

McCormick Foundation Civics Program

First Amendment Seminar Series

The Struggle Continues



McCormick Foundation Civics Program

First Amendment Seminar Series

First Amendment 101

The first installment, First Amendment 101, took place on Saturday, January 22, 2011. Attendees examined First Amendment Supreme Court precedents, with specific focus on students' more constrained freedoms when they enter the schoolhouse gate. All were treated to a dynamic discussion by panel members Randy Swikle (Illinois Journalism Education Association), Patrick Geahan (FBI), Ed Yohnka (ACLU) and Terri Hanrahan (Glenbard South High School Principal). Teacher Advisory Council members Erica Bray-Parker and Sharon Smogor shared lesson plans and Neelam J. Noorani shared resources available through the Freedom Express, the Civics Program's First Amendment mobile museum.

McCormick Foundation Civics Program

First Amendment Seminar Series

Freedom for All

We presented a follow-up, one-day seminar, *Freedom for All*, on Saturday, February 5, 2011 focusing on the lives of individuals representing groups historically excluded from the realization of the freedoms embedded in America's founding documents. We explored one example of these individuals, the story of Barbara Johns, a 17-year old student whose actions contributed to the *Brown v. Board of Education* (1954) Supreme Court ruling that ended legal segregation. Dr. Fannie Rushing, Professor of History at Benedictine University, Elizabeth S. Todd-Breland, Ph.D., Mellon/ACLS Postdoctoral Fellow, Alice Kaplan Institute for the Humanities at Northwestern University and student alumni from Civics Program grantee Mikva Challenge helped make historical and contemporary connections to Chicago. Teacher Advisory Council member Kyle Hickman demonstrated an interactive lesson plan on "Using First Amendment Rights to Further Equality and Freedom" and attendees used the artifact reproductions found in Discovery Trunks to connect other individuals, including Sequoyah, Frederick Douglass, Alice Paul and Mary Tsukamoto, to the seminar theme.

McCormick Foundation Civics Program

First Amendment Seminar Series

The Struggle Continues

This third seminar explores the ongoing struggle for freedom in America, focusing on the use of First Amendment freedoms in the context of contemporary rights struggles. Attendees will explore how the First Amendment supports deliberation in the classroom, within the broader context of engaging students with current and controversial issues. All will receive lesson plans on three contemporary rights struggles: immigration, gun rights, and gay rights, and also explore the use of Freedom in the News, an online news aggregation site designed to contribute to information literacy among students and to structure their engagement with current and controversial issues.

Learning Objectives

- ...gain understanding about using discussion around current and controversial issues in the classroom.
- ... gain insight into how to integrate Civics Program resources into the curriculum, specifically Freedom in the News.
- ...gain insight into how to integrate featured Civics Program partner and grantee resources into the curriculum.

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First Amendment Seminar Series – IL Learning Standards

		Language Arts		Social Science						Social Emotional				
Seminars	Goal	1	4	14			16	18	2					
	Standard	C	A	A	C	D	F	A	B	B	A	B	C	
	First Amendment 101	■	■	■	■			■		■	■			
	Freedom for All?	■	■	■	■	■	■	■	■	■	■	■	■	■
	The Struggle Continues	■	■	■	■	■	■			■	■	■	■	■

- 1.C. Comprehend a broad range of reading materials.
- 4.A. Listen effectively in formal and informal situations.
- 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
- 5.B. Analyze and evaluate information acquired from various sources.
- 14. A. Understand and explain basic principles of the United States government.
- 14.C. Understand election processes and responsibilities of citizens.
- 14.D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- 14.F. Understand the development of United States political ideas and traditions.
- 16.A. Apply the skills of historical analysis and interpretation.
- 16.B. Understand the development of significant political events.
- 18.B. Understand the roles and interactions of individuals and groups in society.
- SEL 2.A: Recognize the feelings and perspectives of others.
- SEL 2.B: Recognize individual and group similarities and differences.
- SEL 2.C: Use communication and social skills to interact effectively with others.

McCormick Foundation Freedom Express

Exhibit Guide

- touchscreen
- touchscreen w/ audio
- artifact case
- hands on
- film

Freedom for All?
 This exhibit features artifacts that help tell the story of several historic figures who asserted their First Amendment rights in a struggle to re-define freedom in the United States.

Featured individuals:
 Sequoyah (Native American rights)
 Martin Luther King (Civil rights)
 Mary Tsukamoto (Immigrant rights)
 Sojourner Truth (Abolition of slavery)
 Alice Paul (Women's suffrage)
 Eugene Debs (Workers' rights)

The Struggle Continues
 This touch-screen interactive highlights six current and controversial debates: smokers' rights, gun rights, property rights, gay rights, immigration and abortion. The exhibit demonstrates that the struggle to define freedom is never-ending, and the First Amendment allows us to participate in these debates and others.

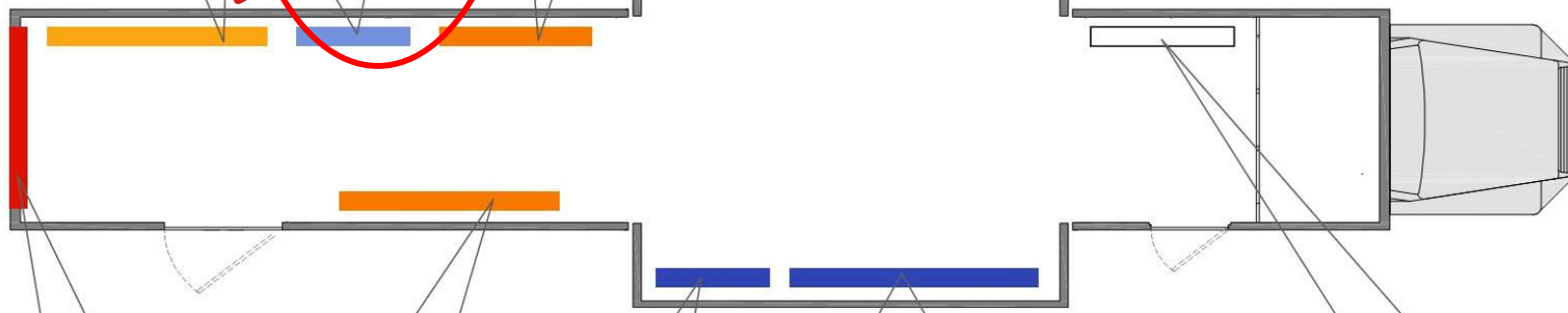
Defining Freedom
 Through flip panels, visitors learn that the First Amendment both protects and limits our freedoms. Visitors can quiz each other on several scenarios such as 'Does the First Amendment mean you can protest at a public mall?' Limits to our First Amendment freedoms are consistently challenged by individuals and re-defined by legislation and the courts. Some of these panels refer to Supreme Court decisions featured in the 'You Be the Judge' exhibit.

You Be the Judge
 This touch-screen interactive allows visitors to learn the facts surrounding five landmark First Amendment cases. Visitors assume the role of a Supreme Court justice, analyzing the facts of the case before handing down their own ruling. They can then review the actual majority and dissenting opinions.

Religion: *Westside School District v. Mergens* (1990)
 Speech: *Tinker v. Des Moines* (1969)
 Press: *New York Times v. Sullivan* (1964)
 Assembly: *Gregory v. Chicago* (1969)
 Petition: *Brown v. Louisiana* (1966)

The Founding Documents
 Using a touch-screen interactive, visitors can view the Declaration of Independence, Constitution and the Bill of Rights. Each document features 'hot spots' where visitors can explore the deeper meaning behind select passages.

The Founding Generation
 Here visitors can listen to members of the founding generation, comprised of both Federalists and Anti-Federalists, engaging in a debate over whether or not a Bill of Rights should be added to the U.S. Constitution.



Marketplace of Ideas
 This film explores the concept of a 'marketplace' of ideas, a public forum wherein ideas are shared, tested, adopted or rejected through discussion and debate. The film chronicles events that unfolded at Homewood-Flossmoor High School in 2005 when two student groups wore t-shirts expressing opposing perspectives on homosexuality.

Censorship: What Is It?
 This exhibit defines censorship as a government denying free expression. Several historic examples of censorship in art, literature and film - both domestic and international - are offered.

Musical Hit List
 Visitors can listen to music that was banned or censored by radio stations and stores between the 1950s and 2000s. The examples provided illustrate how standards of decency have changed over time.

Draw the Line
 These two touch-screen interactives feature images, text and audio that demonstrates the tension between preserving individual First Amendment rights and protecting individuals from threats to national security, acts of violence, obscenity and hate crimes. Visitors are asked to 'draw the line' on these timely issues.

How do you define indecency on the air?
 When does hateful speech become unlawful action?
 Do young people need to be protected from violent video games?
 How can we protect the troops without abridging freedom of press?

Introductory Text Panel
 "This museum explores the basic inalienable rights upon which this nation was founded. None are more fundamental to our democracy than those liberties guaranteed in the First Amendment to the U.S. Constitution.

The First Amendment has been, and will remain, central to every chapter of our nation's struggle for freedom. But what do these rights mean? Are there limits to our freedoms?"

Exhibits relating to *The Struggle Continues*

The Struggle Continues

Morning Agenda

- | | |
|---------------|--|
| 8:30 – 9:00 | Registration/Continental Breakfast |
| 9:00 – 9:15 | Welcome and Introduction |
| 9:15 – 10:30 | Teaching with Controversy
Shawn Healy, Resident Scholar |
| 10:30 – 10:45 | Break |
| 10:45 – 12:00 | Teaching with Controversy Panel
Jill Bass, Mikva Challenge
Adam Davis, Project on Civic Reflection
Dee Runaas, Constitutional Rights Foundation Chicago |

The Struggle Continues

Afternoon Agenda

12:00 – 12:30	Lunch
12:30 – 1:00	Freedom in the News Jamie Loo, Online Resources Producer
1:00 – 2:15	Lesson Plan Demonstrations Mary Ellen Daneels & Hayley Lotspeich, TAC
2:15 – 2:45	Small Group Work
2:45 – 3:00	Concluding Remarks/Evaluation
3:00	Seminar Concludes

McCormick Foundation Civics Program

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Introductions



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Teaching with Controversy

Shawn Healy

Resident Scholar and Director of Professional Development

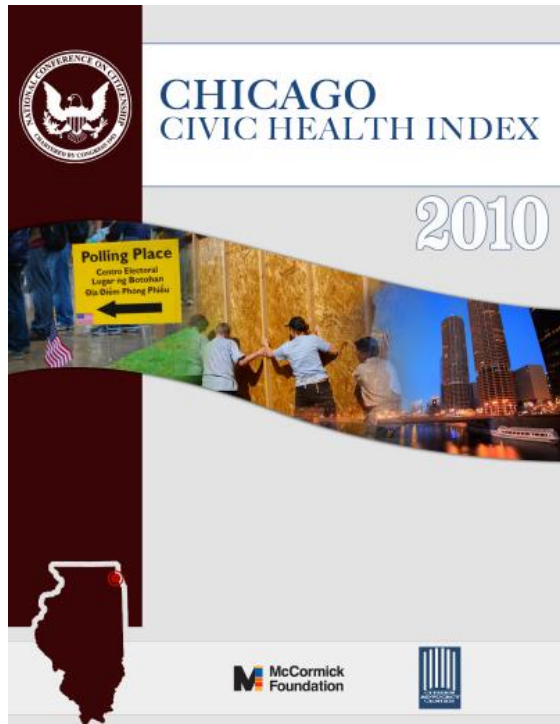




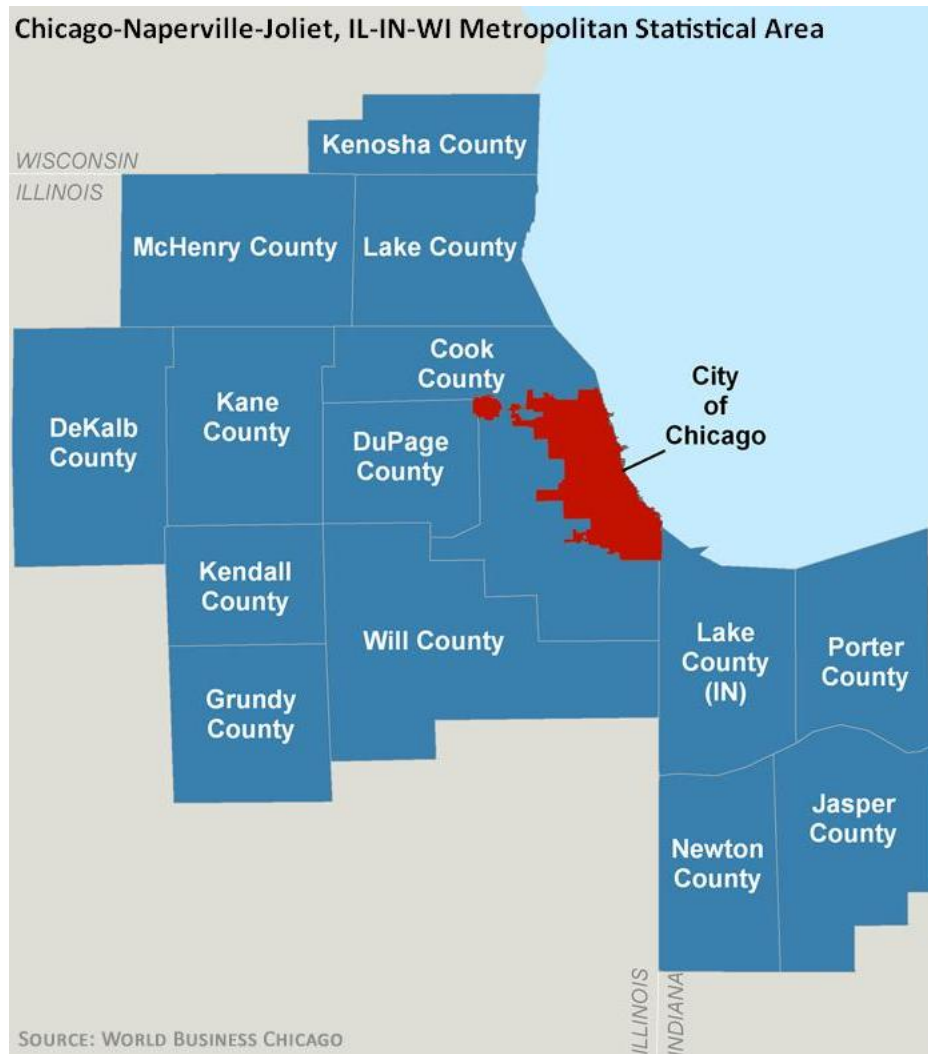
Overview: Teaching with Controversy

1. Our civic health
2. Promising approaches to citizen development
3. Teaching with controversy
 - Empirical grounding
 - Pedagogical and practical issues
 - Principles for policy
4. From pedagogy to practice
 - Gay rights
 - Gun rights
 - Immigration

Our Civic Health: The Chicago and Illinois Civic Health Indices



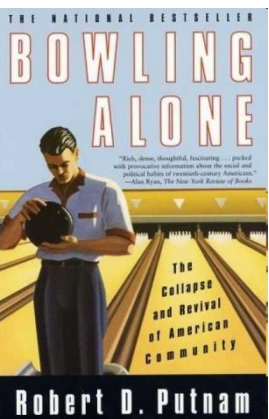
Our Civic Health: Chicagoland Defined



Measures of Civic Health: Civic engagement and social capital

- Civic engagement:
 1. Voting
 2. Volunteering
 3. Working with neighbors to fix a problem in the community
 4. Expression of political voice
 5. Financial contributions to community organizations

- Social capital:
 1. Group membership
 2. Private sociability
 3. Discussion of current events and access to information



Civic Engagement: Voting (Illinois)

FIGURE 4: VOTER TURNOUT

2008 NATIONAL AVERAGE - 63.6%

ILLINOIS - 62.6%

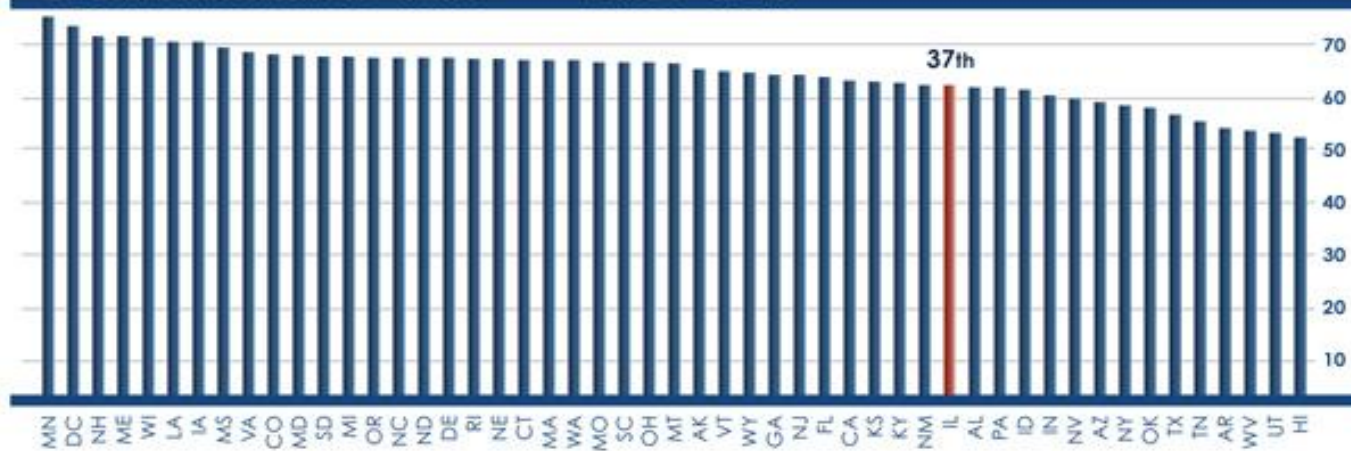
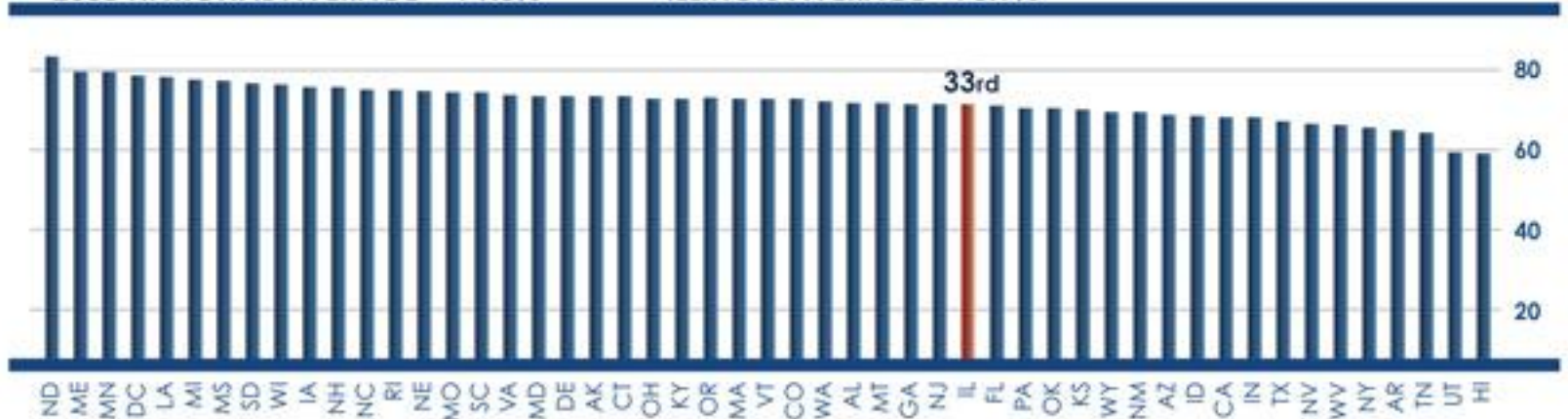


FIGURE 1: VOTER REGISTRATION

2008 NATIONAL AVERAGE - 71.0%

ILLINOIS AVERAGE - 70.9%



Civic Engagement: Voting (Chicago)

- Voter turnout actually declined from 2004 to 2008 (65.5% to 62.1), and where we once outpaced national turnout, we lagged behind the rest of the state and nation (62.6% and 63.6)

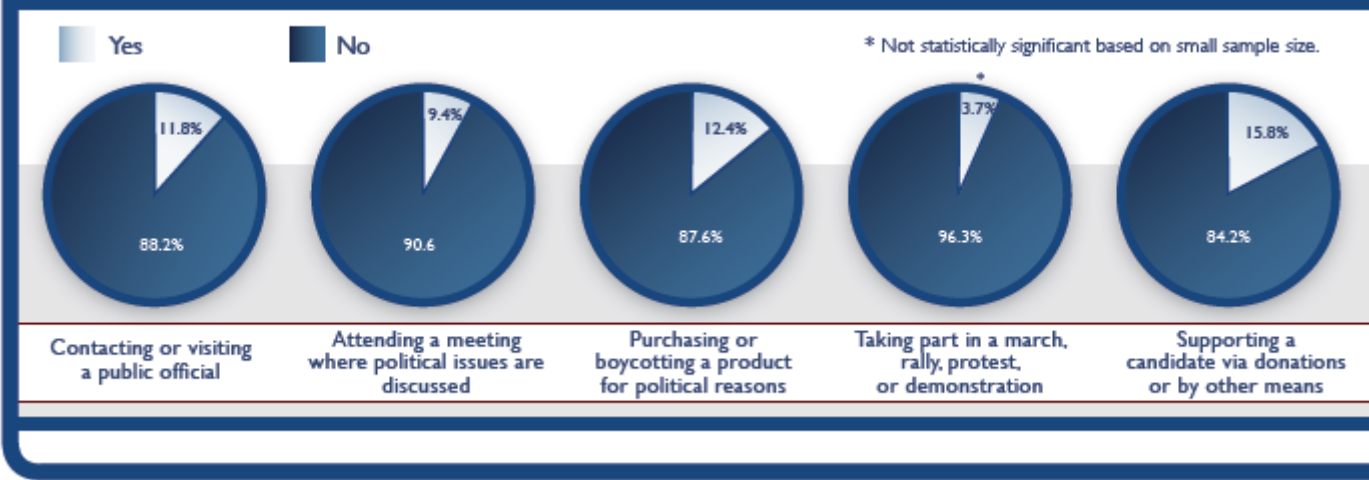
- City residents voted more frequently than suburbanites

- Less than half of Millennials voted (49.9%)

- Voter turnout among registered voters exceeded national average at 90%

Civic Engagement: Non-Political Participation (Chicago)

FIGURE 1: FORMS OF NON-ELECTORAL POLITICAL PARTICIPATION

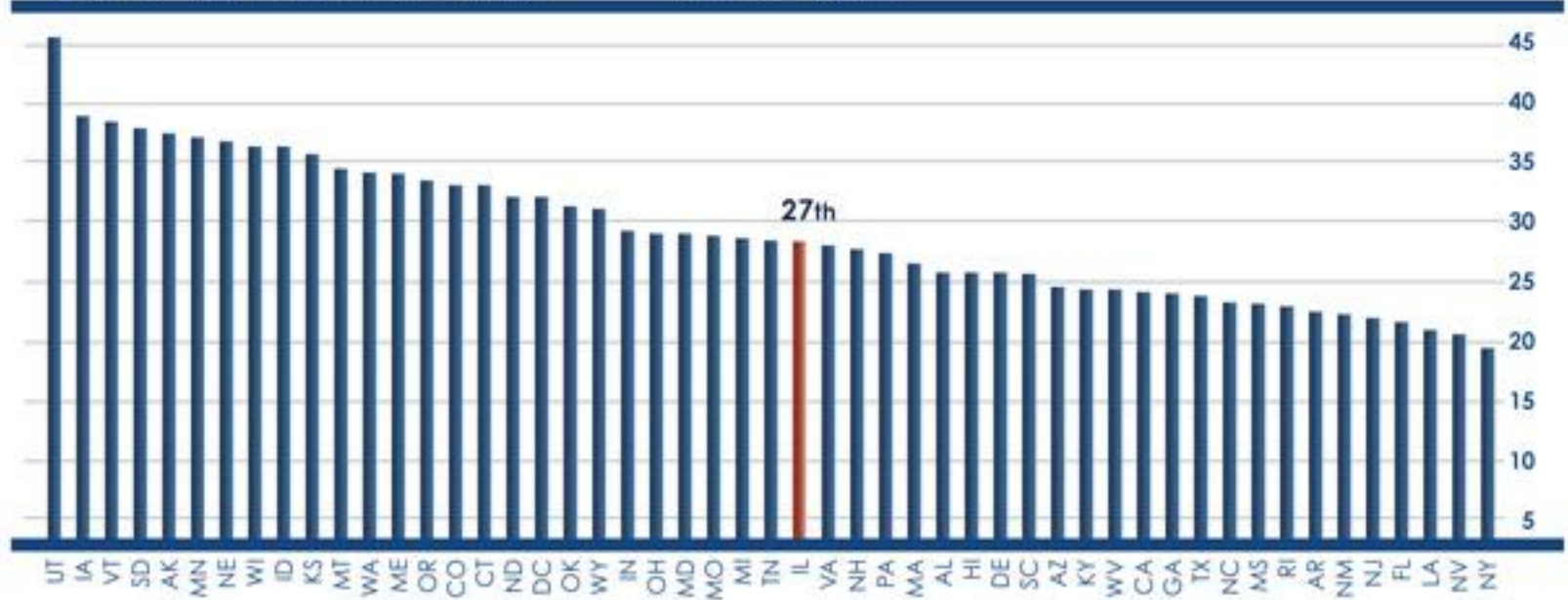


Civic Engagement: Volunteering (Illinois)

FIGURE 6: VOLUNTEERING

2009 NATIONAL AVERAGE - 26.8%

ILLINOIS - 28.3%



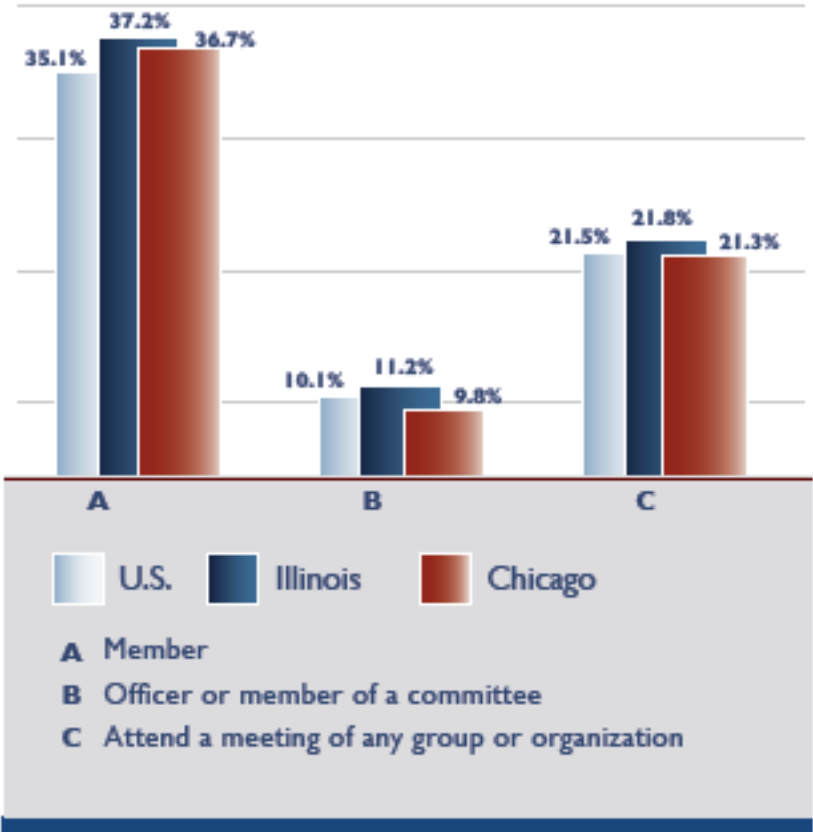
Civic Engagement: Volunteering (Chicago)



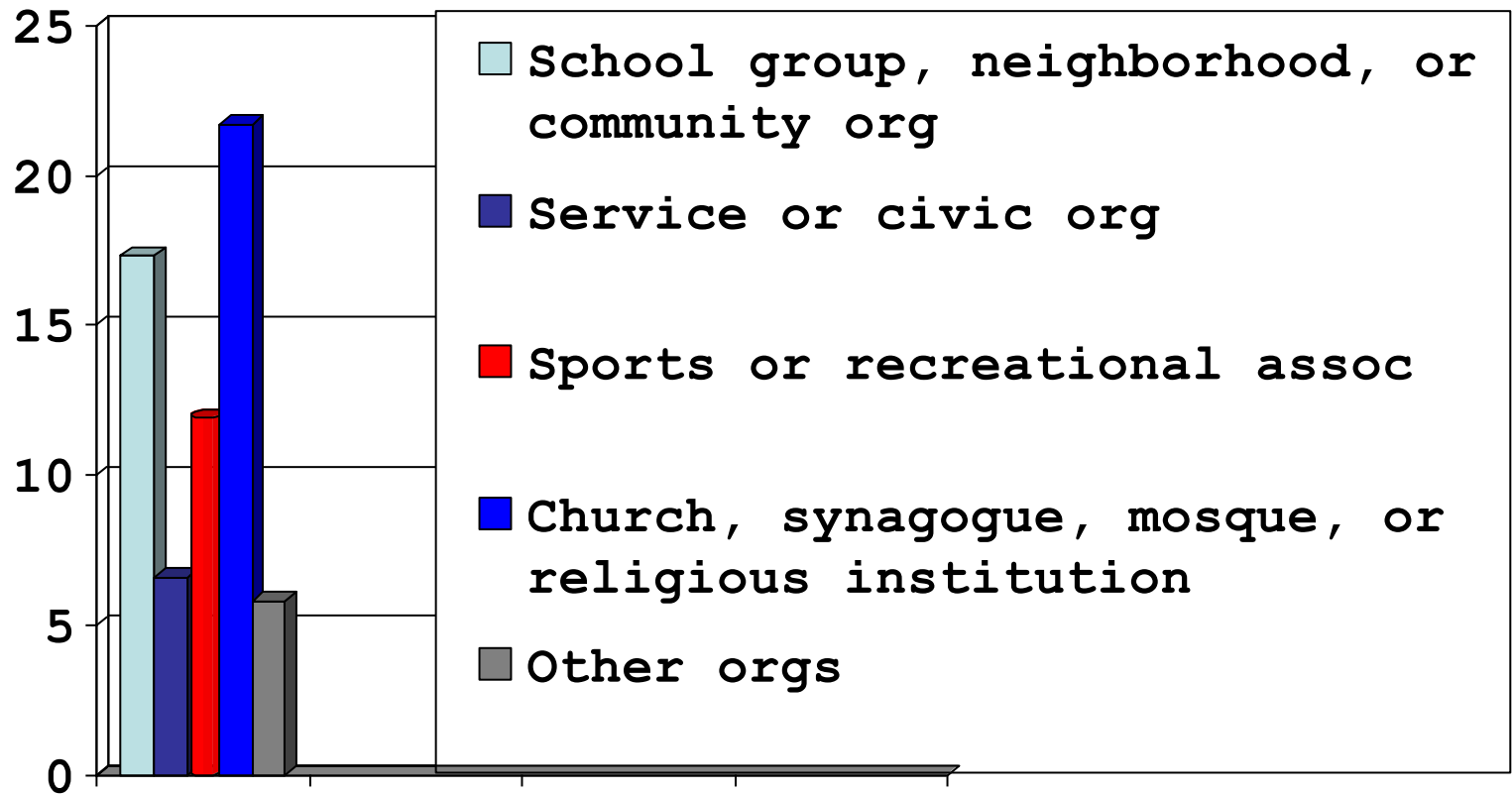
- Chicago's volunteer rate ranks 38th among the 51 largest cities in the country
- Chicago volunteers averaged 28 hours per resident annually, ranking 45th of 51

Social Capital: Group Membership (Chicago)

FIGURE 3: GROUP MEMBERSHIP



Social Capital: Forms of Group Participation (Chicago)



Social Capital: Connectedness (IL)

FIGURE 12: EXCHANGE FAVORS WITH NEIGHBORS
 2009 NATIONAL AVERAGE - 16.2% ILLINOIS - 14.5%

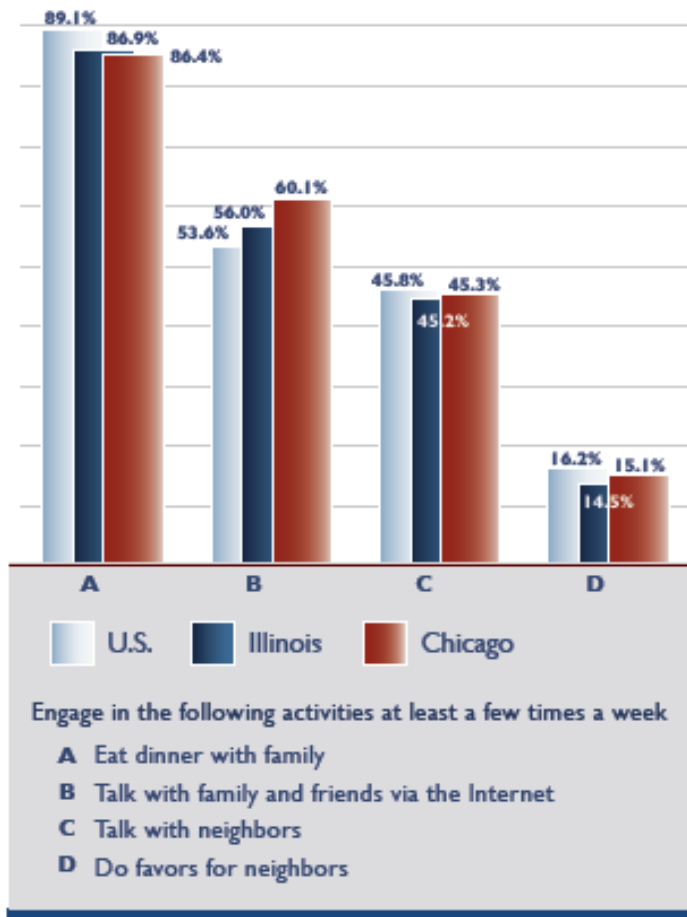


FIGURE 13: EAT DINNER WITH FAMILY AND HOUSEHOLD MEMBERS
 2009 NATIONAL AVERAGE - 89.1% ILLINOIS - 86.9%



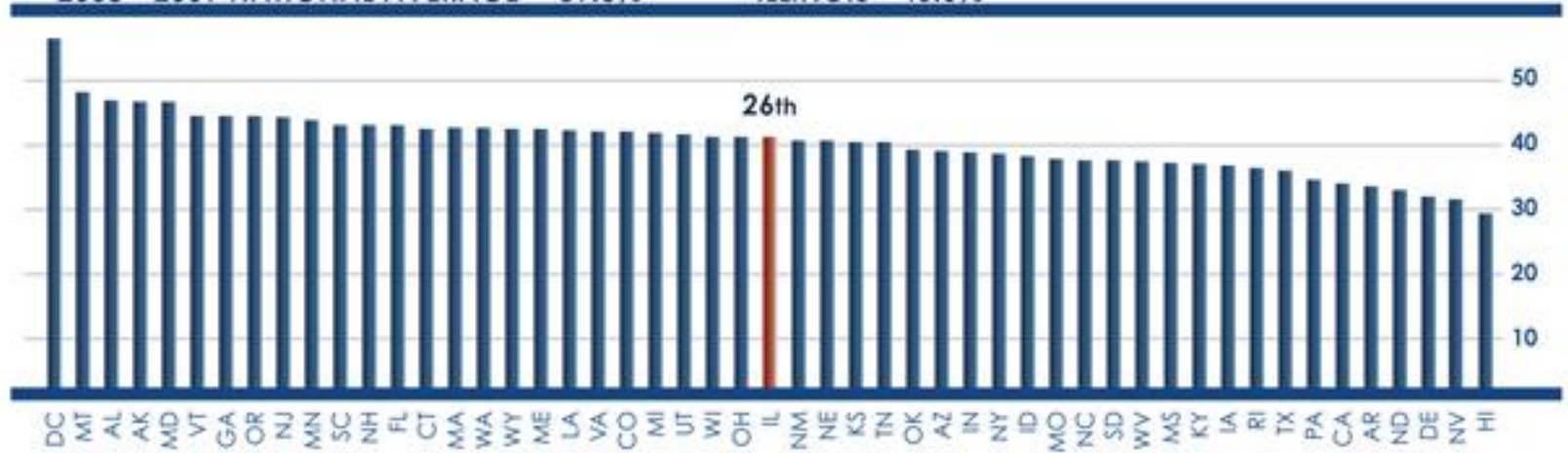
Social Capital: Connectedness (Chicago)

FIGURE 5: CONNECTEDNESS



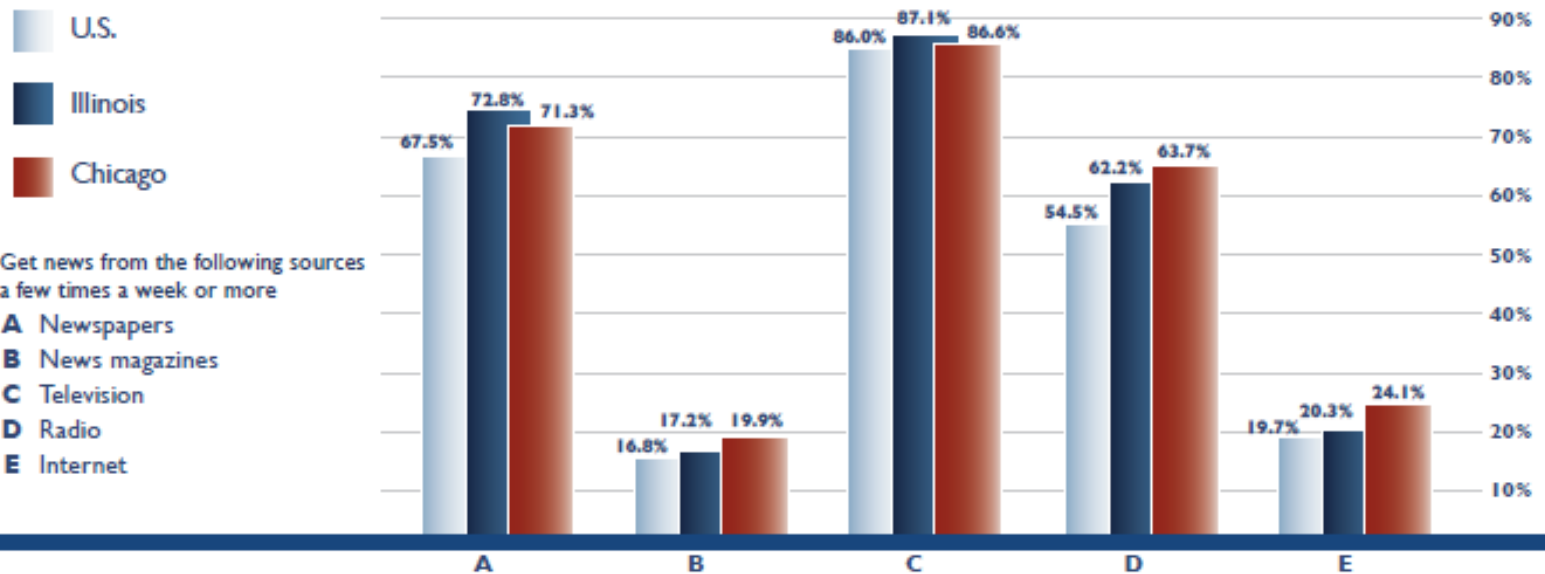
Social Capital: Discuss Politics (IL)

FIGURE 17: DISCUSS POLITICS WITH FAMILY AND FRIENDS
2008 - 2009 NATIONAL AVERAGE - 39.3% ILLINOIS - 40.6%

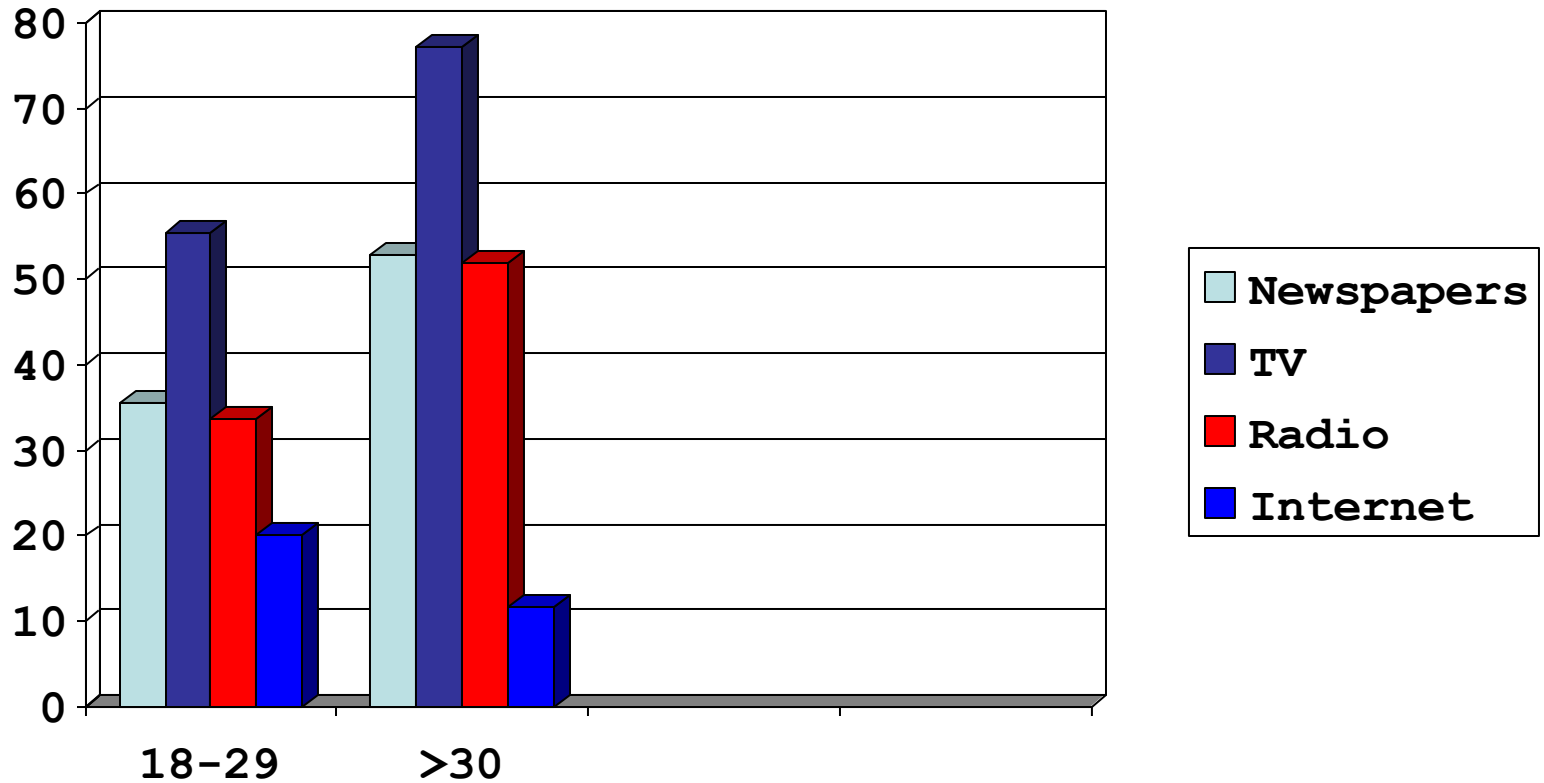


Social Capital: News Attentiveness (Chicago)

FIGURE 6: NEWS ATTENTIVENESS



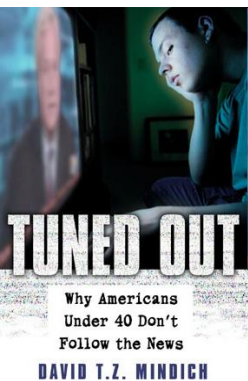
Social Capital: News Attentiveness-- Millennials (Chicago)



Social Capital: News Attentiveness-- Millennials

“Young People and the News”

- Report prepared by Thomas Paterson of the Shorenstein Center on the Press (July 2007)
- **Newspapers?** Only 9% of teenagers read a newspaper daily, 46% hardly ever/not at all
- **National television news?** 31% of teenagers watch national TV news daily, 22% several times a week, and 23% once a week. Similar numbers for local news.
- **Radio?** 25% listen to radio news daily, 13% several times a week, and 18% once a week.
- **The Internet?** 20% use the internet as a news source daily, 23% several times a week, and 15% once weekly. A full 32% do not use the internet as a news source.
- Young people watch non-news related programming and read magazines and books in similar numbers with older adults (Source: Pew Research Center Biennial News Consumption Survey, 2004)



Promising Approaches to Citizen Development: The Civic Mission of Schools Report

● Six promising approaches outlined by the Campaign for the Civic Mission of Schools:

1. Formal instruction in US Government, history, law, and democracy using interactive methods and opportunities to apply learning to “real-life” situations.
2. *Discussion of current local, national and international events that students view as important to their lives and controversial political and social issues within political and context.*
3. Service learning linked to the formal curriculum and classroom instruction.
4. Extracurricular activities that encourage greater involvement and connection to school and community.
5. Authentic voice in school governance.
6. Participation in simulations of government structures and processes.



Promising Approaches to Citizen Development: The Illinois Civic Blueprint

- The Civic Blueprint for Illinois High Schools is designed to give educators, policymakers, parents, and all residents of the state:
 1. Explanations of promising approaches to high school level civic education.
 2. Examples of Illinois high schools, educators, and students using these approaches.
 3. Recommendations for implementing these approaches in high schools across Illinois.
 4. Resources that support schools and communities in promoting the civic engagement of Illinois high school students.

McCormick Foundation Conference Series

Creating A Civic Blueprint
for Illinois High Schools



Educating for Democracy

McCormick
Foundation

Teaching with Controversy: Empirical Grounding

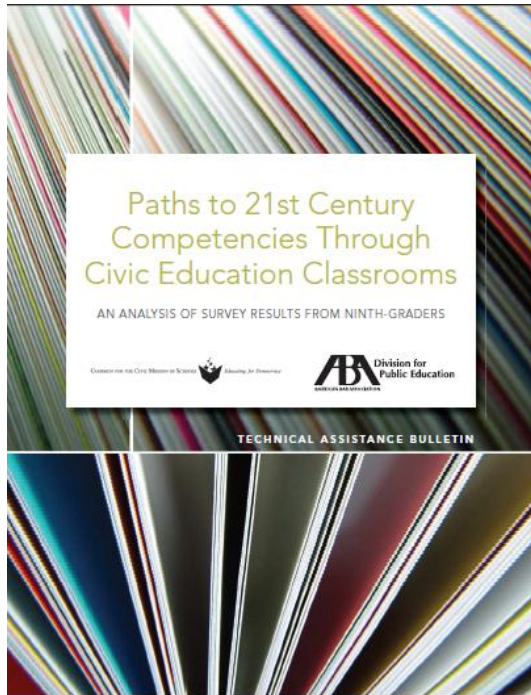
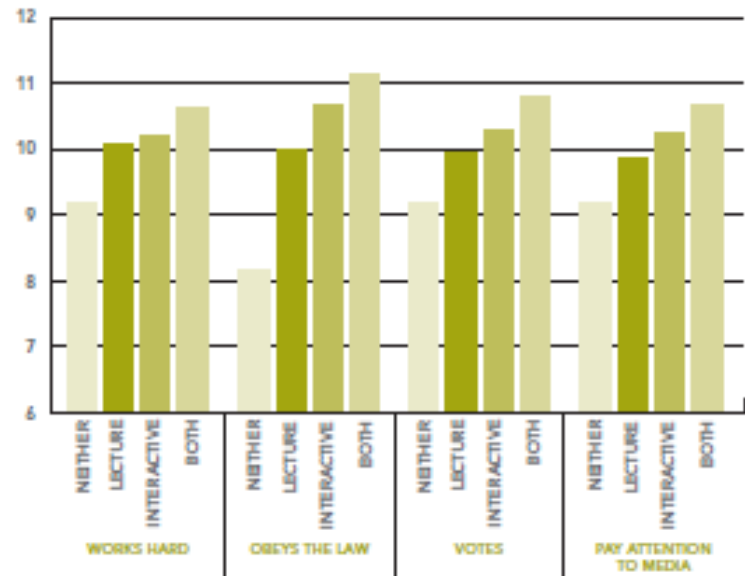
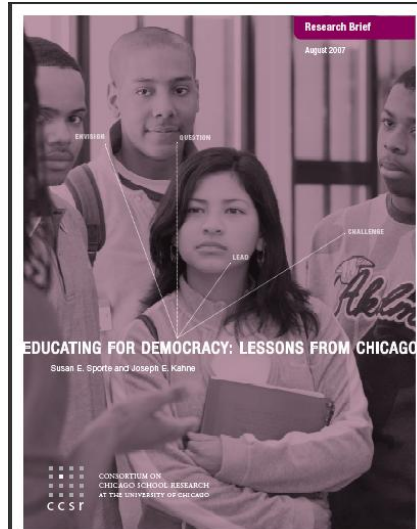


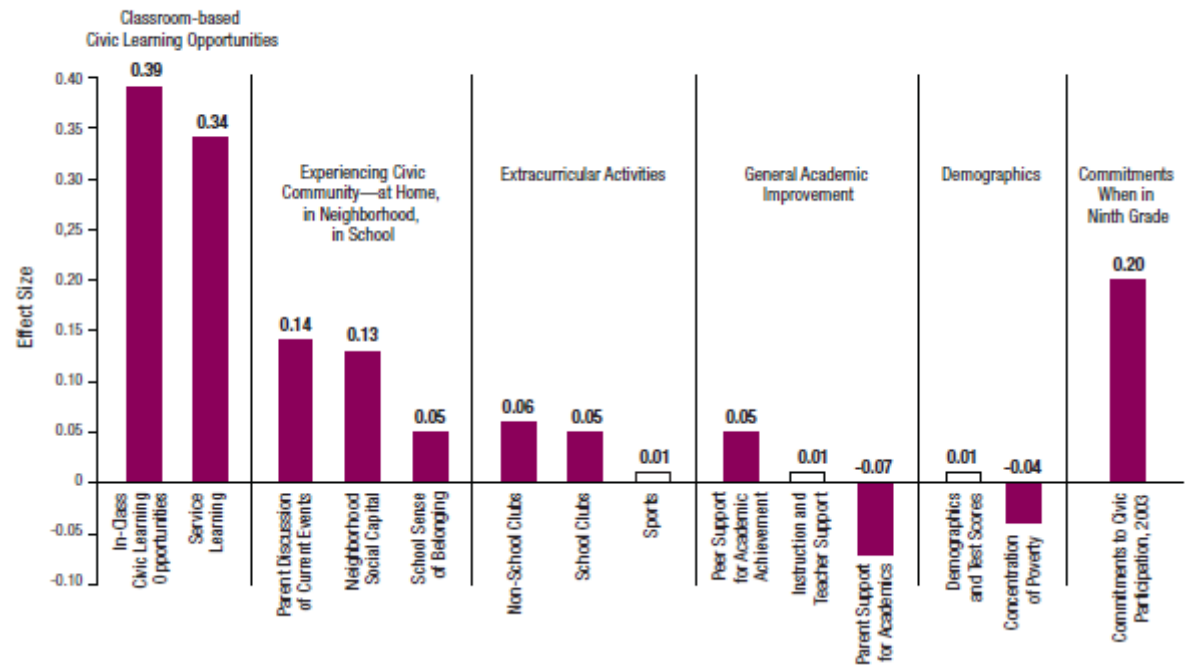
Figure 10. Norms of social responsibility by educational group*



Teaching with Controversy: Empirical Grounding



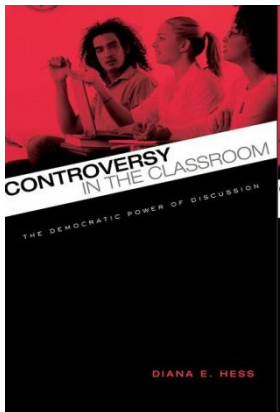
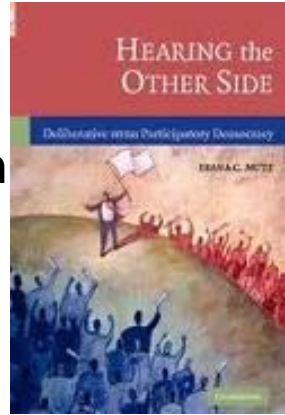
Developing Students' Civic Commitments (Data from 2005)



Example: Everyone has a responsibility to be concerned with state and local issues.

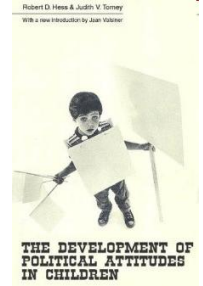
Teaching with Controversy: Empirical Grounding

- “Deliberation and participation...do not go hand in hand. Homogeneous and heterogeneous social contexts serve two different, yet important, purposes in this regard.” (Mutz, 2006)
- Disturbing evidence of a dearth of political discussions among people with dissenting views
- Schools as a transformational site to facilitate such dialogue
- “We have to get young people comfortable with conflict. That’s when they’re more likely to engage politically. If we rely just on families to do this, it isn’t going to happen. Civic education has the potential to tap the openness of young people to arguments on both sides of important issues.” (Hess, 2009)



Teaching with Controversy: Empirical Grounding

A. How ideologically diverse are students, their classes, and their teachers? To what extent do they have coherent political views?



B. To what extent do students recognize diversity in their midst?



McDevitt

C. What impact do schools have on the likelihood that young people will develop into active, informed citizens?



Teaching with Controversy: Pedagogical and Practical Issues

A. What are the barriers to classroom-based controversial issues discussions?

- i. Teaching to the test
- ii. Administrative support
- iii. School policy
- iv. Parental pressure

B. What are some of the most effective models of teaching controversial issues?

i. General:

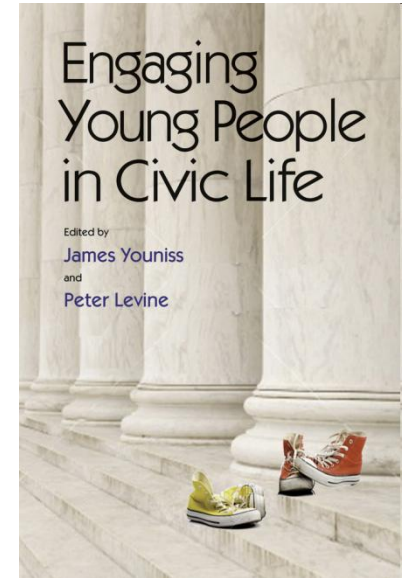
- a. Safe learning environment
- b. Teaching the tip
- c. Disclosure/ non-disclosure

ii. Specific:

- a. *Concept formation*
- b. Structured Academic Controversy
- c. *Seminar*
- d. *Structured debate*
- e. Object-based learning
- f. *Primary documents*
- g. Simulations
- h. *News literacy*

Teaching with Controversy: Principles for Policy

- A. Equity: Universal student access to controversial issues discussions
- B. Quality: “Teachers’ prowess and the intellectual rigor of the materials used to prepare students for discussion”
- C. Focus: Scaffolding throughout a students’ educational career in preparation for controversial issues discussions
- D. Currency: Embrace contemporary issues alongside historical controversies



From Pedagogy to Practice: Gay Rights

HUMAN RIGHTS CAMPAIGN

fax: 202/347-5323

Marriage Equality & Other Relationship Recognition Laws



State issues marriage licenses to same-sex couples (5 states and the District of Columbia): Connecticut (2008), District of Columbia (2010), Iowa (2009), Massachusetts (2004), New Hampshire (2010) and Vermont (2009).



State recognizes marriages by same-sex couples legally entered into in another jurisdiction (2 states): Maryland (2010) and New York (2008).



Statewide law providing the equivalent of state-level spousal rights to same-sex couples within the state (5 states and Washington, DC): California* (domestic partnerships, 1999, expanded in 2005), Illinois (civil unions, effective June 1, 2011), Nevada (domestic partnerships, 2009), New Jersey (civil unions, 2007), Oregon (domestic partnerships, 2008) and Washington (domestic partnerships, 2007/2009).



Statewide law providing some statewide spousal rights to same-sex couples within the state (4 states): Colorado (designated beneficiaries, 2009), Hawaii (reciprocal beneficiaries, 1997), Maine (2004), and Wisconsin (domestic partnerships, 2009).

CSF 2/1/2011

Civil unions legalized

Illinois joins 5 other states extending spousal protections

BY CHERYL V. JACKSON
Staff Reporter



Gov. Quinn shows to the audience the Illinois Religious Freedom Protection and Civil Union Act after signing it into law Monday at the Chicago Cultural Center. | KEITH HALE-SUN-TIMES

Gov. Quinn on Monday signed a bill legalizing civil unions for gay and lesbian couples.

"Here we are in 2011 on the eve of Abraham Lincoln's 202nd birthday and I think this is very special," Quinn said as 20 politicians joined him on stage and hundreds of supporters packed a hall in the Chicago Cultural Center. "We believe in civil rights and we believe in civil unions."

With the move, Illinois joins five other states and the District of Columbia in establishing statewide laws to provide the equivalent of state-level spousal rights to same-sex couples.

The law, which takes effect June 1, allows for some of the same protections of marriage. It doesn't alter state law

recognizing marriage as being between a man and a woman. But it does grant those in gay — and heterosexual — civic unions new rights regarding hospital visits, health-care decision-making and the disposal of remains, as well as the ability to share in a nursing home, adoption and parental rights, and pension benefits.

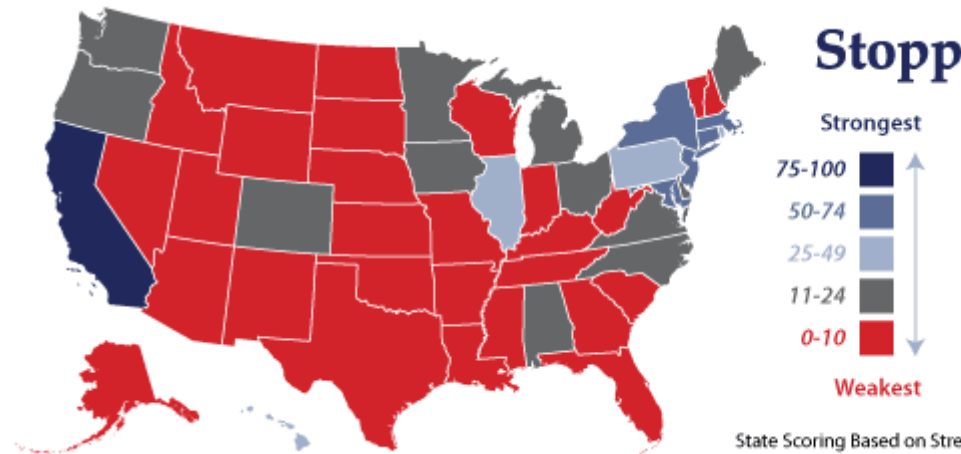
sponsor of the Senate bill, told the crowd he was inspired by his gay daughter, Maggie.

"As a father of three daughters, it didn't make sense to me for two to have different rights than one," he said.

The House and Senate passed the bill, called Illinois Religious Freedom Protection and Civil Union Act, in December.

Contributing: AP

From Pedagogy to Practice: Gun Rights



SUNDAY, JANUARY 31, 2010 | The Midwest's largest reporting team | 24 hours at chicagotribune.com

CHICAGOLAND

Americans giving — and fickle

The principle is ages old: Love thy neighbor. But the outpouring of donations for the victims of Haiti's earthquake shows how 21st-century technology has accentuated the heartfelt, if fleeting, generosity of Americans.

More than ever, the charity is instant and intimate. Through TV and newspaper images, a Chicagoan can look into the eyes of an orphan in Port-au-Prince, text digits into her phone and have \$10 on the way to the Red Cross in mere seconds.

Defying the recession, the giving for Haiti is likely the largest immediate response by Americans to an international disaster in history, charities say. Yet, even as the generosity shows the best side of Americans, the group already are brainstorming ways to keep the money flowing once TV camera crews have left Haiti — and its years-long reconstruction effort. PAGE 7

CHICAGOLAND

Daley denies suicide link

A memorial site scheduled a meeting with the Chicago school board president about the credit card probe for the day Michael Scott, above, was found dead. PAGE 16

WEATHER

THE PUBLIC FACE OF GUN RIGHTS

The Supreme Court will decide the legality of the city's handgun ban in *McDonald v. City of Chicago*. This is Otis McDonald.

By Colleen Mauntony | TRIBUNE REPORTER

From behind the wheel of his hulking GMC Suburban, 76-year-old Otis McDonald leads a crime-themed tour of his Morgan Park neighborhood. He points to the yellow brick bungalow he says is a haven for drug dealers. Down the street is the alley where five years ago he saw a teenager pull out a gun and take aim at a passing car.

Around the corner, he gestures to the weed-bitten roadside where three thugs once threatened his life.

"I know every day that I come out in the streets, the youngsters will shoot me as quick as they will a policeman," says McDonald, a trim man with a neat mustache and closely cropped gray hair. "They'll shoot a policeman as quick as they will any of their young gangbangers."

To defend himself, McDonald says, he needs a handgun. So, in April of 2008, the retired maintenance engineer agreed to serve as the lead plaintiff in a lawsuit challenging Chicago's 29-year-old handgun ban. Soon after, he walked into the Chicago Police Department and, as his attorneys had directed, applied for a .22-caliber Beretta pistol, setting the lawsuit into motion. When that case is argued before the U.S. Supreme Court on March 2, McDonald will become the public face of one of the most important Second Amendment cases in the nation's history.

Amid the clamor of the gun-rights debate, McDonald presents a strongly sympathetic figure: an elderly man who wants a gun to protect himself from the hoodlums preying upon his neighborhood. But the story of McDonald and his lawsuit is more complicated than its broad outlines might suggest. McDonald and three co-plaintiffs were carefully recruited by gun-rights groups attempting to shift the public perception of the Second Amendment as a white, rural Republican issue. McDonald, a Democrat and low-income homeowner, jobs that he was chosen as

From Pedagogy to Practice: Immigration

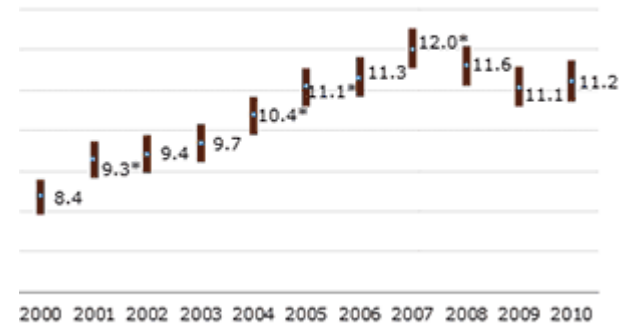
States with Largest Unauthorized Immigrant Populations, 2010

(thousands)

	Estimated Population	Range
U.S. Total	11,200	(10,700 - 11,700)
California	2,550	(2,350 - 2,750)
Texas	1,650	(1,450 - 1,850)
Florida	825	(725 - 950)
New York	625	(525 - 725)
New Jersey	550	(425 - 650)
Illinois	525	(425 - 625)
Georgia	425	(300 - 550)
Arizona	400	(275 - 500)
North Carolina	325	(240 - 425)
Maryland	275	(200 - 325)
Washington	230	(140 - 325)
Virginia	210	(170 - 250)

Estimates of the U.S. Unauthorized Immigrant Population, 2000-2010

(in millions)



Pew Hispanic Center



McCormick Foundation Civics Program

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The Struggle Continues

Teaching with Controversy

QUESTIONS?



McCormick Foundation Civics Program

First Amendment Seminar Series

The Struggle Continues

Teaching with Controversy

Shawn Healy

Resident Scholar and Director of Professional Development



Upcoming Professional Development

Teacher Seminar: Redistricting

Friday, April 15, 2011

Oak Brook

Join the McCormick Foundation Civics Program on Friday, April 15, 2011, in Oak Brook, IL, for a daylong teacher seminar on legislative redistricting. During this daylong session, attendees will learn about redistricting from a national and state perspective. Shawn Healy, the McCormick Foundation Civics Program's resident scholar and Virginia Martinez, the Mexican Legal and Education Fund staff attorney will deliver content lectures in the morning. The afternoon will be devoted to a related lesson plan demonstration and Jocina Morita, executive director of The United Congress of Community and Religious Organizations will lead a mapping exercise that can be directly applied in the classroom. Registration now open!

Upcoming Professional Development

Teaching with Controversy

Monday, June 20, 2011 – Thursday, June 23, 2011

Oak Brook

The McCormick Foundation Civics Program will present “Teaching with Controversy,” a four-day exploration of one of the six pillars of the Illinois Civic Mission Coalition’s Democracy Schools Initiative, “Structured Engagement with Current and Controversial Issues.” Participants will learn from experts in the field, partake in related lesson plan demonstrations, and develop materials and pedagogical guidance for immediate use in secondary classrooms. Registration to open in March.



Upcoming Professional Development

First Amendment Summer Institute

July 2011; *Dates TBD*

Chicago

The McCormick Foundation Civics Program presents its third annual First Amendment summer Institute, a weeklong course focusing on the five freedoms: religion, speech, press, assembly and petition. The course will specifically focus on the five freedoms and their application in a school setting. Attendees will learn from experts in the field, partake in related lesson plan demonstrations, and work in small groups to create and share lesson plans for classroom use. Registration to open in March.

McCormick Foundation Civics Program

First Amendment Seminar Series

The Struggle Continues

Freedom in the News

Jamie Loo

Online Resources Producer



What is Freedom in the News?

Freedom in the News is an e-newsletter that aggregates news stories on First Amendment issues and other freedom issues.

Among the categories are:

- The Five Freedoms
- Student Freedoms
- Civil rights
- Gender equity
- Immigration
- Native American rights
- Slavery
- Worker's rights
- Abortion and reproductive rights
- Crime and punishment
- Death penalty
- Disability rights
- Elections and voting
- Gay rights
- Gun rights
- Homeland Security
- Smoking rights
- Stem cell research
- Privacy rights
- Property rights
- State's rights
- Federal courts
- Supreme Court

Freedom in the News

The Latest First Amendment and Freedom News from Sources around the Country and World

The McCormick Freedom Project is now the McCormick Foundation Civics Program. The Civics Program seeks to improve access to quality civic education and engagement opportunities in Chicagoland for youth ages 12-22. For more information about our new name and mission, [click here](#).

[Click here](#) for source abbreviations

November 5, 2010

Five Freedoms

Speech

[N.J. ACLU to sue NJ Transit for firing employee who burned Koran on 9/11 anniversary](#). The group will file a lawsuit Friday in U.S. District Court saying Fenton was unconstitutionally fired for exercising his free speech rights. (NJ.com)

[Facebook brings the Afghan war to Fort Campbell](#). To ensure that a service member's family does not receive the news of a death by e-mail, phone or an errant Facebook posting, the military temporarily shuts down Internet access to deployed units that suffer a fatality. In today's era of ever-present connections, such blackouts are rarely enough to cut off the flow of information. (WP)

[U-M lifts its ban on assistant AG](#) Shirvell, the assistant Michigan attorney general under fire because of his verbal and written attacks on a U-M student leader, was banned from campus Sept. 14. He appealed the ban, which would have resulted in an arrest for trespassing. (Detroit Free Press)

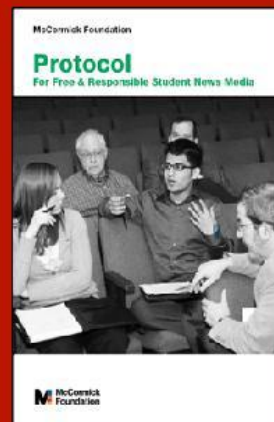
[Final nail in coffin for Net neutrality?](#) If passed, the Net neutrality law would require Internet providers like phone and cable companies to treat all Web content equally. They would prevent providers from restricting access to certain sites or applications, or collecting fees to deliver some sites faster than others. (CNN)

[Black Eyed Peas Sued For Copyright Infringement](#). Two separate but related copyright infringement lawsuits were filed today in the Southland against the Black Eyed Peas and the hip hop group's record labels and publishers. (FoxLA.com)

[New 'Bill of Rights' cracks down on bullying](#). As part of the response to a wave of suicides committed by students who endured bullying, New Jersey lawmakers have proposed an Anti-Bullying Bill of Rights. (The Item of Millburn and Short Hills)

[Op-ed: Law to keep violent video games from minors is a quagmire](#). California's arguments sound similar to initial attacks mounted against crime novels, comic books, rock music, films and the Internet before fears eased. Video games are no different, but this law remains a powerful temptation to those who want to encroach on the rights of parents to make

What's New



McCormick Foundation Student Journalism Protocol has been released. The Protocol will help student journalists and administrators foster good relationships to promote a responsible and free student news media.

Additional Resources



Headline examples

[Stevenson High School principal will no longer preview newspaper](#) Stevenson High School officials, at one time accused of censoring the student newspaper, informed a jubilant senior editor Wednesday that the principal no longer feels the need to preview the newspaper before publication. (CT)

[Second book challenged and removed in Bedford](#) A second book has been pulled from the Bedford High School curriculum following complaints about its sexual content by the same parents who started the argument about “Nickel and Dimed: On Not Getting By In America,” which was removed from the high school’s personal finance course last month. (Nashua Telegraph)

[Edmonds student suspended for going off-script](#) Pascal knew that giving an unapproved speech would get him disqualified as a candidate. What he didn’t expect was getting suspended for a day and a half. He spent that time alone in a school conference room, punishment he called “solitary confinement.” (The Enterprise)

Headline examples

[Former NCAA player's suit threatens Hollywood](#) Keller's lawsuit has also unexpectedly ballooned into a major First Amendment challenge, prompting Hollywood's largest movie studios and dozens of other interests — from the estates of reggae legend Bob Marley and Nobel laureate John Steinbeck to ESPN and the Comic Book Legal Defense Fund — to weigh in on the case. (AP)

[Artwork with Confederate flag removed from Ga. exhibit](#) A college president says she ordered an instructor's painting removed from a faculty art exhibit amid controversy about the piece, which features a Confederate flag. The flag is superimposed on images that include a hanged black man and a hooded Ku Klux Klansman, the Athens Banner-Herald reported. (AP)

[Ky. governor OKs posting of God phrases in Capitol walkway](#) A legislative chaplain received permission Feb. 4 to post excerpts from historical documents that reference God in a Capitol walkway, settling a dispute that had raised the ire of lawmakers and ministers. (AP)

Headline examples

[N.Y. assemblyman introduces school-uniform bill](#) Public school students — elementary, middle and high school — will wear school uniforms if a measure in the New York General Assembly becomes law. (FAC)

[N.Y. school blocks teens' Bieber T-shirts](#) A group of high school girls in New York say their informal Justin Bieber fan club almost got them suspended because it crossed school rules on gang attire. (UPI)

[Arizona birthright legislation stalls](#) The march of state Senate versions of Arizona's birthright bills stumbled when a key sponsor held up the measures to avoid a potentially losing committee vote. (UPI)

[House Democrats say Justice Thomas should recuse himself in health-care case](#)
_Seventy-four House Democrats have signed a letter to Clarence Thomas asking the Supreme Court justice to recuse himself from any deliberations on the constitutionality of the national health care overhaul, arguing that his wife's work as a lobbyist creates "the appearance of a conflict of interest." (WP)

Headline examples

[Indiana House passes ban on gay marriage](#) The measure now goes to the Senate. A constitutional amendment must be approved by two separately elected legislatures and then by voters. It would be at least three years before the constitution could be changed. (Indianapolis Star)

[Op-ed: High-Capacity Ammo Clips for Guns Save Lives](#) Why do honest Americans—private citizens and police alike—choose magazines that hold more than 10 rounds? Quite simply, they improve good people's odds in defensive situations. (UNWP)

[House OKs short-term extension of Patriot Act](#) The House passes an extension of Patriot Act surveillance measures, temporarily bypassing opposition from 'tea party' lawmakers and others who say they threaten privacy. (LAT)

Making sense of the news...

Some news gathering organizations have resources to help teachers use news in the classroom. Many of these resources are developed by education experts.

Resources include:

- Lesson plans
- Discussion questions
- News quizzes
- Student activities
- Suggested resources for student research
- Student discussion forums

McCormick Foundation Civics Program

First Amendment Seminar Series

Freedom in the News

QUESTIONS?



McCormick Foundation Civics Program

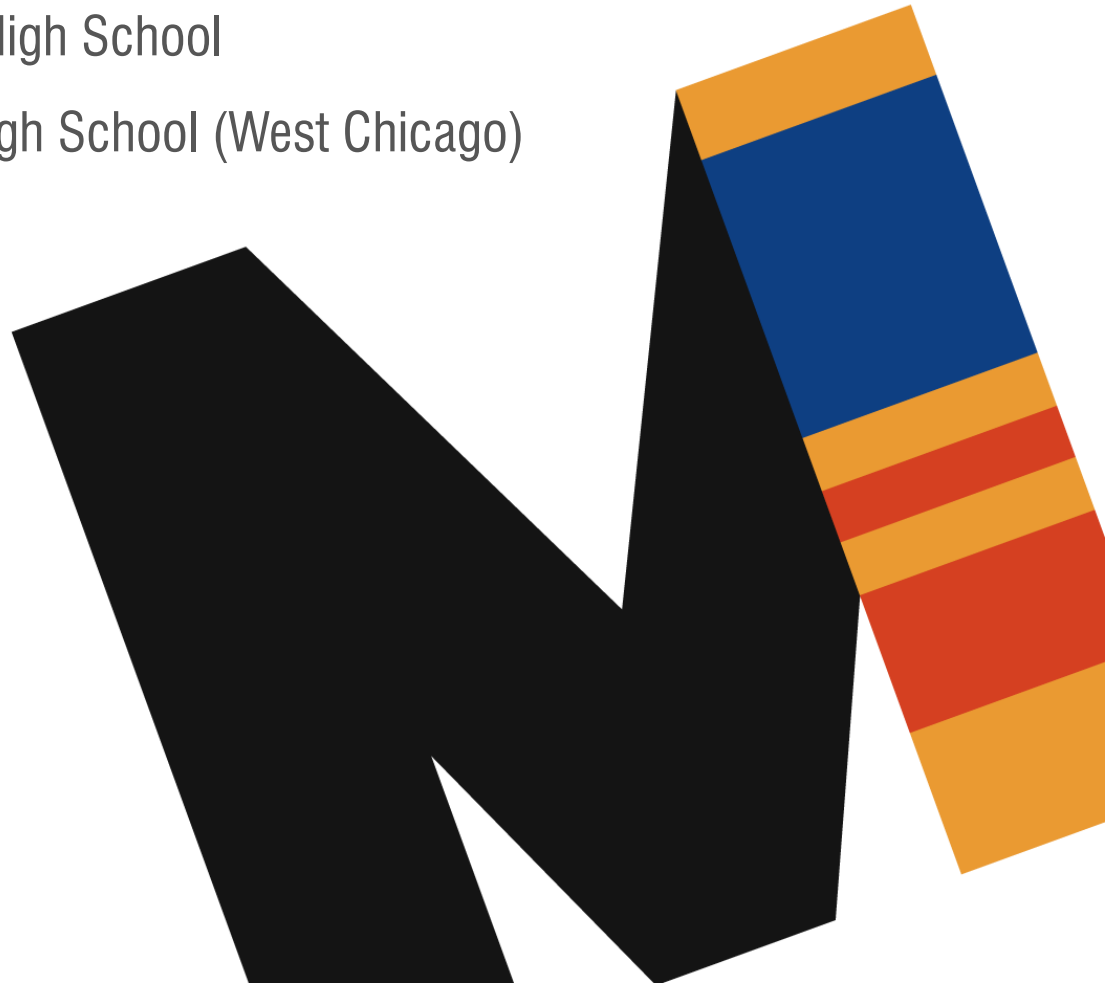
First Amendment Seminar Series

The Struggle Continues

Lesson Plan Demonstration

Hayley Lotspeich, Wheaton North High School

Mary Ellen Daneels, Community High School (West Chicago)



McCormick Foundation Civics Program

First Amendment Seminar Series

The Struggle Continues

Small Group Breakout



Small Group Lesson Planning

1. Select one of the three controversial issue lesson plans:
 - What is an American?
 - Gay Rights: The Struggle Continues
 - To Keep and Bear Arms
2. Identify one or two other resources from today's seminar, or previous seminars, as extension activities to the lesson plan that you have selected.
3. Discuss how you might plan this lesson around discussion.
4. Discuss potential challenges and how you can advocate for teaching with controversial issues in your school or classroom.

McCormick Foundation Civics Program

First Amendment Seminar Series

The Struggle Continues

Thank you & Evaluations

