

Freedom for All

Winter 2011 First Amendment Seminar Series

Saturday, February 5, 2011
8:30 am – 3:00 pm

University Conference Center, Chicago



The **McCormick Foundation's Civics Program** seeks to improve access to quality civic education and engagement opportunities in Chicagoland for youth ages 12-22.

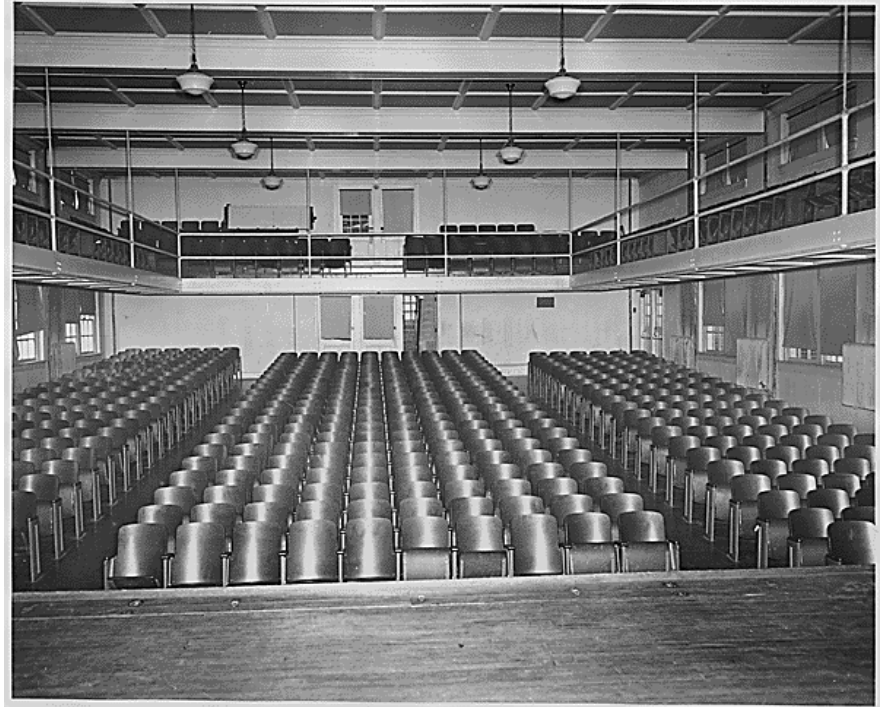
The Civics Program pursues this vision by delivering content and services that serve youth and teachers; funding organizations that improve civic education and engagement; and by advocating for policy changes which impact the civic education system.

Through this work, the Civics Program aims to provide Chicagoland youth with the knowledge, skills and opportunities that are essential to lifelong civic engagement.



Barbara Johns & the student protest at Moton

Danielle Estler, Professional Development Manager



Exterior View, Farmville/Exterior View, Moton
Plaintiffs' Exhibits: Photograph filed in Dorothy E. Davis, et al. versus County School Board of Prince
Edward County, Virginia, Civil Action No. 1333 Record Group 21 Records of the District Courts of the United
States, 1865 - 1991 National Archive and Record Administration Mid Atlantic Region (Philadelphia)



Exterior View, Farmville/Exterior View, Moton
Plaintiffs' Exhibits: Photograph filed in Dorothy E. Davis, et al. versus County School Board of Prince Edward County, Virginia, Civil Action No. 1333 Record Group 21 Records of the District Courts of the United States, 1865 - 1991 National Archive and Record Administration Mid Atlantic Region (Philadelphia)

"Some of the boys in the vocational program visited the shop at the white school and came back telling us how nice their whole school was...I remember thinking how unfair it was. I thought about it a lot in bed that night, and I was still thinking about it the next day."

- Barbara Johns



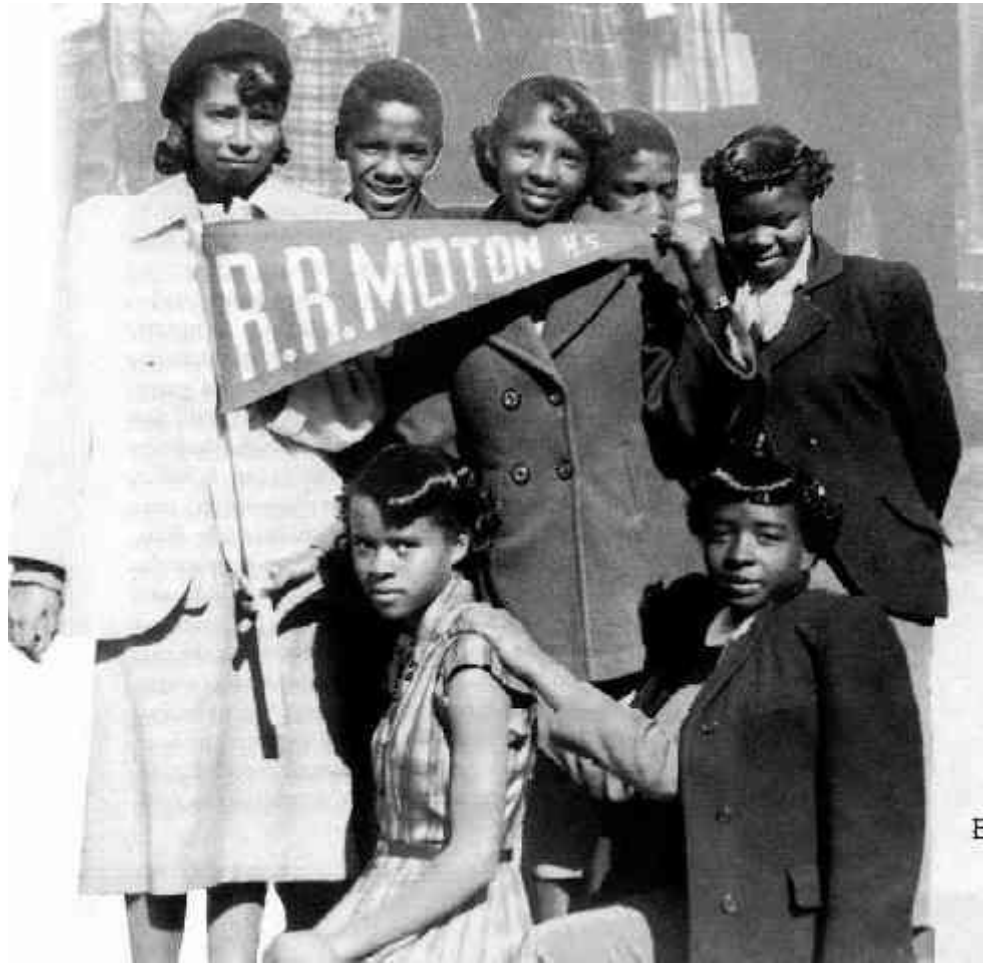
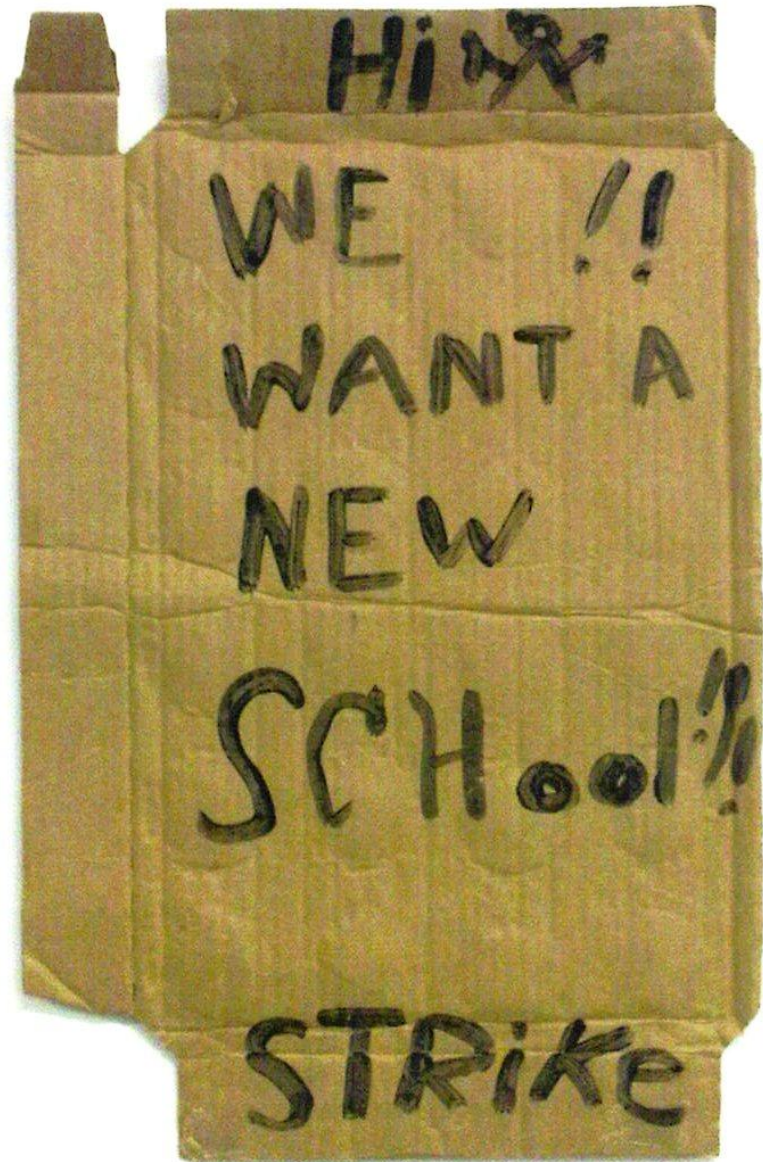


Photo of student leaders at Moton
Virginia Center for Digital History – Massive
Resistance.

Protest sign from student strike
Reproduction based on original seen in as seen in a
photo in the Richmond News Leader on April 30,
1951





Lesson Plan Demonstration

Kyle Hickman

Wheaton Warrenville South High School/Teacher Advisory Council



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The People Speak – Democracy is not a spectator sport

Web Extras

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The Meaning of July 4th for the Negro (3:43)

Morgan Freeman performs the words of Fredrick Douglass addressing a white audience about the Fourth of July.

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The People Speak Democracy is not a spectator sport
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<http://www.history.com/shows/the-people-speak/videos/playlists/web-extras#the-meaning-of-july-4th-for-the-negro>

SEPARATE IS NOT EQUAL

BROWN v. BOARD OF EDUCATION



Smithsonian
National Museum of American History
Belting Center

HISTORY - REFLECTIONS - EXHIBITION - PUBLIC PROGRAMS - RESOURCES



The Smithsonian's National Museum of American History is proud to present a special exhibition, *Separate Is Not Equal: Brown v. Board of Education*, to commemorate the 50th anniversary of this major turning point in American history. At fifty, its relevance shines on.

[VIEW HISTORY](#)



Reflections

How has your life been affected by the *Brown v. Board of Education* decision? Share your thoughts.

Public Programs

Past events include film screenings, gallery talks, and an online chat. Stay tuned for upcoming events.

Educational Materials

Materials for teachers, parents, and students include a bibliography, a teacher guide, school tours, and other resources.

CREDITS - SPONSORS - MEDIA

<http://americanhistory.si.edu/brown/index.html>

SEPARATE IS NOT EQUAL

BROWN v. BOARD OF EDUCATION

Smithsonian
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HISTORY - REFLECTIONS - EXHIBITION - PUBLIC PROGRAMS - RESOURCES



Segregated America

The Battleground

Legal Campaign



Five Communities

Clarendon County, SC

Topeka, Kansas

► **Farmville, Virginia**

New Castle County, DE

Washington, DC

The Decision

Legacy

Black Students On Strike! Farmville, Virginia

page 1 | 2

Davis v. the School Board of Prince Edward County

Moton High School is just a few miles from Appomattox, Virginia, the site of Robert E. Lee's surrender to Ulysses S. Grant to end the Civil War. In 1951 African American students from the school fought their battle for access to equal education.

Led by Barbara Johns, a determined eleventh-grader, a group of students organized a strike for a better school. The students rallied their fellow classmates, an entire community, and NAACP attorneys to their cause. Their courage and commitment brought their demand for justice before the nation.

***Davis v. School Board of Prince Edward County* Legal Case Summary**

Black, Rural Farmville, Virginia

<http://americanhistory.si.edu/brown/index.html>

GO

MY FOLDERS ▾

MY GROUPS ▾

MY PROFILE



HELP | SIGN OUT

Barbara Johns of Farmville, Virginia

Resource for Grades 9-12 | [View Citation](#)



Media Type:

Video

Running Time: 11m 51s

Size: 73.4 MB

VIEW

or

DOWNLOAD

This video segment from *The Rise and Fall of Jim Crow* highlights the struggle to desegregate schools in the era of Jim Crow. In 1951, in the town of Farmville, Virginia, students at Robert Russa Moton High School called a strike, asserting their opposition to the deplorable conditions of their school compared to the white-only school. Led by the student activist Barbara Johns, students held a school strike, marched into the superintendent's office, and demanded a better school. When the NAACP heard of the students' cause, the organization provided support, and ultimately added the Farmville case to their challenge against Jim Crow.

Permitted use: Download and Share

Supplemental Media Available:

[Barbara Johns of Farmville, Virginia Transcript](#) (Document)

Accessibility Features: Transcript

SAVE TO FOLDER Share |

Source: *The Rise and Fall of Jim Crow*: "Terror and Triumph"

Learn more about [The Rise and Fall of Jim Crow](#).

Related Resources:



**Booker T. Washington:
An Education**
(Video)



**The Civil Rights
Movement in America,
1945-1975**
(Interactive)



The Double V
(Interactive)

Resource Produced by:

WNET.ORG
EDUCATION

Collection Developed by:

WNET.ORG
EDUCATION

Collection Credits

▶ Background Essay

▶ Discussion Questions

▶ Standards

▶ Comments and Reviews

Not yet reviewed.

ADD A REVIEW



Discovery Trunks

Danielle Estler, Professional Development Manager



Object-Based Learning

“The use of objects is key to providing experiences for engaging multiple intelligences”

“Using an object engages the senses, which increases interest and leads to individuals creating a personal connection to the learning.”

“The use of objects in inquiry helps make an abstract idea concrete.”

Guided Inquiry: Learning in the 21st century

Carol Collier Kuhlthau, Ann K. Caspari, Leslie K. Maniotes

Discovery Trunks are available to middle school and high school teachers who are looking for innovative ways to bring their curriculum - and the stories of those who have struggled to help define freedom - to life.

Themed **Discovery Trunks** feature artifact reproductions and multimedia in kits that illuminate the lives of historical figures such as Barbara Johns, Sojourner Truth, Abraham Lincoln, Alice Paul and Frederick Douglass.

The **Discovery Trunk** experience provides students with a unique opportunity to engage in hands-on, object-based learning.

Matthew Lyon
 Sequoyah
 Sojourner Truth
 Abraham Lincoln
 Frederick Douglass
 Eugene Debs
 Alice Paul
 Mary Tsukamoto
 Barbara Johns
 Ronald Reagan

Department of the Interior.
 Washington D. C. Aug. 11. 1863
 To whom it may concern,
 The bearer of this, Frederick
 Douglass, is known to us as a loyal,
 free man, and is, hence, entitled to
 travel, unmolested.
 We trust he will be recognized
 everywhere, as a free man, and a
 gentleman.
 Respectfully,
 H. Usher
 Secy.
 S. C. Pennington
 Ch. S.
 Kansas
 Copy the Kansas Frederick Douglass who is
 known to be a free man. M. Blair 1863





GWY J&QUO-Y.
CHEROKEE PHENIX, AND INDIANS' ADVOCATE.

PRINTED UNDER THE PATRONAGE, AND FOR THE BENEFIT OF THE CHEROKEE NATION, AND DEVOTED TO THE CAUSE OF INDIANS.

E. BOUDINOTT, Editor. **NEW ECHOTA, WEDNESDAY FEBRUARY 11, 1829.** **VOL. I.--NO. 48.**

PRINTED WEEKLY BY
JNO. F. WEBSTER,
 At 25 1/2 if paid in advance, \$3 in six months, or \$3 50 if paid at the end of the year.
 To subscribers who can read only the Cherokee language the price will be \$70 in advance, or \$2 50 to be paid within the year.
 Every subscriber will be considered as continued unless subscribers give notice to the contrary before the commencement of a new year.
 Any person procuring six subscribers, and becoming responsible for the payment, shall receive a seventh gratis.
 Advertisements will be inserted at seven-fifty cents per square for the first insertion, and thirty cents a full state for each continuance; longer ones in proportion.
 All letters addressed to the Editor, **PHENIX,** will receive due attention.
 Agents for the Cherokee Phoenix.
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Rev. A. D. EDER, Cavanaugh, N. C.

rich man there, lifting up your eyes, and in vain calling for one drop of water to cool your parched tongue."
 Remember my brethren, that in a very little time, death and judgment, and eternity, will overtake you. What haste is death making? There is no post so swift, there is no messenger so pure, and when he comes, then, of all thy unjust gains, for which you have sold your soul and salvation, and of all your sinful pleasures, nothing will remain but the heavy reckoning and a bitter remembrance. Yes, you must stand before the judgment seat of Christ. You must there give an account to him of your stewardship, of your time, your talents, and privileges; and why you employed them for your sinful pleasure and profit, and not for his glory? And when he shall say, "did I send thee into the world only to get wealth, and to forget thy immortal soul? Did I appoint my sabbaths, to be profaned by you, and give you my word, only to be neglected? Did I give you my laws and commandments, only to be trampled upon? Did I not send my faithful ministers, to set before you the blessings which my grace provided for the chief of sinners? And still, notwithstanding all this, did you not harden your heart, and go on in the way of your own evil thoughts?" When the awful Judge shall put these questions to your soul, what answer will you be able to give? Will you not be speechless with confusion and self conviction? And will not your heart sink within you when you shall hear him pronounce the awful sentence, "Depart from me, ye cursed, into everlasting fire, prepared for the devil and his angels." Do you not

relief. It is right, it is just in God to destroy me: I ought to perish. What may do what he pleases. If he pleases me to hell, let him do it, and if he pleases me mercy, well: let him do as he wishes with me. Here, at this moment, I had such a kind of view, or whole view of myself, and a willingness to be in God's hands, that I could be no longer, and resolved to go in prayer and throw myself for the first time at the feet of the Saviour, and solemnly beg of him to do what he would with me. Just at this time Ediza [an Indian pious woman in the family who, from the very first of degradation, has become as we hope a profane of Christ's lamb] came and talking to me how easy it was to believe in the Saviour if I would; and after talking some time said, "We will pray together." Here I lost all my burden: I felt light; a feeling that I cannot describe. I had as though that I loved Christ; but I was happy; was afraid to give indulgence to these feelings; I thought would be dreadful, after all, it appeared to me, to go to hell with no feeling of distress about it! Having which my grace provided for the members of my conscience, which I distinctly connected with my handkerchief, lest Ediza should observe it. Leaving the room, Miss O. called me to her bed-room, to eat some supper prepared for me. I went, but could not eat. Miss O. and Miss C. urged me, and asked why I refused, to which I made no direct answer. When they saw that I either could or would not eat, they proposed sitting in their room, in which they were sitting, and I went to my bed-room, and I

point, that these Indians are treated at will; that the federal government can never induce them to relinquish their present possessions, and that the immediate use of coercive measures alone can possibly prevent the total extinction of the Cherokees, who are pressed on all sides by a constantly increasing white population. "We have," says this writer, "a large black population, who consider the Indians very little better than themselves in point of independence to the whites;" and as the Indians associate with the blacks more freely than with the whites' the distinction and easy of degradation, has become as we hope very little increased. The summing up of the whole chapter on the Cherokees, is this: They must be driven from the soil for which they have an inherent attachment, and driven at the point of sword and bayonet; for they have no right nor title to their present homes. This is a very summary improvement. The plan is one that might easily be carried into execution by a few divisions of Georgia militia.

"The Cherokees perhaps have done less assimilated nearer to the manners and customs of their more favored neighbors than any tribes, who have come in contact with civilization. The very circumstance of their refusal to migrate hence, while the removal can be effected of tribes less enlightened, is altogether in their favor. If they have a claim to land they hold; if they prefer lands which they have cultivated in some degree to wild fertile lands in the

"Se-Quo-Yah" lithograph reproduction
 Library of Congress Prints and Photographs Division
 Washington, D.C. [LC-USZC4-2566]

Reproduction of a page of The Cherokee Phoenix VOL. 1,
 No. 48 February 11, 1829
 Purchased from The Sequoyah Birthplace Museum,
 Vonore, Tennessee.



Sojourner

Carte de Visite Sojourner Truth
Library of Congress, Prints & Photographs Division,
Washington, D.C. [LC-USZ62-119343]

"Signature" of Sojourner Truth,
Reproduction of signature accessed on
sojournertruth.org



Portrait of Douglass
Library of Congress, Prints & Photographs Division
[LC-DIG-cwpbh-05089].

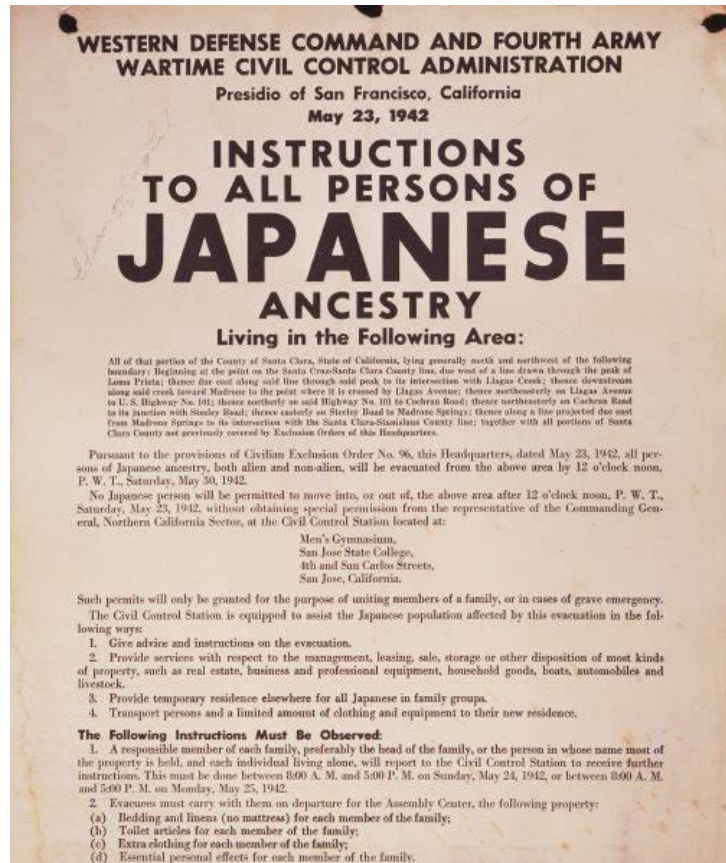
Fugitive slave sheet music (cover)
Library of Congress, Prints & Photographs Division
[LC-USZ62-7823].





Penn[sylvania] on the picket line, 1917.
Women of Protest: Photographs from the Records of the National Woman's Party, Manuscript Division,
Library of Congress, Washington, D.C. [mnwp.160022]

Reproduction Jailed for Freedom Pin
Purchased from the Framingham Historical Society and Museum



Executive Order posted.

Reproduction based on San Francisco, California. Exclusion Order posted at First and Front Streets 04/11/1942
ARC Identifier 536017 / Local Identifier 210-G-A39 Item from Record Group 210: Records of the War Relocation Authority, 1941 - 1989

Packing canvas with family number

Reproduction based on original in on-line exhibition "A More Perfect Union: Japanese-Americans and the U.S. Constitution." Accessed at <http://americanhistory.si.edu/perfectunion/experience/index.html>

Alice Paul

Educator's Object Guide (page 2 of 4)



Penn[sylvania] on the picket line, 1917.

After President Wilson's narrow re-election, he met with a delegation of 300 women on January 9, 1917 who asked him to support a federal woman suffrage amendment; he refused and stormed out of the meeting. The suffragists began picketing the White House, scheduling different days for different affiliated groups - state contingencies, professional groups, etc. These "silent sentinels" with their purple, white and gold banners with slogans like the one seen in this photo - "Mr. President How Long Must Women Wait for Liberty" - were the first White House protesters.

Their presence was initially tolerated, and even seen as an amusement, as the President would tip his hat to the picketers as he left the White House. However, that sentiment eroded as the United States entered into World War I on April 6, 1917. Continuing their picketing through the summer, their banners were embarrassing to the administration, highlighting the hypocrisy of fighting for democracy in Europe while denying voting rights to women in the United States. The nationalism of wartime also made it less acceptable for the suffragists to criticize the government, and increasingly their actions were being deemed unpatriotic. The D.C. police began arresting suffrage picketers on June 22, 1917 for obstructing sidewalk traffic.



"Jailed for Freedom" pin

In 1917, over 150 National Woman's Party (NWP) picketers were arrested and sentenced to terms of up to seven months in the Occoquan Workhouse in Virginia. When their demands to be considered political prisoners were ignored and their concerns about their living conditions went unresolved, some of the prisoners, including Alice Paul, went on hunger strikes. On November 15, 1917, on what became known as the "Night of Terror," prison guards brutalized the women when they failed to cooperate, beating and throwing them in their cells. Attempts were made to delegitimize Alice Paul as the leader of the NWP suffragists by having her undergo psychological testing to be declared mentally insane.

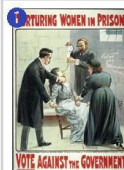
As word got out about the treatment the suffragists were facing in prison, the public's sympathy grew. Due to public outcry and the likelihood of successful appeals by the jailed suffragists, President Wilson ordered their unconditional release at the end of November 1917. Later, in March of 1918, a US Federal Appeals court found the detainment of the picketers to be unconstitutional.

During a NWP mass meeting in December 1917, suffrage prisoners were honored with a "Jailed for Freedom" pin. The pin was crafted from sterling silver and depicted a prison gate held shut by a heart shaped lock. A badge of honor for the women who received them, the pin's design was inspired by the "Holloway Brooch" which was given to British suffragettes who had undergone similar ordeals in London's Holloway Prison. Alice Paul's original "Jailed for Freedom" pin can now be seen as part of the National Museum of American History's collection.

Artifact Exploration Worksheet

Artifacts are any objects made by humans, usually for a specific purpose. By looking closely at artifacts, we can learn a lot about those who made them, or the society and era in which they were created. When people hear the word "artifact," they often think of what we see at museums inside glass cases, but artifacts are all around us. Artifacts can be flat, like a poster in your classroom, or 3-dimensional, like the backpack you carry to school. They can even be movies or recordings of someone speaking or singing.

Fill out this worksheet as you explore artifacts you have in the classroom today. Use the back of this sheet for additional space.



1 What are the main colors used in the poster?

Are the messages in the poster primarily visual, verbal (using words), or both?

Who do you think is the intended audience for the poster?

What does the creator of this poster hope the audience will do?



2 When was the map produced?

List three things in this map that you think are important.

Why do you think the map was drawn? What is its point?

What information does the map tell about the Congressional Union's activities?



3 Look at the photograph - what do you see?

What does the photograph reveal about its subject?

When and where in the past do you think the photograph was taken? How can you tell?



4 Describe the object. How was it made and with what different materials?

What are some of the reasons someone would have made this object?

What did the person who made this object want other people to know or even do?

If someone wanted to make a similar statement today, how could they do it? What different ways can you think of for someone to express their ideas to others?

Some ideas on how to use in your classroom:

- Use Discovery Trunks before or after a Freedom Express visit.

Freedom Express

A First Amendment Experience



The Freedom Express is a 45-foot mobile museum that tells the story of our First Amendment freedoms of speech, religion, petition, press and assembly through artifacts and award-winning, computer-based interactive exhibits.

One of the exhibits on the Freedom Express, ***Freedom For All?*** features artifacts that help tell the story of several historical figures who asserted their First Amendment rights in a struggle to define freedom in the United States. Featured individuals in the exhibit include Sequoyah, Martin Luther King, Mary Tsukamoto, Sojourner Truth, Alice Paul, and Eugene Debs.

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 concurrent 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

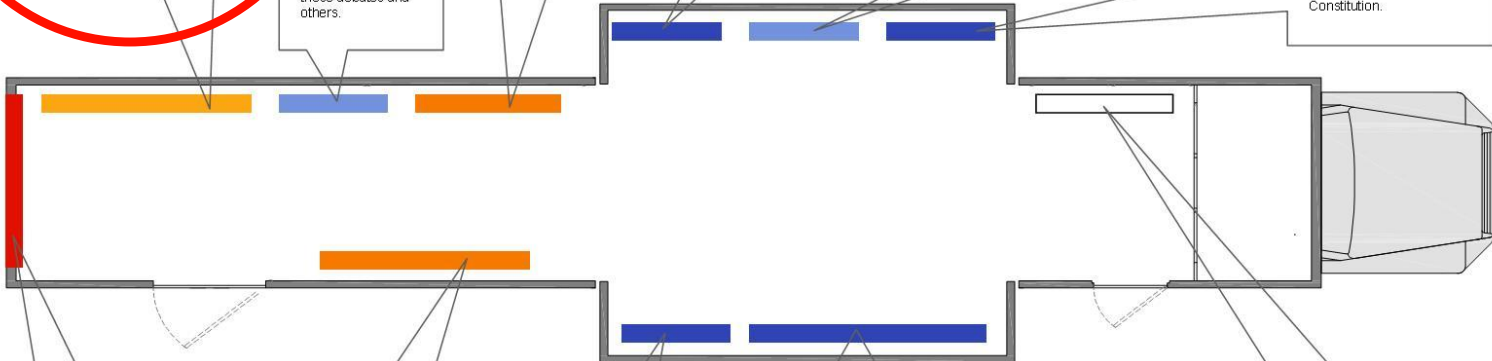
These two touch-screen interactives feature images, text and audio that demonstrates the tension between preserving individual First Amendment rights and protecting individuals from threats to national security, acts of violence, obscenity and hate crimes. Visitors are asked to 'draw the line' on these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



Some ideas on how to use in your classroom:

- Use Discovery Trunks before or after a Freedom Express visit
- Connect one or more Discovery Trunks around a theme

Some ideas on how to use in your classroom:

- Use Discovery Trunks before or after a Freedom Express visit
- Connect one or more Discovery Trunks around a theme
- Create student projects through web quests or research projects



Alice Paul

Additional Resources

Faces of Freedom in American History (8.0 reading level) - McCormick Foundation Civics Program curriculum created in partnership with the Bill of Rights Institute
Fighters for Freedom lesson plan - Understand and appreciate the contributions of Matthew Lyon, Abraham Lincoln, Frederick Douglass, Alice Paul, and Ronald Reagan
http://www.freedomproject.us/files/pdf/faces_of_freedom_cover.pdf

Conflict and Continuity: The Story of American Freedom (10.5 reading level)- McCormick Foundation Civics Program curriculum created in partnership with the Bill of Rights Institute
Voting Rights: Freedom for All? lesson plan - Understand the historical expansion of the right to vote in America. Analyze, how various groups have used First Amendment freedoms to secure voting rights.
http://www.freedomproject.us/files/pdf/bill_of_rights.pdf

Alice Paul Institute
<http://www.alicepaul.org/index.htm>

Suffragists Oral History Project
Conversations with Alice Paul: Woman Suffrage and the Equal Rights Amendment
<http://content.cdlib.org/ark:/13030/kt6f59n89c/>

E-Book: Jailed for Freedom by Doris Stevens
<http://www.gutenberg.org/etext/3604>

Sewall-Belmont House and Museum, headquarters of the historic National Woman's Party
<http://www.sewallbelmont.org/>

Website for the movie *Iron-Jawed Angels*
<http://iron-jawed-angels.com/>

Women's Fight for the Vote: The Nineteenth Amendment
<http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/nineteenth.htm>

Votes for Women: Selections from the National American Woman Suffrage Association Collection, 1848-1921
<http://www.loc.gov/teachers/classroommaterials/connections/votes-women/>

American Memory Photographs from the Records of the National Woman's Party
<http://memory.loc.gov/ammem/collections/suffrage/nwp/>

Some ideas on how to use in your classroom:

- Use Discovery Trunks before or after a Freedom Express visit
- Connect one or more Discovery Trunks around a theme
- Create student projects through web quests or research projects
- Make connections to current and controversial issues

WWW.FREEDOMPROJECT.US



SEARCH

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EXHIBITS

▶ TAKE ACTION

EDUCATION

PROGRAMS &
INFORMATION

TAKE ACTION

Post-Exchange

Freedom in the News

Illinois Democracy Schools

Freedom in the News

To be an effective citizen you need to stay on top of the news. In this section we've compiled recent news articles about freedom. News stories will be updated 2-3 times each week.

January 14, 2011

January 12, 2011

January 10, 2011

January 7, 2011

January 5, 2011

December 15, 2010

[Click here](#) to join the Freedom in the News mailing list.

Source Abbreviations: AFP: Agence France Presse; AJE: Al Jazeera English; AP: Associated Press; BBC: British Broadcasting Corporation; BG: Boston Globe; BS: Baltimore Sun; BW: Business Week; CMLP: Citizen Media Law Project; CR: Chicago Reader; CSM: Christian Science Monitor; CST: Chicago Sun-Times; CT: Chicago Tribune; DH: Daily Herald; DR: Drudge Report; EP: Editor & Publisher; FAC: First Amendment Center; HC: Houston Chronicle; HP: Huffington Post; IHT: International Herald Tribune; IT: Illinois Times; LAT: Los Angeles Times; MH: Miami Herald; MJS: Milwaukee Journal-Sentinel; NCC: National Constitution Center; NW: Newsweek; NYT: New York Times; OS: Orlando Sentinel; RCP: Real Clear Politics; SC: San Francisco Chronicle; SJR: State Journal-Register; SLPD: St. Louis Post-Dispatch; SPI: Seattle Post-Intelligencer; SPLC: Student Press Law Center; SPT: St. Petersburg Times; ST: Seattle Times; TH: Townhall.com; UNWP: U.S. News and World Report; USA: USA Today; WP: Washington Post; WSJ: Wall Street Journal; WT: Washington Times

Some ideas on how to use in your classroom:

- Use Discovery Trunks before or after a Freedom Express visit
- Connect one or more Discovery Trunks around a theme
- Create student projects through web quests or research projects
- Make connections to current and controversial issues
- Use primary sources and/or works of art to extend the theme

Where to find digitized primary sources and works of art:

Library of Congress American Memory <http://memory.loc.gov/ammem/index.html>

National Archives DocsTeach <http://docsteach.org/>

National Archives Online Exhibits <http://www.archives.gov/exhibits/>

National Archives Digital Vaults <http://www.digitalvaults.org/>

National Archives Our Documents <http://www.ourdocuments.gov/>

Smithsonian Collections Search Center <http://collections.si.edu/search/>

Harper's Weekly Text, Illustrations and Cartoons <http://www.harpweek.com/>

Museums, Presidential Libraries, National Park Service, Historical Sites...

Some ideas on how to use in your classroom:

- Use Discovery Trunks before or after a Freedom Express visit
- Connect one or more Discovery Trunks around a theme
- Create student projects through web quests or research projects
- Make connections to current and controversial issues
- Use primary sources and/or works of art to extend the theme
- Create your own Discovery Trunk!

Questions?

Small Group Activity

How might you use discovery trunks in your own classroom?

What connections might you make between discovery trunks?

How might you create your own extensions to a discovery trunk?

What new discovery trunk would you like to create?