

LAW ★ DAY
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Celebrating Law Day

by Jodi Pushkin, President Florida Press Educational Services

Law Day is May 1. The 2019 Law Day theme—Free Speech, Free Press, Free Society—focuses on these cornerstones of representative democracy and calls on us to understand and protect these rights to ensure, as the U.S. Constitution proposes, “the Blessings of Liberty for ourselves and our Posterity.” In the United States and around the world, freedom of speech and the press are among the most important foundations for a free society.

Florida Press Educational Services (FPES) and its member newspapers are proud to celebrate Law Day and encourage teachers, parents and students to read the newspaper daily in school and at home to enrich their lives. FPES and its member Newspaper in Education programs join the New York News Publishers Association’s News Media Literacy/Newspaper In Education Program with support from the New York Newspapers Foundation and The New York Bar Foundation in providing this teaching resource to celebrate the United States Constitution.

This Law Day 2019 Teacher Tool Kit including a 6-part series of features, teaching guide with graphic organizers, and audio podcasts. These resources will examine our long history of freedom of expression and of a free press, and how “We the People” continually work together to ensure that the key principles of the First Amendment are realized for all members of our society.

Highlights include brief summaries of:

- The Crown v. John Peter Zenger (1735)
- People v. Croswell (1804)
- A Letter from a Birmingham Jail (1963)
- New York Times v. United States (1971)
- Tinker v. Des Moines (1969)
- Hazelwood v. Kuhlmeier (1988)
- #BlackLivesMatter, #NeverAgain and the New Voices Movement

To learn more about Florida’s NIE programs, visit the Florida Press Educational Services (FPES) Web site at fpesnie.org.

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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: <http://www.cpalms.org>. The activities in this packet applies to the following Florida Standards for grades five through twelve.

Language Arts: LAFS.512.RI.1.1; LAFS.512.RI.1.2; LAFS.512.RI.1.3; LAFS.512.RI.2.4; LAFS.512.RI.2.5; LAFS.512.RI.2.6; LAFS.512.RI.3.7; LAFS.512.L.1.1; LAFS.512.L.1.2; LAFS.512.L.2.3; LAFS.512.L.3.4; LAFS.512.L.3.5; LAFS.512.L.3.6; LAFS.512.R.1.1; LAFS.512.R.1.2; LAFS.512.R.1.3; LAFS.512.R.2.4; LAFS.512.R.2.5; LAFS.512.R.2.6; LAFS.512.R.3.7; LAFS.512.R.3.8; LAFS.512.R.3.9; LAFS.512.R.4.10; LAFS.512.SL.1.1; LAFS.512.SL.1.2; LAFS.512.SL.1.3; LAFS.512.SL.2.4; LAFS.512.SL.2.5; LAFS.512.SL.2.6; LAFS.512.W.1.1; LAFS.512.W.1.2; LAFS.512.W.1.3; LAFS.512.W.2.4; LAFS.512.W.2.5; LAFS.512.W.2.6; LAFS.512.W.3.7; LAFS.512.W.3.8; LAFS.512.W.3.9; LAFS.512.W.4.10

Social Studies: SS.5.A.1.1; SS.5.A.5.3; SS.5.A.5.10; SS.5.C.1.2; SS.7.C.2.5; SS.7.C.2.10; SS.7.C.2.11; SS.7.C.3.6; SS.8.A.1.3; SS.8.A.1.5; SS.8.C.1.5; SS.912.A.1.4; SS.912.A.1.6; SS.912.A.7.12; SS.912.C.1.1; SS.912.C.2.9; SS.912.C.2.12; SS.912.C.3.1; SS.912.C.3.10; SS.912.H.1.2

Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit fpesnie.org, or email ktower@fpress.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

The First Amendment in the Bill of Rights to the U.S. Constitution states,

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



Law Day is May 1. The 2019 Law Day theme—*Free Speech, Free Press, Free Society*—focuses on these cornerstones of our representative democracy and calls on us to understand and protect these rights to ensure, as the U.S. Constitution proposes, “the Blessings of Liberty for ourselves and our Posterity.”

In the United States and around the world, freedom of speech and the press are among the most important foundations for a free society.

Join us over the next several days (weeks) as we explore the rights and responsibilities of free speech and free press and how they help us protect our free society. We will look at our long history of freedom of expression and a free press, and how we must continually strive to ensure that the key principles of the First Amendment are realized for all members of our society.

***Next: Establishing Freedom of the Press:
The Truth Matters***

*Crown v. John Peter Zenger (1735)
People v. Croswell (1804)*

This is one of six Newspaper In Education features created to educate and celebrate Law Day 2019. Developed by the NYNPA News Media Literacy/ NIE Program with a set of audio podcasts made available through funding from The New York Bar Foundation.



Establishing Freedom of the Press: The Truth Matters

Before the United States separated from England, the colonies followed the British rule of law. In the early 1730s, John Peter Zenger, a German immigrant, started publishing *The New-York Weekly Journal*. In it, he printed articles by opponents of Governor William Cosby criticizing his removal of the colony's Chief Justice from office. These articles mocked Cosby while warning against leaders who put themselves above the law. Outraged, Governor Cosby ordered copies of select issues seized and burnt and Zenger was eventually indicted for seditious* libel.

After Zenger spent several months in jail, his trial began, but his lawyers were disbarred and prevented from defending their client. Andrew Hamilton, a Philadelphia lawyer, took over the case and offered a defense that went against traditional English law.

In England, proof of publication was all that was necessary to convict a publisher of libel. Whether the alleged libel was true or not didn't matter. Hamilton insisted that the truth should make a difference: if Zenger had published the truth, he couldn't be guilty of libel.

When the court rejected the argument, Hamilton urged jurors to decide for themselves. Believing the truth matters, the jury acquitted Zenger, refusing to find him guilty of violating a law they found unjust.

The truth as a defense of libel was brought up again in the 1804 state court case of *The People of the State of New York v. Harry Crosswell*.

Crosswell published a small paper called *The Wasp*, which aggressively criticized President Thomas Jefferson and other Republican public officials. He was tried and convicted on charges of libel and sedition by the State of New York. Alexander Hamilton represented Crosswell on his appeal. In a six-hour closing argument, Hamilton passionately advocated for freedom of the press, stating, "...the right of giving the truth in evidence, in cases of libels, is all-important to the liberties of the people. Truth is an ingredient in the eternal order of things, in judging of the quality of acts." The judges deadlocked and Crosswell's conviction stood, although he was never sentenced or retried.

Thus, a principle introduced by a jury of regular men in 1735 helped lay the foundation for one of the freedoms written into the First Amendment of the U.S. Constitution.

Locate articles, editorials or political cartoons that report on the decisions of local, state or national government leaders. As a class, discuss how this information would be different without the protection of Freedom of the Press. Rewrite or redraw this coverage as it might be reported without the First Amendment.

Next: Free Speech—Fighting Injustice

A Letter from a Birmingham Jail (1963)

* Inciting or causing people to rebel against government authority.

Free Speech—Fighting Injustice

In 1963, the Southern Christian Leadership Conference (SCLC) led a nonviolent campaign aimed at Birmingham, Alabama, which at the time was described as the “most segregated city in America.” In an attempt to halt the SCLC’s planned actions, Circuit Judge W. A. Jenkins issued a blanket injunction against “parading, demonstrating, boycotting, trespassing and picketing.” Ignoring the injunction, the April 12 peaceful demonstration against segregation started as planned and Dr. Martin Luther King Jr., along with nearly 50 other protestors and civil rights leaders, was arrested and jailed.

While Dr. King was in jail, someone smuggled him a copy of *The Birmingham News* which published a statement entitled “A Call for Unity” written by eight white clergymen. In the open letter, the clergymen expressed disagreement with the illegal protests “directed and led in part by outsiders” and urged activists to engage in negotiations and to use the courts to resolve any racial injustices.

King started writing an impassioned response on the margins of that same newspaper and eventually finished on a pad given to him by his attorneys. In the letter, King first addressed the idea of his being an outsider by stating that as the leader of the SCLC he could not sit “idly by in Atlanta” because “injustice anywhere is a threat to justice everywhere.” King went on to express his frustration with the well-meaning clergy asking for patience and wrote, “... *Wait* has almost always meant *Never*.” King even cited Chief Justice Warren’s ruling in the *Brown v. Board of Education* (1954) decision, “... justice too long delayed is justice denied.” By the early fall of 1963, King’s eloquently written, 7000 word, *Letter from a Birmingham Jail* (whole or in-part) had begun to appear in publications across the country.

His letter calling for “constructive, nonviolent tension” to force an end to unjust laws became a landmark document of the civil-rights movement and was the basis for King’s own book, “Why We Can’t Wait,” which took a look back at the successes and failures of the Birmingham Campaign. The book was released in July 1964, the same month that President Lyndon Johnson signed the Civil Rights Act.

Both the white clergymen and Martin Luther King Jr.’s words were published by a free press — effectively amplifying their message to a larger audience. Look through the news to find examples of small groups or individuals using news media to increase their reach. Compare and contrast modern examples with those of the past. Did you find any examples of someone fighting a current day injustice?

Next: Free Press as “Government Watchdog”

New York Times v. United States (1971)
Pentagon Papers Case

Free Press as “Government Watchdog”

In 1967, Secretary of Defense McNamara commissioned a study of the history of U.S. decision-making of policies involving Indochina, specifically Vietnam. The resulting documents became known as the Pentagon Papers. In 1971, Daniel Ellsberg, a government researcher, copied more than 7000 pages of documents that revealed the history of the government’s actions in the Vietnam War. Ellsberg believed that Americans needed to know what was in the reports, so he gave copies of the documents to the press.

On June 13, 1971, *The New York Times* began publishing articles about and excerpts from the documents. The Nixon administration immediately obtained a court order preventing the *Times* from printing more of the documents, arguing that publishing the material threatened national security. The *Times* obeyed the injunction but appealed the courts decision.

On June 18, the *Washington Post* had begun to publish their own articles about the Pentagon Papers as well. The government sought another injunction, but this time the court refused. The government appealed its case, and in less than two weeks that case—combined with *The New York Times* appeal—was before the Supreme Court.

The Supreme Court heard arguments on June 26. The government argued that prior restraint (prohibiting information from being published) was necessary to protect national security. However, on June 30, a divided Court refused to stop publication of the Pentagon Papers because the government failed to meet their burden to justify prior restraint.

The Court’s majority decision stated that the intent of publication was not to put the U.S. in danger but to educate the American people about the Vietnam War. By preventing the *New York Times* from publishing the material, the reporters’ First Amendment rights were being violated. Many historians now credit the publishing of the Pentagon Papers with helping to end the Vietnam War.

This case has become and continues to be an important precedent in support of the First Amendment’s freedom of the press.

Look through editions of the newspaper and other sources for examples of the news media holding the government or elected officials responsible for their actions (or in some cases, inaction). Select one and briefly write why this issue is important for the public to know about it.

Next: Students and their First Amendment Rights

Tinker v. Des Moines Independent Community SD (1969)
Hazelwood School District v. Kuhlmeier (1988)

Students and their First Amendment Rights

The landmark U.S. Supreme Court case, *Tinker v. Des Moines* (1969), defined the First Amendment rights of students in U.S. public schools finding that students or teachers do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” The ruling also recognized that an individual’s right of free speech should not “materially and substantially interfere” with the operation of the school.

Tinker’s applicability to student publications has since been tempered by subsequent decisions. One case upheld a school’s ability to censor student expression that is vulgar, lewd, or obscene. The other, *Hazelwood School District v. Kuhlmeier* (1988) hindered the fight for free press rights of student journalists.

Cathy Kuhlmeier was the editor of her high school newspaper, *The Spectrum*. The May 1983 edition included an article about teen pregnancy and another about divorce both with student interviews. In the teen pregnancy article, the students’ names were changed to protect their identity. In the divorce article, written permission to publish had been granted by those interviewed and their parents. Before publication the principal removed two pages that included the two articles that he found objectionable. In total, seven stories were eliminated and the students only found out about the change upon delivery of the printed editions.

In response, Cathy Kuhlmeier and two fellow reporters, with the help of the American Civil Liberties Union, filed suit against the school in January 1984 on the grounds that their First and Fourteenth Amendment rights had been violated.

In May 1985, the district court judge in a bench trial ruled that no violation of First Amendment rights had occurred, and held that school officials may restrict student speech in activities that “are an integral part of the school’s educational function” as long as the restriction has “a substantial and reasonable basis.”

On appeal in 1986, the U.S. Court of Appeals for the Eighth Circuit reversed the district court’s decision citing the school newspaper as a “public forum” and “a conduit for student viewpoint.”

Ultimately, the Supreme Court heard the case and overturned the circuit court with its 5-3 split decision that schools could censor student expression as long as their actions were “reasonably related to legitimate pedagogical (teaching) concerns” thus impacting student voice to this day.

In the newspaper or online, find examples of people exercising free speech in different ways. Then write a personal column, discussing the ways you and your peers exercise freedom of speech in your daily lives. A free press provides a platform to report important issues from many points of view. As a class, discuss your thoughts and opinions about potential censorship of student journalists.

***Next: Free Speech, Free Press and
the Future of Our Free Society***

***#BlackLivesMatter, #NeverAgain,
#CureHazelwood and the New Voices Movement***

This is one of six Newspaper In Education features created to educate and celebrate Law Day 2019. Developed by the NYNPA News Media Literacy/ NIE Program with a set of audio podcasts made available through funding from The New York Bar Foundation.

Free Speech, Free Press and the Future of Our Free Society

The events and judicial decisions very briefly reviewed in this series are in no way comprehensive but merely several key highlights from U.S. history of our First Amendment rights of free speech and a free press. Often times, it was the action of an ordinary citizen or group standing up for what they believed to be right that initiated positive change.

Many Americans continue to use freedom of speech and the press to bring attention to current injustices, that in some cases, echo those of the past.

One such group, Black Lives Matter, was originated by three women in response to the shooting death of Trayvon Martin, an unarmed African-American teenager in 2012. With highly visible actions including former NFL player, Colin Kaepernick kneeling before the national anthem, the movement has garnered national attention. Black Lives Matter continues to promote a “call to action and response to state sanctioned violence against black people, as well as the virulent anti-black racism that permeates our society.”

Not unlike Mary Beth and John Tinker, recent student leaders protested and formed the #NeverAgain movement standing up to advocate change. The movement grew out of the February 2018 school massacre of 17 students and staff members in Parkland, FL. The students used traditional and social media to help organize local and national student walk-outs and demonstrations calling for gun control legislation.

New Voices USA is a movement to guarantee meaningful press freedom for student journalists in public schools. In 2018, 30 years after the Hazelwood decision, the movement redoubled efforts to #CureHazelwood and worked to advocate for legislation to “restore the Tinker standard of student expression in America’s high schools” one state at a time. Currently, 13 states have passed New Voices legislation and the group’s ultimate goal is to extend these free press protections to include student journalists at public and private colleges and universities. As the Society of Professional Journalists stated in a resolution calling on schools to enact more balanced policies, “it is well-documented the Hazelwood censorship clause impedes an educator’s ability to adequately instruct and train students in professional journalistic values and practices.”

While we might disagree with some popular movements, our form of government is dependent on a public forum of open ideas and debate. “We the People” owe it to the First Amendment champions of the past to continually work together to ensure that the key principles of the First Amendment—free speech and a free press—are realized for all members of our society.

Look for news reports across all media platforms that inform of groups and individuals expressing their free speech rights. Imagine our nation without freedoms guaranteed in the First Amendment. What would we know about current social or political injustices? How would people stand up for the greater good in our society?

For more resources based on this year’s Law Day theme go to <http://tinyurl.com/lawday2019guide>.

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Law Day 2019 Graphic Organizers

Created to accompany a 6-part series of features based on
the ABA Law Day theme for 2019
and to prompt discussion about
the Freedoms of the First Amendment
– especially freedom of speech and of the press

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This content includes a set of six Newspaper In Education features created to educate and celebrate Law Day 2019 and were developed by the NYNPA News Media Literacy/NIE Program with a set of audio podcasts made available through funding from The New York Bar Foundation.



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Law Day

Graphic Organizers

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- *The New York Bar Foundation for their financial support for the audio podcasts of the six features.*
- *David Scott Esq. (Project PATCH, Northport - East Northport UFSD) and Elisa Scott, Esq. (School of Professional Development Stony Brook University) for reviewing and editing this content.*
- *Carey and Jan Cook of myvocabulary.com for their assistance on the crossword puzzle.*
- *Evelyn Ledezma (Bethlehem CSD) for her Spanish translation of the six features.*

Name _____

Vocabulary – write a definition for the following terms:

representative democracy _____

foundations _____

rights _____

responsibilities _____

First Amendment Word Search



Word bank:

ASSEMBLE, BILL OF RIGHTS, CONGRESS, CONSTITUTION, GOVERNMENT, GRIEVANCES, LAW, PETITION, PRESS, REDRESS, RELIGION, RESPECTING

Follow up: As a class, share news articles you think highlight any of the freedoms of the First Amendment.

Answer key for the First Amendment Word Search can be found on page 26

Name _____

Vocabulary – write a definition for the following terms:

indicted _____

libel _____

acquitted _____

advocated _____

deadlocked _____

Establishing Freedom of the Press: The Truth Matters

The Society of Professional Journalists' Code of Ethics starts with, "Ethical journalism should be accurate and fair. Therefore among other things, journalists should verify information before releasing it, use original sources whenever possible, provide context, and update and correct information throughout the life of a news story.

Look through the news for a big story you find interesting. Follow the news about this story for several days from at least a few different news sources. Make note of how the news coverage may change as new information is discovered or released.

Date/Info of Original Story	Updates/Continued coverage	Corrections
Source 1		
Source 2		
Source 3		

Look through the newspaper for notices of any corrections to stories previously published. In print it may be a separate box with just a sentence or two correcting previous misinformation. Online, the article may be introduced with special wording like: *A corrected version of the story is below.* For the complete SPJ Code of Ethics go to www.spj.org/ethicscode.asp

Assessment: Do you think seeking and finding the truth matters? Why or why not?

Name _____

Vocabulary – write a definition for the following terms:

segregated _____

boycotting _____

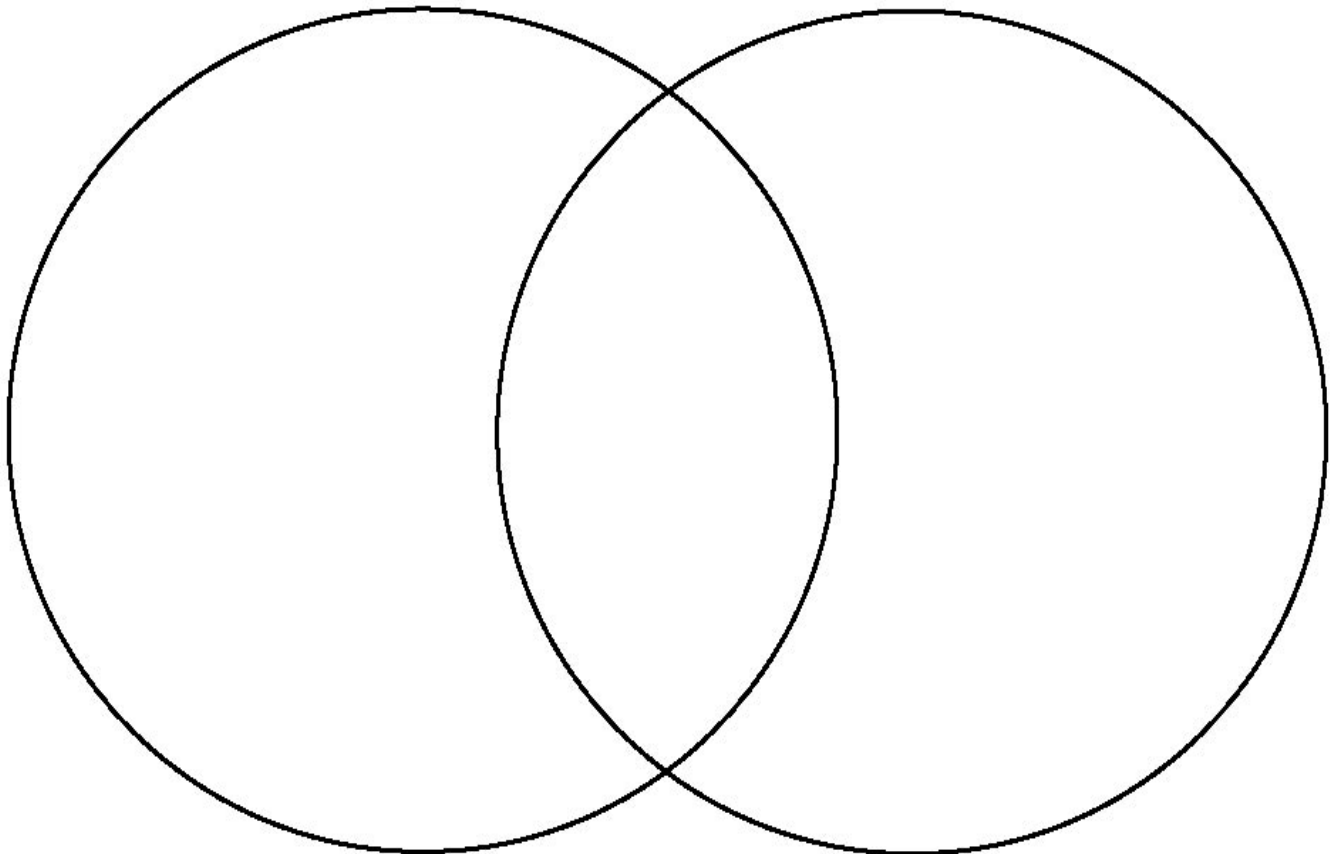
picketing _____

injunction _____

eloquently _____

Free Speech – Fighting Injustice

Look through the news to find examples of small groups or individuals fighting an injustice and using news media to increase their reach. Compare and contrast modern examples with those of the past. Use the Venn diagram below to help organize your work.



Assessment: What was one thing that stood out to you in this lesson? What do you still have questions about?

Name _____

Vocabulary – write a definition for the following terms:

Pentagon Papers _____

excerpts _____

appealed _____

violated _____

Free Press as “Government Watchdog”

The media are sometimes called the “watchdogs of democracy,” because they keep the government in check by informing the public of any wrongdoings, power-abuse or corruption. Use the chart below to briefly write what you know about a free press in our society and the First Amendment and what you have questions about. After completing the activity on the next page and the analysis of the political cartoons on pages 9-13, record what you’ve learned.

Know	Want to Know/Questions	Learned

Follow up: After learning more about the role of a free press in our representative democracy, look for current news reports in-print or online that show the press acting as a government watchdog.

Name _____

Free Press as “Government Watchdog”

Look through the newspaper, and other news sources, for examples of the news media acting as the “public watchdog.” These examples could be at the national, state or local level. Select stories about each of the levels of government listed below. Explain why it is important for citizens to know about the information reported.

Government official/group	Which story?	Why citizens should be informed
National elected official (The President or a member of Congress)		
State elected official (The governor, state lawmaker)		
Local elected official (Mayor, city council representative, etc.)		
Local governmental group (Zoning commission, waste authority)		
Tax supported service agency (Human service agencies)		

Follow-up: Look at the information on your chart. Which of the articles is most important to you as a citizen? Be prepared to discuss your ideas with the class.

This activity was originally developed for *Citizens Together: You and Your Newspaper* curriculum guide written by Sherrye Dee Garrett, Ed.D. and Beverly S. Morrison, Ph.D. for the Newspaper Association of America Foundation.

Name _____

Analyzing an Editorial/Political Cartoon

1. What is the cartoon's title or caption?
2. Who drew the cartoon?
3. When and where was it published?
4. What is familiar to you in this cartoon?
5. What questions do you have about this cartoon?
6. Editorial cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?

___ Humor

___ Labels

___ Caricature

___ Analogy to another historical or current event

___ Symbols

___ Stereotypes

___ Speech/idea balloons

___ References to popular culture, art, literature, etc.

7. List the important people or objects shown in the cartoon:
8. Are symbols used? If so, what are they and what do they mean?
9. Are stereotypes used? If so, what group is represented?
10. Is there a caricature of anyone in the cartoon? If so, who?
11. Briefly explain the message of the cartoon:
12. What groups would agree or disagree with the cartoon's message? Why?
13. Do you think this cartoon is effective in expressing the artist's message? Why or why not?

Name _____

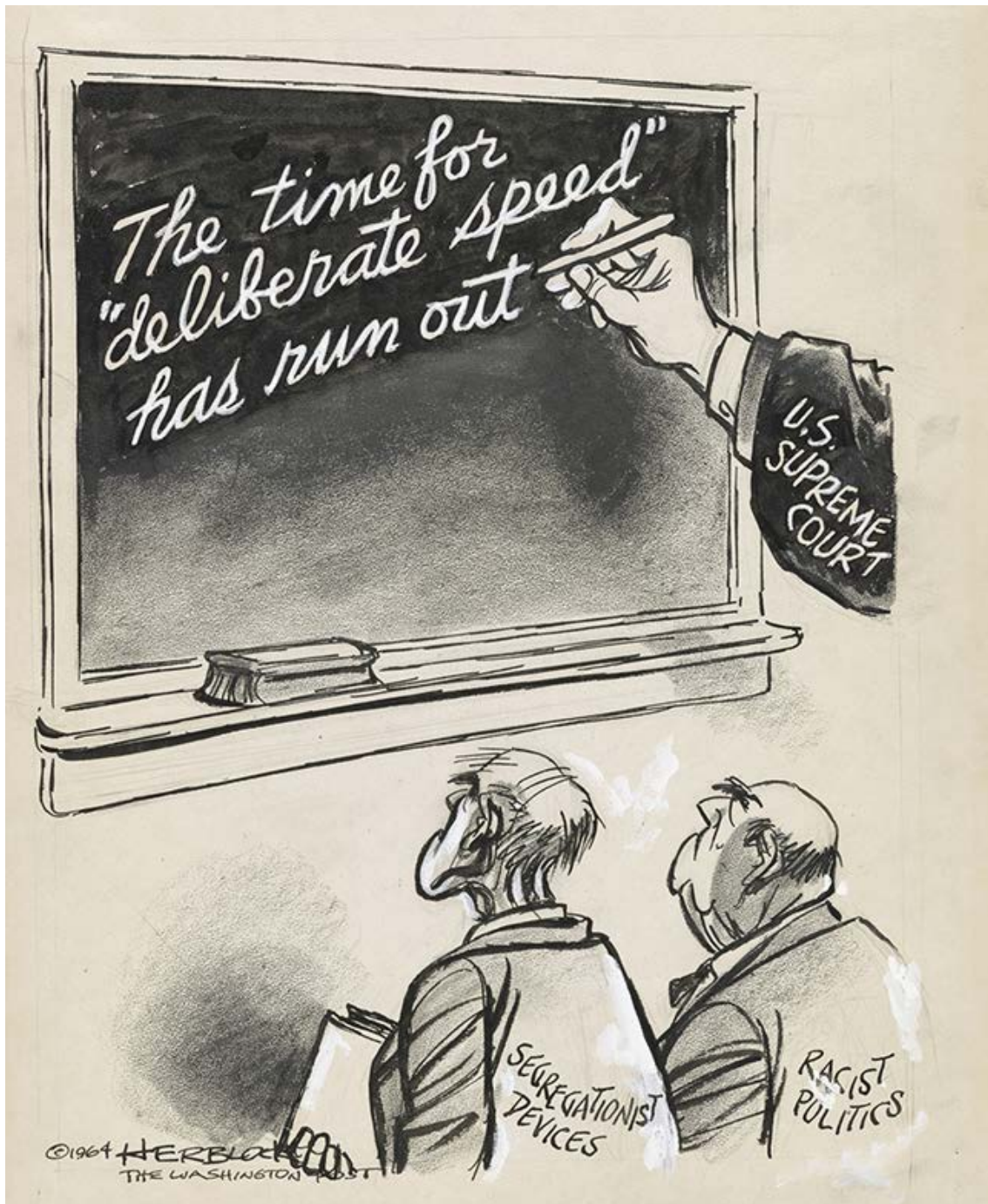
Use the graphic organizer on page 8 to analyze this political cartoon by South African Cartoonist, Jonathan Zapiro.



Assessment question: What do you think this artist is implying about media's role in Government?

Name _____

Use the graphic organizer on page 8 to analyze this political cartoon by Herb Block. Be sure to think about when this cartoon was originally created and how that fits into the artist's message.



Assessment question: What do you think this cartoon is illustrating about segregation and the U.S. Supreme Court? What does it imply about our system of government?

Name _____

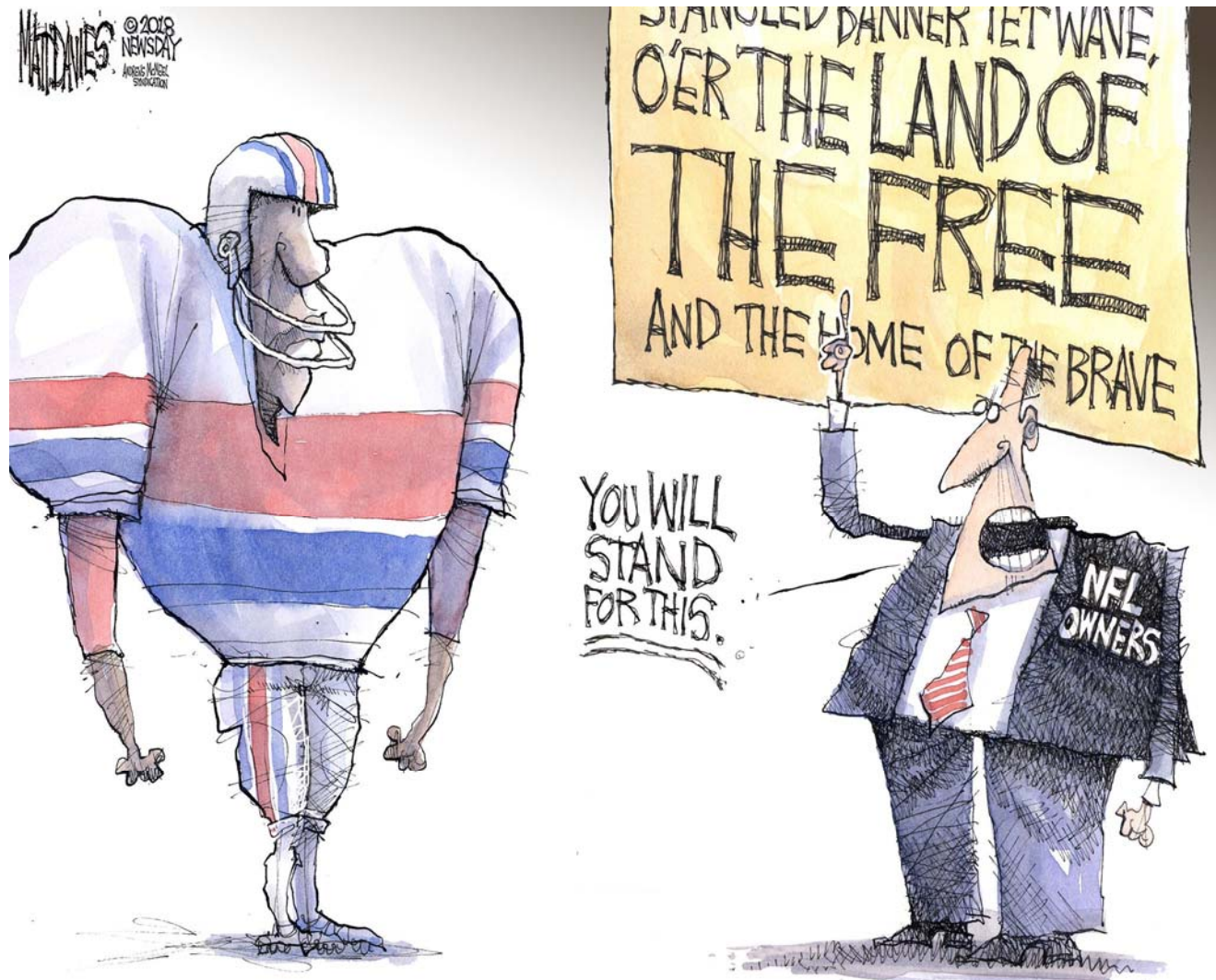
Use the graphic organizer on page 8 to analyze this political cartoon by Adam Zyglis. To put this cartoon in context, review the facts of the Supreme Court case, *McCutcheon v. Federal Election Commission* (2014)



Assessment question: What do you think this artist is implying about our First Amendment right of Free Speech?

Name _____

Use the graphic organizer on page 8 to analyze this political cartoon by Matt Davies.



Assessment question: What do you think this artist is implying about the NFL and the First Amendment free speech rights of players and owners?

Name _____

Use the graphic organizer on page 8 to analyze this political cartoon by Adam Zylis.



Assessment question: What do you think this artist is implying about a Free Press? What symbols does he use?

Name _____

Vocabulary – write a definition for the following terms:

landmark _____

materially _____

integral _____

public forum _____

Students and Their First Amendment Rights

Sometimes ordinary people do extraordinary things when they stand up to defend what they believe is right for the better good. Look through newspaper coverage, in-print or online, for examples of individuals or groups of people using their First Amendment rights, especially their freedom of speech to take a stand. Is it a Constitutional issue? Are any of them students? As a class, discuss whether you agree or disagree about this issue.

Does your school have a student newspaper? Is the content of the student newspaper approved by a teacher or principal before publication? Briefly write why you agree or disagree with how your school newspaper is handled based on what you believe about students' First Amendment rights.

Assessment: What did you learn about the free speech and free press rights of students?

Name _____

Vocabulary – write a definition for the following terms:

comprehensive _____

garnered _____

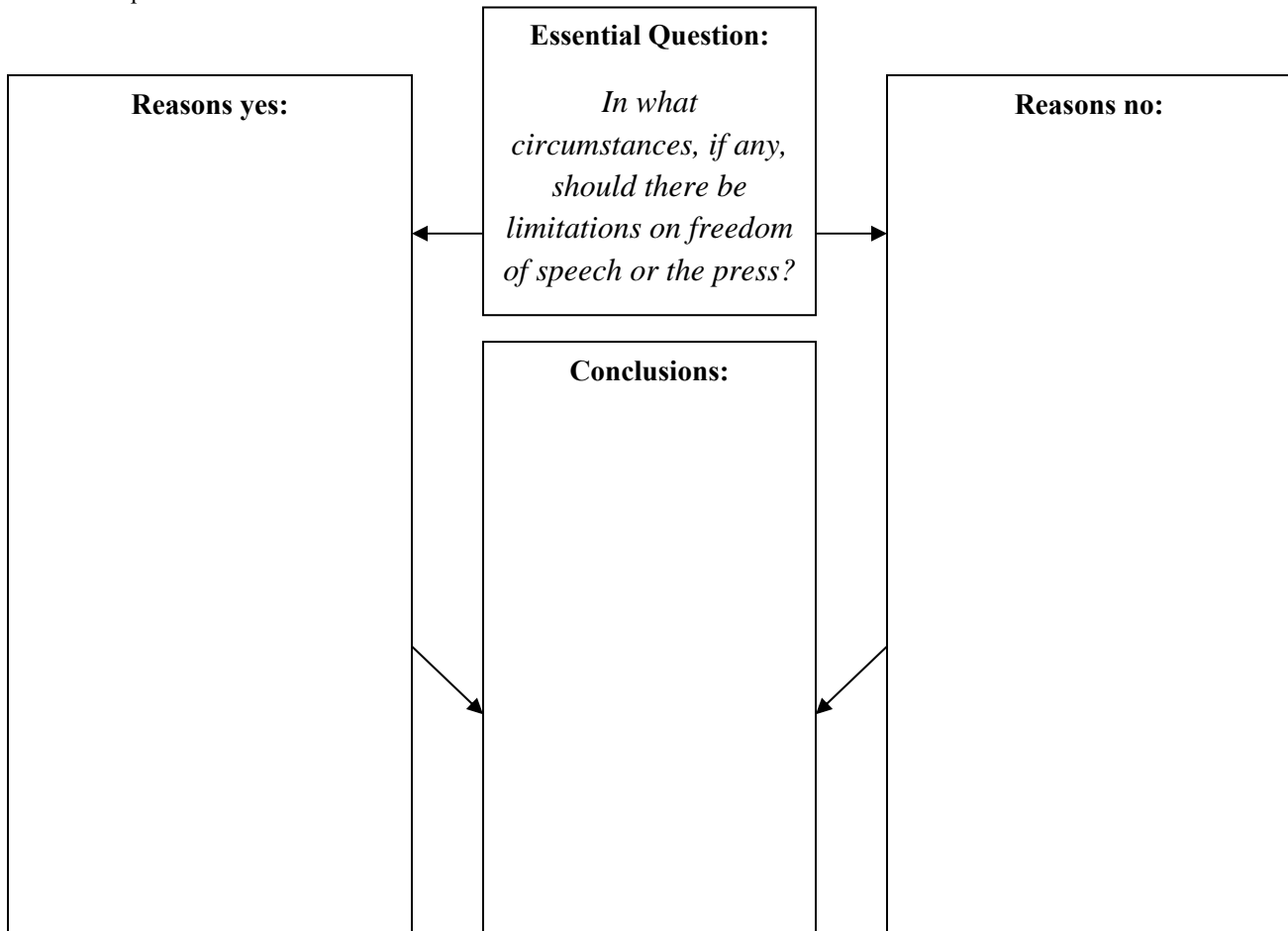
permeates _____

censorship _____

impedes _____

Free Speech, Free Press and the Future of Our Free Society - Editorial Writing

Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering the question, “*In what circumstances, if any, should there be limitations on freedom of speech or the press?*” Be sure to back up your conclusion/opinion with facts. Prepare an outline before writing. List reasons that citizens and leaders give for answering “yes” or “no” to the question.



Follow up: Research free speech and press conditions in a country outside of the US. Summarize some of the key issues concerning expressions of speech/press that have happened in that country in the past few years.

Name _____

An acrostic poem is a poem in which the initial letters of the lines, taken in order, spell a word or phrase. Each line should relate back to the central theme. In honor of Law Day 2019's theme, create an acrostic poem using *FREEDOMS* as your base word.*

F
R
E
E
D
O
M
S

Follow up: Write a brief summary of the news story (stories) you select that demonstrate free speech, free press or our free society. Also, please explain why you made this (these) selection(s).

*Other suitable terms include: First Amendment, Free Press, Free Speech or Constitution.

Name _____

Free Speech, Free Press, Free Society Crossword

Use the clues below to complete the crossword puzzle on the next page.

Across

2. Event/development that marks a turning point or stage
3. Separation or isolation of a race, class or group by discriminatory means
7. Acquiring by effort; earned; accumulated
13. Vividly or movingly expressive or revealing
14. Jointly refuse to deal with or use to express disapproval/force concessions; shun to assert grievances
16. Setting free or discharging completely (obligation, accusation)

Down

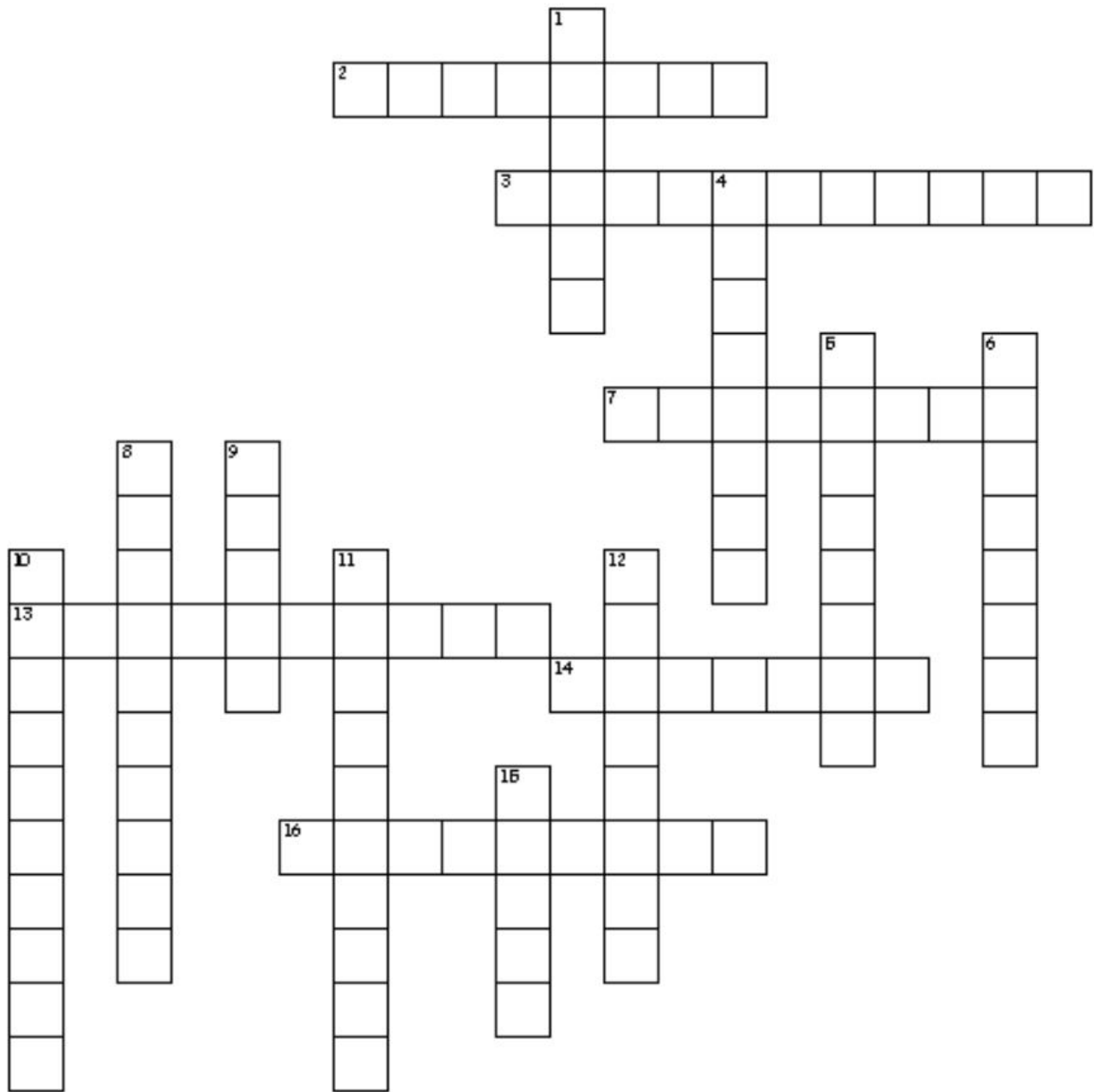
1. Interfere with the progress of; block; hinder
4. Passages selected or copied; extracts
5. Pass through pores or small openings; spread throughout: pervade
6. To speak in favor of: support
8. Act of determining; something reduced by analysis or reached by firm decision
9. Judicial body or assembly; open discussion or expression of ideas
10. Institution, system or practice of suppressing or deleting something
11. Court order requiring a party to do or refrain from an act
12. Failed to observe; harmed, interrupted or copied
15. Slander; Unfavorable written or false charges that defame or damage

Word bank:

ACQUITTED, ADVOCATE, BOYCOTT, CENSORSHIP, ELOQUENTLY, EXCERPTS, FORUM, GARNERED, IMPEDES, INJUNCTION, LANDMARK, LIBEL, PERMEATES, RESOLUTION, SEGREGATION, VIOLATED

Name _____

Free Speech, Free Press, Free Society Crossword



Word bank:

ACQUITTED, ADVOCATE, BOYCOTT, CENSORSHIP, ELOQUENTLY, EXCERPTS, FORUM, GARNERED, IMPEDES, INJUNCTION, LANDMARK, LIBEL, PERMEATES, RESOLUTION, SEGREGATION, VIOLATED

Answer key for the Free Speech, Free Press, Free Society Crossword can be found on page 26.

Name _____

Conducting an Interview

Interviewee's name (the person you are interviewing) _____

Interviewee's address (Street, City, State) _____

What is something you've done that you are proud of? (Describe the accomplishment providing at least three details) _____

What challenges did you face? _____

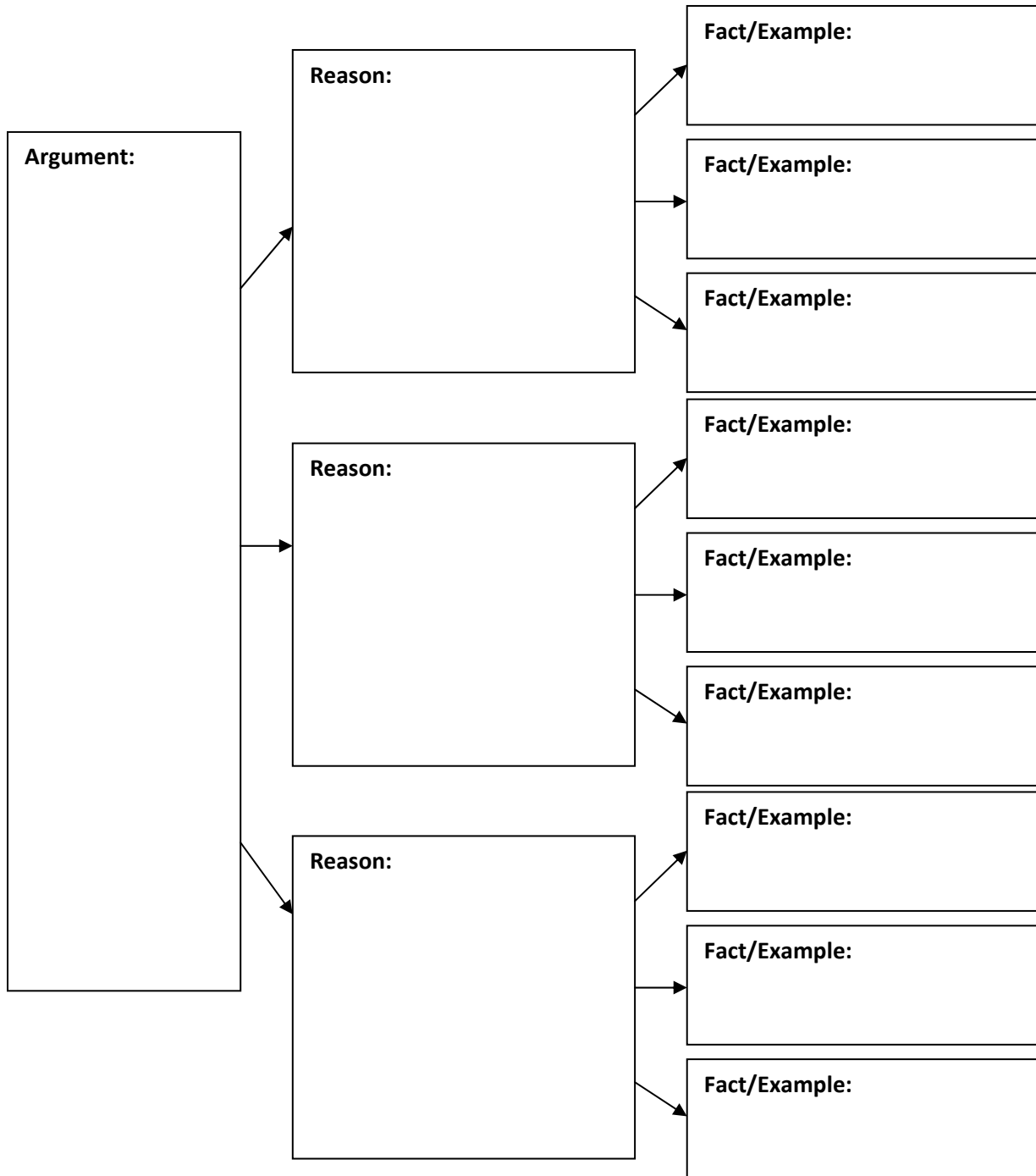
How did you overcome barriers or obstacles and deal or face challenges? _____

Do you have any advice to the students in my class? _____

Assessment question: What did you enjoy most about this learning activity?

Persuasive Writing – Persuasion Map

Select a local issue from a newspaper (print or electronic) and fill in the persuasion map below. In the “argument” box, identify the issue you are examining and write a sentence explaining your position. Provide up to three reasons and be sure to offer facts or examples to support your position.



Follow up: Did this exercise help strengthen your argument? Why or why not?

Name _____

Persuasive Writing – Letter to the Editor

After reading several letters to the editor in your local newspaper (print or online), use the space below to write your own letter based on a local issue in the news.

Name: _____

Date: _____

Dear (name of editor): _____

Topic: _____

Explanation of opinion – Be sure to use evidence to support your opinion: _____

Follow up: Look through the newspaper for current letters to the editor. Did you find one more persuasive than the others? Why do you think it was effective? What one new thing did you learn from this activity?

Name _____

Persuasive Writing – Political/Editorial Cartoon

Look through several editions of the local newspaper and select a current issue you feel strongly about. Create your own political/editorial cartoon expressing your own point of view about this issue. If editorial cartoons are new to you, you might want to learn more about them before you start. Visit the Association of American Editorial Cartoonists' website *Cartoons for the Classroom* at <http://nieonline.com/aec/cftc.cfm>.

Follow up: Display the finished cartoons on a class bulletin board. Was this assignment harder or easier than you expected it would be? Why?

Name _____

Persuasive Writing – Press Release

Think about an upcoming event at your school or in your community. Write a brief announcement to try to get people to come to the event. Use the chart below to organize the details of your message.

Who? (Who should attend this event? Who would benefit by attending?) _____

What? (What’s happening?) _____

Where? (Where is it taking place? Be specific) _____

When? (What date and time? How long will the event last?) _____

Why? (Why is this event important?) _____

Follow up: Share your observations with the class. What did you learn by completing this activity?

Name _____

Persuasive Writing - Advertisement

Advertising influences the lives of all of us. Advertising provides the reader with news about sales and available products and services. It reflects trends in consumerism, changing styles and tastes and so on. Select a product or service you feel you know something about. Develop a newspaper advertisement to persuade your peers to buy the product or use the service. Use the space below to create your advertisement.

Check your ad – be sure it:

- attracts the reader's attention
- increases the reader's interest in the product or service
- creates a desire in the reader to own the product or use the service
- urges the reader to action – to buy the product or sign up for the service

Follow up: Display the finished advertisements on a class bulletin board. Do you think your advertisement was successful? Why or why not?

Additional Online Resources:

American Bar Association – Conversation with Mary Beth Tinker -

https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/human_rights_vol35_2_008/human_rights_summer2008/hr_summer08_tinker/

American Press Institute (API) (formerly Newspaper Association of America) – **Speaking of a Free Press** - A collection of quotations that reflect the beliefs of prominent people in our history who have championed freedom of the press - as well as some who have opposed it.

<http://www.nynpa.com/docs/nie/niematerials/SpeakingofaFreePress.pdf>

- **First Things First** - A newspaper activity guide that teaches the freedoms of the First Amendment - <http://www.nynpa.com/docs/nie/niematerials/FirstThingsFirst.pdf>

FacingHistory.org – Facing Ferguson: News Literacy in a Digital Age: The Importance of a Free Press -

<https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/importance-free-press>

Free Speech Week – an annual, non-partisan celebration of freedom of speech and of the press. For links to free lesson plans go to <https://www.freespeechweek.org/celebration-ideas/freedom-of-speech-lesson-plans/>

iCivics – Fight hidden ads, viral deception, and false reporting as a **NewsFeed Defender** (Interactive Game) The site also has many lesson plans pertaining to bias, journalism, media, misinformation and news.

<https://www.icivics.org/games/newsfeed-defenders>

- **Campaign Finance - The Role of Money in U.S. Politics** - <https://www.followthemoney.org/resources/civics-lessons>

A Letter From a Birmingham Jail – PDF copy of the typed letter -

http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf

McCormick Foundation – Freedom of Speech and the Press in the Information Age -

https://www.jamesmadison.gov/lessons/freedom_of_speech_and_the_press.pdf

Newseum – You Can’t Say That in School?! - discover how the five freedoms guaranteed by the First Amendment apply in everyday life and in school. When are there limits and why?

<http://www.newseum.org/wp-content/uploads/2014/11/YCST-S-Pre-and-Post-Final.pdf>

The New York Times Learning Network – Freedom of Speech? A Lesson on Understanding the Protections and Limits of the First Amendment. <https://www.nytimes.com/2018/09/12/learning/lesson-plans/freedom-of-speech-a-lesson-on-understanding-the-protections-and-limits-of-the-first-amendment.html>

PBS News Hour – The dilemma of protecting free speech – student will apply First Amendment protections to recent cases where the exercise of free speech was offensive to others.

<https://www.pbs.org/newshour/extra/lessons-plans/the-dilemma-of-protecting-free-speech/>

Pulitzer Center – 5 Lesson Plans to Celebrate World Press Freedom Day -

<http://pulitzercenter.org/builder/lesson/5-lesson-plans-celebrate-world-press-freedom-day-24411>

Street Law, Inc – Lesson plan about student speech – *Tinker v. Des Moines* (1969) -

http://landmarkcases.org/en/landmark/cases/tinker_v_des_moines

- Lesson plan about student free press rights – *Hazelwood v. Kuhlmeier* (1988) - http://landmarkcases.org/en/landmark/cases/hazelwood_v_kuhlmeier

Answer Keys:

First Amendment Word Search (page 3)



Free Speech, Free Press, Free Society Crossword (pages 17-18)

