

Rewards of Reading



FILE PHOTO BY THOR SWIFT—ASSOCIATED PRESS

Whether in the classroom, in the bathroom, or before you go to sleep, reading is a habit that will inform you, entertain you and challenge you to think.

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

Rewards of Reading

Lesson: Reading is a habit worth nurturing. Reading will inform you, entertain you and challenge you to think.

Level: Low to high

Subjects: English, language arts, government

Related Activity: Art

Whether a classic—*A Tree Grows in Brooklyn*, *Anne of Green Gables*, *Island of the Blue Dolphins*—or a recent release—*The Kid Coach* (Fred Bowen), *A Rose that Grew from Concrete* (Tupac Shakur), *A Child Called It* (Dave Pelzer), books can influence the lives of young readers. This guide offers KidsPost and Post articles, activities and resources for encouraging your students to be readers. An introduction to *Board of Education, Island Trees Union Free School District v. Pico* (1982) is included.

The NCTE resolution “On the Importance of a Print-Rich Classroom Environment” begins: “There is general agreement among English language arts educators that a rich literate environment is foundational to literacy development. Children need many opportunities to be read to, to read with others, and to read by themselves materials that have content that is relevant to their lives and language that is predictable and familiar.

Children should be encouraged to explore print through their reading and writing. When children have opportunities to write their own stories, to read their own and others’ stories, and to write in response to reading, they are able to employ much of their knowledge of reading in meaningful ways.”

We believe that including The Washington Post in your students’

reading environment can meet these goals. Developing a daily reading habit during the school year and summer should be encouraged. Each section of The Post offers material that can be used in the classroom and in family reading and discussion time.

Read KidsPost

Although this article focuses on children’s literature that serves as propaganda, the article will allow teachers the opportunity to talk about the different types of books that are available and what motivates a writer. Ask students to read “Reader Beware,” the May 11, 2005, KidsPost feature, and “Pick Your Poison.”

The following questions are suggested for discussion:

1. Think of a book that you have read recently. State the title, author and a main idea that is presented through the plot. Did you learn a lesson from what happened in the story? What was the lesson?
2. Do you think authors should write stories just to entertain readers or to include a lesson or a moral?
3. What is propaganda?
4. Read “Pick Your Poison.” Why is *The Poisonous Mushroom* an example of propaganda?
5. Give an example of a book that is propaganda.
6. Do you think authors should write stories just to communicate a message? What if the

Read About Reading

www.guys.read

Guys Read

Author and former elementary school teacher Jon Scieszka established this site to help boys “find stuff they like to read.” Includes books recommended by (young, middle, older) guys and links to authors, illustrators and comic strips that encourage boys to read. Among Scieszka’s own books: *Math Curse*, *The True Story of the 3 Little Pigs* and the Time Warp Trio series.

<http://www.rif.org/summer/>

Reading Is Fundamental

Summer reading tips for families, Sweet Summer Reading Challenge and more.

www.nea.org/readacross

Read Across America

Celebrate Dr. Seuss’s birthday, find a literacy activity, get posters and other materials to encourage students to read. In “Educators” section, find free materials, recommended book lists and NEA Read Across America resource kit. Check out the Youth Leaders for Literacy program.

www.pbskids.org/lions

Between the Lions

Award-winning PBS TV series fosters literacy skills. Aimed at 4- to 7-year-olds, older youngsters can benefit from phonemic awareness, phonics patterns and text comprehension activities. Site includes episode texts, interactive games and activities. For each telecast episode, five books for further reading are recommended. Begin at “Parents and Teachers” section.

www.reachoutandread.org

Reach Out and Read of Metro D.C.

Ways reading can begin at 6 months. Learn how you can become a volunteer reader in a clinic waiting room.

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message makes fun of certain people or urges people to hate a certain group of people?

7. Why would using children's books for propaganda purposes be effective?

Ted Geisel was part of a Warner Brothers team (writers, animators, composer and vocal impressionists) that produced propaganda films for the U.S. military. SNAFU (Situation Normal All ... All Fouled Up) was the first of these films' characters to teach by negative example. Read post-war books of Dr. Seuss to see if the students detect his messages: *Yertle the Turtle* (1958), the rise of Hitler; *The Sneetches* (1961), a critique of anti-Semitism; *The Lorax* (1971) pro-ecology.

Compare and contrast the passage from *The Sneetches* by Dr. Seuss with the summary of *The Poisonous Mushroom* in the "Pick Your Poison" reproducible. Both might be considered examples of propaganda. How do they differ?

In addition to the titles presented in "Reader Beware!" teachers may wish to consider the book burning that began as early as 1933 in Germany as well as systematic selection of German fairy tales that the Nazi leaders deemed portrayed their message and should be propagated. Buchenwald survivor Bruno Bettelheim has written on the latter: "The Nazis, in their didactic over-concern with racial values lost sight of international and universal perspectives on the folktale at large."

Read This Summer

KidsPost will be sponsoring its annual summer reading challenge. Watch for its announce-

ment. Visit KidsPost on www.washingtonpost.com for the 2004 Summer Book Club list.

The sidebars in this guide provide you with additional titles and sources for student reading to help you guide your students and their parents to read during the summer break.

Read about Business

Post staff writer Caroline Mayer reports on the business behind sweepstakes that promote products to children and includes different perspectives on this expanding practice. Prior to reading "Young Eyes on the Prize," find out how many of your students have entered sweepstakes. Have any won prizes, including access to Internet games? Did they buy the product that promoted the contest before they entered? After they entered?

A work sheet is provided for you to use with the article. Questions reflect different reading skills. You may wish to do the vocabulary exercise with your students or give the words to define the night before as homework. In class, you can determine if the meaning of all ten words is understood. How might context help them to understand the words?

True or False answers: A. True; B. False; C. False; D. True; E. False.

Fill-in-the-Blank answers: A. \$15 billion; B. One to two.

Multiple Choice answer: C.

This article also can be used to study advertising aimed at children. See "Extension" below.

Censor It?

Through this activity, students will learn how the First Amendment affects the selection of books in their school's library and how

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Challenged Books

The following are among the 50 Most Frequently Challenged Books of 1990-2000. For a complete listing and information on Banned Books Week, visit the American Library Association Web site (www.ala.org).

Angelou, Maya

I Know Why the Caged Bird Sings

Blume, Judy

Forever

Cormier, Robert

The Chocolate War

Dahl, Roald

The Witches

Keyes, Daniel

Flowers for Algernon

L'Engle, Madeleine

A Wrinkle in Time

Paterson, Katherine

Bridge to Terabithia

The Great Gilly Hopkins

Peck, Robert N.

A Day No Pigs Would Die

Rowling, J.K.

Harry Potter (series)

Schwartz, Alvin

Scary Stories (series)

Sendak, Maurice

In the Night Kitchen

Steinbeck, John

Of Mice and Men

Twain, Mark

The Adventures of Huckleberry Finn

Wilhoite, Michael

Daddy's Roommate

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censorship impacts other First Amendment interests and goals.

Introduce the text of the First Amendment: "Congress shall make no law . . ." What is "freedom of speech"? What is meant by "abridging the freedom of speech"? In addition to discussing the right to share ideas in different public forums as well as in private, you may wish to discuss when speech may be limited. (See "When May Speech Be Limited?" at <http://www.freedomforum.org/packages/first/curricula/educationforfreedom/index.htm>.)

The freedom of speech also includes the freedom to receive information and ideas.

First Amendment Principles

Engage students in a discussion about the First Amendment Principles:

- When people are able to choose freely among many different competing ideas, they make better choices.
- Exposure to competing ideas provides us with variety, enriching our society.
- Individuals whose strongly held, unpopular opinions are given an outlet may be less apt to resort to violence than if their ideas are suppressed.
- Because many decisions in our society are made by the majority, protection of minority rights ensures that the ideas of smaller, less popular groups are not suppressed by the majority. In time, the majority may come to agree with these minority groups.
- Citizens' ability to criticize the government helps prevent the government from misusing its power.

The First Amendment principles and facts of this Supreme Court decision are provided courtesy of the First Amendment Center. This lesson is based on a First Amendment Center lesson, "Do Students Have a Right to Read?" (<http://www.freedomforum.org/packages/first/curricula/educationforfreedom/index.htm>). Please visit this site for a radio talk show activity and extended files provided on the *Pico* decision as well as other First Amendment lessons.

Check Out Books

The Court, in a 5-to-4 decision, held that "local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books and seek by their removal to 'prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.'" Libraries are centers for voluntary inquiry and the dissemination of information and ideas. School libraries enjoy a special affinity with the rights of free speech and press.

Do students visit their school library on their own to check out books or only when the class visits the library? How important is it to have works of fiction as well as non-fiction and reference works in the school library?

Give students "*Board of Education, Island Trees Union Free School District v. Pico (1982)*." Review the case summary with students. After students understand the situation, give them copies of "Two Views."

Please note that the summaries in "Two Views" are not necessarily the exact words of the justices. Material within quotation marks

Sweet Summer Reading

The following works are among those recommended by Reading Is Fundamental.

Bruchac, Joseph
The First Strawberries: A Cherokee Story

Burleigh, Robert
Chocolate: Riches from the Rainforest

Clifford, Rowan
Rodeo Ron and His Milkshake Cows

Craft, Erik P.
Chocolatina

Keene, Carolyn
Candy Is Dandy (Nancy Drew Notebooks No. 38)

Pinkwater, Daniel
Ice Cream Larry

Raven, Margot Theis
Mercedes and the Chocolate Pilot: A True Story of the Berlin Airlift and the Candy That Dropped from the Sky

Sato, Wakiko
Grandma Baba's Magic Watermelon!

Smith, Robert Kimmel
Chocolate Fever

Swain, Ruth Freeman
How Sweet It Is (and Was): The History of Candy

Warner, Gertrude Chandler
The Candy Factory Mystery (Boxcar Children)

Wulffson, Don L.
The Kid Who Invented the Popsicle: And Other Surprising Stories About Inventions

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come from precedents cited by the justices to support their positions.

Play a Role

Divide students into four groups of approximately even numbers. They are to play the roles of (1) teachers, (2) school administrators, (3) parents, and (4) students.

See the handout, "Decision Time," for group in-class assignment. Books 4, 5, 6, 7, 9 and 10 have all been challenged by school systems, either for inclusion in classroom instruction or the school library.

Reviewing *The Washington Post Book World* will require that you save copies or go online.

Hold a School Board meeting where each group must present its opinion on each book title and vote upon each title.

Extension

"Young Eyes on the Prize: Sweepstakes Increasingly Target Children" could be part of a study of advertising or product promotion for consumption by children. See The Post NIE online manual. The Business section includes activities for "Promoting Businesses Through Advertisements" (E12-14). If you wish to study the use of product placement in movies or production of products associated with movies, download "The Movie Review(er)" from the lesson at www.washpost.com/nie.



THE WASHINGTON POST

The KidsPost summer reading list focuses on mysteries this year. Some of the recommended titles are shown here. Check out the Summer Book Club in KidsPost June 14.

Art and Culture

Dia Cha

Dia's Story Cloth: The Hmong People's Journey to Freedom

A traditional Laotian story cloth that captures the family history of the author in Laos and the U.S. may be a pattern for your own story cloth.

Diana Cohn

Dream Carver

Based on the life of Oaxacan wood-carver Manuel Jimenez. Get inspired by Mateo to carve your own creatures.

Rukhsana Khan

Muslim Child: Understanding Islam Through Stories and Poems

Read works that reflect some practices and celebrations that Muslims of Arab descent may practice wherever they live.

Ifeoma Onyefulu

Here Comes Our Bride!

Through photographs and the words of a young Nigerian boy, learn traditional wedding customs and modern ways as his uncle marries.

Margot Theis Raven

Circle Unbroken: the Story of a Basket and its People

A grandmother shares the history of her family through the coiled, sweetgrass baskets her family has made through generations

Michael Elsohn Ross

Nature Art with Chiura Obata

Whether in Yosemite National Park or an internment camp, Obata's love of nature sustained him. In addition to learning about the life and work of a Japanese American artist, receive tips on making art from nature.

Pushing Up the Sky: Seven Native American Plays for Children

Act out stories from Abenaki, Ojibway, Cherokee, Cheyenne, Snohomish, Tlingit and Zuni traditions.

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Reader Beware!

Children's Books Often Used to Make a Political Point

By MICHAEL FARQUHAR
Special to the Washington Post

Think about the storybooks you read when you were little, such as *Babar*, *Madeline* and those by Dr. Seuss. You probably didn't realize it, but they were written not just to entertain you at bedtime but to teach you values like courage and honesty. Kids from other countries have storybooks, too, but the messages they contain are not always good ones.

When Saddam Hussein ruled Iraq, for example, children read books such as *Tanks in the Night* and *Battle Stories* that glorified Iraq's war with neighboring Iran. The books showed proud Iraqi soldiers standing over weak and defeated prisoners of war. Hussein liked these books because he wanted Iraqi children to think that he and his army were all-powerful and that countries like Iran deserved to be conquered.

When a government promotes information to further a cause or belief, it's called propaganda. And children's books have long been used as a propaganda tool.

In Nazi Germany in the 1930s and '40s, Adolf Hitler wanted children to hate Jewish people as much as he and his followers did. Hitler knew that one of the best ways to make this happen was through children's stories. So the Nazis produced books with simple tales and colorful drawings, and messages of hate. ("Pick Your Poison" for an example of this type of book.)

Joseph Stalin was a dictator who ruled the Soviet Union for a quarter of a century and murdered millions of his own people before his death in 1953. Despite the misery he caused, Stalin wanted children to believe he

cared for them like a father and knew all their thoughts and deeds—sort of like a Soviet Santa Claus. In books from that era, Stalin's love "guards the children, as he knows them all and thinks about them always," explained Ben Hellman, an expert on Russian children's literature at the University of Helsinki in Finland. Lots of Soviet children grew up believing this, thanks in part to the books they read.

China's communist government has also sought to influence children through what they read. Young people, declared a government newspaper in the 1950s, were "the army for building communism," and their books should teach them to be good soldiers.

Some people say that Dr. Seuss, too, used some of his stories to make a political point. The big difference is that, unlike Hitler or Stalin, his message was not one of hatred.

Dr. Seuss wrote *The Butter Battle Book* in 1984 when the United States and the Soviet Union had nuclear weapons aimed at each other. Both countries knew that if one side fired, the other would fire back, and both would be destroyed. In the book, the Yooks and the Zooks have a powerful weapon called the Bitsy Big-Boy Boomeroo. The book ends with the two sides wondering which will be the first to use Big-Boy Boomeroo.

"Grandpa!" I shouted.
"Be careful! Oh, gee!
Wh's going to drop it?
Will you . . . Or will he . . . ?"
"Be patient," said Grandpa. "We'll see.
We will see . . ."

The last page of the book is blank. What do you think Dr. Seuss's message was there?



BY KEVIN FRAYER—ASSOCIATED PRESS

Iraqi student Mariam Yunis tears up a picture of Saddam Hussein that her class removed from textbooks in 2003.

Questions to Consider

1. Think of a book that you have read recently. State the title, author and a main idea that is presented through the plot. Did you learn a lesson from what happened in the story? What was the lesson?
2. Do you think authors should write stories just to entertain readers or to include a lesson or a moral?
3. What is propaganda?
4. Read "Pick Your Poison." Why is *The Poisonous Mushroom* an example of propaganda?
5. Give an example of a book that is propaganda.
6. Do you think authors should write stories just to communicate a message? What if the message makes fun of certain people or urges people to hate a certain group of people?

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Pick Your Poison

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

First Amendment to the U.S. Constitution

One of the most popular children's books in Hitler's Germany was *The Poisonous Mushroom*, a copy of which can be seen at the United States Holocaust Memorial Museum in Washington.

In the book, a mother and son are looking for mushrooms in the woods. The mother explains that some mushrooms are good to eat, but others are very bad.

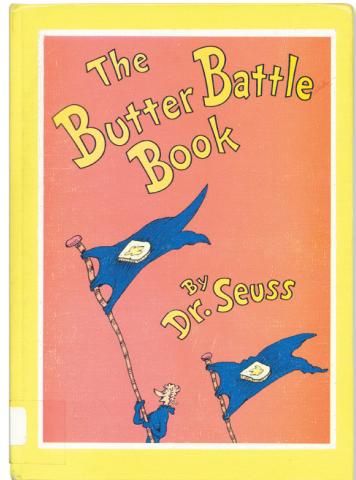
"Human beings in this world are like the mushrooms in the forest," she says. "There are good mushrooms and there are good people. There are poisonous, bad mushrooms and there are bad people. And we have to be on our guard against bad people just as we have to be on guard against poisonous mushrooms."

Then she asks her son if he knows who these bad people are. "Of course I know, mother!" he says. "They are the Jews! Our teacher has often told us about them."

The mother is very proud of her son and tells him that he must help other children understand.



"Wie die Giftpilze oft schwerer von den guten Pilzen zu unterscheiden sind, so ist es oft leicht schwer, die Juden als Gauner und Verbrecher zu erkennen..."



"Half of the Sneetches have bellies with stars, and half of the Sneetches have no stars on thars. The Sneetches with stars won't play with the Sneetches without stars. But one day Sylvester McMonkey McBean shows up with his star-on, star-off machine."

—*The Sneetches*, by Dr. Seuss

prop·a·gan·da

noun widespread circulation or promotion of certain ideas, teachings or practices to further one's cause or beliefs, or to damage opposing views.

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Young Eyes on the Prize

Sweepstakes Increasingly Target Children

By CAROLINE E. MAYER
Washington Post Staff Writer

Send your parents packing! Win a free weekend for them at a hotel, compliments of Nickelodeon and the maker of Sweethearts candy and gum.

Or get the ultimate \$25,000 basketball court built in your backyard—the big prize from Ritz Bits.

Kids like to be winners, and nobody knows that better than the U.S. manufacturers turning to sweepstakes to promote their products.

With more companies selling more to children than ever, firms have to find new ways to attract their attention, said Laurie Klein, vice president of Just Kid Inc., a Connecticut marketing firm. That's why firms continue to introduce new flavors, colors and shapes to such tried-and-true products as cereal, ketchup and crackers, and why an estimated \$15 billion is spent annually to promote children's products on TV, radio, the Internet, magazines and just about everywhere kids can be found.

Sweepstakes are one more way to "break through the clutter," and distinguish one product from another, Klein said.

Prizes are nothing new, but the Internet has upped the ante from the simple premiums and rewards once offered in boxes of Cracker Jack and cereals to constant, daily promotions.

"We're seeing a real proliferation across the board in sweepstakes" for both kids and adults, said Jill Collins, vice president of marketing and partnerships for Strottman International, a California family-marketing firm. The reason, she said: "Free' is still the favorite American word." Critics worry that sweepstakes are an unfair way to



GRANT L. GURSKY FOR THE WASHINGTON POST

Mitchell Roberts, 7, top, and Amanda Roberts, 9, with a bunch of freebies they have received over the past year from contest winnings. They include a signed Mandy Moore photo, a can of Campbell's Soup signed by Mandy Moore, T-shirts and key chains.

promote products to children who are too young to understand that the odds are stacked heavily against them.

Some contests are for small rewards, such as a game to play on a company's Web site. Others give victors enhanced powers to play the online games.

But many dangle far greater temptations, such as Kellogg's Corn Pops' current sweepstakes to win cell phones, each with \$450 of prepaid minutes. Barbie is now offering three 6- to 13-year-old girls a chance to win a shopping spree, makeover and visit with teen star Lindsay Lohan. And Campbell Soup Co. is touting a chance at a one-week trip to a private island for family and friends—complete with a personal chef to prepare "favorite kinds of Campbell's soup and SpaghettiOs."

"If you're a kid, winning stuff is cool," said Cyma Zarghami, president of Nickelodeon Television, the leading children's cable television network, which

runs about one to two contests a month. "They make kids feel important and fulfill their fantasy to make their lives exciting," Zarghami said. What's more, she said, they help make kids feel more loyal to Nickelodeon, especially when the channel shows a winner being selected.

Some psychologists and marketing critics, however, say the sweepstakes are unfair and deceptive when targeted at children too young to understand that their chances of winning are slim.

Susan E. Linn, a Harvard psychologist and author of "Consuming Kids," thinks sweepstakes aren't a good deal because "kids don't understand the odds, and marketers don't exactly trumpet them."

Most, but not all, ads for kids sweepstakes say "Many will enter, few will win" in small print or at the end of a TV commercial. Some contests give the exact odds in even smaller print, such as the odds of winning the basketball court in the Ritz Bits contest: 1 in 2.2

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Eyes on the Prize

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million. (Those odds are better than playing Powerball, where the chances are 1 in 3 million to win \$100,000 and 1 in 120.5 million to win the grand jackpot; the chances of winning Powerball's \$100 prize are far better: 1 in 12,249.)

Yet many online promotions leave the exact odds murky. Campbell's SouperStar Island contest, for example, says the "odds of winning a Grand Prize depend upon the number of eligible entries received."

It is these unclear and often insurmountable odds that make child psychiatrist Alvin A. Rosenfeld call sweepstakes cruel. Over the years, he said, he has seen children with low self esteem who consider themselves even bigger losers when they don't win the instant prize contained in a candy package. "You can see how crestfallen they are."

Rosenfeld is one of a few academics on the advertising industry's self-regulatory panel that oversees children's promotions. His preference, he said, would be to ban all sweepstakes for kids. The Children's Advertising Review Unit says it doesn't have such authority. But it has drawn up special rules for sweepstakes, noting that "care should be taken not to produce unrealistic expectations of the chances of winning or inflated expectations of the prize(s) to be won." Marketers must clearly depict the prizes, as well as disclose the odds of winning in language kids can understand.

Some nutritionists also complain that the sweepstakes are one more way food makers are encouraging the consumption of junk food, while privacy advocates worry that companies may misuse the personal information collected from the sweepstakes entries.

"One of the primary reasons for sweepstakes is information collection," said Chris Hoofnagle, director of the West Coast office of the Electronic

Privacy Information Center. "Just like warranty cards, sweeps give marketers an opportunity to collect information and sell the list to others."

Companies using kids sweepstakes promotions say they do not sell any of the information they collect, although some say they may use some of it internally to learn more about the demographics of their customers, such as age, sex and geographic location.

All companies require parental approval for children under 13 before collecting such data. Usually, a mailed-in entry constitutes parental approval, while an online sign-up requires adult confirmation through a separate e-mail.

Unlike many sweepstakes designed for adults, kids do not get solicited by mail. Yet the contest offers are ubiquitous—on a product's packaging, in TV, radio and magazine ads and all over the Internet.

Sweepstakes are a wonderful way to build brand loyalty, said Penny Schenk, vice president of promotions and entertainment marketing for WonderGroup, a youth-marketing firm in Ohio. That's especially true if a sweepstakes draws kids to a corporate Web site to play games or download screen savers, Schenk said. "You're getting to engage them one on one; you have their undivided, individual attention. As a marketer, it's better than a commercial which kids may or may not be watching, better than a magazine that kids may flip through." One client, she said, saw online traffic grow to 50,000 hits a month from 6,000 when it offered a sweepstakes.

Thomas J. Conlon, chairman of D.L. Blair, the nation's largest developer and operator of sweepstakes, said his company has not seen an overall increase in sweepstake offers, although he has seen more contests being offered on the Internet, a vehicle he called child-friendly.

The New England Confectionery Co. (more commonly known as NECCO), the maker of Sweehearts, is not known for big, national advertising campaigns.

However, when it decided to advertise a new product in Nickelodeon magazine, Nickelodeon suggested a contest to send a kid's parents away for a weekend, said Lory Zimbalatti, NECCO's marketing manager. "What better thing would a kid like?" asked Zimbalatti. The product's introduction did well, she added, although she didn't attribute its success entirely to the sweepstakes.

Campbell's started offering sweepstakes three years ago as part of a campaign to reenergize sales of its chicken noodle soup. The soup wasn't registering with either parents or kids as favorably as hot dogs, pizza or macaroni and cheese, said John Faulkner, a company spokesman. "We needed to develop some more kid-friendly ads We wanted something totally out there, something nobody else could get anywhere else," that would appeal to both parents and kids, he said.

The first contest, in 2003, was a SouperStar fantasy, in which a girl and her family won a trip to a movie premiere with Mandy Moore. A boy won a trip to the Super Bowl with an NFL star. Campbell's reported more than 1 million visits to its contest Web site. Subsequent contests have increased Web site traffic even more, with more than 5 million visits for the current contest to a private island. The contest ends in mid-May.

Campbell's is pleased with the results, as chicken noodle soup sales have grown, Faulkner said. Perhaps even more significant, he added, company surveys have shown that kids have a more positive attitude about soup. As a result, the company is planning even more sweepstakes.

That's just fine with 9-year-old Amanda Roberts of Forest Hill, Md., who won the company's first contest to see Mandy Moore. She continues to enter all the new Campbell contests.

When she thinks of Campbell's, she said, soup isn't the first thing that comes to her mind. Rather, she said, "It's a good place to win prizes."

Young Eyes on the Prize

Sweepstakes Increasingly Target Children

1. VOCABULARY: Review these words found in the article. Do you know what each word means?

Consumer

Marketer

Nutritionist

Odds

Online traffic

Promotions

Self-regulatory

Solicit

Sweepstakes

Ubiquitous

2. READER AID: After reading “Young Eyes on the Prize,” divide the Washington Post Business section article into four sections. Give each section a subheadline or title.

3. TRUE or FALSE. Indicate on the line before each sentence whether you think the statement is true or false, according to the article.

- _____ A. The advertising industry has a panel that wrote rules to regulate children's promotions.
- _____ B. Companies do not collect information about consumers from entry forms.
- _____ C. Some companies require parental approval for children under 13 to enter sweepstakes.
- _____ D. Web sites are an important part of contest promotion.
- _____ E. Odds favor children winning big prizes.

4. FILL-IN-THE-BLANK: A. An estimated _____ is spent annually to promote children's products on TV, radio, the Internet, magazines and other places.

B. _____ contests are held each month on Nickelodeon Television.

5. MULTIPLY CHOICE. This article mostly describes how _____:

- A. Child psychiatrists are concerned about the cruelty of sweepstakes.
- B. Varied the prizes are for winners of sweepstakes.
- C. U.S. manufacturers are using sweepstakes to promote their products.
- D. Nickelodeon gets more viewers than other children's programs.

6. SHORT ANSWER. On a separate sheet of paper, describe one way that sweepstakes benefit children and one way that they are not beneficial to children.

7. TAKE A STAND: On a separate sheet of paper, argue why students should or should not enter a sweepstakes.

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Board of Education, Island Trees Union Free School District v. Pico (1982)

The Facts

At a conference sponsored by Parents of New York United (PONYU) in September 1975, three members of the Board of Education, Island Trees Union Free School District No. 26, in New York received lists of books that PONYU considered “objectionable.” The board members discovered that nine of the books listed were in their district’s high school library and one of the books was in the junior high school library. At a February 1976 meeting of the superintendent of schools and principals, the board gave an “unofficial direction” to remove the 10 books from the library shelves and deliver them to the Board. After their action was publicized, the board appointed a “Book Review Committee” composed of four parents and four school staff members. In July, the committee recommended that *The Fixer*, *Laughing Boy*, *Black Boy*, *Go Ask Alice* and *Best Short Stories by Negro Writers* be returned to the library shelves. *The Naked Ape* and *Down These Mean Streets* should also be removed from the library shelves. Finally, *Slaughterhouse Five* be made available to students only with parental approval.

The committee could not agree what to do with *Soul On Ice* and *A Hero Ain’t Nothin’ But A Sandwich*, and they took no position on *A Reader for Writers*. (Not all committee members had read the book.) Board members—who themselves had read only excerpts from the books—ordered prin-

cipals in the school district to remove eight of the works in question from district junior high and high school libraries. The reasons varied, but most commonly cited were the presence of profanity and explicit discussions of sex, as well as the “anti-American, anti-Christian, anti-Semitic, and just plain filthy ...” nature of the writings.

Four high school students and one junior high student brought suit against the school board, alleging that the board’s actions had denied them their rights to free expression under the First Amendment. The District Court ruled in favor of the school board. On appeal, the Court of Appeals reversed the decision. The school board then petitioned the U.S. Supreme Court, which agreed to hear the case.

The Question

Did the Board of Education’s decision to ban certain books from its junior high and high school libraries, based on their content, violate the First Amendment’s freedom-of-speech protections?

The Assignment

After reviewing the facts and issues in this Supreme Court case, answer the question posed by this case. Select the judicial opinion with which you agree. You must give a thorough explanation for your viewpoint. When you read the opinions of the justices, please note that they are significantly edited and occasionally paraphrased.

Source: First Amendment Center, “Do Students Have a Right to Read?”

In the Know

Censorship: The act of examining and removing something objectionable

Explicit: Clearly expressed, leaving nothing implied

Inculcate: To teach by frequent instruction or repetition

In Loco Parentis: Literally, in the place of a parent. Teachers and school authorities act *in loco parentis* in the school domain when there is no direct supervision by a parent or guardian.

Obscene: Abhorrent to morality or virtue; designed to incite to lust

Pedagogue: Schoolteacher, educator. From Latin, *paedagogus*, a slave who supervised children, including taking them to and from school

Pedagogy: The art or profession of teaching

Prior Restraint: The restriction of speech or press before it is actually published or expressed. Similar to censorship.

Vulgar: Speech that is offensive in language; lewdly or profanely indecent

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OPINION A

Justice William J. Brennan, author

As the case is presented to us, it does not involve textbooks, or indeed any books that Island Tree students would be required to read. The only books at issue in this case are library books, books that are optional rather than required reading. Local schools have broad discretion in the management of school affairs, and federal courts should not ordinarily intervene in the daily operation of school systems. Also, public schools are vitally important "in the preparation of individuals for participation as citizens," and as vehicles for "inculcating fundamental values necessary to the maintenance of a democratic system."

Therefore, schools must be permitted to establish and apply their curriculum in such a way as to transmit community values, but it must also comport with the First Amendment. The First Amendment rights of students may be directly implicated by the removal of books from the school library. The First Amendment affords the public access to discussion, debate, and the dissemination of information and ideas. In sum, access to ideas makes it possible for citizens to exercise their rights of free speech, and prepares students for active participation in society.

The special characteristics of the school library make that environment appropriate for the recognition of the First Amendment rights of students. Students must always remain free to inquire, to study and to evaluate, to gain new maturity, and understanding. The school library is the principal locus of such freedom. In brief, we hold that local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books and seek by their removal to prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.

OPINION B

Chief Justice Warren E. Burger and Justices Lewis F. Powell Jr., William H. Rehnquist and Sandra Day O'Connor, authors

The First Amendment must deal with new problems in a changing world. In an attempt to deal with a problem in an area traditionally left to the states, the Court is going beyond any prior holding under the First Amendment. The states and local elected school boards should have the responsibility for determining the educational policy of the public schools. School boards are uniquely local and democratic institutions. They have only one responsibility:

YOU AND YOUR RIGHTS

the education of the youth of our country.

The decision as to the educational worth of a book is a highly subjective one. Judges rarely are as competent as school authorities to make this decision. Public schools fulfill the vital role of teaching students the basic skills necessary to function in our society and of teaching fundamental values. The idea that such students have a right of access, in the school, to information other than that thought by their educators to be necessary is contrary to the very nature of inculcative education. Students are not denied books by their removal from a school library. The books may be borrowed from a public library, read at a university library, purchased at a bookstore, or loaned by a friend. In this case, the students' rights of free speech and expression were not infringed, and no ideas were suppressed.

**Two Views on Board of Education,
Island Trees Union Free School
District v. Pico (1982)**

Pico Questions for Discussion

1. Why is Justice Brennan's distinction between textbooks and outside reading important?
2. If schools have a responsibility not to remove books from a library, does that mean schools have an obligation to make certain books available to students?
3. Is the view expressed in Opinion B that the books are available to students through other means convincing? Why or why not?
4. How much burden or responsibility should be placed on schools to provide students with different ideas and viewpoints?
5. Who should decide whether a book is vulgar or obscene? What standards should be used in selecting works to purchase for a school library?
6. How is this case relevant to Internet access in schools? Is there a difference between books and Web sites?
7. Should it be within the role of the court system to determine which books should be in a public school library?
8. Should elementary school students, middle school students and high school students have the same access to the library? Which factors would you apply in making such a determination: age, maturity, appropriateness, interests of the student, parental beliefs, community standards?

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Decision Time

What makes schools different from the rest of society? There are different goals and interests in the unique school setting.

First, the goal of public education and of the public school system is to educate the next generation.

1. To achieve this goal, the school administrators and teachers must preserve the safety of the students and maintain order within the school.

2. Parents have an interest in the education of their children.

3. Students have both an interest in their own education and also the First Amendment freedom of speech.

YOU AND YOUR RIGHTS

As with most laws, especially those governing the school setting, the courts often balance the interests of the government against the interests of the individual. With respect to general free speech rights in schools, students' rights are limited. A school may prohibit speech that causes a material and substantial disruption or speech that is obscene, lewd or vulgar; however, as a general rule, the government may not prohibit speech because of the content or ideas contained within the speech.

Voice Your Opinion

Which of the following books would you want removed from your school library?

Write down some "talking points" on each book title as to why it should or should not be in the library collection. Consider what other information you would need about the book to make a fully informed decision if you cannot do so based on the title alone.

Hold a School Board meeting where each group must present its opinion on each book title and vote upon each title.

1. Bombs Away! A military history of bomb making
2. A Student's Guide to Disrupting School and Getting Away With It
3. The History of Terrorism
4. The Bible
5. The Koran
6. The Adventures of Huckleberry Finn
7. Of Mice and Men
8. The War in Iraq Was a Good Idea
9. Canterbury Tales
10. Harry Potter series

Make a Choice

Your school's library budget is limited and must be shared between Internet services and new print acquisitions. Read *The Washington Post Book World* (found in Sunday's newspaper). Are there titles listed or books reviewed that you would recommend for your school library based upon the evaluation? Select one and explain why you would or would not favor its purchase.

ABOUT THE AUTHOR

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Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.

Maryland

Reading/English Language Arts

Students will identify and use text features to facilitate understanding of informational texts.

Students will compose to inform using summary and selection of major points.

Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Social Studies

Political Science. Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens. 1.2.1: The students will analyze the impact of landmark Supreme Court decisions on governmental powers, rights and responsibilities of citizens in our changing society.

Virginia

English

Writing. The student will read and demonstrate comprehension of a variety of informational sources. Summarize what is read. Organize and synthesize information for us in written and oral presentation.

Reading. The student will read and demonstrate comprehension of a variety of fiction. Examine a literary selection from several critical perspectives.

History and Social Science

Virginia and United States

Government. The student will demonstrate knowledge of civil liberties and civil rights by exploring the balance between individual liberties and the public interest.

Washington, D.C.

Reading/English Language Arts

Language as Meaning Making. Students comprehend and compose a wide range of written, oral and visual texts.

Grade 5: The student develops understanding and produces written work that restates or summarizes information.

Language as Literature. Students respond in many ways to a rich variety of literary texts and relate texts to their lives and the lives of others.

American Government

Principles and Practices. The student analyzes political and legal issues in contemporary American society and how Supreme Court decisions have affected these issues.

A complete list of State Content Standards of Maryland can be found at <http://www.mdk12.org/mspp/standards/>.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us>.