

The History of Free Speech

STANDARDS AND OBJECTIVES

AP US HISTORY STANDARDS

NAT - 1.0

NAT - 2.0

POL - 1.0

POL - 2.0

POL - 3.0

Key Concepts - 3.2.I.C, 3.2.I.D, 3.2.III, 4.1.I.A, 4.1.I.B, 4.1.II.A, 4.1.III.B, 4.1.III.C, 5.2.1.B, 7.1.II.B, 8.2.1

AP US GOVERNMENT AND POLITICS STANDARDS

Big Ideas

Constitutionalism (CON)

Liberty and Order (LOR)

Civic Participation in a Representative Democracy (PRD)

Competing Policy-Making Interests (PMI)

Methods of Political Analysis (MPA)

PMI-3: Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.

CON-6: The Supreme Court’s interpretation

of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them.

LOR-3: Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties. BIG IDEA: Liberty and Order (continued)

LOR-3.B: Explain the extent to which states are limited by the due process clause from infringing upon individual rights

PMI-1.B: Explain the implications of separation of powers and checks and balances for the U.S. political system. PMI-1.B.1: Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.

LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.

LOR-2.A: Explain how the U.S. Constitution protects individual liberties and rights. LOR-2.A.1: The U.S.

Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.
LOR-2.A.2: Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.

LOR-2.A.3: The application of the Bill of Rights is continuously interpreted by the courts.

MPA-3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

MPA-3.A: Describe the voting rights protections in the Constitution and in legislation.

MPA-3.A.1: Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.

PMI-3: Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.

PMI-3.A: Explain how the government has responded to social movements.

PMI-3.A.1: The government can respond to social movements through court rulings and/or policies, as in:

- Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause
- The Civil Rights Act of 1964 w Title IX of the Education Amendments Act of 1972
- The Voting Rights Act of 1965

PRD-1.A: Explain how constitutional provisions have supported and motivated social movements.

PMI-3.A: Explain how the government has responded to social movements.

CON-6.A: Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

PRD-1.A.1: Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.

PRD-1.A.2: The leadership and events associated with civil, women’s, and LGBTQ rights are evidence of how the equal protection clause can support and motivate social movements, as represented by:

- Dr. Martin Luther King’s “Letter from a Birmingham Jail” and the civil rights movement of the 1960s
- The National Organization for Women and the women’s rights movement w The pro-life (anti-abortion) movement

CON-6.A.1: Decisions demonstrating that minority rights have been restricted at times and protected at other times (include: The Civil Rights Act of 1964.)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS) STANDARDS

1, 2, 5, 6, 10

COMMON CORE STANDARDS - ENGLISH LANGUAGE ARTS & HISTORY/SOCIAL STUDIES

CCSS.ELA-LITERACY.RH.9-10.1
CCSS.ELA-LITERACY.RH.9.10.4
CCSS.ELA-LITERACY.RH.9-10.10
CCSS.ELA-LITERACY.RH.11-12.1
CCSS.ELA-LITERACY.RH.11-12.4
CCSS.ELA-LITERACY.RH.11-12.5
CCSS.ELA-LITERACY.RH.11-12.6
CCSS.ELA-LITERACY.RH.11-12.8
CCSS.ELA-LITERACY.RH.11-12.9
CCSS.ELA-LITERACY.RH.11-12.10

STATE STANDARDS (NJ AND PA)

PA 8.1.9 A, B, C, D
PA 8.1.12 A, B, C, D
PA 8.3.9 A, B, C, D

NJ 6.1.12.A.1.a
NJ 6.1.12.A.2.a
NJ 6.1.12.A.2.e
NJ 6.1.12.A.13.b
NJ 6.1.12.A.14.b

LEARNING OBJECTIVES:

At the end of this learning module:

Students will be able to name the 5 freedoms guaranteed by the first Amendment

Students will be able to give examples of the 5 freedoms in contemporary society.

Students will be able to define grievance, censorship, censorial, abolitionist, suffragist, communist, sedition, Victorian, espionage, due process, defamation

Students will be able to list and describe 2-3 historical battles over free speech rights.

Students will be able to identify historical attempts to suppress free speech.

Students will be able to explain how suppressed groups defended their first amendment rights.

Students will be able to give 2 reasons in defense of free speech rights.