



Atwitter Over Social Networking

ITS USES AND **ABUSES**



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An Integrated Curriculum For The Washington Post Newspaper In Education Program

About Atwitter Over Social Networking: Its Uses and Abuses

Social networks, citizen journalists and enterprising individuals have seen the potential of the Internet and cell phones. As thousands of new users are added daily, the global community is expressing itself. Through law and ethics, business and culture, society is responding to the complexity of these diverse means of communication.

It is in this context, we share recent *Post* articles and commentary on being a cybercitizen, developing connections and remaining safe. Articles and suggested activities in this guide cover a variety of social networking — blogs and micro-blogs, digital gaming and netiquette, benefactors and imposters, texting and sexting, personal and business communication.

Internet safety and test-taking practice are combined in “You and Gaming” for younger students. Student activities cover business and marketing applications of social networking by educators and students, cartoonists and technology firms.

The Washington Post takes its responsibilities seriously and is engaged in this community in print, on the Web and in e-Replica. It uses Twitter (<http://twitter.com/washingtonpost>). When KidsPost gives Web URLs, they add the note: “Be sure to ask an adult before going to any Web site.”

A reminder to *Post* INSIDE program teachers: If you plan to use articles in this guide in the e-Replica format more than three months after their publication date, remember to bookmark them. “News



Hound Scavenger Hunt” in this guide gives students practice in using the Search and Contents features of the e-Replica *Post*. ■

Lessons: There are ethical, legal, business, cultural and societal issues related to using social networking technology. The Web and social networking have advantages for teachers in all disciplines.

Level: Low to High

Subjects: Computer Technology, English, Social Studies, Journalism

Related Activity: Health, Art, Economics

NIE Online Guide

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Atwitter Over Social Networking: Its Uses and Abuses

The world has gone digital. Netizens need to know the language and netiquette, consequences and benefits, potential and limits of engaging in the growing array of social networking. The following suggested activities may be used with the Washington Post articles in this guide as well as today's Post.

Learn the Language

With speed of communication being a hallmark of digital communication, an Internet language has emerged. Provide student groups with markers and three large sheets of paper. Ask students to compile their lists of abbreviations, acronyms and emoticons that comprise this net vocabulary. Review their lists to determine their top ten, the essentials to fast communication.

Post the lists and discuss them.

- In what ways has use of these influenced standard spelling?
- Have they influenced sentence structure when writing essays for school?
- Do these help to convey tone of voice so the writer will not be misunderstood?

This activity may be used to discuss the use of “net lingua” in school assignments or as an introduction to “6,473 Texts a Month, But at What Cost?” that is included in this guide.

Mind Your Manners

Netiquette is a term derived from the words “network” and “etiquette” which describes the use of proper manners and behavior online. Discuss the use of Internet etiquette in all areas of electronic communication including e-mail, chats, blogs, forums and tweets.

This discussion might profitably lead to cyberbullying. Many Internet safety experts list this

as the number one misuse of the Internet.

Blog a Class

KidsPost reports on District teacher Simone Welch who won the opportunity to be one of 12 teachers to research glaciers in the Bering Sea. Read the article to learn more about her PolarTREC, funded by the National Science Foundation.

Welch will not be isolated from her students — or yours. She is keeping a Web log during her North Pole experience. The benefits of blogging can be seen by following her online and sending in questions to www.polartrec.com/user/181.

Discuss with your students the possibilities of keeping a class blog of your experiments and projects.

Take a Brief Look

“News In Brief” articles give glimpses of social, legal and cultural aspects of social networking. In what ways do they illustrate the influence of new media? Students might be asked to read *The Post* for a week and compile their own collection of briefs about social networking in the news.

Practice Taking Tests

The passage, “You and Gaming” is aimed at a younger student. The text, provided for your use by bNetS@vvy, includes guidelines for gaming safely. Give the passage to

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In the Know

emoticon A typographical cartoon or symbol generally used to indicate mood or appearance as :-) and often looked at sideways.

— *The Associated Press Stylebook*

The Language

Discover emoticons and more in the following sources.

www.netlingo.com/dictionary/all.php

The Dictionary

Definitions of acronyms and text messaging lingo

www.fun-with-words.com/net_lingua.html

Net Lingua

Internet acronyms, initials, abbreviations and emoticons

The Etiquette

Cyberspace has guidelines for civil behavior.

www.kidsdomain.com/brain/computer/surfing/netiquette_kids.html

Safe Surfing!

A kid's guide to netiquette explains the basics of being a responsible netizen

http://internet.suite101.com/article.cfm/netiquette_guidelines

Top 10 Netiquette Guidelines

In addition to providing guidelines, the author addresses cyberbullying and gives advice to parents on keeping children safe online

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students to read. Before discussing the passage, give students “You and Gaming | Questions” which are set up to provide test-taking practice.

Students should be able to eliminate one to two of the choices immediately. One of the choices may have some truth, but not apply to the whole passage or be not as true as the remaining choice. Answers are found at the end of these suggested activities.

Discuss the answers and content of the passage. Sidebars of this guide provide additional resources for teachers and parents. Note that some of the sites are aimed for student use to discover and re-enforce Internet safety concepts.

As an extension of this activity, students could be asked to read more about gaming and/or Internet safety then to write an article for posting on the classroom’s bulletin board or publishing in the school newspaper. Students may record their Internet Safety Tips to create a podcast for posting on the school’s Web site.

Market Your Ideas

Aaron Manfull, who chairs the Journalism Education Association’s new Digital Media Committee, provides a lesson for teachers across disciplines. Whether you are a journalism teacher who wants to increase hits on your online news site, a drama coach wanting to draw an audience to your show or a biology teacher conducting an online survey, this lesson can be used to get your students to think of productive and educational applications of current social networking opportunities.

“Using the Web to Market Your Classroom Activities” incorporates an understanding of target market,

purpose and profitable use of the strengths of social networking options.

Beware of Faux Friends

How do digital communicators know who is truthful and what is real? The Style section article “When Famed Twitter Friend Proves Faux” focuses on the potential for lies and “tweet nothings.” After discussing homophones and word play in the headline and subhead of the article, discuss some of the serious ramifications of reading blogs and tweets without some skepticism.

Some vocabulary to cover before reading: “virtual,” “doppelganger,” “celebrity,” “fraud,” “bogus,” “copyright,” “impersonator,” “tastemaker,” “non-malicious,” “niche” and “dismissive.”

Discussion could include:

- Why is it necessary to have a business such as *Valebrity.com*?
- Why would readership increase after a Twitter feed was identified as fake?
- What harm can come from imposters?

The case of Megan Meier, a fourteen-year-old who committed suicide after receiving negative messages (“This world would be a better place without you.”) from her MySpace crush, may be introduced at this time. *Washington Post* staff writer Tamara Jones covered this story. “A Deadly Web of Deceit: A Teen’s Online ‘Friend’ Proved False, and Cyber-vigilantes Are Avenging Her” (not in this guide) covers this case in depth.

Go on a Scavenger Hunt

“News Hound Scavenger Hunt” is designed for use with *The Washington Post* e-Replica

Online

www.bnetsavvy.org

bNetS@vvy

Tips, activity cards, lessons and strategies for schools and parents. This clearinghouse for Internet safety is provided by NEA’s Health Information Network, Sprint and the National Center for Missing & Exploited Children.

www.nsteens.org

NSTeens

A lively site featuring comics, videos, lesson plans and real-life stories for use with teens. The lesson plans include activity cards and related news articles — certain to start discussion — and guidelines for safety.

www.netsmartz.org

NetSmartz Workshop

Kids area provides games, Club UYN, e-cards and adventures for elementary school age.

www.ikeepsafe.org

I Keep Safe

Parent Resource Center and Kids (Faux Paw’s Fun Zone games, characters, videos, downloads) and Educators materials for use with elementary to high school students.

www.pluggedinparent.com

Plugged in Parent

Participate in Frontline’s Digital Nation collaboration with Columbia School of Journalism by contributing a short video report on your life in the digital age.

www.csriu.org

Center for Safe and Responsible Internet Use
Research and outreach services for parents, educators, librarians and others involved in Internet safety.

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edition. It may also be used with the print edition. Students are given a scavenger hunt in order to become familiar with reading the e-Replica using the Search feature or the Contents feature to locate information.

Question 5 relates to cartoons and use of technology. See Connect Cartoons & Tweets below for an article that may be read or a specific blog (Comic Riffs) that may be located in a three-week search window.

Connect Cartoons & Tweets

If they hadn't heard about Twitter before, the American public became aware of it when members of Congress were caught tweeting as the president addressed them. Twitter (*twitter.com*) is a free micro-blog that basically answers the question: What are you doing?

Ask students about their use of Twitter. Why do they like/not like it? If someone is being a twit, should it be shared with all in a group?

Give students a message to convey in 140 characters. Have students share their "tweets."

- Who do they think did the best job of keeping the main idea?
- What types of words are eliminated in order to meet the character count?
- Instant messaging uses standardized abbreviations, acronyms and emoticons. To what extent are they used on Twitter?
- Can Twitter help students to clarify ideas by reducing the message to a few words?

Go to the comics pages in *The Washington Post* (print, online or e-Replica). Do any of the comics include technology? Show

social networking used? Look for examples of cell phones, computers, TVs. Are these part of the setting or part of the message?

What do cartoons and Twitter have in common? Brevity is key to the message. Twitter tweets are limited to 140 characters. Cartoonists in one image or a panel communicate a point of view. In essence, a visual tweet.

Give students "Cartooning's Webcrawler: The Micro-Blogs of Twitter" to read. It is one of four articles on cartooning and social networking written by *The Post's* comic blogger Michael Cavanaugh (*washingtonpost.com/comicriffs*). To what extent does a social network blog have the potential to promote a business?

"What Do Cartoons and Twitter Have in Common?" is provided to use with the article. Students should be encouraged to go to Cavanaugh's Web site to read the three other articles and interviews in the series. These may be of special interest to art and economics students.

Visit *The Post's* editorial cartoonist Tom Toles online at *www.washingtonpost.com* in the Opinion section. Toles provides a Web-only sketch. Would students rather see this sketch or receive a tweet from Toles about what he is considering drawing? Is seeing the rough sketch more informative about the creative process than reading about it?

See Social Satire

Use the cartoons that illustrate the article "Cartooning's Webcrawler: The Micro-Blogs of Twitter" to discuss satire. How are the first two panels of the Trudeau comic strip a set-up for the satire?

Online | continued

www.commonsense.com/internet-safety-guide

The Internet Survival Guide for Parents

Topics include Communicating, Social Networking and Gaming

www.commonsensemedia.org

Common Sense Media

For parents, reviews of books, games, Web sites, movies and music

http://www.connectsafely.org/index.php?option=com_content&task=view&id=1581&Itemid=118/

Tips to Prevent Sexting

Concise guidelines for parents and students

http://kidshealth.org/kid/watch/house/internet_safety.html

Safe Cyberspace Surfing

KidsHealth talks to elementary students about using the Internet, in English and Spanish

www.connectsafely.org/

Connect Safely

Forum for parents, teens, experts; safety tips to prevent sexting, stop cyberbullying and to use cellphones and social Webs

www.safekids.com/

SafeKids

Tools, tips and blogs focus on Internet safety and civility

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It what way do the last two panels play off of each other? What is Trudeau's point of view?

What aspect of Twitter messages are satirized by Mike Thompson in his political cartoon?

Tap Into Texting

Conduct an informal survey of your class. Which of the social networking options (i.e., blog, Web site, Twitter, texting) do they use and how often do they use them?

What would they think of someone who taps out more than a thousand texts in a month?

After getting a sense of the class's practice and point of view, have them text friends and family to get their average number of texts per month. How many cellphones start buzzing within five minutes with replies? Now that you have more data, chart texting use by age group.

How do these results compare to the national average? "Teens with cellphones average 2,272 text messages a month, compared with 203 calls, according to the Nielsen Co." Although your survey is unscientific, it will give enough information to put national data — and Julie Zingesser's texts — into perspective.

Give students "6,473 Texts a Month, But at What Cost?" to read. Discussion might begin with Mrs. Zingesser's question: What will this generation learn and what will they lose in the relentless stream of sentence fragments, abbreviations and emoticons?

- Why do students text? Try to categorize their texts (share experience, get homework help, contact parents, arrange dates, resolve conflicts, etc.)

- To what extent is texting a way to connect socially? Do they text people they may not see in a week? A month?
- Have they or someone they know experienced cyberbullying?
- What do they think of Block's suggestion that "addiction to the Internet and text messaging be included in the diagnostic manual for mental illnesses"?
- Professor Baron presents the idea that "hard-core texters find it difficult to be 'in the moment' with other people because they are constantly being summoned by someone else in another place." Is it easier to relate to people in a text message than in face-to-face meetings?

Byte into Parenting

Give students "Keeping Kids From One Byte Too Many" to read. The margins are wide enough to ask students to annotate the essay as they read it.

Parents are the audience for this commentary by *Washington Post* editorial writer Ruth Marcus. Discuss the ideas that she presents from both a parent's and a student's point of view.

- Are students familiar with the practice of sexting (formed from "sex" and "texting")? If the data is correct, nearly one in five of your students could have been involved.
- Why does sexting fall within the legal definition of child pornography? If found guilty, a sexting teen would have to register as a sex offender and may be sentenced to time in jail.
- What is Marcus's point of view on sexting and charges made for sexting? Why does she take this stand?

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Media Training

<http://jeadigitalmedia.org>

Digital Media Resources

Journalism Education Association's resources for media teachers and students — Web, Broadcast, Law & Ethics, H.S. Media Online and Training.

www.newseu.org

News University

NewsU, Poynter Institute online courses include reporting across platforms, multimedia reporting, "Online Media Law: The Basics for Bloggers and Other Online Publishers" and "Whose Rules?" that focuses on the ethics of blogging.

www.hsbj.org

High School Broadcast Journalism

A project of the Radio and Television News Directors Foundation, *hsbj.org* provides training for broadcast journalism teachers, online forums, contest information and links to resources and summer workshops.

www.studenttelevision.com/

Student Television Network

Convention and Camp STN offer training and opportunities to showcase student work

www.washingtonpost.com/technology/

Technology

The Post's latest technology news, columns and blogs — "Faster Forward," "Security Fix," "Post I.T."

www.readwriteweb.com/

ReadWriteWeb

A blog that provides Web technology news

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- Why does Marcus differentiate Facebook postings from sending text or instant messages?
- How might semi-nude, beer-drinking, obscenity-laced Facebook postings influence relationships with peers, family, college admissions officials and future employees? To what extent do postings or those linked to “friends” reflect on character and potential job performance?
- Is it right that forwarding images makes a person as responsible as the original sender?
- Do ethics implore netizens to report any nude pictures that they receive on their cell phones?

Have students write a response to Ruth Marcus or write their own commentary on one of her topics. Perhaps this is a topic that deserves a podcast or guest commentary in your student media.

Add Bytes to Business

“Teaching the Facebook Generation The Ways of Washington” is one of Kim Hart’s Monday columns on the Washington technology front. In the article she covers the possibilities for technology firms to access stimulus funding and addresses the netiquette and expectation of the D.C. culture.

Hart begins with examples of local businesses. What does this establish with her readers? Who are her readers?

Hart characterizes the Washington culture as “buttoned-up.” What does she mean? In what ways does each of these support her claim?

- Washington contrasted with “traditional providers” of IT services
- Quoting Patricia Crew, a career counselor
- Quoting Anna Post, great-granddaughter of Emily Post
- Examples of real dilemmas

Deliver the News

Kathleen Parker in her Sunday Outlook piece offers a different look at the challenges facing America’s struggling newspaper industry. Do students agree or disagree with her premise? Include in your discussion of her essay, the role that the Internet — newspapers’ Web sites, bloggers and other providers of information — plays in this financial situation.

- What part do journalists play in a democracy? What is the relationship of a free press to a free society?
- Why does Parker make a distinction between reporters and “elite media”?
- What are the answers to the questions posed: How does the newspaper industry survive in a climate in which the public doesn’t know what it doesn’t know? Or what it needs?
- What is Alex S. Jones suggesting in his view of the future? What are its implications for a democratic society? ■

Past Post Guide

A bully is a bully whether a schoolyard bully or a cyberbully. If during discussion of students’ use of social networking, you discover that students have been bullied, please download *Bullies*. This March

29, 2005, *Post* INSIDE program online guide has resources and activities that may be of help.

The guide includes reprints from KidsPost (“Bullies: Yes, They’re a Pain. So What Are You Going to Do



About It?” and “Dealing With a You-Know-What”) and *The Post* (“Once the Loser, Always the Loser” and “Father Says Va. Students Bullied Son”).

Books for elementary and older students are annotated in sidebars. Many online resources are also compiled.

Activities include a survey and a You and Your Rights look at “The Supreme Court and Sexual Harassment.” The activity applies *Gebser v. Lago Vista Independent School District* to three school scenarios.

“School Policies in Metropolitan D.C.” might be reviewed and updated, if necessary. Does your school have a definition and policy about bullying? Is cyberbullying included?

ANSWERS. You and Gaming

1. **C**, the second person is used to talk directly to students;
2. **A**, wearing a helmet and limiting time spent on outdoor activities is analogous to gaming safety;
3. **D**; 4.**B**; 5.**C**;
6. **D**, All the advice is important, but if they were ranked, this should be first;
7. **A**; 8. **B**;
9. Answers will vary.
10. Answers will vary.

Fortunately, She Thinks Ice Is Nice

D.C. Science Teacher Is Studying Glaciers for Six Weeks on an Arctic Exploration Team

• *Originally Published April 8, 2009*
Doing scientific experiments all day and most of the night on a Coast Guard vessel in below-zero Arctic temperatures sounds like a fantastic time to Simone Welch.

That's a good thing, because that's just what this science teacher from the District's Oyster-Adams Bilingual School is doing. For about six weeks!

Welch, 32, won the opportunity to join a team of about 40 scientists as they research glaciers and other things in the Bering Sea, near the North Pole.

"I told my kids to give me letters to Santa and I'll drop them off early," she joked.

She was one of 12 teachers chosen in the United States, and the only in the Washington area, to participate in the program, called PolarTREC and funded by the National Science Foundation.

Since the beginning of this month, Welch has been living in conditions that certainly are not luxurious.

Aboard the U.S. Coast Guard Cutter Healy, she shares a small sleeping space with two other scientists.

The meals, she said, are "geared to 18-year-old boys,"



MAP BY MARY KATE CANNISTRA — THE WASHINGTON POST
If you were high enough above the Earth in space, you could look down from your spaceship and see the Bering Sea and the North Pole — and Washington D.C.

but there is a salad bar!
 In the past, Welch has been seasick, but she does not expect that to happen this time because the ship is so sturdy, she might not even feel as if she is at sea.

When she is on deck she wears a Mustang Survival suit, which is orange and "puffs out" so that if she were to fall overboard, she would float. Steel-toed rubber boots complete the deck outfit.

For the almost daily trips onto the glacial ice, she and the others will wear white suits and boots to blend in with the snow so they don't startle the animals.

Welch can wear regular clothes, though, when she is helping the scientists in the laboratories, which is what she will be doing most of the time and which most excites her.

At Oyster, Welch's science room houses tanks with about 15 animals, including a ball python, a salamander, an African pygmy hedgehog, a leopard gecko and hissing cockroaches.

Welch has engaged all of her pre-K-through-fifth grade students in the project, teaching them about icebergs, glaciers and Arctic ecology through a series of inventive experiments.

One of the most fun experiments, said 9-year-old Emilia Majersik, involved mashing marshmallows together to show that pressure, like heat, can melt things.

"She gets the kids so excited about it," said Emilia, a third-grader.

To keep connected, Welch is writing a Web log and will be able to take questions from kids and answer them while she is away.

Everybody can follow along and send in questions by going to <http://www.polartrac.com/user/181>.

She is already posting information about her trip!

Fifth-grader David Fadul, 10, said Welch is great at



PHOTOS BY DOMINIC BRACCO II FOR THE WASHINGTON POST
Teacher Simone Welch gives students Maria Hernandez, from left, Sophia Savidis, Nico Hernandez and Marcos Yoc-Bautista a close look at one of her classroom's silthery occupants. Marcos, below, gives the turtles some exercise.



"explaining stuff."

Would he like to do what his teacher is doing?
 "I mean if it's really, really cold and there's a chance of sinking in ice, that lowers my interest, but I might want to go!" he said.

— Valerie Strauss

You and Gaming

- 1 If you're like many kids, you like playing games. And if you're like most kids, you love playing digital games. Whether you're on a computer or cell phone, the Wii or the Web, you could spend hours "gaming."
- 2 Wanting to play for hours is understandable. The best digital games are fun, challenging, and even educational. They teach you strategy, take you on adventures, and allow you to connect with interesting people and ideas. The worst digital games, however, are dull, repetitive, and sometimes harmful. They teach you boredom, take you to the same places, and allow you to connect with some not-so-nice people and ideas.
- 3 And even good digital games have you sitting and staring at a screen instead of moving around and being active (except for Wii games). That's why many adults, like your parents and teachers, want to be sure that you understand how to limit your gaming time and how to game safely.
- 4 Think of it this way: You don't ride your bike from sunup to sundown, and you don't play soccer for hours on end. You ride, you play, and then you do something else. You wear a helmet when biking and shin guards on the soccer field. It's the same with digital gaming: Learn to play smart and stay safe.
- 5 So what do you need to know about gaming safety? First of all, DO respect the Internet safety rules that your parents or guardians set up for you. They make the rules because they care about you and your health and safety. DON'T try to play for longer periods of time than are allowed and DON'T try to play games that you know are off-limits. DO choose screen names that are appropriate. DON'T give out information about your age, address, or anything else personal, even if you want to sign up for a contest or prize. (Often contests are just excuses to gather your information for advertising and other purposes.) DON'T respond to bullies or rude players online and DO know how to block communication from people you do not want to interact with online.
- 6 And most important, DO talk with a trusted adult if you feel uneasy about anything that happens while you're playing a game online. Here is some good advice from the Microsoft-sponsored Web site GetGameSmart:
- 7 Even if you follow all of your parents' rules about going on the Internet, you might still see pictures or read messages that make you uncomfortable. Maybe a certain Web site upset you. Maybe you were playing a video game online and another player bullied you. Maybe someone online wants to meet you, but you're not sure. Whatever it is, if it bothers you, if it doesn't feel right, turn off the screen and tell an adult you trust. It could be your parents, a teacher, a family friend, even a police officer. Just don't keep it to yourself. It's not your fault.

You and Gaming Questions

Select the *best* answer based upon information in “You and Gaming.”

- _____ 1. The author of this selection is addressing
(A) Teachers
(B) Parents
(C) Students
(D) Principals
- _____ 2. The author makes an analogy between playing video games and
(A) Playing outside.
(B) Riding a training bike.
(C) Handling a bully.
(D) Going on an adventure.
- _____ 3. The author gives examples of everyday experiences to
(A) Persuade readers that they are wrong to play digital games.
(B) Support the ideas that gaming is unhealthy.
(C) Elevate gaming above these experiences.
(D) Relate a concept to the reader’s other experiences.
- _____ 4. The author quotes the GetGameSmart Web site to
(A) Tell when it is right to reveal personal information.
(B) Share good advice from an Internet authority.
(C) Help readers deal with cyberbullies.
(D) Give Microsoft free advertising.
- _____ 5. How many DO’s are given by the author in paragraph 5?
(A) One
(B) Two
(C) Three
(D) Four
- _____ 6. The use of “most important” in the fourth paragraph
(A) Concludes the list of actions.
(B) Contrasts with the least important action.
(C) Suggests the other actions are unimportant.
(D) Emphasizes an action to take.
- _____ 7. Which statement best expresses the main idea of the whole article?
(A) Limit your gaming time and play safely.
(B) You can meet your friends online.
(C) Parents make rules because they care about you.
(D) Digital games are dangerous.

Name _____

Date _____

You and Gaming Questions | *continued*

- _____ 8. What is the best synonym for the word “uneasy” as it is used in paragraph 6?
- (A) Delighted
 - (B) Disturbed
 - (C) Identified
 - (D) Unsuccessful

9. Read the sentence from paragraph 7 in the box below.

Even if you follow all of your parents’ rules about going on the Internet, you might still see pictures or read passages that make you uncomfortable.

What does this sentence mean?

10. In a short answer, share what you would tell a friend about online gaming.

Name _____

Date _____



News Hound Scavenger Hunt

See if you can find the following items using *The Washington Post* e-Replica.

1. Locate the “Letters to The Editor” in today’s e-Replica edition.

Select one letter and answer the following questions:

- Who wrote the letter? Include title if given. _____
- Where does this person live? _____
- What is the letter about? _____

2. Find an article about a foreign country in today’s e-Replica.

- On what page and in what section is the article? _____
- What is the name of the country? _____
- Who wrote this article? _____
- What is the main idea of the article? _____

3. Locate the KidsPost page in today’s e-Replica.

- What section of the newspaper contains KidsPost? _____
- Write the headline of one KidsPost article from today on the line below:

- What news did KidsPost editors highlight? _____

4. Locate the Sports section in today’s e-Replica.

- Write the headline of one article from the front of Sports on the line below:

- Select a game story. What was the score? _____
- What is the name of the winning team or player? _____

5. Find the Comics section in today’s e-Replica.

- Select your favorite comic strip. Tell what is happening. _____

- Do any of the comics include technology (i.e., computer, cell phone, TV)? Tell about it. Is it part of the setting? Part of the cartoon’s message?

Name _____

Date _____

News Hound Scavenger Hunt | *continued*

6. Use the Search feature of e-Replica to find articles in today's *Washington Post* about the following topics. At the end of the chart, add two topics of your choice.

- For each topic, select one of the articles that was found by the search engine. In what section of the newspaper did your selected article appear?
- Summarize the article in a sentence.

TOPIC	SECTION OF THE POST	SUMMARY
Blogs		
Employment		
Food or product safety		
Science news		
World news		
Your county		
(Your topic)		
(Your topic)		

Using the Web to Market Your Classroom Activities

The Web can be a powerful tool to reach your audience quickly, effectively and cheaply. Students, faculty, grandparents and community members are on the Internet on a daily basis. Their combined use make the Web a powerful tool for you to communicate your events and activities with those who may be interested. Here's your shot to show how your students would utilize the potential the Web and social networking offer.

The Activity: *Create a blog for your classroom or market an activity on the Web or use a Web site to post an activity your class is doing for which you are looking for out-of-class participation.*

The Objective: *Use the Web to find as many ways as you can to get people to be aware of what you are doing.*

For this lesson divide your class into small groups. Either give each group a different activity to market or give each group the same idea to see how each markets it differently. For example, if you wanted to create a blog for your school and you wanted to get students to participate in it, what would you do to get them to go to the blog and to interact with it? Maybe your class is putting on an event and inviting the public, how would you use the Internet to get people to attend?

Once groups get their topic, they should establish who their target audience is and then set a specific goal of what they are trying to accomplish. A goal like "Get people to attend" is a bit too broad, work to have specific goals so they can be measurable and evaluated at the end of the process.

Once the audience and goals have been established, groups must figure out how to use the wide variety of tools at their disposal. Groups are not limited to these options, but it's safe to assume the following items will enter their discussion:

MySpace and Facebook: What would be the benefit of utilizing these social networking sites? How could they be used to help reach the goals set?

Twitter: What does Twitter offer that MySpace and Facebook don't? Also, what do MySpace and Facebook offer that Twitter doesn't? What could Twitter do very well?

Blogging: If a blog is what you're trying to drive people to, talking about your blog will obviously be necessary. However, if what you're driving people to is an event at school, what kind of role could a blog play in promoting that event?

YouTube, Vimeo, SchoolTube, etc: Don't forget about video sharing sites. How can they be used to promote the event – or, like any of these things, how could video sites be useful after the event?

There are a variety of other sites that students could utilize for this lesson. Discuss the ones your students use.

Groups will develop a plan that they would use, justify the benefit of each and talk about how they would utilize the technology. Teachers could choose to execute these plans or just use them in the classroom as hypotheticals.

What Do Cartoons and Twitter Have in Common?



Brevity is key to the message. Twitter tweets are limited to 140 characters. Cartoonists in one image or a panel communicate a point of view. In essence, a visual tweet.

The Washington Post's comic blogger Michael Cavanaugh, left, (washingtonpost.com/comicriffs) wrote a four-part series to look at cartoonists and social networking in April 2009. You are asked to read one of his articles, "Cartooning's Webcrawler: The Micro-Blogs of Twitter."

After reading the article, answer the following questions.

1. Cavanaugh begins the article with an anecdote. What does Bryan Brinkman's story illustrate?
2. What is happening to cartoonists and their work in this economy?
 - A.
 - B.
 - C.
3. How might Brinkman's experience be used as a business model?
4. Why would cartoonists be interested in Twitter? Theirs is a visual product. Cartoons are their income.
5. How have cartoonists such as Scott Adams, Daryl Cagle and Darrin Bell used social networking?
6. What does Darrin Bell mean when he says "Twitter has become a muse"?
7. Scott Kurtz contrasts "casual readers" with "invested readers." What is the difference?
8. What does the phrase "evolve or die" mean? Mean to professionals?
9. Why do some cartoonists not use Twitter?
10. On your own paper, draw a cartoon that presents a comment on social networking.

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Cartooning's Webcrawler: The Micro-Blogs of Twitter

By MICHAEL CAVNA
Washington Post Staff Writer

•Originally Published April 1, 2009

Sitting expectantly at the taping of a late-night talk show, Bryan Brinkman was a near-anonymous New Yorker — literally just another face in the crowd. The 24-year-old cartoonist had a Web site and a day job, but he could count on two ink-stained hands how many people officially followed his work.

By the next morning, as he checked his Twitter account, he no longer had seven followers. He had more than 10,000. And within 24 hours of the show, even that doubled.

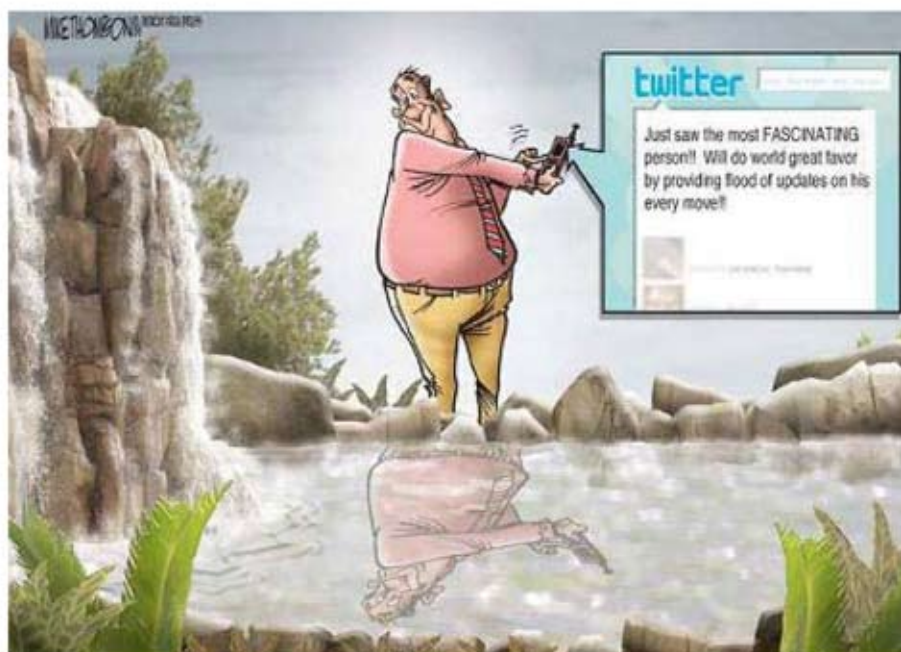
This sudden explosion was tallied by Twitter's metrics — and rallied by Jimmy Fallon, who on his new NBC "Late Night" show last month conducted a stunt: He urged viewers to sign up as "followers" of Brinkman's Twitter account. As a result, Brinkman also saw his professional animation Web site draw thousands of page views in the days that followed, he says. The Bryan Brinkman Experiment had tapped the power of Twitter for professionals.

As Twitter, the social micro-blogging service that lets people share 140-character posts, passes its third anniversary — and as many cartoonists are hit by the tough economic times in print publishing — the Brinkman Experiment spotlights a cartooning-career question that grows ever louder:

To tweet or not to tweet?

For some cartoonists in need of new readers, that is the connection.

As newspaper comics sections shrink or vanish, as alt-weekly papers slash their cartoons, as political cartoonists see their ranks reduced almost weekly,



CREATORS SYNDICATE/DETROIT FREE PRESS

Political cartoonist Mike Thompson has mocked the narcissism of Twitterers by posting this cartoon on his blog for the Detroit Free Press. "My attitude is: Evolve or die," he says.

social networking looms large as a way to reach fans during this dauntingly uncertain time for cartooning. "Dilbert's" creator Scott Adams led the way for mainstream cartoonists to use e-mail; many comic artists use Facebook — but are cartoonists atwitter over Twitter?

Garry Trudeau's "Doonesbury" comic strip recently satirized journalists such as NBC's David Gregory who famously tweet about the play-by-play minutiae of their day. Trudeau, like Jon Stewart's *Daily Show*, has characterized Twitter as mere gimmick.

Twitter is "usefully applied in some hands, pointlessly so in others," says Trudeau, who won a Pulitzer for "Doonesbury." His use for it? He employs Twitter itself to satirize Twitter. And so on the site's account for Roland

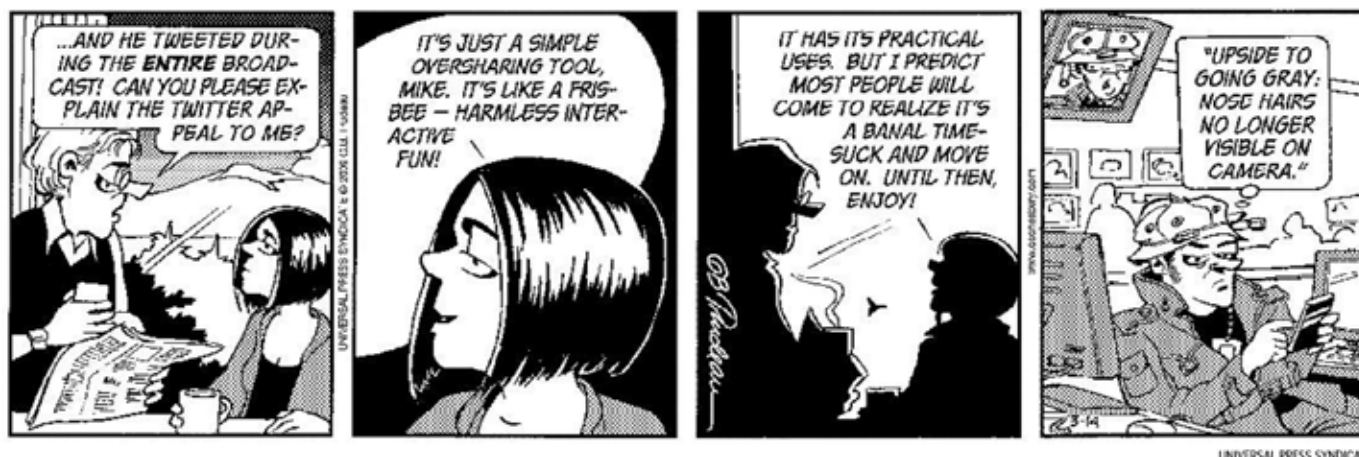
Hedley, his comic strip's fictional Fox News reporter tweets Trudeau's cutting witticisms.

For Daryl Cagle, who runs the cartooning Web site/syndicate *Cagle.com*, Twitter helps build his business and alert his readers to industry news. With more than 25,000 followers, Cagle is consistently among the "Top 300" most popular micro-bloggers in the Twitterverse, according to measurement site *Twitterholic.com*. (By comparison, sometime graphic novelist Neil Gaiman is in the rarefied air well north of 100,000 followers.)

"I don't do a lot of 'What are you doing?' trivial personal posts," says the Southern California-based Cagle. "I mostly link

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"Doonesbury" creator Garry Trudeau uses Twitter to satirize itself: in the comic and through the tweets of fictional reporter Roland Hedley.

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cartoons and things I see on the Web that interest me. My followers know who I am and what to expect from me.

"People who think Twitter is trivial aren't using it productively," says Cagle, whose site features the work of about 200 editorial cartoonists. Cagle says he also uses Twitter for creative purposes, sometimes bouncing ideas off his followers.

Darrin Bell, who draws the strip "Candorville," likewise finds that Twitter helps him at the drawing board. "For some reason, Twitter has become a muse," he says. "... I can't tell you how many tweets I've posted and then immediately deleted because I realized they'd make good cartoons."

Bell, whose strip this week spoofs Twitter, notes: "We cartoonists already spend most of our time creating brief tweetlike musings about our day; only instead of 'tweets,' we call them 'cartoons.'"

Scott Kurtz of the popular webcomic "PvP" has a Twitter "readership" of more than 11,000, placing him among the more popular cartoonists on Twitter

— including graphic novelists, comic-book artists and cartoonists who draw avatars for online accounts. "The benefit of social networking is in converting your existing casual readers into more invested readers," says the Dallas-based Kurtz. "Having 100,000 casual readers isn't as important as 10,000 invested readers. When you get to know a person intimately, you can't help but get invested in their life."

A political-cartooning colleague of Cagle's — Mike Thompson of the *Detroit Free Press* — recently drew a cartoon that mocked obsessively self-involved Twitterers. Posting the cartoon on his blog for the newspaper, Thompson wrote: "Twitter is a blessing ... and a curse." So does that mean Thompson, a veteran of the "old media," has been seduced by the power of Twitter? "My attitude is: Evolve or die," says Thompson, acknowledging the popularity of the site.

Thompson notes that relatively few newspaper political cartoonists maximize Twitter. Mike Luckovich, for example — the Pulitzer-winning editorial cartoonist for the *Atlanta Journal-Constitution* — doesn't tweet. "If one of my editors thought it would be a good idea, I would

look into it," Luckovich says. "But I really don't know why it would be of benefit."

Some cartoonists cite its growth. MySpace and Facebook continue to be the social networks with the widest reach in the United States, according to Nielsen Online, with 59 million and 39 million users, respectively. Twitter, however, is catching up — and fast: In the year since February 2008, the site's membership has grown more than 1,300 percent, to more than 7 million users.

Most big-name comic-strip creators, though, are not flocking to Twitter. Lisa Klem Wilson, senior vice president at United Media, says that of her syndicate's nearly 150 comic artists (print and online), only two use Twitter for professional purposes: Dan Thompson ("Rip Haywire") and John Zakour ("Working Daze"). "Relatively few are doing it — and the ones who do are mostly younger," Wilson says of syndicated cartoonists. "I do think it works nicely to communicate and it's hot as a trend, but it could quickly be overused. It will probably burn out."

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One of the big names at Wilson's syndicate, "Dilbert's" Scott Adams, is such an avid blogger that he says he has little use for micro-blogging. "I don't use Twitter," Adams says. "My life is enough of an open book."

Jen Sorenson, a Charlottesville cartoonist who draws the alt-political cartoon "Slowpoke Comics," has supplemented Facebook by adding Twitter. Says Sorenson: "The answer that I gave my Facebook fans who were shocked that I joined Twitter: I embody the paradox of scoffing at silly forms of technology while actually succumbing to them. I don't expect it to perform any miracles, but in these tough economic times, a cartoonist needs to try everything."

Trudeau, meanwhile, suggests tweeting is a fad. "After we get through the pet-rock stage, I think you'll see a lot of people abandoning it."



Bryan Brinkman, on NBC's "Late Night," became an overnight Twitter sensation after host Jimmy Fallon encouraged viewers to sign up for the animator's online musings.

Several weeks into his social experiment, Bryan Brinkman is feeling the power of tweeting, fad or not. His follower total has been hovering at more than 30,000, putting him in the Top 300 in the Twitterverse.

"I've been able to use this opportunity to not only expose myself to a mass crowd, but promote other artists and things that I enjoy," Brinkman says. "Now I have a vast audience for my opinions, and that is really all I could hope for It's the kind of promotion an independent artist dreams of." ■

NOTE TO READERS: This article is part of a four-day look at cartoonists and social networking. Visit www.washingtonpost.com/comicriffs for the other articles and interviews conducted by Michael Cavanaugh.

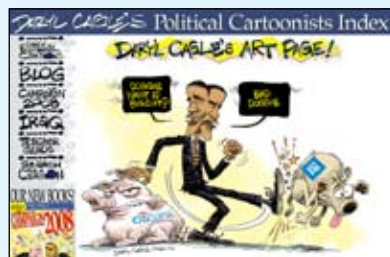


Cartoons & Twitter

<http://voices.washingtonpost.com/comic-riffs>

Comic Riffs

Washington Post's blogger Michael Cavanaugh takes on all things comics. Visit his site to read the other articles in this series on cartoons and social networking and read his interviews.



www.cagle.com/

Daryl Cagle's Political Cartoonists Index

Cartoons are grouped by topic, including Twitter. See diverse points of view.

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NEWS IN BRIEF

Status Update: Logged Out for Lent Technophiles Increasingly Abstaining From Facebook, Other Sites

Most days you can find college sophomore Adan Farrah on his laptop, checking in with his classmates, looking at photos and updating his personal page on Facebook.

For the 19-year-old and many of his friends, the social networking site is something close to an obsession.

"I'm on there a total of three hours a day ... four hours on weekends," said Farrah, a native of Monroe, N.J., and a student at Kutztown University in Pennsylvania.

But on Ash Wednesday, Farrah decided to quit Facebook cold turkey. No more status updates. No more commenting on photos posted by classmates. No more connecting with high school friends.

In a new twist on an old religious tradition, a growing number of Christian technophiles are swearing off Facebook, MySpace, Twitter and other technology for Lent. Thousands of Facebook users have joined "Giving up Facebook for Lent" groups on the site, replacing the photos on their profiles with boxes announcing that they will be gone for the next six weeks.

Religious leaders and scholars across the country are encouraging the faithful to unplug from such sites in a virtual Lenten fast.

...

Pastor Tim Morral of New Covenant Church in Rochester, N.Y., said many of his parishioners have asked him about giving up technology for Lent. He estimates that about one-third to one-half of his 300-member nondenominational Christian church are on Facebook.

On his blog, Morral advised those who feel they are addicted to social networking to try to quit Facebook for Lent. But he also advised the opposite for "voyeurs," the Facebook users who log on regularly to see what their friends have posted while never updating their own accounts. Those users should commit to opening up and sharing more on Facebook during Lent, he said.

"Facebook is a great tool for building community, but part of being in a community is participating," he said.

As for Morral, he is devoting his Lenten season to cutting down on his Internet use. Instead of monitoring his e-mail inbox all day long and signing on to Facebook three or four times a day, the pastor said he will limit himself to one look a day.

"I think I can do it," Morral said. "Check in with me in 40 days."

— Kelly Heyboer, *Religion News Service*, March 7, 2009

Supreme Court Won't Revive Va. Anti-Spam Law

WASHINGTON — The Supreme Court will not consider reinstating Virginia's anti-spam law, among the nation's toughest in banning unsolicited e-mails.

The court on Monday said it will leave in place a ruling by the Virginia Supreme Court that the law was unconstitutional because it prohibited political, religious and other messages in addition to commercial solicitations.

Virginia was the only state to ban noncommercial spam e-mail.

The decision also cements the reversal of the conviction of Jeremy Jaynes, who once was considered one of the world's most prolific spammers. Jaynes bombarded Internet users with millions

of pieces of spam, all of it commercial.

In 2004, Jaynes became the first person in the U.S. to be convicted of a felony for sending unsolicited bulk e-mail. He was sentenced to nine years but is currently serving time in federal prison on an unrelated conviction for securities fraud.

The case is *Virginia v. Jaynes*, 08-765.

— *The Associated Press*
March 30, 2009; 11:07 a.m.

Fox Ferreting Out Fans

Fox Nation, an opinionated site that launches this morning — and really, what other network would name a country after itself? — is based on a gut-level appeal: "It's Time to Say NO to Biased Media and Say YES to Fair Play and Free Speech."

Biased media are in the eye of the beholder, and with a site built around such high-decibel stars as Sean Hannity and Glenn Beck, Fox is hoping to leverage its brand online, especially among conservative true believers. "We felt that giving people a real destination to go and express themselves would give them a feeling of belonging," says Senior Vice President Joel Cheatwood. "People feel they're dictated to a lot by the media."

...

The Web site will attempt to emulate the social aspects of Facebook — as well as MySpace, which, like Fox, is owned by Rupert Murdoch — by encouraging readers to post comments and argue with one another. And the hook will be columns, blogs and videos from the likes of Bill O'Reilly, Greta Van Susteren and Hannity, which will likely draw their strongest followers. ...

— Howard Kurtz
Washington Post Staff Writer
March 30, 2009

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When Famed Twitter Friend Proves Faux

Behind Some Celeb Feeds Lie Only Tweet Nothings

BY MIKE MUSGROVE
Washington Post Staff Writer

• Originally Published March 28, 2009

"I spoke to a lovely reporter today," wrote cwalken on his (or her) Twitter account this week. "I don't know if she was really who she said she was but that's fine. I secretly used an ironic tone."

Sounds about right. But does anybody know who anybody really is anymore?

The popular cwalken Twitter feed, stocked with oddball observations that seem as if they could've popped out of the mouth of actor Christopher Walken, is read by more than 90,000 users. It is not, reportedly, written by Walken — though his picture is parked atop the page. (Late yesterday afternoon, the page appeared with a notice that the account has been "suspended due to strange activity.")

Things have gotten a little confusing for fans. Thanks to the democratizing powers of the Web and the rapid rise in popularity of Twitter, the very famous and the only slightly famous are finding themselves with virtual doppelgangers.

Already, a Web site has been launched to try and resolve such important questions of online celebrity identity. The U.K.-based *Valebrity.com* seeks to verify that the famous folks you're following online really are who they say they are.

"Nobody knows who's who on these social networking sites," said Valebrity's founder, Steven Livingstone. "Even the celebrities themselves are coming to us now and saying, 'Is this one real?'"

Livingstone's site identifies personalities like Ashton Kutcher and Ryan Seacrest on its list of real Twitter users, but for many Twitter users, authenticity may be beside

the point. A few weeks ago, a Twitter feed supposedly belonging to "30 Rock" star Tina Fey was identified as fake. At the time, the faux Fey's feed had 50,000 readers. Today, it has more than 200,000.

Typically, social networking sites pull down fake accounts if there are complaints or if the site suspects fraud. But sometimes that can backfire: Facebook temporarily deleted actress Lindsay Lohan's page in December, under the impression that it was bogus. The move became news after the actress complained in a letter posted to her MySpace page.

Ronald R. Snider, an Alexandria lawyer who sometimes handles copyright issues, said that the matter is "uncharted territory" from a legal standpoint. "As far as whether it's legal or not, that's a big issue," he said.

But Snider said he would be disinclined to pursue a case against such Internet impostors. "People like this are assured to be judgment-proof," he said. "They don't have any money."

You don't even have to be all that famous to attract an impersonator, it seems. Livingstone said most people assume — wrongly — that people want to impersonate globally famous celebrities. But he spends just as much time trying to verify the online identities of tastemakers who are experts in their field but aren't household names.

A Twitter feed supposedly run by

political consultant Frank Luntz scored 2,000 followers before the joke, or whatever it was, was revealed earlier this month. That feed, which was written by one of Luntz's former employees, has since been taken down.

Washington Post art critic Blake Gopnik recently attracted a Twitter impostor of his own. As with the fake Luntz feed, the impostor generally posted non-malicious comments that likely seemed plausible to the casual observer. But after the fake Gopnik

posted a dismissive comment about a museum, the real Gopnik received some snarky remarks on an art blog at the *Seattle Post-Intelligencer*. The fake Twitter feed has been removed.

Not surprising, said Livingstone. "When it comes to the more niche markets, you'd think, 'Why would anybody bother?' But if you have 1,500 people following you and you're in a niche market, those people are all focused on what you're going to say.

The people who are in it are much more likely to do something if you tell them to. They'll act on your every word."

What does Twitter make of this identity confusion?

"Doesn't happen too often," Twitter co-founder Biz Stone wrote in an e-mail that was short enough to be a Twitter post. "Impersonation is against our terms."

Christopher Walken, the real one, could not be reached for comment. ■



GETTY IMAGES

Christopher Walken

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6,473 Texts a Month, But at What Cost?

Constant Cellphone Messaging Keeps Kids Connected, Parents Concerned

BY DONNA ST. GEORGE
Washington Post Staff Writer

• Originally Published February 22, 2009

Julie Zingeser texts at home, at school, in the car while her mother is driving. She texts during homework, after pompom practice and as she walks the family dog. She takes her cellphone with her to bed.

Every so often, the hum of a new message rouses the Rockville teen from

sleep. "I would die without it," Julie, 15, says of her text life.

This does not surprise her mother, Pam, who on one recent afternoon scans the phone bill for the eye-popping number that puts an exclamation point on how growing up has changed in the digital age. In one busy month, Pam finds, her younger daughter sent and received 6,473 text messages.

For Pam Zingeser, the big issue is not cost — it's \$30 a month for the family's unlimited texting plan — but the effects

of so much messaging. Pam wonders: What will this generation learn and what will they lose in the relentless stream of sentence fragments, abbreviations and emoticons? "Life's issues are not always settled in sound bites," Pam says.

Parents, educators and researchers are grappling with similar concerns as text messaging has exploded across the formative years of the nation's youngest generation. Teens now do more texting on

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BY KATHERINE FREY — THE WASHINGTON POST

Pam Zingeser relaxes with her daughter Julie, 15, and their dog, Tucker. Julie, who racked up more than 6,000 text messages in one month, sends a quick text.

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their cellphones than calling. And although it's too early for conclusive data on the effects of prolific texting — on attention span, social life, writing ability, family connections — questions abound, even as many experts point to clear benefits.

"It's a huge cultural phenomenon with huge down-the-road consequences," contends David E. Meyer, a psychology professor at the University of Michigan.

Nationally, more than 75 billion text messages are sent a month, and the most avid texters are 13 to 17, say researchers. Teens with cellphones average 2,272 text messages a month, compared with 203 calls, according to the Nielsen Co.

The tap, tap, tap of connectivity can benefit teenagers at a time in life when they cannot always get together in an unscheduled way. Texters are "sharing a sense of co-presence," said Mimi Ito of the University of California at Irvine. "It can be a very socially affirming thing."

For families, the text world can bring convenience as never before in arranging rides, doing errands, letting parents know of changing plans.

But some experts say there are downsides, starting with declines in spelling, word choice and writing complexity. Some suggest too much texting is related to an inability to focus.

There also are concerns about texting while driving, text-bullying and "sexting," or the term for adolescents messaging naked photos of themselves or others. What might have been intended for a friend can be widely distributed, and the texting of lewd photographs of minors can lead to criminal charges.

The American Journal of Psychiatry published an editorial last year by psychiatrist Jerald J. Block, suggesting that addiction to the Internet and text messaging be included in the diagnostic manual for mental illnesses. Block said



Julie's phone displays a text message from Pam, a.k.a. "momma zing with the bling."

no one knows how prevalent digital addictions might be. Overall, he said, "our use of technology today amounts to a large social experiment. We still don't know how it helps us or how it hurts us."

Addicted or not, hard-core texters find it difficult to be "in the moment" with other people because they are constantly being summoned by someone else in another place, said Naomi S. Baron, professor of linguistics at American University.

"It is part of a larger phenomenon of where is your mind, and if your mind is always on your phone, it's not on other things," she said.

There is a cost when people multitask — "a kind of a mental brownout," said Meyer, the professor at the University of Michigan. If a teenager is reading Shakespeare when a text message interrupts, "Hamlet's going to fade in and out in a ghostly fog."

The problem, he said, is "you're not truly time-sharing. You're flitting back and forth, and the flitting itself is taking

processing capacity."

Not everyone sees the change in the same way.

Al Filreis, a professor at the University of Pennsylvania, says he has seen the quality of student writing improve, first in the mid-1990s with the growing popularity of e-mail and again as an increasing number of cellphones have included keyboards.

"In writing, quantity tends to lead to quality," he said, "and we're doing quantity right now." Through texting and other instant communication, Filreis says, his students have learned hard-to-teach lessons about audience, succinctness and syntax. "My students are better writers than they were 10 years ago, 20 years ago, 25 years ago." For the youngest generation, this profound shift arrives just as they come of age.

"The mode of communication among young people is changing so rapidly that I can't help but surmise that it will change the way they think," said John Palfrey, a Harvard University law professor and co-author of *Born Digital: Understanding the First Generation of Digital Natives*. The big question is how.

At George Mason University, professor Peter Pober advised faculty members at a recent brown-bag to limit their sentences to eight words or fewer during lectures, especially in introductory classes.

"We used to be fine with 12- to 14-word sentences," he said. No more, he said. With the advent of texting and other rapid communication, student focus has diminished. "I definitely think there is some relation," he said. "We're still at the groundwork of trying to figure out what that is."

Still, Pober praises text technology for its role in family life, confirming a teenager's well-being or location,

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connecting during emergencies and sometimes allowing dialogues about subjects that did not happen before.

Others point out that family time at home takes a hit. Parents and teens might be in the same room, but often a texter's attention is elsewhere. Most parents know little about who their children text or what is being said. Sometimes children text their parents inside their homes — from one room to another.

Sherry Turkle, a professor at the Massachusetts Institute of Technology, wonders whether texting and similar technologies might affect the ability to be alone and whether feelings are no longer feelings unless they are shared.

"It's so seductive," she said. "It meets some very deep need to always be connected, but then it turns out that always being trivially connected has a lot of problems that come with it."

Texting might affect the separation process between parents and children, she said. There used to be moments when teenagers knew they were on their own — riding a subway alone, for example — but now "their parents are always there."

In Rockville, mother of two Pam Zingeser has given it all a lot of thought. Her older daughter, a student at the University of Maryland, texts, but not as much as her high-schooler, Julie.

"I'm concerned that in the long run they will be addicted to instant communication and gratification," Zingeser said, questioning how Julie and her friends will come across in the business world, how they will hone skills of persuasion.

She said she worries that the text generation does not appreciate the benefits of face-to-face conversation and that maybe "they are uncomfortable with it."

Julie says she and a boyfriend once argued, then broke up, all by text message.

But the way she sees it, sometimes texts allow time to think about what the other person has said before replying.

With texting, Julie says, she's "always in four conversations at once." She considers herself addicted. Then again, she points out, she does not text while she brushes her teeth or showers. She does not text when she is performing with her pom squad or playing on her lacrosse team. And she is text-free at dinnertime because her parents firmly object.

But lately, she has thought more about the effects from so much texting: in one month, more than 200 messages a day. "If I really look into it, I think it is affecting my focus and my closeness with my family," she said. Sometimes, she said, "I'm not 100 percent present."

Still, she doubts she will change her text life anytime soon. "When I don't have my phone with me," she said, "I feel out of the loop." ■

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RUTH MARCUS

Keeping Kids From One Byte Too Many

My subjects today are sexting teens, Facebooking parents and child-rearing tips from Bill Gates. Trust me: This is all going to connect up.

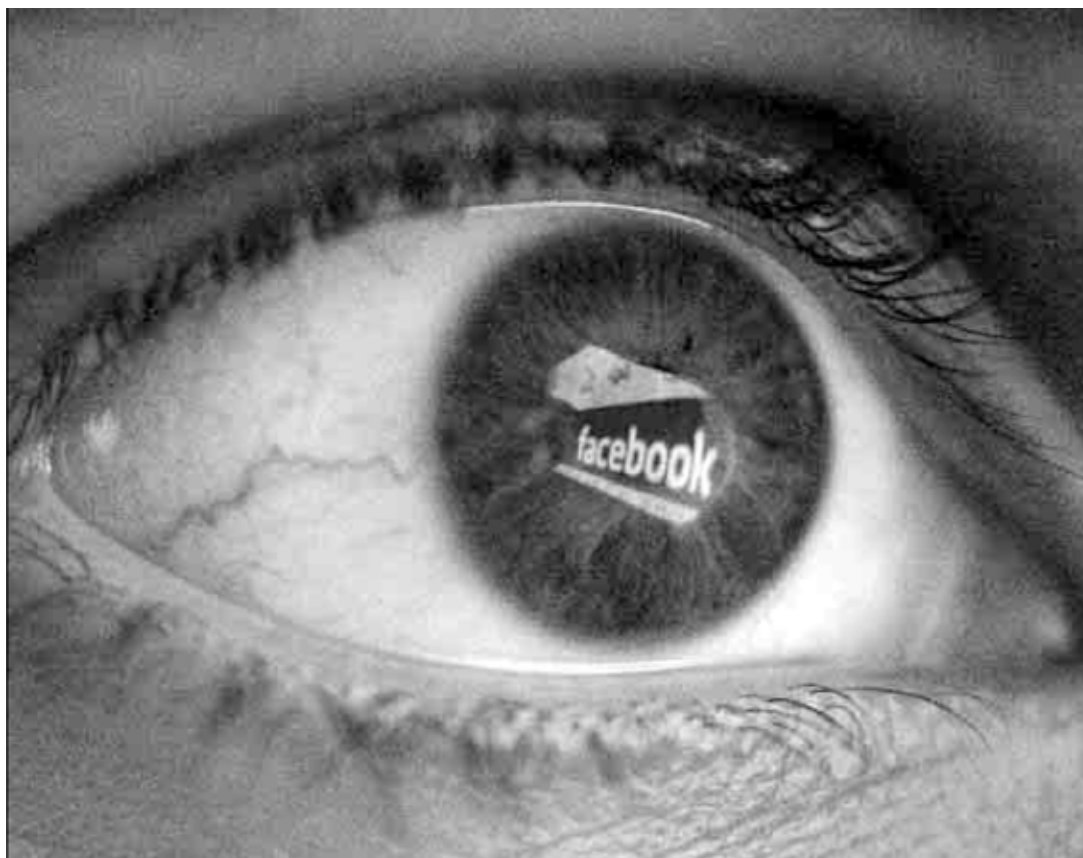
Sexting is the growing practice among teens of sending messages containing photos of themselves nude or partially clothed. If you don't think teenagers are dumb enough to do this — think about all the dumb things you did as a teenager, then add the mischievous possibilities created by digital broadband.

A recent study by the National Campaign to Prevent Teen and Unplanned Pregnancy

found that 22 percent of teen girls and 18 percent of boys had sent or posted online nude or semi-nude photos. Among younger teens, 13 to 16, 11 percent reported engaging in such behavior. If you've ever been, or known, a teenage boy, you can guess what happens next: One-third said they had seen nude or revealing photos meant for someone else.

And this being America, you can guess what else happens: The law gets involved. Nude photos of minors — even if the

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BY DAN KITWOOD — GETTY IMAGES

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minor is you — are child pornography. Receiving a nude photo of a minor — even if the minor is your girlfriend, and even if you are a minor — constitutes possession of child pornography.

This week, a federal judge blocked a Pennsylvania prosecutor from filing child pornography charges against three high school girls who had posed topless or in their bras. A 14-year-old New Jersey girl was arrested last month for possessing and distributing child pornography after posting nearly 30 nude photographs of herself on MySpace.

In 2007, a Florida appeals court upheld child pornography charges against a 16-year-old girl and her 17-year-old boyfriend for taking pictures of themselves “naked and engaged in sexual behavior,” then e-mailing the photos — to each other. The court said the prosecution served the “compelling state interest in protecting children from sexual exploitation.”

This is, of course, a ridiculous use of law enforcement resources. Teenagers need to be protected from their own stupidity, not prosecuted for it — which brings me to the parents-on-Facebook part. My older daughter gets to sign up for Facebook next year, when she starts high school, and we’ve been pre-skirmishing over whether she will have to “friend” me.

As I learned when I tried to friend the children of some close friends, this is considered a terrible faux pas, somewhere between intrusive and creepy. Parents friending their own children is seen as a particularly unnatural act. As my daughter explained, perfectly pleasantly, “There are things that I talk about with my friends that I don’t need you to know.”

Fair enough — I was 14 once, and perhaps not as irredeemably nerdy as she thinks. So fine: Use the phone. Text or IM. Video chat.

But Facebook is essentially a public venue, captured in bytes for eternity. My daughter is, knock on a plasma screen, too sensible to sext. But if the notion of a lurking parent makes her or her friends think twice before posting something — well, that’s all to the good.

One parent I know tried to friend his son’s elementary school teacher a few years ago and received a polite rejection — but enough access, under Facebook rules, to let him see the pictures of her bending over backward while a friend poured beer into her mouth. Like I said, captured in bytes for eternity.

As it happened, Bill Gates visited The Post last week, and I asked how the Gates household navigates the terrain of children and technology. It turns out that the Gateses, like the rest of us, muddle through with sensible, if ad hoc, rules posed against the inevitable clamor of children to bend them.

Their children were addicted to the Xbox 360 game “Viva Piñata”; the Gateses imposed an hour-a-day screen time limit. They don’t restrict what sites the children can visit, but, as Gates noted with evident satisfaction, “I know how to review a history log of a browser quite effectively.”

When their tween daughter wanted a cellphone, “We said, ‘No, we’re happy for you to be the only one who doesn’t have a phone.’” They held out for a year. On movies, he said, “We go to those Web sites that say why is it PG-13 — and usually give in.”

We didn’t get to sexting, or Facebook; then again, his oldest is 12. But it was oddly gratifying to think that the man who helped start it all was struggling with the same parental issues as the rest of us who may be less adept with browser history logs. ■

— Wednesday, April 1, 2009

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

THE DOWNLOAD**KIM HART**

Teaching the Facebook Generation the Ways of Washington

The federal government is in spending mode. That means a host of new business opportunities for Washington technology firms — even those that have not typically sold services to agencies. Companies that have traditionally focused on creating Web services for consumers and energy-saving technology for big corporations see lucrative chances to break into government contracting.

For example, Current, a Germantown-based firm that has developed smart-grid technology, including sensors that regulate the flow of electricity throughout every home, has applied for stimulus dollars to revamp the nation's aging utility systems. PointAbout, a District-based firm, has used public city data to develop tools for residents to look up local crime information on an iPhone or BlackBerry; it may experiment with creating similar applications to make federal data more accessible to citizens.

But the expansion of government contracting is not without cultural challenges.

Many of the companies vying for federal business are new to the buttoned-up ways of Washington. While the employees of a

small, scrappy start-up may be used to communicating with bosses through text messages and organizing conferences on Facebook, the traditional providers of information technology services tend to conduct business using more formal practices. Introducing the Web 2.0 generation to agency offices means

in some cases teaching newcomers what to bring along and what to leave behind.

Patricia Crew, career counselor for Potomac-based Comprehensive Career Counseling, said she spends a great deal of time working with young professionals who use social networks inappropriately by posting risque pictures or questionable comments.

"In-person networking is always the safest because you are able to make the best presentation," she said. "Don't put anything on any social-networking site that can work against you."

A large number of recent college graduates are more interested in government work, she said, but will listening to iPods in cubicles and sending Facebook friend requests to colleagues send inappropriate signals?

ETIQUETTE QUEEN EMILY POST ON SOCIAL NETWORKING . . .
Post's great-granddaughter, Anna Post, says it's okay to decline a colleague's Facebook friend request to instead connect on LinkedIn, a social network that is viewed as more business-friendly.



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CIRCA 1894 PHOTO OF EMILY POST COURTESY OF THE EMILY POST INSTITUTE

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“These questions are coming up more and more as technology fundamentally changes the way we interact,” said Anna Post, the great-granddaughter of etiquette queen Emily Post. She was speaking to Women in Technology, a networking group of technology professionals, about the new standards of social graces. She told the group during the meeting Tuesday at Maggiano’s in Tysons Corner that “etiquette is not a static thing to put on a shelf and pull out for special occasions.”

Stephanie Wilson, principal at information technology consulting firm Interactive Technology Solutions, questioned Post as to what she should do about a Facebook friend who posts inappropriate messages and photos on her page. Wilson removed the Facebook offender from her list of virtual friends, but wondered whether she needed to explain her actions.

Post said she thinks it is acceptable to ignore friend requests or delete friends without explanation. “Know the software you’re using,” she said. “Facebook doesn’t send a message to your friend to tell them you have removed them from your list; their friend count simply goes down by one. That is a tacit ‘no thank you’ response.”

And if you’re agonizing over whether to accept a friend request from a colleague whom you’d rather not have see those vacation photos of you in a bikini, ignore their request but respond with an invitation to instead connect on LinkedIn, a social network that is viewed as more business-friendly.

Deborah Raghaven, federal marketing manager for Deloitte & Touche, wondered whether it is appropriate to confront a stranger who is talking loudly on a cellphone in a public place, such as a movie theater, restaurant or train car.

“I prefer to ask the manager or maitre d’ to address the issue,” she said, and be as friendly as possible when confronting someone. “Honey gets a lot more flies than vinegar.”

Is it all right to listen to an iPod at work, asked Jaime Lizama of Reston-based accounting firm Ryan, Sharkey & Crutchfield.

“Sure, if your company allows it,” Post said. But she advised to always take both earphone buds out of your ears when someone comes up to talk to you. “And be aware that you essentially have a ‘Do Not Disturb’ sign on your back if you have headphones in your ears,” which could signal that you are unapproachable. ■

— March 30, 2009

Kim Hart writes about the Washington technology scene every Monday. Contact her at hartk@washpost.com.

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KATHLEEN PARKER

Frayed Thread in a Free Society

BOSTON — The biggest challenge facing America's struggling newspaper industry may not be the high cost of newsprint or lost ad revenue, but ignorance stoked by drive-by punditry.

Yes, Dittoheads, you heard it right.

Drive-by pundits, to spin off of Rush Limbaugh's "drive-by media," are non-journalists who have been demonizing the media for the past 20 years or so and who blame the current news crisis on bias.

There is surely room for media criticism, and a few bad actors in recent years have badly frayed public trust. And, yes, some newspapers are more liberal than their readership and do a lousy job of concealing it.

But the greater truth is that newspaper reporters, editors and institutions are responsible for the boots-on-the-ground grub work that produces the news stories and performs the government watchdog role so crucial to a democratic republic.

Unfortunately, the chorus of media bashing from certain quarters has succeeded in convincing many Americans that they don't need newspapers. The Pew Research Center for the People & the Press recently found that fewer than half of Americans — 43 percent — say that losing their local newspaper would hurt civic life in their community "a lot." Only 33 percent say they would miss the local paper if it were no longer available.

A younger generation, meanwhile, has little understanding or appreciation of the relationship between a free press and a free society. Pew found that just 27 percent of Americans born since 1977 read a newspaper the previous day.

Such grim tidings are familiar to the 80 or so editors and publishers gathered the other day for the annual New England Newspaper Association meeting, where I was a speaker. But what to do about it? How does the newspaper industry survive in a climate in which the public doesn't know what it doesn't know? Or what it needs?

Constant criticism of the "elite media" is comical to most reporters, whose paychecks wouldn't cover Limbaugh's annual dry cleaning bill. The truly elite media are the people most Americans have never heard of — the daily-grind reporters who turn out for city council and school board meetings. Or the investigative teams who chase leads for months to expose abuse or corruption.

These are the champions of the industry, not the food-fighters on TV or the grenade throwers on radio. Or the bloggers (with a few exceptions), who may be excellent critics and fact-checkers, but who rely on newspapers to provide their material.

As others have noted, the Internet can't quickly enough fill the void created by lost newspapers. In time, some markets simply won't have a town crier — and then who will go to all those meetings where news is made? What will people not know? In such a vacuum, gossip rules the mob.

That newspapers have to adapt to a changed world is a given. But just how much the world has changed is sometimes hard for old-schoolers (like me) to wrap their minds around.

Alex S. Jones, director of Harvard University's Shorenstein Center on the Press, Politics and Public Policy, tried

to break the news gently to the crowd of mostly older men and a few women at the meeting.

In the not-distant future, says Jones, the news may be delivered via a video game. Forget the Internet. Forget blogs, tweets and tags. Forget Jim Cramer-style infotainment. Millions of people are already living in computerized parallel universes through games such as "The Sims" and "World of Warcraft" (WoW). We may have to toss the newspaper on those stoops — in the virtual world of fake life.

More brandy, please.

For those who have been busy with real life, "The Sims" is apparently popular with women who can create a virtual doppelganger and live happily in the suburbs. For millions of guys, WoW is a role-playing game that combines fantasy with mythology. One can't help noting that males and females acting out fantasies are drawn to roles frowned upon in real life: suburban homemaking and warrior-hero play. Hmmmm.

While executives ponder the possibly strange future of news delivery, the more immediate challenge is how to keep institutions in place and profitable so that the news can be covered.

Whatever business models emerge, Jones says newspapers have to focus on their traditional core of fact-based, serious reporting. We might add to that formula the need for a serious populace informed about the fragile thread that connects a free press to a free future. ■

— March 15, 2009

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Offbeat Name? Then Facebook's No Friend

By MONICA HESSE

Washington Post Staff Writer

• Originally Published March 5, 2009

What Caitlin wanted did not seem that hard. She had signed up for Facebook after she married, as Caitlin Shaw. Now, to make it easier for old friends to find her, she wanted to add her maiden name. Her maiden name is Batman.

Facebook's name-change procedure suddenly required superhuman effort.

Because after Caitlin Batman Shaw, a mental health therapist in Arlington, submitted the brief online form, she received an automated response rejecting her. The faceless gatekeepers of Facebook had decided her name could not possibly be real. Batman Shaw appealed, and was rejected. Appealed, rejected. "The process took me three weeks" and several e-mail queries, she says, before she was finally able to use her full legal name.

She can join the Yodas, the Christmases, the Beers, the Pancakes and all of the other wannabe Facebookers whose online rejections represent the latest in a lifetime of name shame. And really, what's the point of Facebook if you can't be yourself?

"Try making a reservation at restaurants," says Tim Six. "I'd like a table for Six at 5 for three." His life reads like an extended "Who's on First?" routine, so the Springfield software developer was hardly surprised when Facebook rejected his application for an account.

The sad, sad stories of the denied.

"I've heard every Superman joke known to exist," says Becky Super. "People misspell it. People mispronounce it. People say it 'Supper.'" People say they've never met anyone else with that

last name — and how could they, when Facebook denied the existence of not only Super, a Lorton landscape designer, but her extended family?

"I think they think we're trying to run a breakfast scam or something," says Bess Pancake, who, along with her sister and father (a former *Washington Post* editor) spent days trying to convince customer service that she was not a waffle shop on the prowl (Relationship Status: It's sticky).

Super, Six and Pancake were all eventually awarded accounts after appealing their rejections with Facebook, but that doesn't address the real indignity.

People like them have endured decades of name-related annoyance (No, clever sir. No one else has ever suggested that it would be funny if my first name were Five. You are a genius.) Perhaps they experienced childhood ostracism or contemplated name changes. And when they accepted their own quirky identity — to share it with the world and connect via Facebook like 175 million other people — they were prevented from joining the virtual sandbox. Grade school all over again.

"You don't grow up with a last name like Kisser without developing a sense of humor and an appreciation for the absurd," says Keith Kisser, an Oregon librarian. Facebook, however, is "clearly not in touch with the sometimes eccentric names that people have."

Facebook, via e-mails (of course), won't say how many names are on its blocked list or how often names are rejected. It occasionally happens when it appears the chances of fraud are greater than the chances that someone is really named, say, Seymour Butts. A name like Batman gets flagged by Facebook

because, writes spokeswoman Meredith Chin, the number of real Batmans is probably "fewer than the number of people who could potentially misuse the name on the site." Applications coming from official-sounding e-mail addresses (*batman@harvard.edu*) are less likely to be rejected than those from random ones.

The network is based on "real people making real connections," according to a statement from another spokeswoman, Kathleen Loughlin, and so the company has various safeguards to prevent those saboteurs of the online world — impersonators and trolls.

There have been examples of deceit on Facebook. Last year, a university dean created an account under the name "Pedro Amigo" to spy on students, and a Moroccan engineer was arrested for impersonating Prince Moulay Rachid.

But really ... Pancake?

Often, the rejection can be overturned with a few e-mails to customer service, sometimes resulting in a nice explanation and apology: "The name 'Yoda,' also being the name of a popular Star Wars character, is on this list of blocked names," read a helpful e-mail sent to author Hiroko Yoda after her name was finally accepted.

But sometimes the back-and-forth seems too daunting, and Facebook users resort to evasive tactics:

There are several Facebook users with the pathetic, crippled surname "Lchristmas," because "Christmas" is sometimes a blocked name. Jeff College, a student at Messiah College in Pennsylvania, craftily became "Jeff Collège" in order to join "Facebook Hates My Name," a Facebook group

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containing College and a guy going by “Chris Blue.”

After several failed exchanges with customer service, Miranda Batman — no relation to Caitlin — of Indiana decided her real name wasn’t worth pursuing. Facebook had requested she fax a copy of her driver’s license, and she worried about security.

Instead, Miranda signed up for an account as “Miranda Stewart,” using her husband’s bachelor surname. (He took on Batman when they got married because, well, wouldn’t you?) Facebook immediately accepted the fake name. “Which is so ironic,” the nursing student

says. “Because that’s what they’re trying to” prevent. The only way for Miranda to overcome accusations of fraud was by ... committing fraud.

The longer that Miranda held onto the fake-name account, the more ridiculous it seemed. Her friends — the ones she’d joined Facebook to reconnect with — knew her as Miranda Batman, and were searching for her under that name. As Miranda Stewart, she couldn’t connect with anyone. Finally, a lawyer friend agreed to intercede on her behalf, and after a few legalese e-mails, Miranda was awarded the right to use her own name.

It felt like a coup, but anyone who has spent much time on the site will wonder how it could have become such

an ordeal to begin with. For all its safety walls, Facebook appears to be home to some people with very ... interesting ... names: Starkiller Unleashed. Dennis Ilovfakemiddlenames Lewis. Mojo Martini — more than 30 of them.

In a tucked-away Facebook forum, dozens of users complain that they are having trouble altering their names. Many protest that Facebook won’t accept their real, legal names. But then there are also complaints like this: “Recently, my friend got into my account and changed my name to Bonquiqui Shiquavius,” writes one forlorn user. “I have no idea why Facebook accepted this.”

Indeed. ■

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Text Is Cheap

Do Your Friends a Favor: Put Down the PDA and Talk to Them

By MONICA HESSE
Washington Post Staff Writer

• Originally Published April 8, 2009

Oh, no! He's fading fast! Eyes drifting downward. Responses becoming monosyllabic. No! No, buddy! Pay attention! Did you hear the one about the

foreclosed psychic? She was re-possessed. Ha, ha! Just stop that incessant thumb-typing, and give this exchange a chance!

Too late. The conversation is dead. It expired the moment the BlackBerry first vibrated. Now all that you, the former half of two communicating people, can do is awkwardly stand there and deal with the fact that you are less engaging than a five-

ounce piece of plastic. It's maddening — or maybe it's just a simple question of etiquette: What is the appropriate course of action when you have been abandoned for a Personal Digital Assistant?

"It's a very anxious moment for me," says Michael-Levon Warren, a designer

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PHOTO ILLUSTRATION BY CHRIS MEGHAN — THE WASHINGTON POST

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in Southwest Washington, who has been dropped for many an e-mail or text message. After a while, "I start to think, maybe I shouldn't be standing here. But then I have to keep standing there because I didn't walk away to begin with."

Should you stay, or should you go?

Should you cool it, or should you, perhaps, blow?

Even trained professionals struggle with this question. Jodi Smith, the founder of Mannersmith Etiquette Consulting in Salem, Mass., describes a recent lunch with one pal who began texting four times in a 20-minute span.

Smith pointedly turned off her own cellphone. She explained that she'd been looking forward to uninterrupted conversation. "But it was like a Pavlovian response. It was almost as if she was drooling" whenever the phone buzzed. Finally, Smith got up and moved to another table. When the friend came looking for her, full of promises and apologies, Smith was skeptical. "Are you really done?" she asked. "You don't have to be a pity friend."

How offended we get. How we question our own self-worth.

"The first step is Confusion," says Pamela Eyring. As the director of the Protocol School of Washington, Eyring has spent some time thinking about what she dubs the four stages of BlackBerry abandonment.

In the Confusion stage, the abandoned conversationalists are simply bewildered, Eyring says: "Why is this happening to me? Why aren't they listening? Then after

that is the Uncomfortable Phase." After discomfort comes Irritation, and then, if the texting continues, Outrage. "That's when you put up your defenses, and your facial expressions change. You lean back, and you just stare.

"It's happening in business," Eyring says gravely. "It's happening in families."

(At least in metropolitan America, it's happening. In the reporting of this story only one interviewee had never been abandoned for a communication device. He was, he apologetically explained, a Canadian tourist. He thought the whole concept sounded very rude.)

The interaction doesn't have to reach Stage 4. "There is a forgiving side of the cycle," Eyring says. It requires the offender to acknowledge that he is being a jerkface, and to signal that it will all be over soon.

The signal is where it gets tricky.

When people speak on the phone, their verbal cues — "Well, it's been great chatting" — signal whether they're wrapping up a conversation. There's also the universal raised finger, meaning "Almost done," or the vague pointing, meaning, "I'll find you later."

But there are no hand gestures with texting, because there are no free hands. And even though a verbal cue seems simple enough ("So sorry; just need to text my sister that I have her car"), most deluded offenders don't offer one because they believe they are capable of texting and smoothly carrying on a conversation. They are not:

Oh, so you got a new dog? That's coo — Ohmigod, she did NOT [typing begins]. So, what kind of dog is — She seriously

did NOT [explosions of typing]. So, your new cat . . . is . . . is . . . [typing . . . typing . . . nothing but typing].

At present, PDA use exists in a pre-etiquette void. We do not yet have established gestures and rules for behavior. For offenders: May you respond to an e-mail from your mother, or just your boss? For victims: Should you pretend to suddenly get really engrossed in the menu, or whip a craft project out of your purse?

And can someone please develop a sign?

"Give me the talk-to-you-later signal!" Warren says. "Give me some kind of signal."

Without an official rulebook, guidelines are individualized.

"Let's say the person is someone I've just" started dating, says Matt Rogers, a real estate agent in Washington. "Less than a minute of texting is okay; after that I'd walk."

"What I do most often is pull out my own phone," Jack Shapiro says.

Ah! The old dueling BlackBerrys move.

"Oh, I can retaliate," says Erin Lamos, who works at a Washington think tank. "I can be way more engrossed in my iPhone than anyone could be on their BlackBerry. 'Excuse me while I use this iPhone app to play a song on my flute.'"

And what happens when one party gets tired of side-by-side typing and would like to tell the other person that it is time to resume conversation?

Mallory Grauer has a solution, having been in this situation more than once. That's when, she says helpfully, "You just send them a text." ■

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Academic Content Standards

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

Maryland

Technology Education: Develop an understanding of the cultural, social, economic, and political effects of technology (ITEA, STL 4)

- Explain that the use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (Grade 6, ITEA, STL 4-D)
- Explain that the development and use of technology poses ethical issues. (Grade 6, ITEA, STL 4-F)
- Explain that decisions about the use of technology involve trade-offs between positive and negative effects. (Grades 9-12, ITEA, STL 4-I)

Virginia

Computer Technology: The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Identify how technology has changed society in areas such as communications, transportation, and the economy.
- Discuss ethical behaviors when using information and technology. (C/T 3-5.3, Social and Ethical Issues, Grades 3-5)

Computer Technology: The student will practice responsible use of technology systems, information, and software.

- Understand the need for the school division's acceptable use policy.
- Discuss the rationale of fair use and copyright regulations.
- Follow rules for personal safety when using the Internet. (C/T 3-5.4, Social and Ethical Issues, Grades 3-5)

Computer Technology: The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Demonstrate knowledge of current changes in information technologies. (C/T 6-8.3, Social and Ethical Issues, Grades 6-8)
- Demonstrate knowledge of electronic crimes such as viruses, pirating, and computer hacking (C/T 9-12.3, Social and Ethical Issues, Grades 9-12)

The Maryland Voluntary State Curriculum Content Standards can be found online at <http://mdk12.org/assessments/vsc/index.html>.

Standards of Learning currently in effect for Virginia Public Schools can be found online at www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml.

Washington, D.C.

English: Identify what the author is arguing or trying to persuade the reader to think or do. (Informational Text, Grade 4.IT-A.8)

English: Monitor text for unknown words or words with novel meanings, using word, sentence and paragraph clues to determine meaning. (Language Development, Grade 8.LD.9)

English: Make distinctions about the strengths, limitations and overall quality of resources, including information gathered from Web sites. (Research, Grade 9.R.1)

English: Write interpretations of literary or expository reading that

- Demonstrate a grasp of the theme or purpose of the work;
- Analyze the language and unique aspects of text;
- Support key ideas through accurate and detailed references to the text or to other works;
- Demonstrate awareness of the effects of the author's stylistic and rhetorical devices; and
- Include information on the validity and reliability of all relevant perspectives. (Expository Writing, 11.W-E.2)

Learning Standards for DCPS are found online at www.k12.dc.us/dcps/Standards/standardsHome.htm.