

- On the third batch of notes write “Andare al suo insegnante. Indicare al suo gomito. Gli darà ingomma.” (Portuguese for “Go to your teacher. Show her your elbow. She will give you gum.”)

Pass the slips around, and ask students to do what each says. One third of the class will come to you for candy. After the activity is finished, discuss how each group of students felt during the activity. Ask students which group they think is in better shape among the students who did not get candy—the ones with the foreign writing or those with a blank note. Most students will probably express a desire to learn to read what is on the foreign language notes. Relate the problems the exercise brings up to problems of access to education that people have faced for centuries. Ask students the Essential Question, *How is information power?* Have students discuss how their experiences with the notes translate into real-life situations for groups of people in America.

As an outside assignment, challenge the class to learn what the foreign message states so they can follow its instructions. When this is accomplished, discuss how they got access to the information they needed to translate the foreign phrases. If they fail, guide them to simple [Web-Based Phrase Translation Applications](#)*

Written Communication Through the Ages

As a class, have students brainstorm a list of written communication methods. Students’ ideas might include, Paleolithic cave paintings in France, clay tablets (cuneiform), manuscript (*manu* means hand, and *script* means written), block printing, quill pens, and the printing press. Discuss the functions and limitations of each, and the writers and readers of each.

Try Your Hand at It

Early writing methods were labor-intensive, and a need for multiple copies of decrees or pronouncements prompted the invention of printing (as opposed to writing) methods. Have students study printing methods from ancient China to the modern age. Introduce block printing as a method of making multiple copies of a document. Have students do a block-printing activity that teaches the relief printing method, which is similar to the method used in the mid-15th century to print emblem books, religious illustrations, and playing cards. The lessons can be abbreviated by giving students small 1" x 1" blocks in which they carve their initials or other short written message using [15th Century Lettering](#)*

After students finish the labor-intensive activity of printing various copies of a written message, ask them why they think there was a need for an automated way of printing written words. Ask students their thoughts about the Unit Question, *How has the printed word and the automation of printing changed the course of human events?* Encourage students to relate their experiences with the printing lab to the discussion.

A Universal Need

Using books, readings, [maps](#)*, and films, teach about life in the period leading up to Gutenberg’s time at the threshold of the European Renaissance. Include a general overview of class structure, feudal life, and the distribution of power between secular and religious power brokers in 15th century Europe. Have students read personal accounts and descriptions of life for members of the peasant, merchant, cleric, and aristocrat classes. Next, distribute fate cards with different identities (such as peasant, female, mother of six), and have students develop several diary entries written from the identity’s point of view. The entries should depict real events and daily life during the time, and show the relevance of the printed word to the identity’s life. After students are immersed in life of the pre-Gutenberg period, have each student create a one-page [newsletter](#) based on the diary entries, including one attributed graphic image. Hand out the [newsletter scoring guide](#) and review expectations. Students can use the scoring guide to guide them as they write their diaries and create their newsletters. Students may want to look at examples of newsletters or create a class list of the types of articles and features that are included in newsletters. Hold individual conferences to monitor student progress and answer any questions.

Meet Gutenberg

Introduce Johannes Gutenberg, and introduce the social issues and technological changes that factored into the invention and eventual success of the printing press. Some Web sites that you can incorporate into this introduction include [Printing and Thinking](#)*, [Johannes Gutenberg](#), [Encarta Encyclopedia](#)*, and [The Printing Press](#)*

Demonstrate the Impact of the Printed Word

Organize students into pairs or groups of three to prepare a 10-minute skit demonstrating the political, economic, or social impact the printing press had on one real and significant event. The skit should be limited to a brief introduction of the historical context, and then should focus directly on the historical event. (For example, William Tyndale, a Lutheran, translated the Bible to English, but was branded as a traitor and burned in 1536. His last prayer was “Lord, open the King of England’s eyes.” One year later, Bibles were being sold legally in England. Many people believe that the English or Puritan Revolution may have been hastened by the widespread availability of the Bible.) Encourage students to ask questions of the actors and to keep track of the events portrayed on a timeline of their own making.

America and the First Amendment

Lead a discussion about the [Bill of Rights](#)* and the First Amendment. Emphasize that the First Amendment is based on the concept of freely shared ideas and a well-informed citizenry (see resources regarding [Freedom of Information](#)*).

Is There Ever a Place for Censorship?

Expect a lively debate during the following activities. Begin by asking the class, *Why do you think the founders of the United States made freedom of speech the very first amendment to the Constitution?* Capture ideas on paper, and develop the historical context relating to the freedom of expression and worship. Read the amendment out loud, and ask students if they believe the amendment protects a person’s right to say absolutely anything without fear of reprisal. Ask

Designing Effective Projects: Roll the Presses

Resources

Materials and Resources

Video

- Chariot Productions (Producer). (1994). *Exploring the Renaissance (1350-1650)* [VHS]. Evanston, IL: United Learning.

Books

- Man, J. (2002). *Gutenberg: How one man remade the world with words*. New York: Wiley Publishers.

Supplies

- Block linoleum
- Linoleum knives
- Rubber brayer
- Printing ink
- Letter stamps
- Letter stamp holders
- Stamping ink
- Polystyrene blocks
- Colored pencils

Internet Resources

- New Mexico State University: Information Literacy
<http://lib.nmsu.edu/instruction/lsc311/beck/03notes.html>*
Brief history of written language
- The European Middle Ages
[www.wsu.edu: 8080/~dee/MA/CONTENTS.HTM](http://www.wsu.edu/~dee/MA/CONTENTS.HTM)*
Middle Ages reference guide
- FindLaw
<http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?navby=case&court=US&vol=484&invol=260>*
Supreme Court opinion about HAZELWOOD SCHOOL DISTRICT v. KUHLMEIER, 484 U.S. 260 (1988)
- Renaissance: Printing and Thinking
www.learner.org/exhibits/renaissance/printing.html*
Summarizes the printing presses impact on thinking
- Johannes Gutenberg, Encarta Encyclopedia
http://encarta.msn.com/encyclopedia_761564055/Gutenberg_Johannes.html*
Brief biography of Johannes Gutenberg
- The History Guide: The Printing Press
www.historyguide.org/intellect/press.html*
History of the printing press
- TimeTable
www.xs4all.nl/~knops/timetab.html*
Offers a timeline of the written word
- Language Translation
<http://translation.langenberg.com>*
Web-based phrase translation applications
- Euratlas
www.euratlas.com/big/big1500.htm*
A full map of Europe in year 1500
- Medieval Lettering
www.retrokat.com/medieval/le15.htm*
15th century lettering
- The National Archives
www.archives.gov/national-archives-experience/charters/bill_of_rights.html*
Bill of Rights
- National Freedom of Information Coalition
www.nfoic.org/web*
A guide to obtaining state and federal resources

Newsletter Scoring Guide

Descriptor	Effective	Adequate	Somewhat	Little or None
Points	10-9	8-7	6-4	3-0
Content	My newsletter reflects my identity's point of view and depicts several real events in daily life relevant to the printed word and its impact on personal or professional life.	My newsletter reflects my identity's point of view and depicts some real events in daily life relevant to the printed word and its impact on personal or professional life.	My newsletter somewhat reflects my identity's point of view and depicts minimal events in daily life that are not always relevant to the printed word and its impact on personal or professional life.	My newsletter does not reflect my identity's point of view and seems to be about a lot of different, unrelated events that do not show impacts on personal or professional life.
Creativity	I surprise the reader with appropriate, unusual features that add meaning and contribute to the reader's enjoyment and understanding.	I include some unusual features to add meaning and enhance the reader's enjoyment.	I try to add some unusual features, but they may not add to the meaning.	My interpretation is predictable.
Word Choice	I use many emotional and interesting words that make my entry seem realistic.	I use some emotional and interesting words when I can.	I often use ordinary, predictable words.	I usually use ordinary, predictable words.
Examples and Details	I use appropriate, vivid details and examples in my writing to prove I know a lot about how the printed word impacted my identity's life. I attributed more than one relevant graphic image.	I use appropriate detail in my writing to prove I know how the printed word impacted my identity's life. I attributed one relevant graphic image.	Some of my writing is too general and does not have enough detail to prove I know how the printed word impacted my identity's life. I attributed one graphic image that may not be relevant.	I have very little detail in my writing and offer little or no proof that I know how the printed word impacted my identity's life. I did not attribute a graphic image.

Sentence Fluency	Some sentences are long, some are medium, and some are short. I start my sentences with different words and phrases so they do not all sound the same.	I have some variety in my sentence lengths and beginning words.	Many of my sentences are about the same length, and some of them begin with the same kind of phrase or word.	My sentences are mostly about the same length, and many of them begin with the same kind of phrase or word.
Conventions	I am careful to check my writing for accuracy in spelling, capitalization, grammar, and punctuation, so I do not have any mistakes.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I do not have any mistakes that would confuse people while they are reading.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, but sometimes I have mistakes that confuse people while they are reading.	I do not check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I have several mistakes that confuse people while they are reading.
Total Points:				

Presentation Rubric

	4	3	3	1
Content: Analysis	I state the case and analyze it in regard to the Essential Question, <i>Is information power?</i> , and develop an effective argument about a topic relating to freedom of expression.	I state the case and analyze it in regard to the Essential Question and develop an argument about a topic relating to freedom of expression.	I do not state all sides of the case and attempt to analyze it in regard to the Essential Question, but my analysis may be inaccurate or simplistic.	I do not clearly state the case and make a superficial analysis.
Content: My Opinion	I synthesize what I have learned about the development of the written word to formulate an opinion about the case. I have several examples to support my opinion.	I synthesize what I have learned about the development of the written word to formulate an opinion about the case. I have a few examples to support my opinion.	My opinion about the case is not based on previous learning. I have one example that may or may not accurately support my opinion.	I do not have a clearly stated opinion about the case. I do not have any examples.
Writing: Style	I use an appropriate writing style in my presentation, using headings, subheadings, and bullets with parallel construction to convey information efficiently.	I use an appropriate writing style in my presentation, using headings, subheadings, and bullets to convey information efficiently.	I try to use an appropriate style of writing in my presentation, but information is often confusing, wordy, or difficult to find.	I do not use a writing style in my presentation, and the audience has difficulty understanding what I am trying to say.
Writing: Conventions	The writing in my presentation has no errors in spelling, punctuation, capitalization, or usage, unless they are	The writing in my presentation has no errors in spelling, punctuation, capitalization, or usage that detract from the	The writing in my presentation has some errors in spelling, punctuation, capitalization, or usage that detract from the	The writing in my presentation has so many errors in spelling, punctuation, capitalization, or usage that it is difficult to

	deliberately used to enhance the meaning.	meaning.	meaning.	understand.
Presentation: Time	Presentation fits within the 3 to 5 minute time period.	Presentation fits within the 3 to 5 minute time period.	Presentation is a bit too long or too short.	Presentation is too short or is far from being completed within the required time period.
Presentation: Public Speaking	I begin my presentation with an introduction, end it with a conclusion, and accompany the slides with appropriate, relevant comments that enhance the meaning of the presentation.	I begin my presentation with an introduction, end it with a conclusion, and accompany the slides with appropriate, relevant comments.	I generally just read my slides and make a few relevant comments.	I just read my slides.

Presentation Peer Feedback

Name of Presenter: _____ Name of Peer: _____

1. What were three good features about the presentation (such as content, pace, speaking skills, and so forth)?

a.

b.

c.

2. What two changes would you recommend to the presenter to improve their presentation?

a.

b.

3. Was the presenter's opinion clearly stated and was the opinion clearly supported?

4. What was the opinion on the case?

5. Do you agree or disagree with the opinion? Explain.

Medieval Mairn Times

April 20, 1455

Microsoft Encarta <http://>



Herr Gutenberg

~Announcements~

- A meeting to plan the banquet and celebration is tomorrow noon.
- Stained glass available. See the Abbot.
- Help needed to build viewing stands for the upcoming tournament.
- Preview the Bibles to be sold at the Frankfurt Book Fair.
- Tax day is every Tuesday.

Gutenberg Bible Top Seller

In just five months, Johann Gutenberg's Bible has gone from a novelty to a "must have."

Last fall, Mairn native Johann Gutenberg put five years of research with metals and ink together to print a Latin Bible. This Bible was the first ever printed. Since then, 200 copies have been printed and sold in Germany and surrounding areas.

Gutenberg's revolutionary idea combines his experience as a goldsmith and gem cutter and advanced training in metallurgy with the desire to print readable books in a short period of time. He first designed 290 separate symbols cast of lead, antimony, and tin. Next he experimented with different materials to come up with an ink that was the right consistency and wouldn't fade. His final printing fluid was a

combination of boiled linseed oil and soot! Finally, he adapted a wine press to press the type against the paper so as to make it easy to slide the paper in and out as well as squeezing extra water from the damp paper. This press, with its movable type, can print an amazing 300 pages per day.

Gutenberg has hired three apprentices to learn the job of type-setting and ink making. Several new printing businesses are preparing to open in the city of Prague and in the neighboring country of Holland.

One Monk's Opinion by Brother Georg

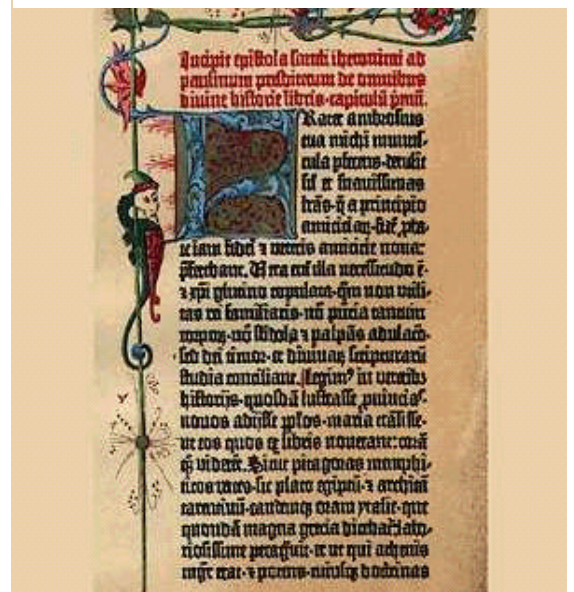
I am Brother Georg of the Mairn Abby on the northeast side of town. I copy and illuminate prayers, canticles, catechisms, and psalms. I have seen Herr Gutenberg's printing press and the 36-line Bible, and I am not impressed. The book lacks beauty, which is important to the enjoyment and understanding of the text.

Gutenberg claims the ability to print many copies in a short time will allow the citizens of Mairn to read and understand the scriptures for themselves. As if!!! I have been a scribe for 20 years and a

monk for 25 and even I do not understand all of what I read or copy. And I speak Latin! How can an uneducated man make sense of the scripture without the guidance of the clergy?

A reasonable man will agree with me, that this infernal machine must be destroyed. Some may call us Luddites (oh, wait, we don't have sewing machines yet), but all right-thinking people will agree, gadgetry does not necessarily mean progress, and in this case, it most certainly does not!

Microsoft Encarta <http://www.encyclopedia.msn.com>



Illuminated Text from the Gutenberg Bible

Freedom of Speech Case Study Worksheet

Instructions

Does freedom of speech extend to a school newspaper? Read the following scenario and consider the issue of free speech in this instance. Afterwards, research all facets of the issue and develop an opinion. As you create your slideshow presentation, support your argument with specific references. You will be graded on the depth of thinking you show, the logical progression of ideas in your argument, and the degree to which you effectively support your opinion. You will also need to address the essential question, Is information power?

Case Study in Brief

In the 1980s, students at Hazelwood East High School, near St. Louis, Missouri, wrote several stories for the official school-sponsored newspaper that were censored by the school principal. One article was about pregnancy among specific but unnamed teenagers at the school, and another was about the effect of parental divorce on Hazelwood students. The principal believed that the pregnancy story was unfair to the unnamed students, and he feared they might be recognized. He was concerned that the parents who were criticized in the article about divorce had not been consulted or given an opportunity to address the criticism lodged against them. He ordered the students to remove the stories before allowing the paper to be published. The students sued, charging that their right to a free press had been violated.

Abstract

U.S. Supreme Court

HAZELWOOD SCHOOL DISTRICT v. KUHLMEIER, 484 U.S. 260 (1988)

Abstract Prepared for the Court

Respondents, former high school students who were staff members of the school newspaper, filed suit in Federal District Court against petitioners, the school district and school officials, alleging that respondents' First Amendment rights were violated by the deletion from a certain issue of the paper of two pages that included an article describing school students' experiences with pregnancy and another article discussing the impact of divorce on students at the school. The newspaper was written and edited by a journalism class, as part of the school's curriculum. Pursuant to the school's practice, the teacher in charge of the paper submitted page proofs to the principal, who objected to the pregnancy story because the pregnant students, although not named, might be identified from the text, and because he believed that the article's references to sexual activity and birth control were inappropriate for some of the younger students. The principal objected to the divorce article because the page proofs he was furnished identified by name (deleted by the teacher from the final version) a student who complained of her father's conduct, and the principal believed that the student's parents should have been given an opportunity to respond to the remarks or to consent to their publication. Believing that there was no time to make necessary changes in the articles if the paper was to be issued before the end of the school year, the principal directed that the pages on which they appeared be withheld from publication even though other, unobjectionable articles were included on such pages. The District Court held that no First Amendment violation had occurred. The Court of Appeals reversed. It was sent to the U.S. Supreme Court for a final decision.

Research Citations (use more pages as needed)

Argument (use more pages as needed)

School Newspaper Censorship



By Martha Smith

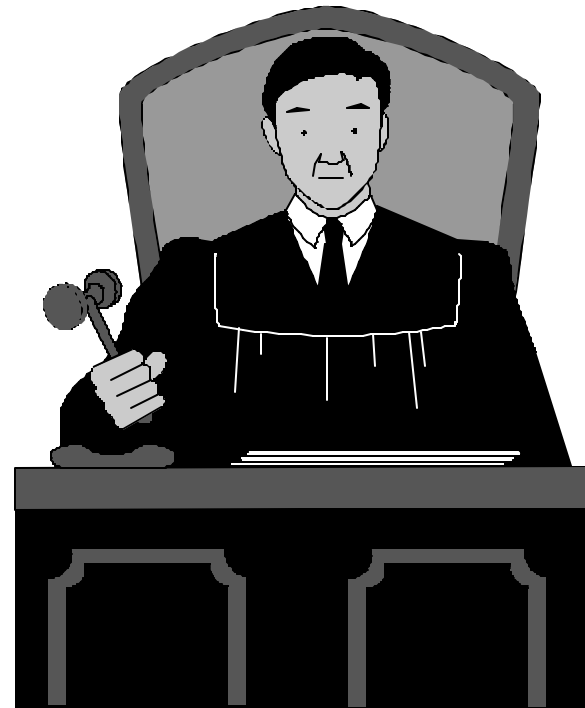
Hazelwood School District v. Kuhlmeier



In this case, students sued their school district for deleting two pages from their newspaper. Students felt that their First Amendment rights were violated. They believed they followed all journalistic procedures, and their newspaper was unjustly censored.

Court Decisions

- The first court decision sided with the school district and said that schools can limit student speech if it has a good reason.
- The Court of Appeals overturned the decision and sided with the students.



Supreme Court Decision

- The Supreme Court of the United States upheld the decision of the school district to censor the student newspaper.
- The students lost their case.



My Opinion

- In this case, I do not think that the student newspaper should have been censored.

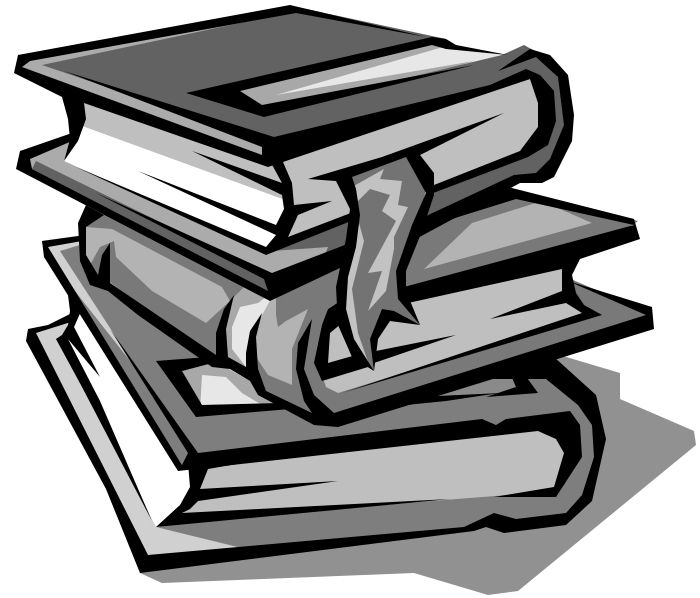
Support: Students followed all procedures and were not given a chance to fix their stories.

- If a student wrote a story that could potentially cause harm to someone, then I think it should be censored.

Support: “Because the paper was a forum for student discussion, the principal or other officials could censor it only when ‘necessary to avoid material and substantial interference with school work or discipline or the rights of others’” (www.landmarkcases.org/hazelwood/background3.html).

Is Information Power?

- If schools can censor student newspapers, it gives schools a lot of power. It controls what students can talk about in a public forum.
- Without the power of free speech, students can not freely express themselves. That limits students' power and ability to challenge school decisions.



Research Citations

- Hazelwood v. Kuhlmeier (1988). Street Law and Supreme Court Historical Society Presents Landmark Cases Supreme Court.
www.landmarkcases.org/hazelwood/background3.html. 28 March 2005.
- Hazelwood School District v. Kuhlmeier. Student Press Law Center.
www.splc.org/legalresearch.asp?id=4. 28 March 2005.