

JEA SPRC Teacher Kit

Commemorating 25 years of *Hazelwood*: A Guide for Instruction



These activities below can be modified for use in a journalism, print publication, or broadcast publication class. They are designed to help your students consider the law of your state, and the policies and ethical guidelines for your publication. Visit our website, jeasprc.org, and the Student Press Law Center's www.curehazelwood.org site for more information and ideas. See page 2 of this document for complete lesson outlines.

For Hazelwood Schools

1. Read the Court's decision in *Hazelwood v. Kuhlmeier* (1988). Discuss what stories you could cover (or have covered) that might concern administrators. Create a list of professional and ethical arguments for the right to cover each story. Explain how you would cover each story without violating creating Hazelwood's "legitimate pedagogical concern."
2. Create a public service announcement in your broadcast class that discusses the role of the First Amendment in society.

For Tinker Schools

3. Write thank-you notes to your school administration AND your state legislature. Thank them for granting you the right to a free student press, and include copies of your favorite, most professional stories. Include an invitation to visit your publications class.
4. Explore the state of student press rights across the country. Read and explain cases of censorship that are going on now in other high schools that do not have Tinker protection.

Lesson 1: Covering sensitive topics

Time	one 50-minute session
Materials	<p>Syllabus of the decision (to read together online) http://www.law.cornell.edu/supct/html/historics/USSC_CR_0484_0260_ZS.html</p> <p>Full text of Supreme Court decision (to pass out to the groups) http://www.law.cornell.edu/supct/html/historics/USSC_CR_0484_0260_ZO.html</p> <p>Key excerpts from court case: http://www.streetlaw.org/en/Page/656/Key_Excerpts_from_the_Majority_Opinion</p>
Standards Common Core State Standards	<ul style="list-style-type: none"> · CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. · CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. · CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. · CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. · CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. · CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. · CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). · CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. · CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. · CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or

	research is required to deepen the investigation or complete the task.
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Lesson overview

1. **10 minutes** / Read the syllabus of the decision as a class (if possible project it onto a smartscreen and read together). Pause for part (c) below, and reread this portion:

“Educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities, so long as their actions are reasonably related to legitimate pedagogical concerns”

2. **5 minutes** / Explain to students what “pedagogical” means. Ask, “*what, then, might a legitimate pedagogical concern be? What examples can you think of?*” Have students take notes of these examples while you jot down especially relevant ones on the board.

3. **3-5 minutes** / Next, make a list of stories you have written or could write in the future that might concern administrators and cause them to censor, using “legitimate pedagogical concerns” as their rationale. Come up with at least 10-15 story ideas.

4. **20 minutes** / Divide the class into groups of 4, and assign each group two story ideas discussed above. Pass out a full copy of the court ruling to the best reader in each group. The groups will spend the next 20 minutes listing professional and ethical reasons/ways to cover their stories. Use the court document to address specific concerns of the court, explaining how they would cover the stories without violating Hazelwood’s “legitimate pedagogical concern” criteria. This will take some time, and they will have to sift through some of the language in the document to help inspire their ideas for the right to print these stories.

5. **5-10 minutes** / Come back together as a class, and have groups submit their lists to the teacher. Assign a publications editor to compile a master list of these story ideas/ rationales for printing, and save in case you might need it! As a class, wrap up the discussion by reviewing key excerpts, specifically:

“. . . It is only when the decision to censor a school-sponsored publication, theatrical production, or other vehicle of student expression has no valid educational purpose that the First Amendment is so "directly and sharply implicate[d]," *ibid.*, as to require judicial intervention to protect students' constitutional rights. . . “

6. Follow-up: Discuss these parallel questions in another class or if time allows.

- Are there any topics unsuitable for a scholastic journalism medium?
- What and why?
- How could you avoid issues while reporting these topics?

Lesson 2: Public service announcement

Time	<p>two-three 50-minute sessions (depending on background w/ First Amendment) or approx 120-180 minutes</p> <p><i>Note: because of the vast difference in skills across publications/ journalism classes, please modify or adapt this timeline to fit your students' needs. Otherwise, this is a FAST timeline for a group of student already familiar with broadcasting and editing.</i></p>
Materials	<p>Broadcasting hardware/software, specifically:</p> <p>video camera tripod external mic editing software</p> <p>Text of the First Amendment: http://www.law.cornell.edu/constitution/first_amendment</p> <p>Optional texts: The role of the First Amendment in society: http://www.illinoisfirstamendmentcenter.com/history.php (Read only the first section--the history)</p> <p>http://www.firstamendmentcenter.org/about-the-first-amendment</p>
Standards <i>Common Core State Standards</i>	<ul style="list-style-type: none"> · CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. · CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. · CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ·

Lesson overview

Note: depending on how much time you've spent on discussion of the role of the First Amendment, you may need more or less time on this portion. The optional texts provide a good basis for discussion on the importance of the First Amendment in a democratic society.

1. **10 minutes** / Ask for a volunteer who can tell the class about the parts of the First Amendment (bonus points if someone can recite it from memory!) As the students volunteer to share what they know about the First Amendment, write down key words on the board (ie speech, press, religion, petition, assembly, protect, freedom, democracy). If you have not yet discussed the First Amendment, take a look at the actual text and break down each part for your

class. Ask: *Why is it important to protect these five things? What do these freedoms allow us to do in our society? How is that different from societies that do not have a First Amendment like ours? Is it ever OK not to protect these things in a society?*

2. 20 minutes / Optional (skip to step three if you feel your students have a solid grasp of the role of the First Amendment in society) Pass out copies of the optional texts, and have each student silently read the sections. Start with the first text, then discuss and summarize. Think of ways students have used the First Amendment in their own lives. Read the second text if more reinforcement/clarity is needed, and then have the students discuss in small groups what they think of the First Amendment and its role in society.

3. 10 minutes / Break students up into production groups, and explain they will be creating a 60-second public service announcement for their school about the role of the First Amendment in society. Groups should choose roles based on strengths: cameraman, producer, on-air talent, script, etc. Remind them that good PSA's:

- use a strong narrative, with humor or creativity
- take a simple approach--complicated doesn't work
- avoid scare tactics--keep things positive!

4. 15 minutes / Groups must turn in a list of student members and their roles, and then spend the next 15 minute storyboarding. They should consider what message they want to present in their PSA, and the best way to do that. This is a QUICK storyboard, so encourage them to keep a good pace in their discussion.

4. 45 minutes / Go! Teams should get to work on their PSA. They have 45 minutes to write, film, and do voice-overs.

5. 50 minutes / Edit and polish!

6. 10 minutes / Present each PSA to the class (and later to your school if allowed), and offer constructive feedback.

Lesson 3: Thank you notes

Time	one 50-minute session
Materials	Computer with word processing (one for every two students)
Standards <i>Common Core State Standards</i>	<ul style="list-style-type: none"> · CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. · CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. · CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. · CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. · CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. · CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. · CCSS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). · CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) · CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ·

Lesson overview

1. **10 minutes** / Discuss as a class their experiences in publishing freely. Ask: *What do you think about your right to print without censorship? Why is this important to you? Do you think it's right that not all students enjoy this freedom? Why is it important to keep publishing freely? What would you say to the administration and legislature in our state that grants you this right? How would you explain to someone else how important this right is?* Students should take notes

while the class is discussing these questions.

Explain that today, they will right thank you letters to administrators and the state legislator for protecting their rights to publish freely.

2. **5 minutes** / Group students in pairs (preferably a more senior/advanced writer with a less advanced writer). Assign them a person from the school administration, school district, or a local or state representative to whom they will address their letter. Give the parameters for the letter:

1. Formal tone
2. Proper address/salutation format
3. No more than 350 words
4. Give specific examples, and cite specific reasoning
5. Explain what this freedom means to them personally
6. Close with an invitation for the adult to visit the publications class

3. **15 minutes** / Students should spend this time drafting their letters on the computer.

4. **10 minutes** / Print out 2 draft copies, and exchange with two other groups. Each group must copy edit two other group's letters. Return the letters to the original group with markings.

5. **5 minutes** / Make edits/changes to first draft. Print out final copy for teacher review. The next day, return an edited copy to the groups for any last revisions, and then print and mail on your publication's official letterhead!

Lesson 4: Explore censorship in the U.S.

Time	<p>two 50-minute sessions or approx. 120 minutes</p> <p><i>Note: the time for this lesson will vary greatly depending on your students' familiarity with student press law. Please adapt according to your students' needs. This lesson assumes a moderate familiarity with student press law (for example, students understand the difference between the Tinker standard and the Hazelwood standard). For more information on this, use splc.org for specific law resources or jeasprc.org for additional lessons on Tinker and Hazelwood.</i></p>
Materials	<p>Access to Student Press Law Center "Cure Hazelwood" website: www.splc.org/cure</p> <p>Computers (one for every two students)</p>

<p>Standards Common Core State Standards</p>	<ul style="list-style-type: none"> · CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. · CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. · CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. · CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. · CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. · CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. · CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). · CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. · CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. · CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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Lesson overview

1. **10 minutes** / Explain that today, students will learn about case of student censorship that are happening across the country. Remind students they live in a Tinker standard state (if your state does not afford Tinker standard protections, see the lessons above for Hazelwood states). Ask: *What extra protections does living in a Tinker state afford students? Why is this important to student journalists? What kinds of stories have we published that might have been censored in a non-Tinker state?*

2. **5 minutes** / In groups of 2-3, direct students to the “Cure Hazelwood” website run by the Student Press Law Center. (Use the link above). Under the “symptoms” tab, you will find links to current student censorship issues happening across the United States. Assign each group a case.

3. **30-45 minutes** / Student groups will spend the next 30 minutes researching the case they have been assigned. They can use the SPLC website, news flashes, local news websites, Google, or other news sites to gather as much relevant information as possible. The information they gather will be used to prepare a 3-minute presentation to the rest of the class. The presentation should cover:

- full background on what the case is about (the students involved, where it is located, what happened, why the school censored, and what the students’ arguments against censorship are, the current legal status of the case)
- an analysis of the students rights to publish, depending on the state or any other information obtained (ie student media policies at the at school, school district publication policies, state legislation)

4. **20-30 minutes** / Assuming you have 6 groups in your class, leave enough time for all groups to present their cases with the rest of the class.

5. **10 minutes** / Discussion wrap-up. Once all groups have presented, discuss as a class the following questions: *What do you think about all these cases? What does this tell us about the general state of students’ rights in our country? Why do you think this happens so much? What could we do to help change this and help other students have the same rights we do?*