



# Law Day 2019 Graphic Organizers

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

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# Law Day

## Graphic Organizers

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Name \_\_\_\_\_

**Vocabulary – write a definition for the following terms:**

representative democracy \_\_\_\_\_

foundations \_\_\_\_\_

rights \_\_\_\_\_

responsibilities \_\_\_\_\_

**First Amendment Word Search**



**Word bank:**

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

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

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

Name \_\_\_\_\_

**Vocabulary – write a definition for the following terms:**

indicted \_\_\_\_\_

libel \_\_\_\_\_

acquitted \_\_\_\_\_

advocated \_\_\_\_\_

deadlocked \_\_\_\_\_

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

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

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

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

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

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

Name \_\_\_\_\_

**Vocabulary – write a definition for the following terms:**

segregated \_\_\_\_\_

boycotting \_\_\_\_\_

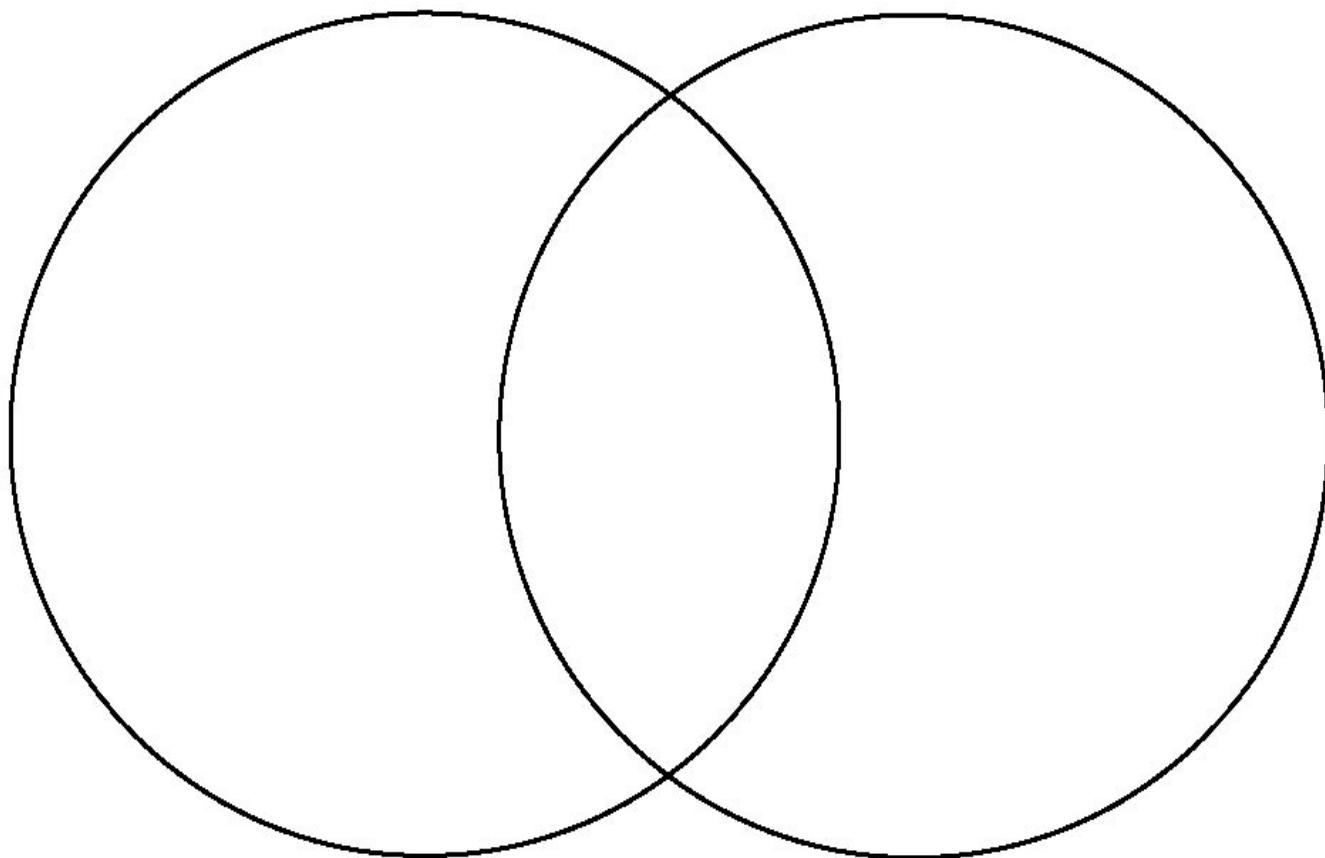
picketing \_\_\_\_\_

injunction \_\_\_\_\_

eloquently \_\_\_\_\_

## **Free Speech – Fighting Injustice**

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



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

Name \_\_\_\_\_

**Vocabulary – write a definition for the following terms:**

Pentagon Papers \_\_\_\_\_  
\_\_\_\_\_

excerpts \_\_\_\_\_

appealed \_\_\_\_\_

violated \_\_\_\_\_

## **Free Press as “Government Watchdog”**

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

Know	Want to Know/Questions	Learned

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

Name \_\_\_\_\_

## Free Press as “Government Watchdog”

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

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

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

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

Name \_\_\_\_\_

## Analyzing an Editorial/Political Cartoon

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

- |   |   |
|---|---|
| <input type="checkbox"/> Humor                | <input type="checkbox"/> Labels   |
| <input type="checkbox"/> Caricature           | <input type="checkbox"/> Analogy to another historical or current event       |
| <input type="checkbox"/> Symbols              | <input type="checkbox"/> Stereotypes  |
| <input type="checkbox"/> Speech/idea balloons | <input type="checkbox"/> References to popular culture, art, literature, etc. |

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

Name \_\_\_\_\_

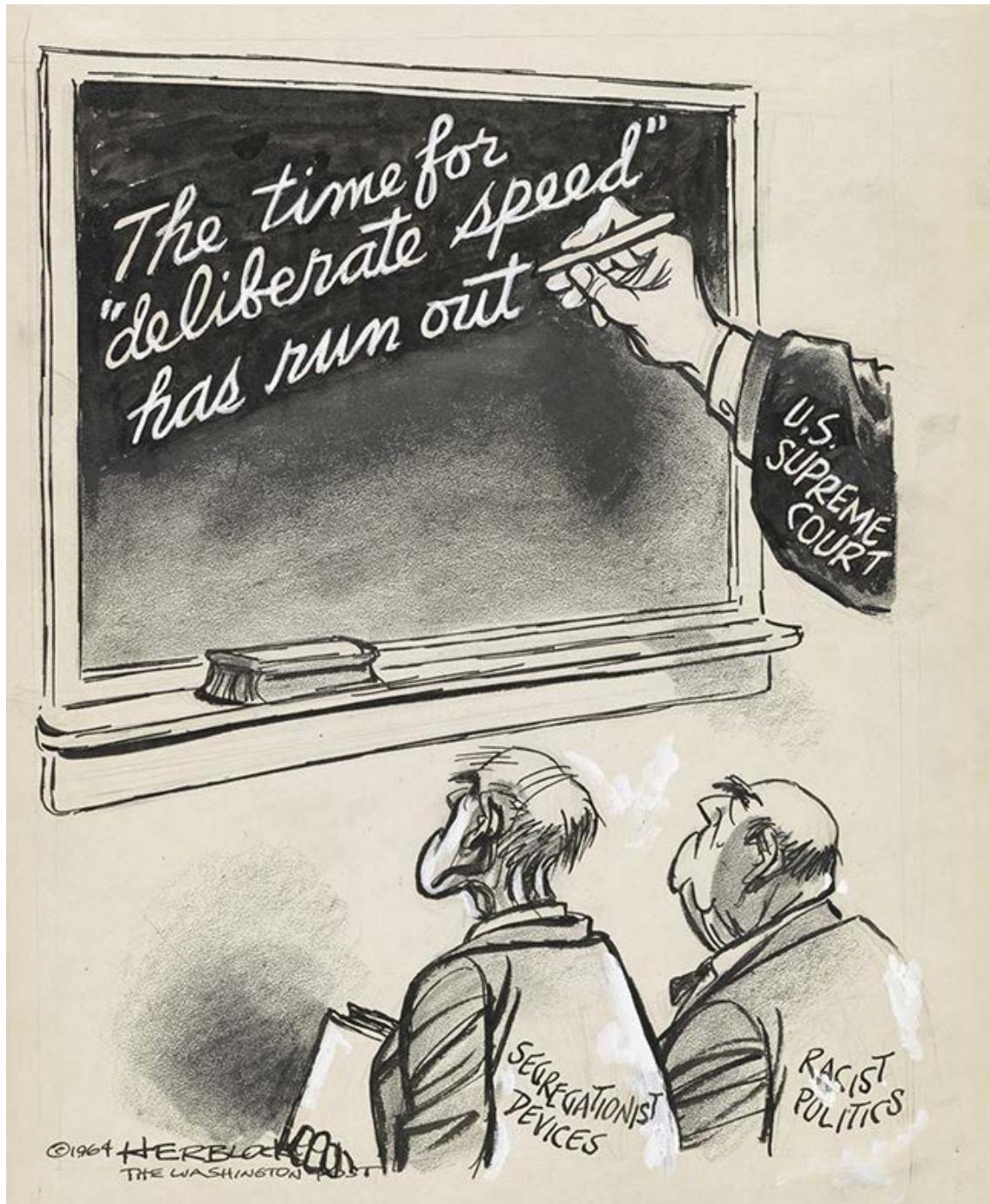
Use the graphic organizer on page 8 to analyze this political cartoon by South African Cartoonist, Jonathan Zapiro.



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

Name \_\_\_\_\_

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



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

Name \_\_\_\_\_

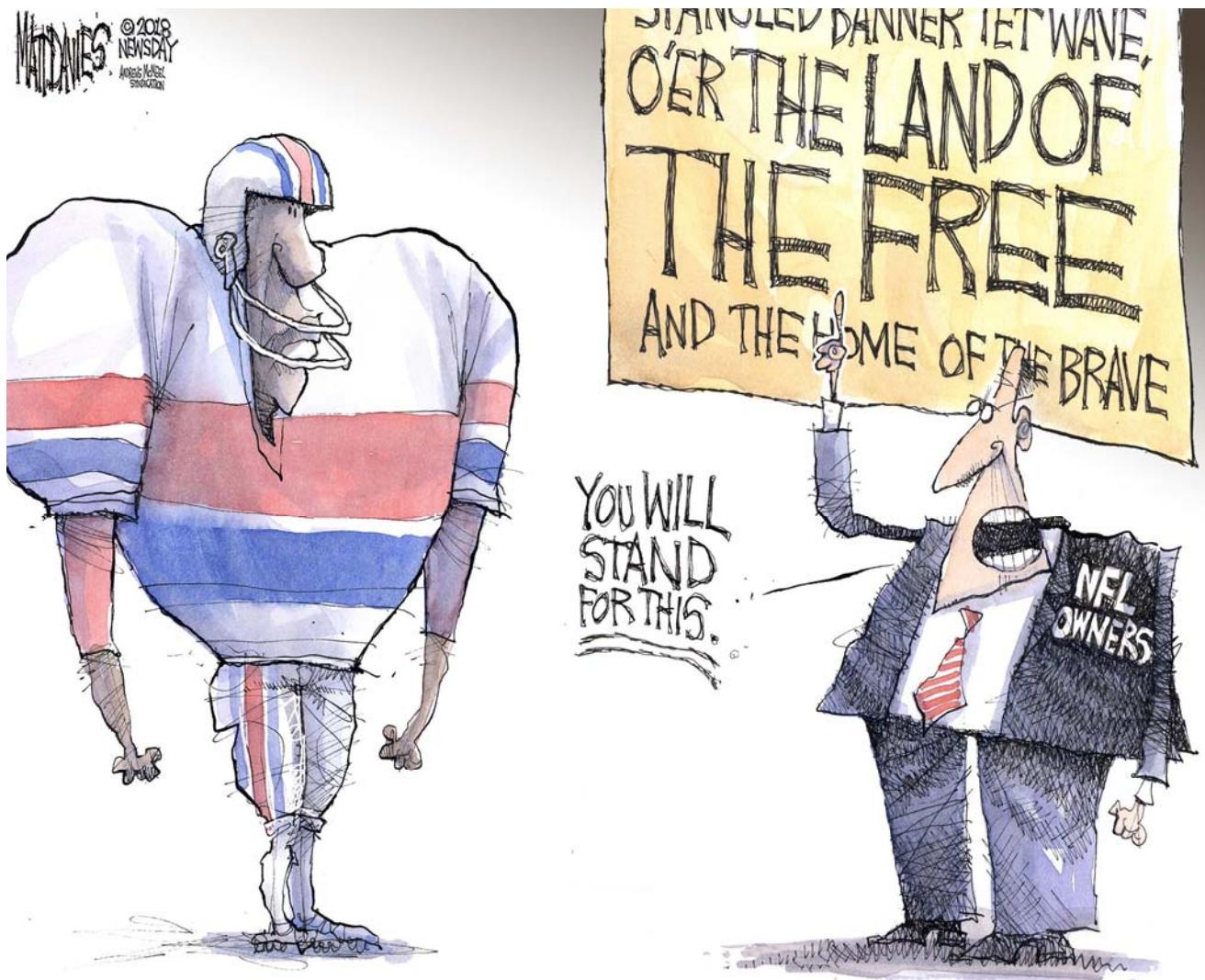
Use the graphic organizer on page 8 to analyze this political cartoon by Adam Zyglis. To put this cartoon in context, review the facts of the Supreme Court case, *McCutcheon v. Federal Election Commission* (2014)



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

Name \_\_\_\_\_

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



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

Name \_\_\_\_\_

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



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

Name \_\_\_\_\_

**Vocabulary – write a definition for the following terms:**

landmark \_\_\_\_\_

materially \_\_\_\_\_

integral \_\_\_\_\_

public forum \_\_\_\_\_

## **Students and Their First Amendment Rights**

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

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

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

Name \_\_\_\_\_

**Vocabulary – write a definition for the following terms:**

comprehensive \_\_\_\_\_

garnered \_\_\_\_\_

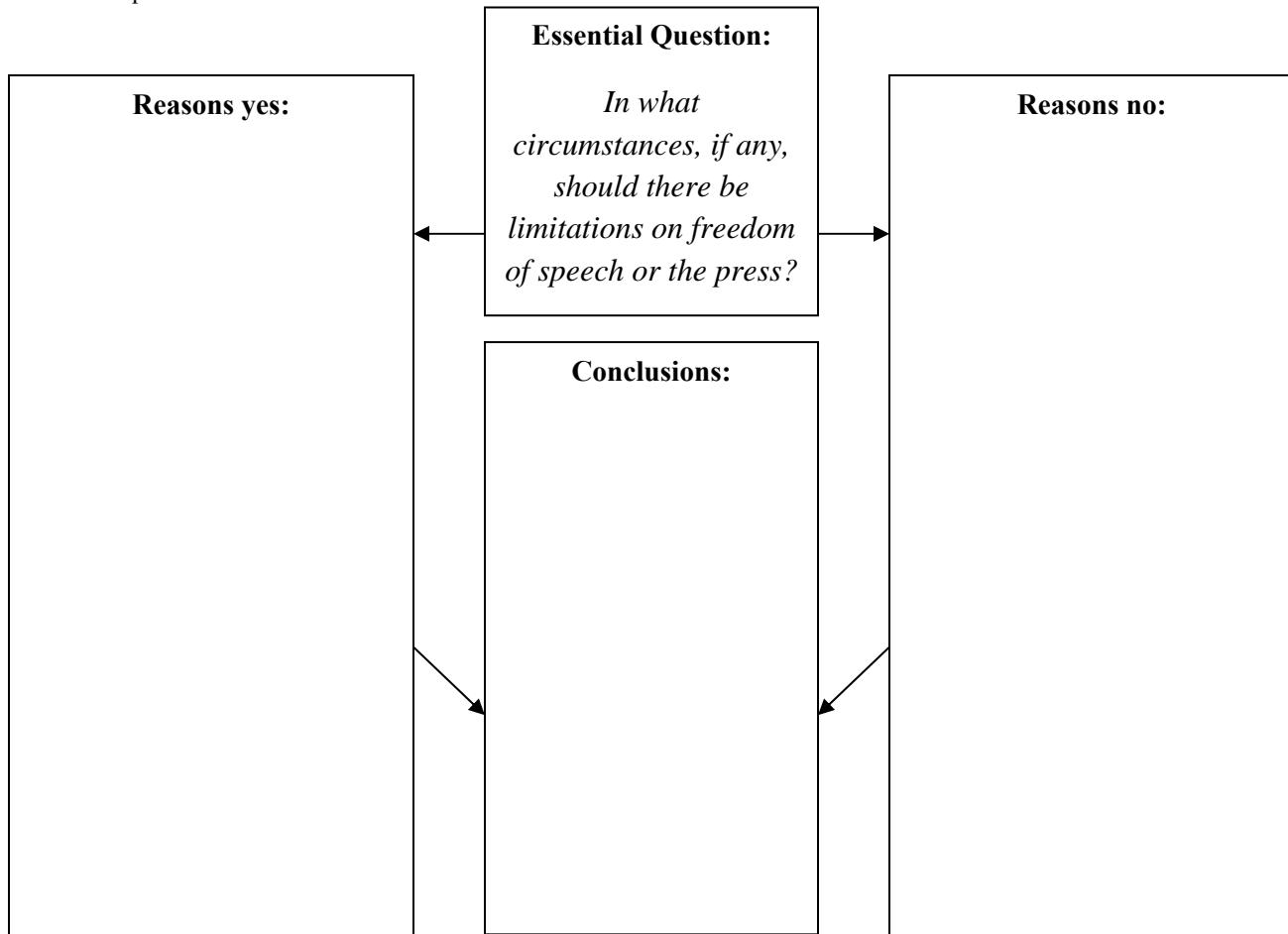
permeates \_\_\_\_\_

censorship \_\_\_\_\_

impedes \_\_\_\_\_

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

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



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

Name \_\_\_\_\_

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

F  
R  
E  
E  
D  
O  
M  
S

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

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

Name \_\_\_\_\_

## Free Speech, Free Press, Free Society Crossword

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

### Across

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

### Down

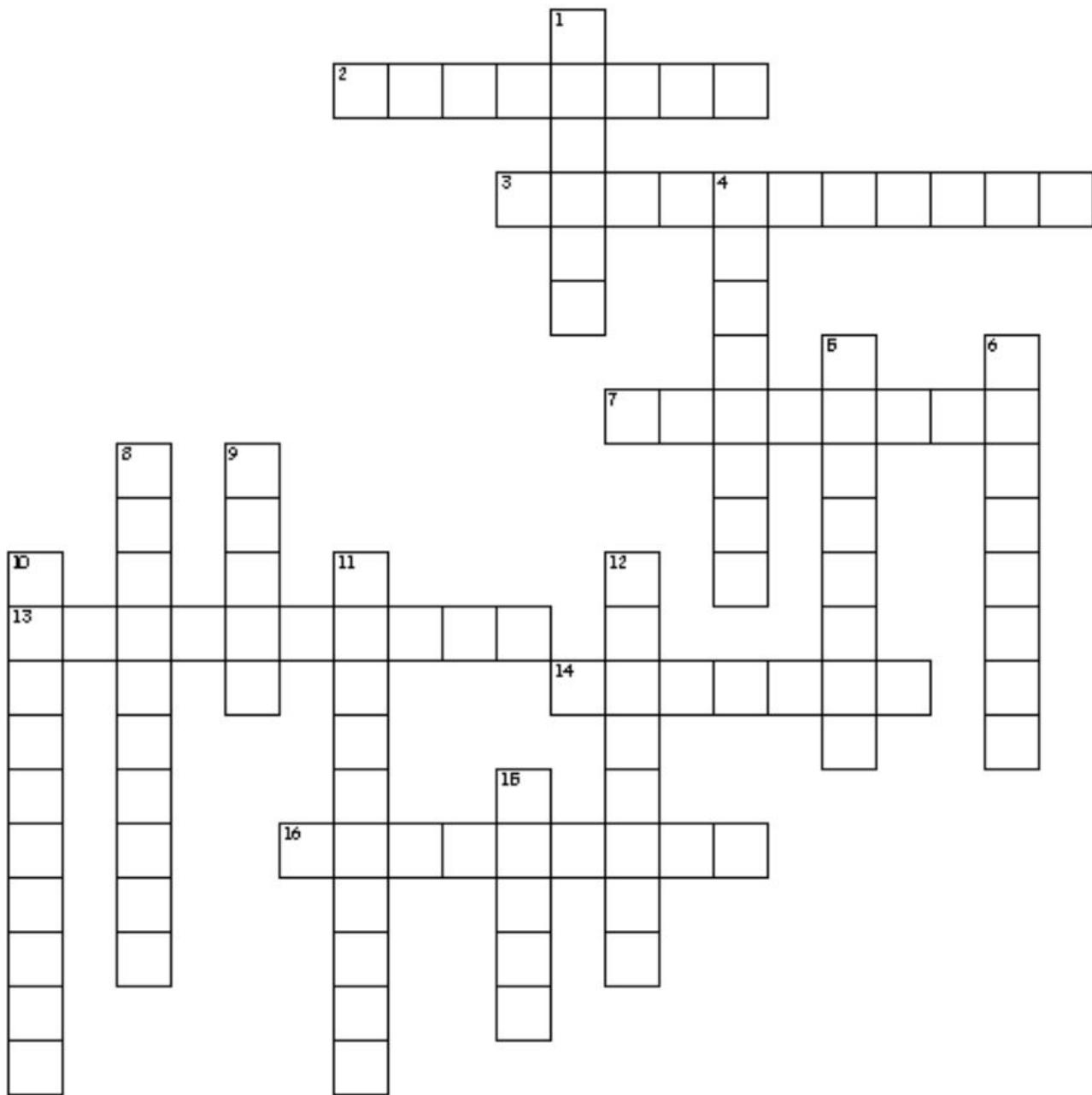
1. Interfere with the progress of; block; hinder
4. Passages selected or copied; extracts
5. Pass through pores or small openings; spread throughout: pervade
6. To speak in favor of: support
8. Act of determining; something reduced by analysis or reached by firm decision
9. Judicial body or assembly;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

### Word bank:

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

Name \_\_\_\_\_

## Free Speech, Free Press, Free Society Crossword



### Word bank:

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

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

Name \_\_\_\_\_

## Conducting an Interview

Interviewee's name (the person you are interviewing) \_\_\_\_\_

Interviewee's address (Street, City, State) \_\_\_\_\_

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

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What challenges did you face? \_\_\_\_\_

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

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

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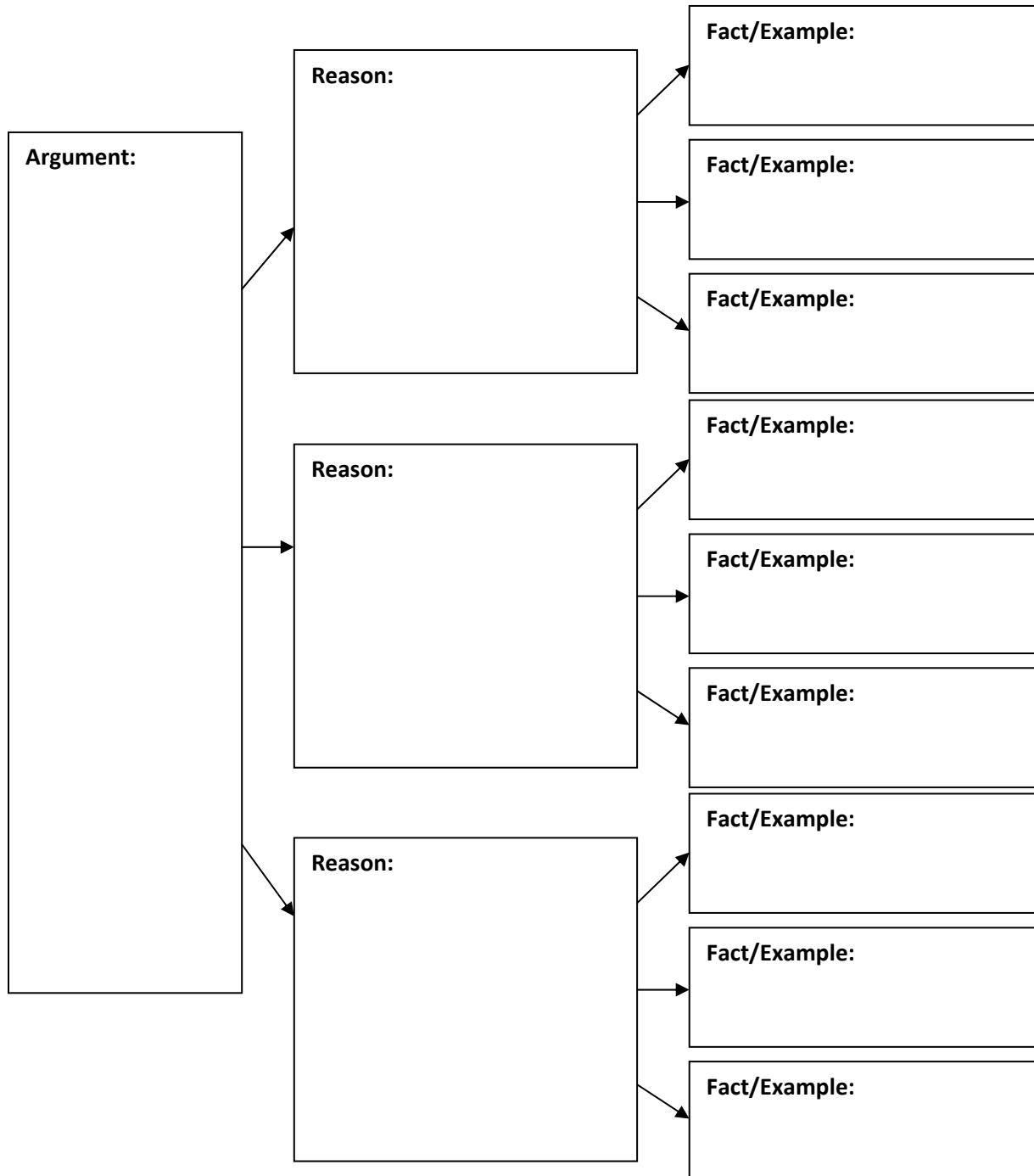
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Assessment question: What did you enjoy most about this learning activity?

Name \_\_\_\_\_

## Persuasive Writing – Persuasion Map

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



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

Name \_\_\_\_\_

## Persuasive Writing – Letter to the Editor

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

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

Date: \_\_\_\_\_

Dear (name of editor): \_\_\_\_\_

Topic: \_\_\_\_\_

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

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

Name \_\_\_\_\_

## Persuasive Writing – Political/Editorial Cartoon

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

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

Name \_\_\_\_\_

## Persuasive Writing – Press Release

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

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

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What? (What's happening?) \_\_\_\_\_

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Where? (Where is it taking place? Be specific) \_\_\_\_\_

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

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Why? (Why is this event important?) \_\_\_\_\_

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

Name \_\_\_\_\_

## Persuasive Writing - Advertisement

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

### Check your ad – be sure it:

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

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

## Additional Online Resources:

**American Bar Association – Conversation with Mary Beth Tinker -**

[https://www.americanbar.org/groups/crsj/publications/human\\_rights\\_magazine\\_home/human\\_rights\\_vol35\\_2008/human\\_rights\\_summer2008/hr\\_summer08\\_tinker/](https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/human_rights_vol35_2008/human_rights_summer2008/hr_summer08_tinker/)

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

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

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

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

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

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

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

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

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

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

[http://okra.stanford.edu/transcription/document\\_images/undecided/630416-019.pdf](http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf)

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

[https://www.jamesmadison.gov/lessons/freedom\\_of\\_speech\\_and\\_the\\_press.pdf](https://www.jamesmadison.gov/lessons/freedom_of_speech_and_the_press.pdf)

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

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

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

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

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

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

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

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

[http://landmarkcases.org/en/landmark/cases/tinker\\_v\\_des\\_moines](http://landmarkcases.org/en/landmark/cases/tinker_v_des_moines)

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

## Answer Keys:

### First Amendment Word Search (page 3)



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

