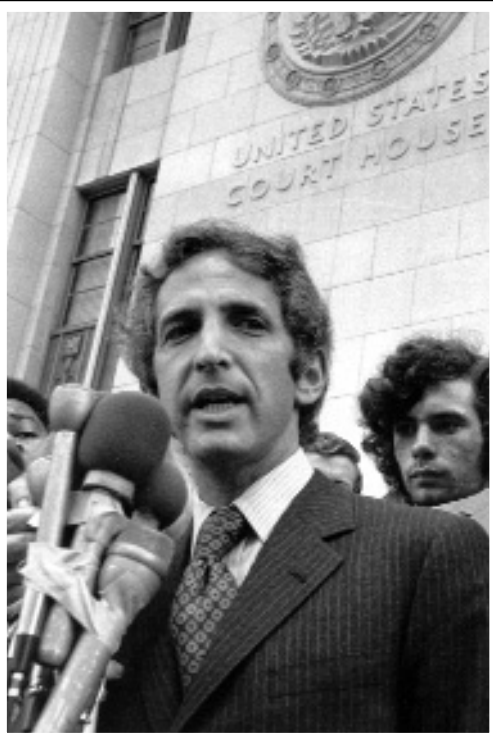


March 6–12, 2005

AP/Wide World



In 1971, Daniel Ellsberg was a Defense Department employee who leaked the Pentagon Papers to The New York Times. The Supreme Court ruled that the Times could print the papers, a landmark victory for the press.

► This Week's Focus:

Freedom of the Press

This year, Newspaper In Education Week is March 7-11. A recent survey revealing that students know little about the First Amendment has inspired us to go beyond our usual NIE Week lesson plan. In this guide, you'll find a special full-page feature on freedom of the press. We've also included a skills sheet on the First Amendment. Plus, we offer a lesson plan on what students can learn from the stirring story of Queen Latifah. Finally, Ask Marilyn's "Clues in the News" contest is now in its sixth week. Beginning March 5, you and your students can enter the contest! You can find details at www.paradeclassroom.com/marilyn.

Everyday Newspaper Activity

Activity #27: Up Close and Personal. Ask students to write a newspaper story about an event in their own lives. They should include a headline, the 5 Ws (who, what, where, when, why) and an H (how). In what section of the newspaper would their story appear? What photos would they choose to illustrate it?

Coming Up Next Week

- Women's History Month
- PARADE's "What People Earn" issue
- The New SAT

► **In the News: Don't Know Much about Freedom of the Press p.2**

► **In PARADE: Queen Latifah: Standing Up for Herself p.3**

► **Skills Sheets: Previewing the News p.4; Test Your First Amendment IQ p.5**

Don't Know Much about Freedom of the Press

Curriculum links: Civics and government, social studies, history, journalism

Briefing: A recent survey by the Knight Foundation found that many high school students are ignorant about the First Amendment. This amendment is part of the Bill of Rights, the first 10 amendments to the U.S. Constitution. The First Amendment guarantees freedom of speech, freedom of worship, freedom of the press and more. Thomas Jefferson felt that freedom of the press was especially important. He said that he preferred “newspapers without a government” to “a government without newspapers.” Yet, in the recent survey, 36% of high school students said that newspapers should have to get government approval before publishing a story. They probably did not realize that censorship is often a tool of dictators, such as North Korea’s Kim Jong Il. Traditionally, dictators suppress the news so that people won’t find out what’s really happening and revolt! Under the First Amendment, the U.S. government cannot tell the press what to do. It can’t stop papers from publishing the truth or force them to publish lies. It can’t penalize or tax them for printing things it doesn’t like. And it can’t stop them from reporting scandals when they discover them. For example, President Nixon did not like the *The Washington Post*’s reporting on the break-in of the Democratic National Headquarters in 1972. But he couldn’t stop it. The paper’s reporters uncovered Nixon’s role in the Watergate scandal. This led to his impeachment and resignation. Another example: The government tried to stop *The New York Times* from publishing the Pentagon Papers in 1971. But the Supreme Court ruled that the newspaper could continue to publish them. The papers, leaked by a Defense Department employee, showed government miscalculation and deception about the Vietnam War. After learning about the war’s secret history, many Americans turned against it, which helped lead to U.S. withdrawal.

Classroom Debates

• **Why did Thomas Jefferson say that he preferred “newspapers without a government” to “a government without newspapers”?** What did he mean? Do you agree? Why or why not? Why is it important that papers be able to publish without having the government approve their stories? How might papers be different if national, state and local governments were allowed to determine what was in them? Are there any circumstances under which the government should be able to censor the paper? Explain. Lately, there have been several cases in which judges have threatened reporters with jail for refusing to reveal their sources. Should reporters have to reveal sources in criminal cases? Why or why not? It has recently been discovered that the Bush Administration paid certain newspaper columnists to push the government’s point of view. Does this interfere with our right to a free press? Why or why not?

Newspaper activity: Press freedom means that neither the government nor private interests can censor our newspapers. Check out the effect of censorship by dividing the class into “special-interest groups.” For example, different small groups can represent the U.S. government, the military, teenagers, older people, liberals, conservatives, religious groups, oil companies, environmentalists, tobacco companies and health groups. Each team should “censor” the paper for a week, cutting out all articles, opinion pieces, cartoons and ads that might disturb their group. At the end of the week, each team can show its censored papers to the class. How different is each one? Which group cut out the fewest articles? Which cut out the most?

Resources: Books: Ian Friedman’s *Freedom of Speech and the Press* (Facts on File, 2005), Bob Woodward and Carl Bernstein’s *All the President’s Men* (Simon & Schuster, 1994), Susan Dudley Gold’s *The Pentagon Papers* (Benchmark, 2004), Sarah Fuller’s *Hazelwood v. Kuhlmeier: Censorship in School Newspapers* (Enslow, 1998), and Leah Farish’s *The First Amendment* (Enslow, 1998). Web sites: Read about the Knight Foundation survey. Learn more about the First Amendment from the First Amendment Center, the Freedom Forum and others. Students can get advice on issues concerning school journalism from the Student Press Law Center and others.*

*Visit www.paradeclassroom.com/links for links to all mentioned Web sites.

Queen Latifah: Standing Strong

Curriculum links: Personal development, careers, psychology, music, family and consumer science

Briefing: Queen Latifah was one of the first female rap stars to write lyrics that empowered women. But, writes Dotson Rader in this week's PARADE, her life wasn't easy. The Queen's real name was Dana Owens, and she grew up in the projects around Newark, N.J. At 8, she chose the name Latifah, Arabic for delicate or sensitive. "It was how I felt inside," she says. Growing up, her parents taught her right from wrong—and then let her be herself. She and her brother Lance were treated equally. Tall and athletic, she was called a tomboy when she beat boys at sports. She attended Catholic schools, where she worked hard and skipped a grade. She also performed in church choirs and the school production of *The Wiz*. "I was scared," she laughs. "The difference between me and other people is that I do it anyway." At 8, her parents separated. She lived in public housing while her mother worked two jobs and studied for a degree. In high school, the Queen reached a turning point when she made friends with a group of rappers led by Mark James, aka D.J. Mark the 45 King. "I'd listen to beats and write rhymes and sing them for the guys. We'd talk and dream for hours about being rappers and starting businesses." She soon did both. In 1988 she signed a record contract. A year later, she released her first album, *All Hail the Queen*. It earned her a Grammy nomination. It also had an influential hit single. "I did 'Ladies First,'" she says, "just to present a really strong black woman for all women, starting with this black girl here."

Classroom Debates

- **Queen Latifah began performing even though it scared her.** Have you ever tried to do something that scared you? How did it turn out? Why do you think that Queen Latifah was able to become such a success? What obstacles did she overcome? What qualities does she have that contributed to her success? In her song "Ladies First," Latifah wanted to present an image of a strong woman. What are the characteristics of a strong woman? What were Latifah's goals? What are yours?

Newspaper activity: Queen Latifah's new movie, *Beauty Shop*, is coming out soon. Can students find reviews of the movie? Also have them check for locations and show times.

Resources: Books: Younger readers may enjoy Sarah Bloom's *Queen Latifah* (Chelsea House, 2001) or Terrie Williams' *Stay Strong: Simple Life Lessons for Teens* (Scholastic, 2002), which includes an introduction by the Queen. Mature students may enjoy Latifah's autobiography, *Ladies First* (Perennial Currents, 2000). Web sites: Hear excerpts from Latifah's newest album, see a timeline of her life or read more about her.*

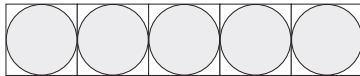
ASK MARILYN

This is the final week of Ask Marilyn's "Clues in the News" contest. If you missed the previous five weeks, please visit www.paradeclassroom.com/marilyn for full instructions, rules and entry forms. You'll also find Clues No. 1, 2, 3, 4 and 5. Just in time for NIE Week, beginning March 5, you and your students can enter the contest!

Final Clue

News Clue: What you might do when you read some really good news.

What's the Keyword? Enter the answer on your contest form.



Here's how: Have students fill in all the keywords on their entry forms. Then ask them to unscramble the letters in the shaded boxes to produce the final answer to the clue at left. Students can submit the solution, along with the five keywords, at the contest Web site (www.parade.com/clues) beginning March 5. They can also mail a completed contest entry form to: Ask Marilyn Clues in the News Contest P.O. Box 4943 Grand Central Station, N.Y., N.Y., 10163-

4943. Or you can submit an entry on behalf of each of your classes on the PARADE Classroom Web site (www.paradeclassroom.com/marilyn). Or you can mail completed classroom forms to the address above. Online entries must be received by 5:00 p.m. ET on March 21, 2005. Mail entries must be postmarked by March 21, 2005. One entry per class. Please include a roster of the students in your class. Good luck!

Answer Key:

Previewing the News p. 4: Answers will vary.

Test Your First Amendment IQ p. 5: 1. b; 2. a; 3. a; 4. a; 5. b; 6. b; 7. b; 8. b; 9. a; 10. c.

Previewing the News

A reading strategy will help you get the most out of everything you read—including the newspaper. To practice your strategy, choose a story in today's newspaper. Don't actually read it yet; just take a look at the headline and any photos. Then answer the questions below.

1. What is the subject of the story?

2. What facts do you already know about this subject?

3. What opinions do you have about this subject?

4. What additional things would you like to know about this subject? Write your questions here.

5. What type of information do you expect to find in this article?

NEXT, READ THE STORY. THEN ANSWER THESE QUESTIONS:

6. Did the story answer any of the questions you had? If so, which ones?

7. What other new facts did you learn?

8. Did the article contain any opinions? If so, what were they?

9. Did the article contain information that you were surprised to find? What was it?

10. What would you particularly like to remember?

Test Your First Amendment IQ

A recent survey found that many high school students don't know much about our freedoms under the First Amendment. How much do you know about the amendment that does so much to protect us and keep our country free? Take the quiz below to find out. Your teacher has the answers.

Circle the correct answer to each question.

1. The First Amendment is part of:

- a. the Declaration of Independence.
- b. the Bill of Rights.
- c. the Freedom of Information Act.

2. The First Amendment guarantees Americans freedom of religion.

- a. True
- b. False

3. The First Amendment guarantees Americans freedom of the press.

- a. True
- b. False

4. The First Amendment guarantees Americans freedom of speech.

- a. True
- b. False

5. The First Amendment guarantees all Americans over 18 the right to vote.

- a. True
- b. False

6. Freedom of the press means that:

- a. a newspaper can print anything it wants, even if it is not true.
- b. no one, not even the government, can censor the press or tell it what to print.
- c. the press should always print what the President wants.

7. All countries, even dictatorships, have freedom of the press.

- a. True
- b. False

8. In 1971, *The New York Times* began publishing some leaked Defense Department documents called the Pentagon Papers. They revealed the secret history of the Vietnam War and embarrassed the government. The government tried to stop their publication. What happened?

- a. The Supreme Court ruled that the government had the right to suppress information that it considered dangerous.
- b. The Supreme Court ruled that, under the First Amendment right to freedom of the press, the *Times* could continue publishing the papers. This helped lead to the U.S. withdrawal from the Vietnam War.
- c. The Supreme Court ruled that the publisher should be put in jail.

9. In 1972, burglars broke into the Democratic Party's National Committee offices in Washington, D.C. *Washington Post* reporters Bob Woodward and Carl Bernstein began talking to a secret source called "Deep Throat." The information he provided implicated President Nixon in the crimes. What happened next?

- a. Woodward and Bernstein continued reporting. President Nixon, who was eventually impeached, had to resign.
- b. Woodward and Bernstein were jailed for refusing to reveal their sources.
- c. The Supreme Court ruled that the *Post* would have to stop publishing these stories.

10. It is against the law for newspapers to print libel. An article is considered libelous when:

- a. it criticizes the government.
- b. it hurts someone's feelings.
- c. it is false and damages someone's reputation.
- d. it is not completely objective.