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# LEARNING THROUGH THE NEWS

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## KUTZTOWN 13: RIGHT OR WRONG?



**AIM:** Students will:

- Use research materials to obtain the facts regarding both sides of the controversy surrounding a group of students known as the Kutztown 13.
- Discuss the ethical implications of the use of technology in a school setting.
- Define “Acceptable Use Policy” and examine their own school’s policy, if available.
- Develop an informed opinion on the controversy and write a persuasive editorial espousing that opinion.
- Use research material, desktop publishing skills and correct grammar, spelling and usage to create a “special edition” four-page newspaper insert which objectively explains both sides of the controversy and includes the editorial.



**MATERIALS:** Newspapers, student assignment and newspaper terms sheets, access to research materials and school’s Acceptable Use Policy (if available).

### **PROCEDURE:**

Make arrangements with the Media Specialist and/or the Librarian to review the skills necessary to complete the lesson. Those skills include:

- Ability to conduct research using the Internet, school library and/or media center.
- Knowledge of the newspaper and its parts.
- Familiarity with desktop publishing software.
- Knowledge of the characteristics of persuasive writing
- Knowledge of the rules of proper grammar, spelling and usage.

1. Begin the discussion by asking students to think of examples of rights that they have earned in the last few years. (Depending on their age, these might include: staying home alone, getting a part-time job, babysitting, driving, staying out past curfew, etc.) Ask students to give examples of the responsibilities or duties that accompanied the granting of those rights/privileges.
2. If students are allowed to use the Internet at school, review the existing rules and restrictions that they must obey to retain that right. Examine the Acceptable Use Policy of their school, if one is in place.
3. Tell students that they are going to examine the controversy regarding one school’s policy governing the use of student laptop computers. They will be asked to form an educated opinion about the controversy and use newspaper format to explain the situation and present their views.
4. Distribute assignment sheet. Take questions. Set due date. An overview of the case (and a good starting point for students) can be found at [www.eschoolnews.com](http://www.eschoolnews.com). Search for “Kutztown 13” and choose the eschoolnews link to the article that appeared on August 30, 2005 (“Kutztown Hackers Quietly Offered Deal.”) — *Adapted from a lesson submitted by Meg Sayago, Librarian, and Mara Lambert, Educational Technology Specialist, Lehigh Valley Academy, Bethlehem, PA.*

**National Learning Standards Addressed:** *Language Arts #1* Students read a wide range of print and non-print texts to build an understanding of themselves and the cultures of the United States and the world ...*#4* Adjustment of the use of spoken, written and visual language ... to communicate effectively with a variety of audiences. *#12* Use of spoken, visual and written language for ... learning, enjoyment, persuasion and the exchange of information. (*National Council of Teachers of English/International Reading Association List of Standards for the English Language Arts, 1996.*) *Social Studies* Strand VIII Science, Technology and Society. (*Curriculum Standards for Social Studies, National Council for the Social Studies, 1999.*)

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## KUTZTOWN 13: RIGHT OR WRONG?



### STUDENT ASSIGNMENT SHEET

**AIM:** Students will:

- Research the events surrounding the Kutztown 13 controversy.
- Use MS Publisher (or other comparable software) tools, a knowledge of newspaper construction and correct spelling, grammar and usage skills to create a four-page “special edition” newspaper insert objectively explaining opinions on both sides of the controversy.
- Form an educated opinion on the controversy and write an editorial espousing that opinion, based on facts gleaned from research.



### **INSTRUCTIONS:**

1. Research the events surrounding the **Kutztown 13** controversy. In a brief written outline, identify the principle players and outline the arguments on both sides and the tenets of the Acceptable Use Policy in effect at the time of the incidents. Include the outcome of the court case. Document all sources used in this research.
2. Be prepared to pick a side: administrators or students, and then write an editorial explaining why you support that side. Use facts to support your opinion.
3. Review the parts of the newspaper by locating all of the terms on the attached sheet in your daily newspaper.
4. Create a storyboard/pencil sketch (dummy) of the newspaper you plan to create about the Kutztown 13. Refer to the list of terms that you used in the review exercise (#3) and be sure that the necessary components are included in the correct places on your “dummy” newspaper.
5. Using persuasive language and arguments based on fact, write an editorial explaining your opinion about the Kutztown situation and what you have learned about Acceptable Use policies. Try to persuade your teacher to see your point of view.
6. Write other articles for the rest of your newspaper, explaining the different points of view regarding this controversy. Remember to be objective and do not allow your opinion to color the facts or other points of view. Be creative! Create “news articles,” “interviews” and “letters to the editor” to communicate all sides of the issue.
7. Create a Flag (nameplate) and masthead for your special edition and use your own newspaper as the model for your layout. Fill in any remaining white space with illustrations, art or appropriate ads.
8. Edit your first draft for correct spelling, grammar and usage. Review the terms of the assignment to be sure that all other requirements are met.
9. Follow the teacher’s directions for the submission of the final copy of your newspaper and the written outline of research. This assignment is due on: \_\_\_\_\_.

— Adapted from a lesson submitted by Meg Sayago, Librarian, and Mara Lambert, Educational Technology Specialist, Lehigh Valley Academy, Bethlehem, PA.

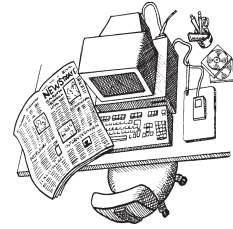
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# LEARNING THROUGH THE NEWS

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## Common Newspaper Terms



**Advertising**-Messages printed in newspaper space paid for by the advertiser.

**Bold Face**-A heavy or dark type.

**Byline**-The name of the writer printed at the top of a story.

**Caption**-A title or explanatory phrase accompanying a picture. The larger type over a cutline.

**Classified advertising**-Advertising space usually purchased in small amounts by the public and published, by categories, in its own section of the newspaper.

**Column**-The arrangement of horizontal lines of type in a news story; also, an article appearing regularly written by a particular writer or columnist.

**Copy**-All material for publication, whether written stories or pictures.

**Credit line**-A line giving the source of a picture.

**Crop**-To eliminate portions of copy or photos by reducing the size.

**Cut**-To shorten newspaper copy; also means a newspaper photograph

**Dateline**-The line at the beginning of a story giving the place and date of the reported incident.

**Deadline**-A time at which all copy for an edition must be submitted.

**Dummy**-A diagram or layout of a newspaper page, showing the placement of stories, headlines, pictures and advertisements.

**Edition**-The series of issues of a newspaper in one day, differing in local news coverage or day of distribution.

**Editor**-A person who directs the editorial policies; or a person who decides what news will go in the paper and where.

**Editorial**-An article expressing the opinion of the newspaper regarding a certain subject.

**Feature**-A story in which the interest lies in some factor other than the news value.

**Filler**-Short news or information items used to fill small spaces in the news columns.

**Five W's**-Who, what when, where, why (sometimes "H" for how), the major questions answered in the lead of a well-written news story.

**Flag**-The newspaper's name on page one.

**Font**-A complete assortment of type of one size and face.

**Hard news**-Factual news stories without opinion.

**Headline**-An explanatory title over a newspaper article summarizing the main point for the reader.

**Inverted pyramid**-A method of writing by placing parts of a news story in descending order of importance.

**Lead**-The first few sentences of the first paragraph of a news story, containing the summary or the introduction to the story.

**Obituary (Obit)**-A biography of a deceased person printed in the newspaper shortly after the death is announced.

**Pagination**-The computerized process by which a newspaper is laid out, or paged.

**Plagiarism**-Passing off as one's own, the ideas and words of another.

**Proofreader**-One who reads proof pages and marks errors for corrections.

**Rewrite**-(1) To write a story again to improve it; (2) To alter a story that appeared somewhere else; (3) To write a story from facts called in by a reporter

**Syndicated features**-Material such as comics, advice columns, etc., supplied nationally to newspapers by news syndicates.

**Syndicate**-Association which buys and sells stories, features, columns, editorials, and other materials for newspaper use.

**Wire services**-News-gathering agencies such as AP and UPI which gather and distribute news to subscribing newspapers.