

# First Things First

Using the Newspaper to Teach the Five Freedoms of the First Amendment



Newspaper Association of America **Foundation**

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## Using the Newspaper to Teach the Five Freedoms of the First Amendment

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# INTRODUCTION

The National Council for the Social Studies ([www.socialstudies.org](http://www.socialstudies.org)) defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.” The purpose of “First Things First: Using the Newspaper to Teach the Five Freedoms of the First Amendment” is to provide a framework for implementing social studies across various content areas by using instructional activities from the newspaper. The biggest piece of this framework is teaching about the five freedoms of the First Amendment and how they are realized in American society.

## *What Are the Five Freedoms?\**

### *Freedom of Religion*

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This prohibits government from establishing an official religion and protects an individual’s right to practice any faith – or no faith.

### *Freedom of Speech*

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This permits citizens to speak freely without governmental interference or prosecution.

### *Freedom of Press*

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This prohibits government from controlling what appears in newspapers, books and other printed materials, what is aired on television and radio, and what is presented online. Citizens are free to publish news, information and opinions.

### *Freedom of Assembly*

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This permits citizens to gather in public or in private. They can march, protest, demonstrate, organize and express opinions in a nonviolent manner.

### *Freedom of Petition*

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This permits citizens to ask for changes in laws and governmental decisions.

*\*These definitions are taken in part from a Freedom Forum lesson plan. For more information, visit <http://www.freedomforum.org/packages/first/curricula/educationforfreedom/supportpages/L01-FirstAmendmentExplained.htm>.*

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## Purpose of the Lessons

The reason for integrating newspapers into the curriculum is to acquaint students with various types of expository texts. These lessons help students analyze historical documents and synthesize them with issues involving the First Amendment. To facilitate learning, this curriculum is divided into five units for elementary, middle and secondary levels (specifically, for grades 3-12). Each lesson includes learning objectives, materials, applicable Common Core State Standards, procedures, reproducible handouts, assessment tools and adaptations. Lessons are designed to help students develop and enhance these skills:

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### Engagement with text

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#### Writing

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#### Reading across content areas

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#### Team-building

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#### Problem-solving

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#### Technology integration

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#### Researching

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#### Analyzing and summarizing text

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#### Debating

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#### Class discussion

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## Common Core State Standards

The Common Core State Standards ([www.corestandards.org](http://www.corestandards.org)) “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.”

This resource lists all applicable Common Core State Standards for teachers’ use. The Common Core Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects are found at [www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf). Mathematics standards are found at [www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf). A general overview is also available at the website noted in the previous paragraph.

# Standards Alignment Chart

This chart can be used as a quick reference for checking which Common Core State Standards apply to each lesson.

Lesson	College and Career Readiness Anchor Standards for Reading (6-12)	College and Career Readiness Anchor Standards for Writing (6-12)	Speaking and Listening Standards (6-12)	College and Career Readiness Anchor Standards for Language (6-12)	Standards for Mathematical Practice
<b>Elementary</b>					
Freedom of Religion	1, 2, 5, 6, 10	1, 2, 4		1, 2	
Freedom of Speech	1, 2, 4, 5, 10	3, 4, 5, 9, 10		1, 2, 5	
Freedom of Press	1, 2, 7				2
Freedom of Assembly	3, 7	7	1, 2, 4		
Freedom of Petition	1, 3, 7	1, 2, 4	1, 2, 4	1, 2	
<b>Middle</b>					
Freedom of Speech	5, 6, 7	3		1, 2	
Freedom of Press	1, 2, 7	1, 2, 4	1, 3, 4, 6		
Freedom of Assembly	1, 2, 5, 6, 7, 9	1, 2, 4	1, 3, 4, 6	1, 2	
Freedom of Petition	1, 2, 5, 6, 7, 9	1, 2, 4	1, 3, 4, 6	1, 2	
<b>Middle/High</b>					
Freedom of Religion	1, 3, 4, 5, 7, 10			3, 6	
<b>High School</b>					
Freedom of Speech	1, 2, 5, 6, 9, 10	1, 2, 4, 5, 7, 9, 10		1, 2	
Freedom of Press	1, 2, 7	1, 2, 4	1, 3, 4, 6		
Freedom of Assembly & Freedom of Petition	1, 2, 5, 6, 7, 9	1, 2, 4	1, 3, 4, 6	1, 2	

Before beginning this unit, the teacher should introduce the First Amendment and the five freedoms by conducting an informal assessment of what students know. Results can be compared with what they learn and know after the unit. The Anticipation Guide on the next page is a comprehension strategy that will help students organize and analyze content. Students must read the statements and determine to which freedom a statement applies. As students work with partners, they should indicate their responses in the left-hand columns. In the right-hand columns, they should indicate which selection is correct after the teacher explains the concept. This is a great way for teachers to complete formative assessments and use data to drive instruction and outcome-based assessments.

# Anticipation Guide

## DIRECTIONS:

The following statements are based on the rights in the First Amendment. Use a check mark (✓) to indicate your response in the left-hand columns. Use a star (★) to indicate the correct response in the right-hand columns.

BEFORE						AFTER				
FR	FS	FPR	FA	FPE	STATEMENTS	FR	FS	FPR	FA	FPE
					This freedom allows journalists to write without governmental interference.					
					This freedom allows students to share their opinions without governmental interference.					
					This freedom allows students to support a cause without governmental interference.					
					This freedom allows students to attend sporting events without governmental interference.					
					This freedom allows students to worship without governmental interference.					

**FR:** *Freedom of Religion*

**FS:** *Freedom of Speech*

**FPR:** *Freedom of Press*

**FA:** *Freedom of Assembly*

**FPE:** *Freedom of Petition*

## Freedom of Religion

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

— *First Amendment of the U.S. Constitution*

### INTRODUCTORY MATERIAL

#### Grade Level:

*Elementary School Social Studies*

#### OBJECTIVES:

The student will be able to:

- Ask questions related to freedom of religion.
- Incorporate personal values into the freedom of religion.
- Analyze a news story involving religion.
- Summarize a news story.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

##### *Range of Reading and Level of Text Complexity*

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### MATERIALS:

- Newspaper
- Notebook paper or white paper
- Question Tracker
- Summary Rubric
- Chart paper, chalkboard or whiteboard



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# LESSON DEVELOPMENT

## Anticipatory Set:

The teacher will show the Rev. Martin Luther King Jr.'s "I Have a Dream" speech, available at <http://www.usconstitution.net/dream.html>. Scroll down the page to view the text. Lead a discussion about important points of the speech and write students' contributions on the board or chart paper.

## PROCEDURES:

- Write the word VALUES on the board.
- Ask students to think aloud about words, phrases and/or quotes related to values. Record their responses on the board.
- Distribute newspapers.
- Tell students they should search the newspaper for examples of religion/religious values at state, local and international levels. Give an example.
- Tell students to write a one-paragraph summary of the article they have selected.
- After they finish writing, students should work in pairs and ask each other three questions about the articles and personal summaries. Students should use the Question Tracker to write their questions.

- Each person should "question the author" by submitting one question to the teacher for further discussion.

## Closure:

Ask students to think about this statement: "Character is higher than intellect." Lead a discussion involving this question: "Does character/value have an impact on freedom of religion?"

## Student Evaluation:

Students will be formally assessed on the one-paragraph article summary using the Summary Rubric.

## Adaptations:

ELL students and those with special learning needs should work with partners and write multiple drafts of their article summaries. Consider letting them ask two questions of their partners on the Question Tracker.

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## Question Tracker

Question #1	Question #2	Question #3

**Question for teacher:**

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## Summary Rubric

Criteria	10	5	0
<b>Content</b>	Summary is highly detailed and related to the article.	Summary is somewhat detailed and related to the article.	Summary is not detailed or not related to the article.
<b>Mechanics</b>	No more than one spelling error.	Two or three spelling errors.	Four or more spelling errors.
<b>Mechanics</b>	No more than one error in capitalization and/or grammar.	Two or three errors in capitalization and/or grammar.	Four or more errors in capitalization and/or grammar.
<b>Summary</b>	Summary includes an appropriate and accurate summary of main idea(s) in two or more paragraphs.	Summary includes a somewhat appropriate and accurate summary of main idea(s) in two paragraphs.	Summary does not include an appropriate and accurate summary of main idea(s) or is not two paragraphs long.

**Total:** \_\_\_\_\_ / 40 points

**Teacher's comments:**

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## INTRODUCTORY MATERIAL

### Grade Level:

*Middle and High School Social Studies*

### OBJECTIVES:

#### The student will be able to:

- Select articles related to freedom of religion by using headlines of various news stories.
- Determine and demonstrate knowledge about religion using the themes of Christianity, Islam and Judaism.
- Apply headlines related to Christianity, Islam and Judaism to an instructional worksheet.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Language

##### *Knowledge of Language*

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### *Vocabulary Acquisition and Use*

- 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### *Craft and Structure*

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

##### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

##### *Range of Reading and Level of Text Complexity*

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

### MATERIALS:

- Newspapers
- Freedom of Religion Worksheet
- Overhead projector or document camera

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# LESSON DEVELOPMENT

## Anticipatory Set:

The teacher will introduce this lesson by citing facts about religions throughout the world. Connect these facts with a current or previous social studies lesson. The purpose of using these facts is to interest students in the lesson and provoke thinking about how religion influences history and citizens' rights. With the document camera or overhead projector, display these facts:

- The largest populations of Jewish people live in Israel, followed by the United States.
- About 34,000 Christian denominations exist in the world.
- Of the 1.5 billion Islam followers, 1 billion follow Sunni Islam. Shiite Muslims number approximately 125 million.

## Sources:

[didyouknow.org/fastfacts/religion](http://didyouknow.org/fastfacts/religion)

[www.jewishvirtuallibrary.org/jsource/Judaism/jewpop.html](http://www.jewishvirtuallibrary.org/jsource/Judaism/jewpop.html)

## PROCEDURES:

- Distribute newspapers and have students search for headlines involving Christianity, Islam and/or Judaism. ELL students and those with special learning needs should work with strong readers.
- With the document camera or overhead projector, model how to find articles involving freedom of religion. Explain that the model article cannot be used for this activity.

- Explain that this activity will be done independently.
- Distribute the Freedom of Religion Worksheet.
- Tell students to write the headlines in the appropriate column.
- Give students 20-25 minutes for this activity. Explain that on the back of the worksheet, they must write six things they learned.
- Discuss what students learned and whether they can connect that to anything they learned in social studies.
- Collect students' responses at the end.

## Closure:

Ask students to identify six things they learned from the three articles selected. They can write those on the back of the worksheet.

## Student Evaluation:

Students can be informally assessed by ensuring that they are posting headlines under the correct religion. Ask students throughout the activity whether they are having issues with identifying headlines or different concepts involving freedom of religion.

## Adaptations:

ELL students and those with special learning needs should work with partners and with one or two articles.

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# Freedom of Religion Worksheet

Name: \_\_\_\_\_

## DIRECTIONS:

Select three newspaper articles related to Christianity, Islam and Judaism. Write the headline from each article in the column for the religion it matches. After you finish reading, write six things you learned from the three articles on the back of this worksheet.

Christianity	Islam	Judaism

# Freedom of Speech

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

— *First Amendment of the U.S. Constitution*

## INTRODUCTORY MATERIAL

### Grade Level:

*Elementary School Social Studies*

### OBJECTIVES:

#### The student will be able to:

- Incorporate personal experience with newspapers.
- Differentiate between appropriate and inappropriate behaviors.
- Design comic strips related to personal experience about appropriate and inappropriate behavior.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### *Vocabulary Acquisition and Use*

- 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing

or speaking to support conclusions drawn from the text.

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

##### *Range of Reading and Level of Text Complexity*

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 3 Write narratives to develop real or imagined experience or events using effective technique, well-chosen details, and well-structured event sequences.

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Research to Build and Present Knowledge**

- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

- 10 Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter

time frames (*a single sitting or a day or two*) for a range of tasks, purposes, and audiences.

**MATERIALS:**

- Newspapers
- Concept map
- Comic handouts using a computer with Internet access (*see note in Procedures*)
- Venn Diagram
- Notebook paper

## LESSON DEVELOPMENT

**Anticipatory Set:**

The teacher will distribute the Venn Diagram. Tell students to think of words/phrases related to appropriate school behavior and write them in the left circle. The right circle is for words/phrases related to appropriate home behavior. The overlapping space will be similarities between appropriate home and school behavior.

**PROCEDURES:**

- Introduce elements of a comic strip. Explain that these items are used frequently in comic strips:
  - Bubbles
  - Captions
  - Frames
  - Pictures
  - Dialogue
- Tell students to revisit words they have written on the Venn Diagram and that those words will be used to create two comic strips.
- Distribute newspapers. Model how to find an example of home behavior using the “funnies” from the newspaper.
- Tell students to draw two comic strips. These should feature behaviors appropriate for school and home. The second should feature behaviors inappropriate for school and home.
- Use ReadWriteThink’s “comic creator” to generate handouts. [**Note:** See [www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html](http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html).]

- Tell students to sketch their comics before creating the handouts.
- Students should answer these questions in their comics:
  - Are school and home behaviors the same?
  - Are school and home behaviors different?
  - Do school/parental rules have an impact on your freedom of speech?
- Collect and display the comic strips in the classroom.

**Closure:**

Lead a class discussion, asking students to cite behaviors appropriate and inappropriate for school and home.

**Student Evaluation:**

Students will be informally assessed on their comic strips. This lesson will be used to teach figurative language and writing across the curriculum.

**Adaptations:**

ELL students and those with special learning needs should work on a comic that displays either appropriate or inappropriate behaviors for school and home.

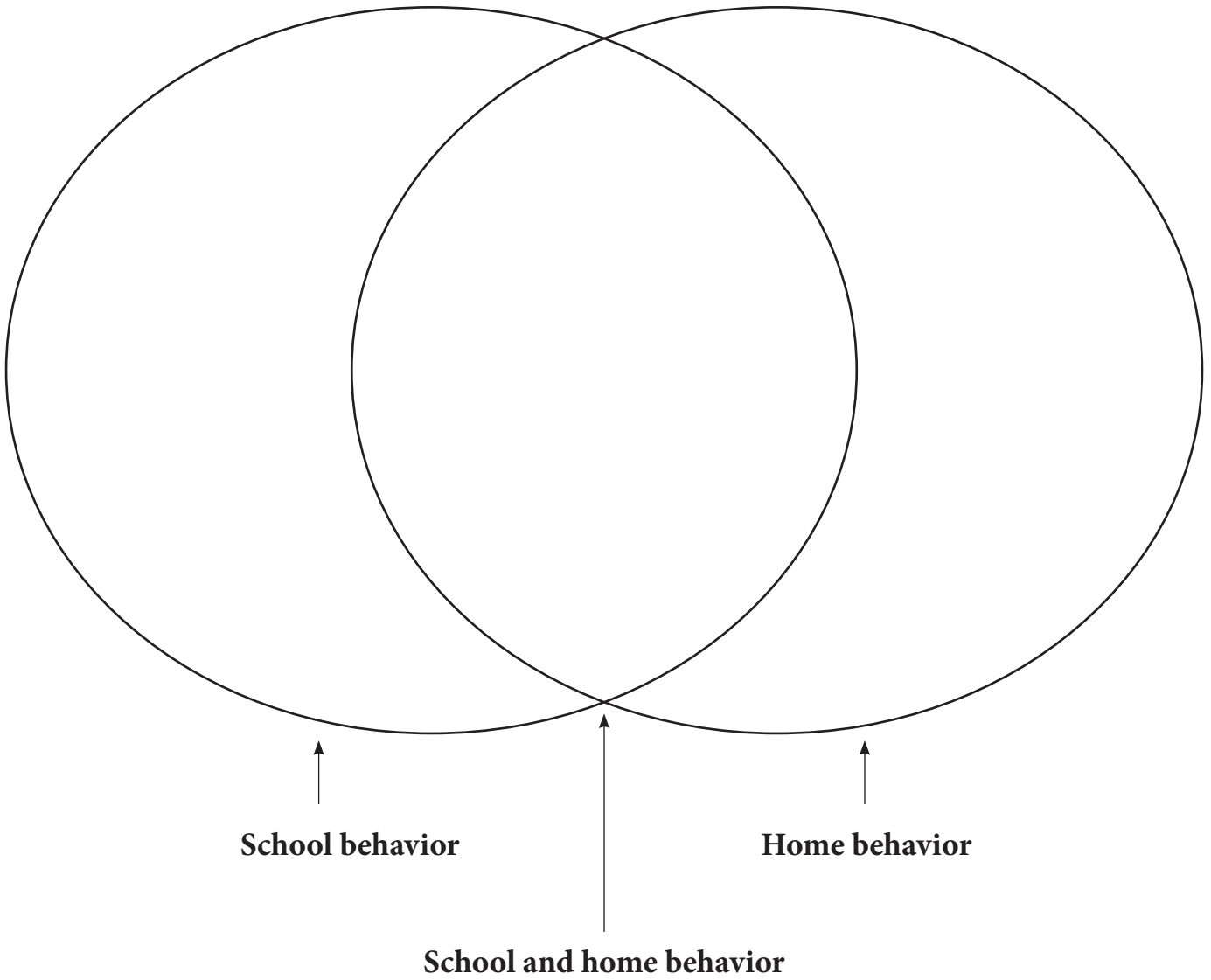
**Resources/References:**

Extend this lesson by visiting [www.firstamendmentcenter.org/](http://www.firstamendmentcenter.org/).



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## Venn Diagram



## INTRODUCTORY MATERIAL

### Grade Level:

*Middle School Social Studies*

### OBJECTIVES:

#### The student will be able to:

- Define *appropriate* and *offensive* and how these terms relate to freedom of speech.
- Apply definitions of words to create a collage based on freedom of speech.
- Select comic strips appropriate to demonstrating freedom of speech.
- Differentiate between *appropriate* and *offensive* using freedom of speech.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### College and Career Readiness Anchor Standards for Reading

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

#### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 3 Write narratives to develop real or imagined experiences or events using technique, well-chosen details and well-structured event sequences.

### MATERIALS:

- Pens, pencils, markers
- Glue
- Newspapers
- Scissors
- Comic strips
- Construction paper
- Chalkboard, whiteboard or chart paper
- Overhead projector or document camera
- Comic Strip Paragraph Rubric

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# LESSON DEVELOPMENT

## Anticipatory Set:

During the first few minutes of class, the teacher will write the following statements on the board and have students share their responses with a neighbor.

- Define appropriate behavior. Give an example of appropriate behavior for school.
- What is inappropriate behavior? Give an example of inappropriate behavior for school.

## PROCEDURES:

- Ask students to keep answers to their questions accessible as you discuss freedom of speech.
- Write FREEDOM OF SPEECH on the board or chart paper. Ask students to brainstorm words that come to mind and share five words with a partner.
- Have students share their answers with the class as you write the words under the heading FREEDOM OF SPEECH. If students have not mentioned “appropriate” or “offensive,” now is the time to write them on the list. Ask students to help define the terms.
- Place a comic strip on the overhead projector or document camera for student viewing. If neither is available, distribute a copy to each group of students.
- Ask students to identify a person or group of people the strip might offend. How might the information be misconstrued?
- Have students work with a partner or small group to find a comic strip that is appropriate and another that may be considered offensive.

- Distribute scissors, glue, construction paper and plain white paper for student posters.
- Require students to write a small paragraph explaining how they determined whether the comic was appropriate for school. Review the Comic Strip Paragraph Rubric.
- Ask students to glue or staple the response to the poster that they have created.
- Display the posters to show examples of freedom of speech and how it relates to the school environment.

## Closure:

Students should briefly discuss this question: Do you think that school rules violate your freedom of speech?

## Student Evaluation:

Students will be informally assessed on the importance of using appropriate comments/behavior through use of freedom of speech. Formally, students will be assessed using the Comic Strip Paragraph Rubric.

## Adaptations:

ELL students and those with special learning needs should work with strong readers. Monitor their progress by asking questions and explaining concepts. Instead of writing a paragraph, ELL students may explain their comic aloud to the teacher.

## Comic Strip Paragraph Rubric

Criteria	10	5	0
<b>Content</b>	Paragraph is highly descriptive and thoroughly explains the comic strip and how it relates to freedom of speech.	Paragraph is somewhat descriptive <i>or</i> somewhat explains the comic strip. Paragraph sufficiently explains how it relates to freedom of speech.	Paragraph is not descriptive and does not explain the comic strip. Paragraph does not explain how it relates to freedom of speech.
<b>Mechanics</b>	No more than one error in capitalization, punctuation and/or grammar.	Two or three errors in capitalization, punctuation and/or grammar.	Four or more errors in capitalization, punctuation and/or grammar.
<b>Spelling</b>	No spelling errors.	One spelling error.	Two or more spelling errors.

**Total:** \_\_\_\_\_ / 30 points

**Teacher's comments:**

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## INTRODUCTORY MATERIAL

### Grade Level:

*High School Social Studies*

### OBJECTIVES:

#### The student will be able to:

- Prepare a report about an issue related to freedom of speech.
- Analyze various documents to produce a report related to freedom of speech.
- Evaluate himself/herself and peers by peer-reviewing another report.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

- 6 Assess how point of view or purpose shapes the content and style of a text.

##### *Integration of Knowledge and Ideas*

- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the authors take.

##### *Range of Reading and Level of Text Complexity*

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

##### *Research to Build and Present Knowledge*

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- 10 Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of tasks, purposes, and audiences.

### **MATERIALS:**

- Computers with Internet access
- Newspapers
- Paper
- Freedom of Speech Rubric
- Chart paper, chalkboard or whiteboard

## **LESSON DEVELOPMENT**

### **Anticipatory Set:**

The teacher will generate discussion by asking students to brainstorm responses to this question: Do any recent publications or news stories have an impact on rights and responsibilities of freedom of speech? Record students' responses on chart paper or the board.

### **PROCEDURES:**

- To complete this activity, have one week's supply of newspapers and access to the Internet. [**Note:** *This lesson will require two or three days.*]
- Ask students to think of a topic that affects freedom of speech. Examples are music, art and political opinions.
- Tell students to read the newspaper and use articles from [50states.com](http://50states.com) or other online resources to complete a paper on a central theme related to freedom of speech.
- Tell students to write a three- or four-page paper using these questions:
  - What are issues surrounding freedom of speech?
  - Do the issues have a historical connection?
  - What is your opinion about the freedom of speech issue?
- The paper should include these components:
  - Topic or thesis sentence explaining the report's purpose
  - Introductory paragraph setting tone and purpose
  - Three body paragraphs answering/outlining questions above

- A closing paragraph summarizing the report's key points
- A bibliography including *all* sources used.
- Tell students to complete this paper independently.

### **Closure:**

Extend this activity by conducting a peer review/reading session. Have pairs of students exchange papers and ask them to write three things they learned from the other student's paper. Have students write any comments or questions about the paper they are reviewing.

### **Student Evaluation:**

Students will be formally assessed using the Freedom of Speech Rubric that focuses on the style and craft of writing.

### **Adaptations:**

ELL students and those with special learning needs should be given extended time and reduced requirements for this assignment. They should be given the assignment in small amounts – requiring them to write their thesis statement and, with the teacher's approval, their introductory paragraph and more. Allow students to write only one body paragraph. Allow students struggling to write to present their findings to the class aloud or in an audio recording.

## Freedom of Speech Rubric

As an investigative journalist, you have been selected to write a report on an issue pertaining to freedom of speech. The editor of your local newspaper asks that you write a three- to four-page report answering these questions:

- What are the issues surrounding freedom of speech?
- Is there a historical connection for the issue?
- What is your opinion about the freedom of speech issue?

**The report must include these items:**

- Topic or thesis sentence explaining the report's purpose

- Introductory paragraph setting tone and purpose
- Three body paragraphs answering/outlining the three questions
- Closing paragraph summarizing the report's key points
- Bibliography including *all* sources used.

A peer must review your report. The reviewer must include comments or questions for you and list three items learned from your paper.

Criteria	10	5	3	1
<b>Content</b>	Content was a highly comprehensive argument including evidence from the newspaper.	Content was organized with somewhat meaningful statements from the newspaper.	Content was unorganized but used some statements from the newspaper.	Content was unorganized with no supporting evidence from the newspaper.
<b>Organization</b>	Student completed a highly organized paper with all requirements.	Student completed the paper with one or two requirements missing.	Student completed the paper with three or four requirements missing.	Paper was very unorganized with no requirements satisfied.
<b>Grammar</b>	No grammatical errors.	Two to four grammatical errors.	Five to seven grammatical errors.	Eight or more grammatical errors.
<b>Mechanics</b>	Student was effective in delivery with clear syntax and sentence structure.	Student was somewhat effective with syntax and sentence structure.		Student was ineffective with syntax and sentence structure.

**Total:** \_\_\_\_\_ / 40 points

**Teacher's comments:**

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## Freedom of Press

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

— *First Amendment of the U.S. Constitution*

### INTRODUCTORY MATERIAL

#### Grade Level:

*Elementary School Social Studies*

#### OBJECTIVES:

The student will be able to:

- Research various choices offered in the newspaper.
- Participate in a discussion about the meaning of everyday choices.
- Complete a worksheet about choices in the newspaper.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

##### **Common Core State Standards for Mathematics**

##### *Number and Operations in Base Ten*

- 2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

#### MATERIALS:

- Circulars and classified ads from the newspaper
- Freedom of Press: Choices and Options Worksheet
- Adapted Freedom of Press: Choices and Options Worksheet
- Chalkboard or whiteboard
- Newspapers
- Computer with Internet access (for extension activity)



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# LESSON DEVELOPMENT

## Anticipatory Set:

The teacher will open class with discussion of this statement written on the board: What choices do we make on a daily basis as elementary school students? Ask students to brainstorm ideas and write them on a sheet of paper. Share some of their responses by writing them on the board.

## PROCEDURES:

- Distribute newspapers to each student. Tell students they can work independently or with a partner.
- Model how to search for advertisements in circulars and classifieds. Explain that freedom of press grants us this right.
- Explain to students that companies have the right to advertise and sell products at a fair price. For example, Best Buy can sell a television for \$400 while Kmart can sell the same one for \$350.
- Ask students questions related to layout and content of certain classified ads.
- Distribute the Freedom of Press: Choice and Options Worksheet. Explain that the goal is to see how many options and choices are available through the press.

- Ask students to write where they found answers to the questions – for example, circulars, classifieds, the name of a store, etc.
- Extend this activity by showing students that with freedom of press, we have the same options available on the Internet. Ask students to share choices they found in the circulars/classifieds and see whether they are available on the Internet.

## Closure:

Ask students to reiterate the meaning of choices and to determine how that affects their lives.

## Student Evaluation:

Students will be formally assessed with a question-and-answer activity guide. This worksheet focuses on choices we can make freely within American society by using the newspaper.

## Adaptations:

ELL students and those with special learning needs should work with a partner and answer a reduced amount of questions on the choices worksheet. An alternate version of the worksheet is provided (*Adapted Freedom of Press: Choice and Options*).

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## Freedom of Press: Choice and Options

Name: \_\_\_\_\_

### DIRECTIONS:

For each set of questions, write one source and its location.

1. Your next-door neighbor has asked you to go to the grocery store and buy deodorant, shampoo, toothpaste and body wash (indicate brands and prices). Your neighbor would like you to find these for less than \$15.

Source: \_\_\_\_\_

Brands and prices: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The teacher is seeking things to post on classroom bulletin boards and asks that you spend no more than \$35. Include what you are buying.

Source: \_\_\_\_\_

Items: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The teacher wants a new car and believes that a reasonably priced one costs less than \$24,000. Using the classifieds, locate a car for that amount. Include price and dealership.

Source: \_\_\_\_\_

Price and dealership: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. A family member wants a new television and thinks a reasonable price is less than \$800. Using the classifieds and circulars, locate one (include brand with price).

Source: \_\_\_\_\_

Brand and price: \_\_\_\_\_

\_\_\_\_\_

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## Freedom of Press: Choice and Options (Adapted)

Name: \_\_\_\_\_

### DIRECTIONS:

For each set of questions, write one source and its location.

1. Your next-door neighbor has asked you to go to the grocery store and buy deodorant, shampoo, toothpaste and body wash (indicate brands and prices). Your neighbor would like you to find these for less than \$15.

Source: \_\_\_\_\_

Brands and prices: \_\_\_\_\_

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2. A family member wants a new television and thinks a reasonable price is less than \$800. Using the classifieds and circulars, locate one (include brand and price).

Source: \_\_\_\_\_

Brand and price: \_\_\_\_\_

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## INTRODUCTORY MATERIAL

### Grade Level:

*Middle School Social Studies*

### OBJECTIVES:

#### The student will be able to:

- Differentiate between fact and opinion.
- Organize a presentation about fact and opinion.
- Conduct research using the newspaper.
- Outline the research in a presentation.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### MATERIALS:

- Various news stories from the newspaper
- Computers with Microsoft PowerPoint
- Fact and Opinion Practice Sheet
- Freedom of Press Handout and Rubric
- Newspapers

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# LESSON DEVELOPMENT

## Anticipatory Set:

The teacher will distribute the Fact and Opinion Practice Sheet containing statements that are examples of fact and opinion. The teacher will introduce students to Microsoft PowerPoint software. [**Note:** Lesson may require two or three days.]

## PROCEDURES:

- Require students to read each statement on the Fact and Opinion Practice Sheet with a partner and determine whether the statement is fact or opinion. Students should place a check mark in the appropriate left-hand column if the statement is fact or opinion.
- Discuss the sheet with the class and explain to students what constitutes a fact and what constitutes an opinion.
- Model a PowerPoint presentation and tell students they will create a presentation about a political article. The presentation will be four or five slides in which the following must be included:
  - Title slide: your name, article title, author's name, newspaper name
  - First slide: three facts from the article
  - Second slide: three opinions from the article
  - Third slide: turning the opinions into facts
  - Fourth slide: questions for the author.

- Ask students to find a story in the newspaper related to local or national politics.
- Tell students they will be giving a short speech about the article they read.
- Require students to turn their opinions into facts by researching factual statements or using the dictionary and thesaurus to make the statements of opinion more objective.

## Closure:

Facilitate discussion about fact and opinion in politics and how it affects freedom of press. Reiterate concepts of fact and opinion and how they can create bias and stigma in writing.

## Student Evaluation:

Students will be formally assessed on presentation skills (rubric included). They will also be graded on PowerPoint presentations according to guidelines on the Freedom of Press Handout.

## Adaptations:

ELL students and those with special learning needs should work with a partner. The grading rubric should be adapted for them by reducing the number of requirements and points needed. Students will be graded according to guidelines within the Freedom of Press Adapted Handout.

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## Fact and Opinion Practice Sheet

Fact	Opinion	Statement
		The White House is the best-designed building in the United States.
		The capital of Pennsylvania is Harrisburg.
		Franklin Roosevelt was the longest-serving president of the United States.
		Cedar Point is the greatest amusement park in the United States.
		The secretary believes that the Internet is the worst invention on Earth.
		Barack Obama is the 44th president of the United States.

## Freedom of Press Handout

After using the newspaper and evaluating facts and opinions of a story related to politics, you will create a presentation about the story. The presentation will consist of four or five PowerPoint slides that you will use during a speech of two to four minutes. The rubric below outlines how you will be evaluated. The presentation must include these items:

- Title slide: your name, article title, author's name, newspaper name
- First slide: three facts from the article
- Second slide: three opinions from the article
- Third slide: turning the opinions into facts
- Fourth slide: questions for the author.

### Freedom of Press Rubric

Criteria	4	3	2	1
<b>Content</b>	Content was a highly comprehensive argument that included evidence from the newspaper.	Content was organized with somewhat meaningful statements from the newspaper.	Content was unorganized but used some statements from the newspaper.	Content was unorganized with no supporting evidence from the newspaper.
<b>Organization</b>	Student was highly organized in not reading from the presentation or using notes.			Student was very unorganized in not having the presentation or using notes.
<b>Speaking</b>	Student spoke enthusiastically during the presentation.		Student mumbled during the presentation.	Student refused to present the project.
<b>Time Management</b>	Student spoke within the allotted time.	Student exceeded allotted time by one minute.	Student exceeded allotted time by two minutes.	Student exceeded allotted time by three minutes or did not speak.
<b>PowerPoint Presentation</b>	Student was effective in delivering the PowerPoint presentation by meeting all requirements.		Student completed the PowerPoint presentation with some requirements.	Student did not complete the PowerPoint presentation.

**Total:** \_\_\_\_\_ / 20 points

**Teacher's comments:**

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## Freedom of Press Adapted Handout

After using the newspaper and evaluating facts and opinions of a story related to politics, you will create a presentation about the story. The presentation will consist of three or four PowerPoint slides that you will use during a speech of one to three minutes. The rubric below outlines how you will be evaluated. The presentation must include these items:

- Title slide: your name, article title, author's name, newspaper name
- First slide: one or two facts from the article
- Second slide: one or two opinions from the article
- Third slide: questions for the author.

## Freedom of Press Adapted Rubric

Criteria	3	2	1
<b>Content</b>	Content was a highly comprehensive argument that included evidence from the newspaper.	Content was unorganized but used some statements from the newspaper.	Content was unorganized with no supporting evidence from the newspaper.
<b>Organization</b>	Student was highly organized in not reading from the presentation or using notes.		Student was very unorganized in not having the presentation or using notes.
<b>Speaking</b>	Student spoke enthusiastically during the presentation.	Student mumbled during the presentation.	Student refused to present the project.
<b>Time Management</b>	Student spoke within the allotted time.	Student exceeded allotted time by two minutes.	Student exceeded allotted time by three minutes or did not speak.
<b>PowerPoint Presentation</b>	Student was effective in delivering the PowerPoint presentation by meeting all requirements.	Student completed the PowerPoint presentation with some requirements.	Student did not complete the PowerPoint presentation.

**Total:** \_\_\_\_\_ / 15 points

**Teacher's comments:**

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## INTRODUCTORY MATERIAL

### Grade Level:

High School Social Studies

### OBJECTIVES:

The student will be able to:

- Summarize a newspaper article to use for a debate.
- Apply previous knowledge to construct a debate.
- Justify an opinion on a particular topic using the newspaper.
- Prioritize arguments related to freedom of press.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- 1 Read specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Integration of Knowledge and Ideas

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- 4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Writing

#### Text Types and Purposes

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### MATERIALS:

- Various news stories from the newspaper
- Index cards
- Highlighters
- Chalkboard or whiteboard
- Freedom of Press Rubrics
- Newspapers

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# LESSON DEVELOPMENT

## Anticipatory Set:

During the introduction, the teacher will write the word **CONTROVERSY** on the board. The teacher will ask students to think about the word and its meaning in American society and will then foster discussion based on the word.

## PROCEDURES:

- Ask students to find a story in the newspaper about a controversial event that occurred in their community or nationally.
- Distribute highlighters and tell students to indicate important events that led to the controversial event.
- Engage students in conversation about the importance of debating critical issues in the community. It is important to remind students that all are entitled to an opinion.
- Tell students they will participate in a debate among peers. This debate will be centered on the controversial community event.
- Facilitate a class vote to find an article to debate. Write names of the articles on the board and tally votes.
- Divide students into three groups. The first will argue in favor, the second will be against and the third will be moderate.
- Distribute index cards so students can organize their arguments into positions they believe are important.

- Organize the classroom into three sections so debate teams can arrange themselves accordingly.
- Distribute and discuss the rubric that will explain the content requirements and grading scale.
- Students should begin the debate, arguing their assigned positions.

## Closure:

Summarize arguments presented and ask students what they learned from the opposing teams. Write those comments on the board.

## Student Evaluation:

Students will be formally assessed on speaking and debating skills using the Freedom of Press Rubric. Also, cite strengths and weaknesses of each debate team.

## Adaptations:

ELL students and those with special learning needs should work with a partner. Students will be graded according to guidelines on the Freedom of Press Adapted Rubric. Also, work with these students to identify themes or topics with which they are struggling.

## Freedom of Press Rubric

Criteria	4	3	2	1
<b>Content</b>	Debate was a highly comprehensive argument that included evidence from the newspaper.	Debate was organized with somewhat meaningful content from the newspaper.	Debate was unorganized but used some content from the newspaper.	Debate was unorganized with no supporting evidence from the newspaper.
<b>Organization</b>	Student was highly organized in not using index cards.	Student was organized but depended on index cards to articulate the argument.		Student was very unorganized.
<b>Speaking</b>	Student spoke enthusiastically during the debate.		Student spoke minimally during the debate.	Student did not speak.
<b>Teamwork</b>	Student participated in the debate by effectively communicating with other members.		Student participated in the debate by contributing ideas.	Student did not participate.

**Total:** \_\_\_\_\_ / 16 points

**Teacher's comments:**

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## Freedom of Press Adapted Rubric

Criteria	3	2	1
<b>Content</b>	Debate was a highly comprehensive argument that included evidence from the newspaper.	Debate was organized with somewhat meaningful content from the newspaper.	Debate was unorganized with no supporting evidence from the newspaper.
<b>Organization</b>	Student was highly organized in not using index cards.	Student was organized but depended on index cards to articulate the argument.	Student was very unorganized.
<b>Speaking</b>	Student spoke enthusiastically during the debate.	Student spoke minimally during the debate.	Student did not speak.
<b>Teamwork</b>	Student participated in the debate by effectively communicating with other members.	Student participated in the debate by contributing ideas.	Student did not participate.

**Total:** \_\_\_\_\_ / 12 points

**Teacher's comments:**

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## *Freedom of Assembly and Freedom of Petition*

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

— *First Amendment of the U.S. Constitution*

## *Freedom of Assembly*

### INTRODUCTORY MATERIAL

#### Grade Level:

*Elementary School Social Studies*

#### OBJECTIVES:

The student will be able to:

- Search the newspaper for various community events.
- Organize and categorize community events using the Freedom of Assembly Organizational Chart.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Writing

##### *Research to Build and Present Knowledge*

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### MATERIALS:

- Newspapers
- Freedom of Assembly Organizational Chart
- Scissors and glue (optional)
- Overhead projector or document camera
- Chart paper

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## LESSON DEVELOPMENT

### Anticipatory Set:

[*Note: This should be taught before the Freedom of Petition lesson.*] The teacher will ask students to brainstorm about various events where people assemble or meet and will write their answers on the board. The teacher also will take a vote to see where elementary school students gather frequently. The teacher can make a chart documenting this information on chart paper, or use an overhead projector or a document camera to show it.

### Math Connection:

Develop a bar graph for student analysis.

### PROCEDURES:

- Distribute newspapers and demonstrate where to find community events by using an overhead projector or document camera.
- Require students to read through the community events.
- Ask students to identify and categorize different types of events on the Freedom of Assembly Organizational Chart.
- Ask students to cut out the event or write it on the organizational chart. Model an example.

- Tell students they can work independently or in small groups.
- Collect the organizational chart at lesson's end. Use it for the Freedom of Petition lesson.
- Ask students to identify and speculate about any community events that may meet community opposition.

### Closure:

Tell students to save their answers because this lesson will be extended to the Freedom of Petition Activity. Ask for an example of each event.

### Student Evaluation:

Students will be informally assessed as the teacher monitors them and answers questions about content and expectations.

### Adaptations:

This lesson may be done independently or with a partner. If taught independently, ELL students and those with special learning needs should work with a stronger reader and someone who can answer questions.

# Freedom of Assembly Organizational Chart

Name: \_\_\_\_\_

**DIRECTIONS:**

Search the newspaper for different types of events. In the first row, note the event category (political, religious, sports, etc.). In the second, note the name, location and date of the event.

	Political	Religious	Sports	Community	Education
Event category					
Event name, location, date					

## INTRODUCTORY MATERIAL

### Grade Level:

*Elementary School Social Studies*

### OBJECTIVES:

The student will be able to:

- Identify a community event that is important at the local level.
- Integrate and connect prior knowledge using the Freedom of Assembly lesson.
- Demonstrate ability to petition local lawmakers using newspaper articles.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Language

#### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### College and Career Readiness Anchor Standards for Reading

#### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### *Presentation of Knowledge and Ideas*

- 4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### College and Career Readiness Anchor Standards for Writing

#### *Text Types and Purposes*

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### MATERIALS:

- Newspapers
- Freedom of Assembly Organizational Chart (previous lesson)
- Freedom of Assembly Rubric
- Freedom of Assembly Adapted Rubric
- Construction paper
- Scissors
- Glue
- Paper



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# LESSON DEVELOPMENT

## Anticipatory Set:

[*Note: This should be taught after the Freedom of Assembly lesson.*] The teacher will discuss some of the community events that students found in the Freedom of Assembly lesson.

## PROCEDURES:

- Distribute organizational charts from the Freedom of Assembly lesson.
- Ask individual students or groups to select a community event from that lesson that is meaningful to their lives.
- Tell students they are creating a poster in which these criteria must be present:
  - Name of the event
  - Location of the event
  - Date of the event
  - Picture describing the event.
- Tell students they must write a short letter to the mayor or city council explaining the impact of this event on their personal lives and how the community can contribute to the event.
- Have students glue the letter to the poster.
- Collect posters at the end of class.
- Extend the activity by placing students into groups with similar community events. Students should discuss the importance of the event and how they petitioned their local lawmaker to use their right to assemble at this community event.

## Closure:

This lesson is a continuation of the Freedom of Assembly lesson. Each student should answer this question: If the government controlled your right to assemble, would you petition your local lawmaker to change that law?

## Student Evaluation:

Students will be formally assessed by writing about the importance of a community event from the Freedom of Assembly lesson using the Freedom of Assembly Rubric.

## Adaptations:

This lesson may be done independently or with a partner. If it is taught independently, ELL students and those with special learning needs should work with a stronger reader and someone who can answer questions. Students can be assessed with the Freedom of Assembly Adapted Rubric. Reduction of requirements can also be an adaptation.

## Freedom of Assembly Rubric

Criteria	10	5	0
<b>Content</b>	Letter is highly descriptive, explaining the poster thoroughly and how it relates to freedom of assembly.	Letter is somewhat descriptive <i>or</i> somewhat explains the poster. Letter sufficiently explains how it relates to freedom of assembly.	Letter is not descriptive and does not explain the poster. Letter does not explain how it relates to freedom of assembly.
<b>Mechanics</b>	No more than one error in capitalization, punctuation and/or grammar.	Two or three errors in capitalization, punctuation and/or grammar.	Four or more errors in capitalization, punctuation and/or grammar.
<b>Spelling</b>	No spelling errors.	One spelling error.	Two or more spelling errors.

**Total:** \_\_\_\_\_ / 30 points

**Teacher's comments:**

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## Freedom of Assembly Adapted Rubric

Criteria	5	3	0
<b>Content</b>	Paragraph is highly descriptive, explaining the poster thoroughly and how it relates to freedom of assembly.	Paragraph is somewhat descriptive or somewhat explains the poster. Paragraph sufficiently explains how it relates to freedom of assembly.	Paragraph is not descriptive and does not explain the poster. Paragraph does not explain how it relates to freedom of assembly.
<b>Mechanics</b>	No more than one error in capitalization, punctuation and/or grammar.	Two to four errors in capitalization, punctuation and/or grammar.	Five or more errors in capitalization, punctuation and/or grammar.
<b>Spelling</b>	No spelling errors.	One to three spelling errors.	Four or more spelling errors.

**Total:** \_\_\_\_\_ / 15 points

**Teacher's comments:**

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## INTRODUCTORY MATERIAL

### Grade Level:

*Middle School Social Studies*

### OBJECTIVES:

#### The student will be able to:

- Summarize important information about a problem affecting the local or state community.
- Role-play a mock town hall meeting based on the problem.
- Participate in a mock vote based on the problem.
- Design a poster about the event that is deemed the most important in the class vote.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

- 6 Assess how point of view or purpose shapes the content and style of a text.

##### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the authors take.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### *Presentation of Knowledge and Ideas*

- 4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **MATERIALS:**

- Shoebox
- Strips of paper
- Chalkboard, whiteboard or chart paper
- Freedom of Assembly Question Sheet
- Paper for poster
- Materials from middle school Freedom of Petition lesson
- Freedom of Assembly Rubrics
- Computer with Internet access (for extension activity)

## LESSON DEVELOPMENT

### **Anticipatory Set:**

[*Note: This lesson should be taught after the Freedom of Petition lesson.*] The teacher will open with a mock voting demonstration. The class will vote on this topic: What is your favorite story? The teacher will tally votes and announce the winner.

### **PROCEDURES:**

- Students should assemble in their respective teams to discuss the event from the Freedom of Petition lesson.
- Students will add the following to their argument:
  - What event or events led to the selection of your topic or theme?
  - Was the event peaceful or riotous?
- The selected representative should speak on key points of the issue selected by the team.
- The representative should respond to all questions that the audience may ask or want to discuss further. Distribute the question sheet for each team with these queries:
  - What were the main points of the opposing team's arguments?
  - Would you support this event? Why or why not? Support your viewpoint with arguments by the team captain.
  - Where and when did the event occur? What led up to the event?
  - What questions do you have for the opposing team's captain?
  - What groups of people would oppose the event? What groups would support it?
- Students should assemble for a class vote on the topic/theme they think is most important.

- Distribute strips of paper and tell students they should indicate the one topic they consider to be the most important. Each student should drop the strip into the voting shoebox.
- Select a student to count votes and have another person tally votes to ensure accuracy.
- Students should create a newspaper article or ad inviting the community to a town hall meeting about the topic voted the most important. It must include these items:
  - Date
  - Time
  - Location
  - Title of event
  - Brief description of event

### **Closure:**

Students vote on the most important topic/theme from the Freedom of Petition Lesson. Ask this question: According to freedom of assembly, U.S. citizens can hold peaceful gatherings. Using topics and themes from the previous lesson, what could be considered a riotous demonstration?

### **Student Evaluation:**

Students will be assessed on mock argument skills. This speech will be used as practice for them to learn how to lobby constituents for support in the community. The Freedom of Assembly Rubrics can be used for assessment.

### **Adaptations:**

ELL students and those with special learning needs should be given extended time and reduced requirements. They should be given the assignment in small amounts. If a student struggles with writing, allow presentation of findings to the class orally or by audio recording.

### **Resources/References:**

Extend this lesson with [www.glogster.com](http://www.glogster.com) and [www.wallwisher.com](http://www.wallwisher.com).

## Freedom of Assembly Rubric

Criteria	4	3	2	1
<b>Content</b>	Debate was a highly comprehensive argument that included evidence from the newspaper.	Debate was organized with somewhat meaningful content from the newspaper.	Debate was unorganized but used some content from the newspaper.	Debate was unorganized with no supporting evidence from the newspaper.
<b>Organization</b>	Student was highly organized in not using index cards.	Student was organized but depended on index cards to articulate the argument.		Student was very unorganized.
<b>Speaking</b>	Student spoke enthusiastically during the debate.		Student spoke minimally during the debate.	Student did not speak.
<b>Teamwork</b>	Student participated in the debate by communicating effectively with other members.		Student participated in the debate by contributing ideas.	Student did not participate.

**Total:** \_\_\_\_\_ / 16 points

**Teacher's comments:**

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## Freedom of Assembly Adapted Rubric

Criteria	3	2	1
<b>Content</b>	Debate was a highly comprehensive argument that included evidence from the newspaper.	Debate was organized with somewhat meaningful content from the newspaper.	Debate was unorganized with no supporting evidence from the newspaper.
<b>Organization</b>	Student was highly organized in not using index cards.	Student was organized but depended on index cards to articulate the argument.	Student was very unorganized.
<b>Speaking</b>	Student spoke enthusiastically during the debate.	Student spoke minimally during the debate.	Student did not speak.
<b>Teamwork</b>	Student participated in the debate by communicating effectively with other members.	Student participated in the debate by contributing ideas.	Student did not participate.

**Total:** \_\_\_\_\_ / 12 points

**Teacher's comments:**

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## Freedom of Assembly Question Sheet

1. What were the main points of the opposing team's arguments?

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2. Would you support this event or not? Why? Support your viewpoint with arguments by the team captain.

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3. Where and when did the event occur? What led up to the event?

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4. What questions do you have for the opposing team's captain?

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5. What groups of people would oppose the event? What groups would support the event?

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## INTRODUCTORY MATERIAL

### Grade Level:

*Middle School Social Studies*

### OBJECTIVES:

#### The student will be able to:

- Choose a topic or theme related to an issue in the local or state community.
- Organize a town hall meeting using important vocabulary and ideas around a central theme.
- Prioritize important arguments around a central idea/theme.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

##### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the authors take.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **MATERIALS:**

- Paper
- Various news stories
- Newspaper

## **LESSON DEVELOPMENT**

### **Anticipatory Set:**

[*Note: This lesson should be taught before the Freedom of Assembly lesson, using several days' worth of newspapers.*] The teacher will open with the song "America (My Country, 'Tis of Thee)" <http://www.hymnsite.com/lyrics/umh697.sht> or "The Star-Spangled Banner" ([www.campusschool.dsu.edu/myweb/the\\_star\\_spangled\\_banner.htm](http://www.campusschool.dsu.edu/myweb/the_star_spangled_banner.htm)). The purpose is to identify freedoms and liberties we are granted as a society.

### **PROCEDURES:**

- Divide students into four teams. Each team must pick a different theme related to an issue in the local or state community.
- Explain that students will participate in a mock town hall meeting in which these items must be discussed:
  - Who are the key individuals in your theme?
  - What caused your theme?
  - What groups did your theme affect?
  - What is the impact on your community?
  - What can students do to help increase awareness of the theme?
- Distribute newspapers and tell students to find articles related to a central theme.
- The theme should be an issue in the local or state community. For example, students could select themes involving public safety, education, taxes, etc.

- Students should write on a sheet of paper words and themes related to the theme.
- Groups of students will select a representative to defend the selected topic. This person should petition the classroom community and seek votes for the task.

### **Closure:**

Tell students they must prepare a short argument to participate in the Freedom of Assembly lesson. Ask them to consider this question: Is freedom of petition related to freedom of speech?

### **Student Evaluation:**

Students will be formally assessed using the Freedom of Assembly Rubrics on pages 46 and 47. Students will assemble to vote on an issue that the class believes is important.

### **Adaptations:**

ELL students and those with special learning needs should submit this assignment in small amounts. They should work with a stronger reader and writer.

## INTRODUCTORY MATERIAL

### Grade Level:

High School Social Studies

### OBJECTIVES:

#### The student will be able to:

- Summarize important information about a problem affecting the local or state community.
- Organize an event using a class wiki or newspaper advertisement about an issue connected to freedom of assembly and freedom of petition.
- Prepare a short argument related to freedom of assembly and freedom of petition.

#### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Language

##### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

- 6 Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the authors take.

#### College and Career Readiness Anchor Standards for Writing

##### Text Types and Purposes

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- 4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **MATERIALS:**

- Newspapers
- Chalkboard, whiteboard or chart paper
- Freedom of Assembly/Freedom of Petition Handout
- Computers with Internet access and Microsoft Word
- Advertisement Rubric
- Oral Presentation Rubric

## **LESSON DEVELOPMENT**

### **Anticipatory Set:**

[*Note: For this lesson, Freedom of Petition and Freedom of Assembly will overlap. This lesson may require several days.*] The teacher will open by writing CIVIL RIGHTS on the board. Students will have five to seven minutes to write everything that comes to mind involving those words.

### **PROCEDURES:**

- Discuss these concepts:
  - Strikes
  - Ceremonies
  - Rallies
  - School board meetings.
- Ask students to define a peaceful and a riotous assembly. Have they witnessed these events?
- Ask students for examples of peaceful and riotous assemblies. Relate this to what students discussed in relation to civil rights. Ask whether these terms have been involved in local events.
- Distribute newspapers and ask students to find examples of strikes, ceremonies, rallies and/or school board meetings.
- Divide students into five teams. Each must find an example of a strike, ceremony, rally, etc.
- Ask students:
  - What caused the strike?
  - What is the rally's significance?
  - What is the topic of discussion at the school board meeting?
  - Does the ceremony at the local, state or national level have historical significance?

- Tell students they will create a class wiki after selecting examples of those events. Each team will write a two- or three-page letter to a government official that explains and outlines these concepts:
  - Historical importance of the strike/rally
  - Educational impact of the strike/rally
  - Additional facts or opinions that would support the argument.
- After students complete the class wiki about each event, each team should select a representative to discuss the event/theme being petitioned. Remaining team members should create a newspaper advertisement related to the selected event. The ad must include:
  - Date and time
  - Title of event
  - Location
  - Brief description of event.

### **Closure:**

Students will briefly summarize letters for the class.

### **Student Evaluation:**

Students will be formally assessed on:

- Significant questions
- Wiki letter
- Rally event advertisement.

### **Adaptations:**

ELL students and those with special learning needs should work with a strong reader and writer. The teacher should work with those students to identify themes or topics with which they are struggling.

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## Freedom of Assembly/Freedom of Petition Handout

### ASSEMBLY:

As local constituents, the group will select one member as a representative. The group representative will present an argument related to a strike, ceremony, rally, etc. During the presentation, these questions must be answered:

- What caused the strike?
- What is the rally's significance?
- What is the topic of discussion at the school board meeting?
- Does the ceremony at the local, state or national level have historical significance?

### CLASS WIKI PETITION:

As local constituents, your group will write to your local politician. The letter will be two to three pages and double-spaced. It must address these concepts:

- Historical importance of the strike/rally
- Educational impact of the strike/rally
- Additional facts or opinions that would support the argument.

*[Note: The group is responsible for producing one letter to be posted on the class wiki.]*

### ASSEMBLY AND PETITION:

The group will create a newspaper advertisement for the event. These items must be included in the ad:

- Date and time
- Title of event
- Location
- Brief description of the event.

## Advertisement Rubric

CATEGORY	10	5	3	1
<b>Content/ Accuracy</b>	All facts are listed on event ad and supported with details.	At least three accurate facts are listed on event ad and supported with details.	At least one accurate fact is listed on event ad and supported with details.	No facts are listed on event ad; no supporting details.
<b>Title</b>	Event topic is listed on poster.			Event topic is not listed on poster.
<b>Mechanics/ Grammar</b>	Capitalization, punctuation and spelling are correct throughout.	One or two errors in capitalization, punctuation or spelling.	Three or four errors in capitalization, punctuation or spelling.	More than four errors in capitalization, punctuation or spelling.
<b>Attractiveness</b>	Elements are attractive, neat and well organized.	Elements could be more attractive, neat and well organized.	Elements are attractive but not neat or well organized.	Elements are distracting messy or very poorly designed; not attractive.

**Total:** \_\_\_\_\_ / 40 points

**Teacher's comments:**

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## Oral Presentation Rubric

Performance Indicator	3	2	1	0
<b>Eye Contact</b>	Constantly looks at someone or some groups at all times; rarely uses notes.	Occasionally looks at someone or some groups at all times; occasionally uses notes.	Focuses attention only to a particular part of the class or audience; relies on notes.	No attempt to make eye contact with audience; reads notes all the time.
<b>Facial Expressions and Gestures</b>	Appropriate expression used; natural gestures demonstrated throughout.			Conflicting expressions and no gestures.
<b>Posture</b>	Stands straight during entire presentation.	Occasionally slumps during presentation.	Slumps throughout most of presentation.	Sits or slumps during entire presentation.
<b>Introduction</b>	Includes comprehensive and logical introduction; audience clearly understands the topic.	Includes logical introduction; audience understands the topic.	Vaguely informs audience of the topic and/or offers no logical introduction.	Does not inform audience of the topic or include logical introduction.
<b>Content</b>	Comprehensive explanation of content; all points covered.	Good explanation of content; all points covered.	Majority of points glossed over, not covered thoroughly.	Much content missing and/or glossed over.
<b>Professionalism</b>	Presentation superior, well-organized, thorough and keeps audience's attention.	Presentation good, organized, thorough and keeps audience's attention.	Presentation somewhat disorganized and/or does not keep audience's attention.	Presentation disorganized and does not keep audience's attention.

**Total:** \_\_\_\_\_ / 18 points

**Teacher's comments:**

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## Online Resources

American Booksellers Foundation for Free Expression  
[www.abffe.org](http://www.abffe.org)

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American Civil Liberties Union  
[www.aclu.org](http://www.aclu.org)

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American Library Association  
[www.ala.org/ala/aboutala/offices/oif/firstamendment/firstamendment.cfm](http://www.ala.org/ala/aboutala/offices/oif/firstamendment/firstamendment.cfm)

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Banned Books Week  
[www.ala.org/bbooks](http://www.ala.org/bbooks)

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Bill of Rights Institute  
[www.billofrightsinstitute.org](http://www.billofrightsinstitute.org)

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Electronic Frontier Foundation  
[www.eff.org](http://www.eff.org)

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The Freedom Forum  
[www.freedomforum.org](http://www.freedomforum.org)

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Free Expression Network  
[www.freeexpression.org](http://www.freeexpression.org)

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First Amendment Center  
[www.firstamendmentcenter.org](http://www.firstamendmentcenter.org)

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First Amendment Schools  
[www.firstamendmentschools.org](http://www.firstamendmentschools.org)

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Thomas Jefferson Center for the Protection of Free Expression  
[www.tjcenter.org](http://www.tjcenter.org)

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Journalism Education Association/Scholastic Press Rights Commission  
[www.jeasprc.org](http://www.jeasprc.org)

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John S. and James L. Knight Foundation  
[www.knightfoundation.org](http://www.knightfoundation.org)

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1 for All  
[1forall.us](http://1forall.us)

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Newspaper Association of America Foundation  
[www.naafoundation.org](http://www.naafoundation.org)

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Reporters Committee for Freedom of the Press  
[www.rcfp.org](http://www.rcfp.org)

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Society of Professional Journalists  
[www.spj.org](http://www.spj.org)

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Student Press Law Center  
[www.splc.org](http://www.splc.org)

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Teach the First Amendment  
[www.teachfirstamendment.org](http://www.teachfirstamendment.org)

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