schools Close". Actually our society does provide opportunities for each one of us to become involved. By learning to work in our democratic process and doing it we can make life a little better. The effort does not always mean we succeed. But if we don't try, we won't succeed. The following is an actual case study of two students who did try and did succeed.

#### **Case Study: Sneaking in a Skateboard Park\***

Jeanne Headtke and Barbara Hove, 17-year-old students from Huntington Beach, California, learned that there was a proposal underway to develop a private fifteen-acre commercial skateboard park in the middle of the city's 175-acre park. Jeanne and Barbara decided to try to block this development because they felt it would be an environmental hazard to the park and the surrounding community. The girls obtained a copy of the Environmental Impact Review (EIR), which analyzed the impact the proposal would have on the surrounding environment. In the EIR, the girls noticed important omissions. The report did not include information on the ability of the ground to support the skateboard park and possible detrimental effects on the Nature Center within the park.

City Council members, however, probably would like the idea for the park because the developer, Universal Skate Parks, Inc., guaranteed Huntington Beach an additional general income of \$10,000 to \$20,000. Since California Proposition 13 limits local property taxes, the city needed to find out ways to pay for city services, such as public parks, schools, and police.

The residents of Huntington Beach probably would not even find out about the park until completed because the law only requires that the City post one 2 x 3 inch legal notice about public hearings in a local paper. The notice appeared in the *Huntington Beach News*, a free paper with a circulation of 9,000. (There are 164,500 residents in Huntington Beach.)

Jeanne and Barbara obviously could not do much without a lot of help. They made friends with a small group of equally concerned Huntington Beach residents who attended the preliminary City Council hearings on the issue of the skateboard park. Those friends included members of an organization founded when the Huntington Central Park was first formed, called Friends of the Park and a captain of the Huntington Beach Police Department, Michael Burkenfield. The girls had located a network of active community members with whom they could join forces to determine and act upon a solution.

The group decided to: 1) inform residents of the proposed development, and determine whether they wanted it; and 2) make presentations to the City Council on the deficiencies of the EIR and rally citizen support against the proposal.

To do this, they conducted an informal survey of residents who lived close to Huntington Central Park. Few residents were aware of the proposed development. They brought this to the attention of City Council members at a preliminary hearing. The Council replied that an extensive survey had been conducted by the city. But when Jeanne and Barbara dug up the survey results, they discovered that only 28 percent of those surveyed had responded. Furthermore, according to the survey, the skateboard park was rated seventeenth out of 29 options for park use.

\*Adapted from Debra Desbach, YOUTH ACTION (First Experimental Draft), CRF, 1979.

In order to gather further information against the skateboard park proposal, they invited the architect from Universal Skate Parks, Inc. to their class and taped his presentation. Part of this tape was subsequently used at the final public hearing. It was his view that the land was not suited for the skateboard park.

In addition, hundreds of flyers were circulated publicizing the negative effects of the proposal. Petitions with 1,600 signature opposing the park were also gathered. Posters were distributed to public places urging residents to attend the hearing.

On May 15, 1978, more than 250 residents packed the City Council chambers for the final hearing. The vote was 5 to 2 opposing the development in the park. One of the strongest advocates of the private skateboard park, the Mayor of Huntington Beach, cast a vote to deny the park and suggested a reevaluation of the master plan for Huntington Central Park.

Jeanne and Barbara had proved to residents of Huntington Beach that through their active participation in civic affairs, they could influence governmental decisions to reflect the wishes of the people. It was not easy. It took time and a lot of other people.

## **PLAN FOR STUDENT INVOLVEMENT**

The opportunity for a student to provide a service or work for an improvement in the community does not always mean that what is set out to be accomplished will be accomplished. Hopefully, the experience will give the students a sense of how important citizen participation in public affairs is in their country.

To become involved in a community issue, consider the following:

- 1) Identify a need, problem, or conflict
- 2) Identify possible causes and solutions
- 3) Identify community resources
- 4) Develop and implement an action plan
- 5) Evaluate accomplishments

**STEP 1: Identify a need, problem or conflict.**

Suggested activities:

- 1) Identify community problems from newspapers. Refer to lessons 16 and 20. If either of these has been completed, use as a reference for identifying community issues. If not completed you may wish to do one of these first or have students bring in articles describing a problem in their community for a few days.
- 2) Divide class into groups of 5 or 6 and either have them refer to their community studies or files or articles they have clipped. Each group should select a problem they think is important and develop arguments to present to the class as to why it is important. After each group has presented, vote on the issues and record the results for future reference.
- 3) Take a community survey.
  - a) Divide the class into teams of two to five students each. Each team will survey, if possible 20 residents on what they perceive to be the three most aggravating community problems. The easiest way to survey large numbers of people is by conducting it in a densely populated area, such as a shopping center on a Saturday, or in a downtown district on a weekday. Or, students can go door to door to survey residents. Students should not interview anyone who does not live within a block of one of the team members' homes. (Use the enclosed survey, Exh. #1, or design your own)
  - b.) A student may wish to role play one or two interviews in advance. Suggest that they identify themselves from \_\_\_\_\_ high school in \_\_\_\_\_ (name of town) who are working on a school project. Tell the potential interviewee that you would like to ask him/her a few questions about what (s)he is bothered by in the community.

**4. List results of community surveys.**

Compare lists to the original lists developed by using the newspaper. Has the list changed? Have the newspapers concentrated on what students and others consider to be most important? This information might be consolidated and sent to the newspaper to appear on the editorial page. See guidelines for submitting articles in final chapter. Either divide class into groups to pursue different problems or allow class to select the problem.

**STEP 2: Identify possible causes and solutions.**

Consult the surveys and the articles for possible causes and solutions. Record in chart form.

THE PROBLEM \_\_\_\_\_

CAUSES	SOLUTIONS

**STEP 3: Identify community resources (what kind of groups are affected by the problem or are or should be working on the problem).**

1. Identify community groups, organizations, and/or members that might be useful to contact when researching the problem area. List names, addresses, and phone numbers of appropriate organizations.

You may wish to categorize them according to special interests such as:

- 1) Government
- 2) Environment
- 3) Recreation
- 4) Culture
- 5) Minority
- 6) Economics
- 7) Religious

To locate groups possibly willing to help, you can use any of the following resources:

- 1) **Newspaper:** Look for ads and articles pertaining to groups which might be working on the problem.
- 2) **Telephone Book:** Look in the yellow pages under political organizations; service organizations, associations, and clubs; social service and welfare organizations; and environmental, conservation, and ecological organizations.
- 3) **Public Information:** Telephone the public information or public relations office at City Hall and ask for possible community groups and city agencies which would be able to assist you.
- 4) **Churches:** Active community churches will assist you in locating community groups.
- 5) **Better Business Bureau:** The Better Business Bureau or the local Chamber of Commerce may be helpful in locating interest groups representing the business community.

- 6) **Public Television:** Local television stations and newspaper city desks also have information about community associations.
- 7) **School-Affiliated Organizations:** The Parent Teacher Association, for example, or college-level urban and community studies departments will be helpful.

**NOTE:** When you telephone an organization, be sure to give your name and that of your school. Explain the nature of the school project you are working on. Ask for names of organizations that have had some experience with the problem area, and, if possible, ask for telephone numbers and names of persons who hold key positions within the organizations.

## II. Interview community groups.

After a list has been made of names, addresses and phone numbers, schedule an appointment to interview a key decision-maker with one of the groups listed.

You may also wish to role play a telephone conversation to set up an appointment. Students should give their name and that of the school. Explain that students in the class have taken a survey on the community problems residents are most concerned about. Based on the survey results, you are researching the problem of \_\_\_\_\_ . Ask if it is possible to make an appointment to discuss how this problem might be or presently is being solved.

Use the following questions as a guide. You will have to adapt these general questions to fit your own community, the person you are interviewing and the problem you chose.

### Suggested Interview

Name of person interviewed: \_\_\_\_\_

Organization: \_\_\_\_\_

Nature of problem: \_\_\_\_\_

### Possible Interview Questions

1. What has your organization done and/or is now doing in regard to this problem?
2. Do you have a strategy or action plan to solve this problem? Can you describe it? What do you need most in order to carry out your plan? What opposition might develop? Why? What tactics might opponents use? How would the opposition be dealt with?
3. What other kinds of community groups or individuals are working on this problem? Can you describe any of these activities?
4. Do you or does anyone else use volunteer help? If so, how are volunteers used?
5. How does or how could government help solve this problem?
6. Do you know of any research which helps us understand the cause or suggests solutions? Do you think more research is needed? If so, what questions and information should be included?
7. Can students help solve this problem? If so, how? Is it realistic for us to think we can change something in our community?

### STEP 4: Develop goals and an action plan.

When everyone has completed their interviews, meet back in class and divide into the same groups. Make sure each group has information from more than one type of group.

Based on information gathered at the interviews, each group will develop goals, objectives, and an action plan (strategy) for solving the problem. It may take time outside of class.

Select a spokesperson from each group to explain to the rest of the class the goals, objectives, and strategy its group developed and why the group feels it is a good strategy. Allow five minutes per spokesperson.

Lead a class discussion on the strengths and weaknesses of the strategies (ten minutes each). If more than one project is being investigated, give each project a separate day for reporting.

### **DISCUSSION QUESTIONS**

1. Will the objectives be met if the action plan is implemented?
2. Are the objectives measurable and realistic?
3. How could they be measured?
4. Can the plan be done? How much time will it take? Have each group develop a timetable and chore chart.

After the discussion, if this is a class project, have the class vote on which is the best strategy. This strategy, then, will be the model used for the next lessons.

### **STEP 5: Evaluating the plan(s).**

Through their community research, students have discovered which community leaders and organizations are most actively involved in action projects. Have students suggest who they would like to invite to class for a panel discussion on how to organize a community action project. The speakers can also help evaluate the objectives and strategy designed in Step 4. After all names have been considered, decide on three that the whole class would like to invite for a panel discussion.

Select one class member to telephone and invite the resource speakers. If the speakers are not already familiar with your class project, explain what it is and why you are calling. You may wish to follow-up the phone call with a letter enclosing questions the students may ask (see list of possible questions).

When the resource speakers arrive, begin the discussion by asking general questions about community action. Allow thirty minutes for this discussion. Then, during the last half of the period, ask the speakers about the strategy you designed in Step 4. Two sets of questions follow. One is labeled general, the other, specific. These are merely guidelines. Do not limit the discussion to these questions alone. Do not hesitate to ask the speakers additional questions if they raise points not covered in these questions or if you want more information.

#### **GENERAL**

1. What is the best part of your job?
2. What is the most frustrating part of your job?
3. Why and how did you become involved with (name of organization)?
4. What has been the most effective thing your organization has done?
5. What and/or who has helped the most?
6. What kinds of problems are encountered with opposition groups? How do you counterattack opposition interests?

#### **SPECIFIC**

1. Begin by showing the panel members the list of problems you identified when you conducted the community survey. Explain to the panelists that residents complained most about these particular problems.
2. Next, explain to the panelists which problem(s) your class chose. Explain how and why you selected the problem(s). Ask if the panelists feel you were right in selecting the problem(s).

3. Then, tell them about interviewing people in the community who were knowledgeable about the problem area and how, based on those interviews, you developed objectives and an action plan for solving the problem. Give the panelists a brief summary of the objectives and the action strategy your class developed.
  - a. How, if at all, should this strategy be revised, and why?
  - b. Is it a realistic one in terms of manageability, i.e., money, community resources, manpower and time?
  - c. Are our objectives realistic? Why or why not? How could we measure our objectives? If we were to implement the action plan, do you think we would accomplish our objectives?
  - d. If this problem exists, and the residents feel so strongly about it, why isn't something already being done?
  - e. If we were to bring this problem to the attention of a government official, would he/she do something about it? Why or why not?
  - f. Do you think we could realistically solve this problem if we tried?

After the session with the panelists, talk about what was learned using the following questions or similar ones.

1. Did the panelists point out deficiencies or errors in the strategy your class developed? If so, what were they? Did they make suggestions?
2. How can you revise the strategy to incorporate the panelists' criticism of it?
3. Did they feel the problem you chose to analyze could be the basis of a class community action project? Why or why not? Did they feel another problem was manageable? If so, why?

Some of the students may wish to try to implement the project analyzed in class. Other students may simply wish to share what they have learned thus far with others. Some options include: presentations to other classes, other student groups, parents, teachers, or community groups. A conference on "Problems in Our Community: What Can We Do to Help?" could be arranged. Guidelines and helpful hints are included in two other publications—*Education for Participation* and *Youth Action*, both available from the Constitutional Rights Foundation, Suite 409, 6310 San Vicente Boulevard, Los Angeles, California 90048.

One final option is considered in greater detail in the next section. Students can share what they have learned and experienced through the written word. Students can see themselves in print.



### SUGGESTED COMMUNITY SURVEY

1. In order of importance, what three community problems concern you most?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. What do these problems concern you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. If you were going to try to solve the first problem, who would you contact in the community for support and help? \_\_\_\_\_

\_\_\_\_\_

4. Are you personally a member of any community group or association that is sometimes involved in community action projects, or projects that will improve the community?

Yes \_\_\_\_\_

No \_\_\_\_\_

a. If so, which organization? \_\_\_\_\_

b. What was the latest project your organization worked on?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section III See It In Print

### INTRODUCTION

#### A PEER AUDIENCE BASED WRITING PROGRAM—A CHANGE IN ROLES\*

In traditional writing assignments (essay exams, book reports, term papers, etc.), the role of the teacher is that of evaluator. The grade on the paper informs the student of his merit as a writer. The successful student is one who discovers what the teacher wants to read and then writes it. This view of the function of writing is a limited one, to say the least, and for the student who is unsuccessful at "giving her what she wants," it is devastating. Writing becomes a punishment and a painful struggle which he views as doomed from the start.

The following manual presents an alternative approach to writing assignments in which both teachers and students function in quite different roles. The teacher becomes an editor, and the student is both writer and audience. The student writes primarily for an audience of his peers, and their response to his writing tells him if he has accomplished his purpose as a writer.

Teachers can make many peer audiences available to student writers, the most accessible being the other members of the class. Duplicating some or all of the students' responses to a given assignment, reading assignments aloud to the class, circulating assignments with attached comment sheets and exchanging assignments in small groups are all ways to allow students to read other students' work and provide them with critical responses.

Another audience can be created with the organization of a city or statewide newsletter of classes. Finally, a nationwide audience can be provided through the newsletter *JUST-US* and the Chicago Sun-Times.

The goals of such a writing program are:

1. Students will understand that good writing is clear, interesting and effective communication.
2. Students will recognize good writing when they read it.
3. Students will view their own writing as an important tool of communication.
4. Students will become better able to communicate effectively in writing.

#### THE TEACHER AS EDITOR—A CHALLENGING JOB

In order for students to write effectively for peer audiences, the teacher must do several things:

1. Structure assignments that will encourage students to produce interesting writing. (Some assignments are suggested in this manual, and these assignments can be adapted to any unit of instruction. We suggest that writing for audiences other than the teacher be an ongoing component of the law-related education course.)
2. Decide which writings the class will read and whether or not the writers should remain anonymous.
3. Provide the vehicle for getting student writings into the hands of the audience.
4. Train students to offer useful and constructive responses to writers. Responses and criticism should be as specific as possible. For example, "I liked it," is not as acceptable response, however, "I liked it because the examples you gave really showed me how you felt," is acceptable.

\*Steiner, Patsy. Unpublished paper CRF/Chicago, 1979

The teacher may find it necessary to provide specific questions to use in discussing the writings. For example, "What point is the writer trying to make?" or "How does the author try to convince you that he is right?" or "What sentences are unclear to you?"

5. Create a climate in which teacher comments are no more important than student comments. One way to facilitate this climate is for the teacher to write the assignment too and allow the class to read and respond to the teacher's writing just as they do their own. Elimination of grades other than PASS/FAIL on such assignments can move the focus of student attention from teacher to student opinion. Another strategy is for the teacher to refrain from making evaluative comments during class discussion, remaining in the role of moderator. In any case, it is crucial that the student audience responses be viewed by the writer as important and meaningful and not simply a prelude to the "real thing"—what the teacher thinks.
6. Set a tone of respect for writers and their writing. We often forget that the way a person uses language is as much a part of his personality as any other single characteristic. If we belittle his writing, we are belittling him.

## **SUGGESTED ASSIGNMENTS—A PLACE TO START**

### **Opinion Writing**

1. Ask students to answer specific, open-ended questions and support their answers with specific reasons or evidence. Have students read and respond to some or all of the writings. Having students write rather than talk about their opinions can be very effective in situations where students feel uncomfortable discussing certain issues. For example, in Raleigh, N.C. in the spring of 1975, it was virtually impossible to discuss the Joanne Little case in a racially-mixed classroom. Silence or mayhem might have ensued, but never a healthy exchange of ideas and opinion. In tense or uncomfortable situations, students can write down their opinions and when the teacher shares the writings with the class (keeping the authors anonymous), discussion may be possible. Even if discussion does not result, the students will have had the chance to communicate their opinions to one another. The teacher may choose to center the discussion on the effectiveness of the writing rather than on the sensitive issue.

Sample open-ended questions:

- Should television be censored? If so, by whom?
- Should students be involved in decisions about courses offered in high school?
- Should a high school newspaper be permitted to bring an advertisement for an X-rated movie?
- Should a landlord have the right to refuse to rent an apartment to a family with children?

2. Assign letters to the editor of the school or local paper on an issue which has been discussed in class. Submit some or all of the letters to the paper (with the author's permission).

Sample issues:

- Local ordinance banning outdoor rock concerts
- Local police crackdown on massage parlors
- School policy on open campus
- Student involvement in teacher evaluation process

3. Book, movie and t.v. show reviews

Divide the class into groups of four or five and assign each group a book to read and review. Each member of the group writes his own review. Then the group selects excerpts from each review to be duplicated and read by the class.

4. Point/Counterpoint

Using open-ended questions of opinion, assign half the class the task of writing

papers in which they support their side of an issue. Then give their finished papers to the other half of the class, assigning them the task of arguing against what the first student has written. Duplicate selected pairs of papers for the class to read and discuss, or have pairs of students read their papers aloud (Jack Kilpatrick/Shana Alexander Style).

### **Newspaper Writing**

Many types of newspaper writing provide good models for students writing for peer audiences. If the students are keeping a clipping file in conjunction with other activities in the course, many writing assignments can grow out of the file itself.

#### **1. News writing—Sample assignments**

a. Stage an argument or a scene of violence between the teacher and another school-staff member in front of the class. (The students should not know it is an act.) After the altercation is finished and the teacher is alone with the class, the teacher asks each student to write a detailed account of what happened since each one is a witness. The writings will vary greatly and a discussion of the variations can show a great deal about eyewitness accounts.

b. Have students play the roles of witnesses to a crime. Other students interview the witnesses and write fair, unbiased newspaper accounts of the crime.

c. As part of a field trip project, assign students the task of writing a news story on some aspect of the trip. Instead of reporting on the entire trip, the student will be forced to find an angle and shape a story which is interesting to readers outside the class.

#### **2. Pictures**

a. Give students the opportunity to try their hand at editorial cartooning. The teacher can suggest possible issues or questions which might be the focus of cartoons. Plenty of samples should be available in the clipping file.

b. Students with an interest in photography could be given the option of doing a photographic essay as a composition assignment.

#### **3. Editorials**

Let students write editorials on topics using editorials from local and national papers as models.

Provide editorials on issues and assign students the task of writing a rebuttal to editorials with which they disagree.

#### **4. Newspapers and subtle bias**

Study the subtle bias of the local newspaper in its coverage of stories. Remember to consider not only the stories themselves, but also their position in the paper, the amount of space devoted to them contrasted to that of other stories, the use of photographs to imply editorial opinions, the wording of headlines, the omission of information, or follow-up stories and letters to the editor. Once the students have begun to understand this concept, assign them the task of writing a news story into which they intentionally insert a subtle bias. Then the class should read the stories to determine the subtle bias of each article.

#### **Sample assignment:**

You are the reporter and the facts you have collected on an incident at a local high school are:

1. Two girls, one white and one black, had a fight in gym class.
2. The gym instructor, who is white, said, "The incident occurred after a call by the black girl who was serving as a referee in a class volleyball game. The white girl didn't like the call so she hit the black girl. The black girl defended herself."
3. The white girl refused to talk to the reporter.
4. The black girl said, "She hit me so I hit her back. She was mad because she hadn't

been playing good the whole game and she tried to blame it on me."

5. Neither girl required hospitalization. Both were sent to the school nurse. The white girl received a black eye and the black girl received several superficial scratches on her face.

6. The school nurse, who is black, said, "This is the third time in two days I've had to patch up kids who were fighting. It must have something to do with the fact that spring break is coming up pretty soon and everyone is getting itchy to get out of here."

7. The principal was out of the building and unavailable for comment.

Using the notes, write a short news story on the incident. First try to write the story with complete objectivity. Then write it again inserting a subtle bias into the text of your article.

### **The Interview**

Only way to use a resource person in the classroom is to have students interview him or her as if they were newspaper reporters. Advanced preparation, planning and research on the part of the students can make the interview itself an exciting experience for the class and their guest. The use of a tape recorder and application of some editing skills can produce an interesting, readable article for a newspaper, the school paper or *JUST-US*.

#### **Suggested procedure:**

1. Once the decision is made that the resource person will come for an interview, the class must do a little research on the guest himself so that they don't plan questions that the guest simply cannot answer. For example, if the guest is a lawyer, it would be helpful to know what his specialties are. Next the class should choose issues or subjects they want to ask the resource person about. Suppose the guest is a lawyer specializing in criminal cases. Appropriate subjects might include: plea bargaining, inequalities in the justice system, the process of preparing a case for trial, or ethics in the legal profession.

2. The class can now begin to plan questions for the interview. Each question should be carefully revised until it is clear and precise. For example, "What is your opinion of plea bargaining?" is a pretty vague question that may elicit several different answers. "Under what circumstances will you plea bargain a case for a client?" is more specific and clear.

3. The day of the interview, students should have the prepared questions in front of them. This saves time and allows students to keep track of whether all their questions are being answered. Students should be encouraged to ask spontaneous questions if the guest raises unanticipated points or doesn't answer a question clearly. Caution students to listen carefully so that they won't ask questions the guest has already answered.

4. Tape record the interview so that the questions and answers can be the basis for a published article.

### **The Panel Discussion**

A variation on the interview procedure is a panel discussion of three or four resource people who have differing points of view, backgrounds or training. In this kind of discussion, the class needs to clarify the issue under consideration before choosing the panelists. For example, suppose the class is studying consumer protection legislation. They might plan a panel discussion to educate consumers about their rights and responsibilities in dealing with door-to-door salesmen. (A discussion of this kind might be well-suited to a workshop or convention planned by students.) Possible panelists for such a discussion include: a member of the Better Business Bureau, a sales representative from a firm that deals in door-to-door sales, a policeman who has had experience with cases of consumer fraud, a representative from a consumer-advocates group, a representative from a consumer-advocates branch of the local government, or a lawyer who has had experience defending or prosecuting cases of consumer fraud.

Once the panelists have been lined up, the class must plan questions which will allow participants to share their knowledge and expertise with the audience and to

interact with one another. A moderator should also be selected (a student or a teacher) to maintain order and provide a summary for the audience at the end of the discussion.

Here again, a tape recording of the discussion can provide the basis for a worthwhile article.

### **Letters to Which Answers Are Expected**

Another audience can be provided a student by assigning him the task of writing to someone from whom he expects an answer. These letters should not be vague general requests for, "All the information you have on prisons," but rather, they should be carefully-planned questions on specific subjects. For example, a class studying the state juvenile justice system discovers that in many instances minors serve time with adult offenders. The class reacts strongly to this fact and wants to find out more about the problem. Individuals or groups of students could write to different officials asking for their views or explanations. Many letters are possible: a state prison administrator, state legislators on the corrections subcommittee, state probation officers, etc. Each letter would request the kinds of information and opinions that the recipient could best provide. Students should save copies of their letters so that when the answers come back, the pairs of letters can be studied and discussed by the class. These pairs of letters can provide interesting reading in newspapers, as well.

Other possible audiences for letter writing include: inmates, judges, highway-patrol officials, local elected officials, etc. In each case the letter should ask specific questions that the student genuinely wants to have answered. It would not be wise for large numbers of students in the same class to write to the same person as this would decrease the chances of any student's receiving an answer.

### **Personal or Narrative Writing**

When students write about specific experiences in childhood, their writing is usually lively and interesting. If a person writes something he remembers, he must include details and imagery which are a part of the memory itself. These details make the writing come alive for the reader. Students enjoy reading each others' childhood memories, and the reader responses are usually supportive and positive for the writer. Writings about childhood law-related experiences can help students understand how their attitudes and values have been shaped by their experiences.

Sample assignments:

1. Tell about an encounter you had as a child with a policeman
2. Tell about a time you were treated unjustly
3. Tell about a time you were discriminated against
4. Tell about a time you learned something about the difference between right and wrong

### **Fiction Writing**

Fiction writing requires a bit more imagination than the recounting of personal experiences. Students can be encouraged to try writing short stories and fictional anecdotes with structured assignments that help them come up with ideas. Because writing good fiction requires considerable skill, it is advisable to refrain from grading these attempts of student writers. The responses of the peer audience and written teacher comments will be less likely to discourage a student from trying to write stories again.

1. Give students two characters and assign them the task of writing a dialogue between the two that sounds as if real people were talking (Sample pairs: a teenager and a policeman, a lawyer and a client, a parent and his child who has just been arrested, an angry consumer and the manager of a store.) Have pairs of students tape record the scripts and let the class listen and critique them.
2. Provide students with several last lines to stories. Assign them the task of selecting one final line and writing the story that leads up to it.

### **Last lines:**

- a. She looked at the judge's face for some sign of emotion, but she saw nothing.
  - b. She returned to her office to finish reviewing the Andrews case, and there was a hideous tangerine convertible parked in her space.
  - c. As the officers stepped into the hall, it was all I could do to keep from shouting, "You blind fools!"
  - d. If anyone cared to look, a beautifully tended garden was visible out the small window of the cell.
3. Give students a fact situation involving a legal issue or accident. Sketch the characters briefly. Have students select one of the characters and tell a story from his point of view.

**Sample:** Jim- 19 years old; high school graduate; works in a factory; lives at home but is saving to get an apartment of his own.

Luke- 13 years old; small for his age; has trouble in school because he can't read.

Louise- their mother, a widow, works for the phone company. Jim tells his mother that Luke has joined a gang. He likes the other guys in the gang, and his best friend is a member. The gang may be responsible for most of the vandalism at the school.

4. Select a newspaper account which involves a law-related case. Give students the newspaper account and have them write short stories based on it. Share the stories in class.

Possible follow up: Invite someone to class who was involved in the accident described in the newspaper story. Let the class ask questions and discuss the incident with the resource person, and perhaps share their stories with him or her.

5. Suggest that students visit locations such as courtroom, probation officer's office, jail, lawyer's office, etc. to observe the physical details. They may take notes and, perhaps, sketch. (Photographs may not be allowed. Check first). Then have them write a story which begins with a description of the office.

### **The Survey**

A survey can be a valuable research tool if planned carefully. As in the case of all research projects, if students are trying to find out something they really want to know, the project will be more successful than if they are answering questions provided by the teacher.

Suppose, for example, in a class discussion on the legalization of marijuana, a student asserts that most young people think marijuana should be legalized. When asked to support such a generalization, the student will probably be at a loss for such evidence. One way for him to gather evidence to support his claim is to conduct a survey. If there is sufficient interest, the class could take on the survey as a project.

#### **Process**

1. First the issues involved and the answers sought must be clarified. It is important to keep the scope of the project within manageable limits. In the survey mentioned above, the group could try to find out:

1. What percentage of young people (ages 12-22) in the sample think marijuana should be legalized?
2. What are their reasons?
3. What percentage of young people in the sample think marijuana should not be legalized?
4. What are their reasons?

**II. The next task is to formulate questions for the survey.**

**A. Fit the language to the level of the audience you plan to interview. Try to pick words that have the same meaning for everyone. "marijuana" would be a better choice.**

**B. Define terms clearly and specifically. In the example, the words "young" and "legalize" need to be defined clearly.**

**C. Avoid long questions which may confuse the respondents.**

**D. Establish a frame of reference.**

**Don't ask: Should marijuana be legalized?**

**Ask: Should buying marijuana for personal use be against the law? Should selling marijuana be against the law? Should the government regulate the sale of marijuana?**

**E. Decide whether to use a direct or indirect question.**

**Direct: Have you smoked marijuana?**

**Indirect: What percentage of your friends smoke marijuana?**

- 0% - 10%
- 11% - 30%
- 31% - 50%
- 51% - 75%
- 76% - 99%
- 100%

**F. Decide whether the question should be opened or closed.**

**Open: Tell me your opinion of the following statement. "Marijuana is harmful to people who smoke it daily." \_\_\_\_\_**

**Closed: Marijuana is harmful to people who smoke it daily."**  
Definitely agree  
Somewhat agree  
Don't know —undecided  
Somewhat disagree  
Definitely disagree

**G. Phrase questions so that they are not necessarily objectionable**

**Don't ask: Did you graduate from high school?**

**Ask: What is the highest grade in school you completed?**

**H. Questions should be limited to a single idea.**

**Don't ask: Do you think people who use marijuana become dependent on the drug and lost interest in their responsibilities?**

**Ask: Do you think some people who use marijuana become dependent on the drug?**

**Do you think some people who use marijuana lose interest in their responsibilities?**

**I. Keep the questionnaire anonymous unless there is a specific reason why you will need the name of the person answering the questionnaire.**

**III. Organizing the Questionnaire**

**A. Start with easy questions that the person responding to the survey will enjoy answering.**



**B. Topics and questions should be arranged so that they make the most sense to the person who is answering the survey.**

**C. Open-ended questions which require the most thought and writing should be kept to a minimum. Generally, these should be placed at the end to assure that the closed questions will be answered.**

#### **IV. Gaining Access to the Sample**

**Decide on a manageable number of respondents and plan how they will be surveyed. If you wish to poll the attitudes of 12-22 year olds, as in the case of the example above, you will need to find equal numbers of people from each age in the group. Other social studies classes in the area have to be sought elsewhere such as at a local college, junior college, or technical school.**

**Records of sources of respondents should be kept and details about the sample should be included with the data in any written report about the survey.**

#### **V. Administering the Questionnaire**

**A. Take the questionnaire yourself and try it out on three or four other people. This will help you pinpoint confusing questions and will let you know approximately how long it takes to answer the questions.**

**B. When administering the questionnaire to a group, introduce yourself and explain the reason for the survey. Be sure to explain how you plan to use their responses and tell if you plan to publish the results after they are compiled.**

**C. Administering the survey to an individual on the street requires different strategies. You will have to read the questionnaire orally and write the appropriate responses on the sheet as the person answers. When approaching a stranger, be sure to introduce yourself and explain the purpose of the survey. Ask the individual whether he/she would mind spending a few minutes to help you complete this project. If the respondent is reluctant, don't persist. Be sure to tell participants that their names will not be used.**

#### **A NATIONWIDE AUDIENCE**

**Students should be encouraged to submit articles to newspapers expressing their views on issues and reporting on community action projects they have been involved in, as well as other topics concerning citizenship.**

**The following is a general list of categories of contributions. These should guide you but not restrict you. If you have an idea which doesn't seem to fit anywhere here, please send it. All page lengths indicated refer to 8½" x 11" double-spaced, typewritten pages, on one side of the page only.**

.....

**Factual Feature - a 3-5 page article which focuses on a specific problem. Sample features: a crime from victim's point of view, an interview with a juvenile court judge, the impact of Title IX on high school athletic programs, a look at a corporation run and owned by teenagers. Make your article as detailed and specific as you can. No matter how general the area that your article touches, the article itself must be narrowed down to specific examples in order to be interesting to your audience.**

**Fiction Feature - 3-5 page short stories, vignettes, character sketches and tales which are related in theme or subject matter to justice and the law. Don't overlook the areas of science fiction and fantasy literature which offer great opportunities to explore social issues from different perspectives.**

**News Stories - 3-5 pages; strictly informative stating the facts surrounding the incidents and should include the answers to who, why, where, when and how it occurred.**

**Editorials - 1-2 page statement of personal opinion in which you discuss or interpret an event, issue or happening. Be sure to select a subject which will be law-related and of interest to a nationwide audience. Support your general statements of opinion with specific reasons and facts.**

**Interviews** - 2-3 pages: write to or speak with someone who is an authority on a law-related subject (prison administrator, probation officer, judge, congressman, prison inmate, consumer advocate, etc.). Request specific information or the answers to the specific questions from him or her.

**Surveys and Opinion Polls** - 2 pages: a survey can be a valuable research tool and depending on the questions included, can be of interest to readers.

**Book and Film Reviews** - up to 1 page: write your reviews assuming that your reader has not read the book or seen the movie. Your own opinion should be a part of your review and should be supported with reasons and examples. It is not necessary (or advisable) in a review of this kind to tell the entire story of the book or movie.

**The Rights of Youth** - students may address questions concerning the rights of young people to an expert in the field who will be responsible for this column. Pertinent questions and answers will be published.

**Photographs** - You may want to submit photos to accompany a story you have written. Action shots are preferable to "mug shots". In the caption under the picture, identify the subject of your photo. If you have a group picture, identify the people from left to right, spelling all names and titles accurately.

If you are a photographer, you may wish to submit a photographic essay, a group of photos which tell a story or make a point with little or no text.

All photos should be black and white, glossy and at least 3" x 5". Tape the caption to the bottom white edge of the photo. Protect the photo for mailing with cardboard backing on both sides. Mark the outside of the envelope "Fragile".

**Puzzles, Games, Brain Teasers** - crossword puzzles, double crostics, word games, etc. using words found in the study of justice and the law. Logical problems and conundrums are also accepted. (Sample: there was a single eye-witness to a murder who testified against the murderer. Her testimony was convincing and the murderer was convicted of first degree murder. The jury sentenced the convicted murderer to be executed, but there was no way the judge would ever order the sentence to be carried out, even though the murderer was alive. The murderer was then set free. Why? (Answer: the murderer was a Siamese twin.)

**Cartoons** - Humor - 1-3 frames based on law-related situation or themes; jokes, one-liners, quips, puns, anecdotes from 1 line to 1 paragraph in length.

#### ARTICLES MAY BE SUBMITTED TO:

##### JUST-US

c/o Constitutional Rights Foundation  
6310 San Vicente Boulevard  
Los Angeles, California 90048

A national student-written newspaper that provides a forum for young people concerned with the improvement of our justice system.

"YOUTH AND JUSTICE" *Sun-Times*  
c/o Constitutional Rights Foundation  
Suite 1854  
122 South Michigan Avenue  
Chicago, Illinois 60608

A weekly page written for and by young people involved in understanding and improving our legal system.

Your own: student paper  
local paper  
state education newsletter