

SHOULD HATE SPEECH BE PROTECTED BY THE FIRST AMENDMENT?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the [Thinkalong module](#). Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

FREEDOM OF SPEECH: CRASH COURSE GOVERNMENT #25

Crash Course Government & Politics | February 9, 2016 | Video

6:48 minutes

A crash course video on freedom of speech that explores the purpose and the limits of the first amendment.

- The primary purpose of the first amendment's freedom of speech right is to allow public criticism of the government.
- The first amendment protects a person from the government and extensions of the government, such as schools, from denying their speech. It does not protect against someone else's speech or a private company.
- Political speech gets the strongest protection.
- The first amendment protects speech even if it advocates the use of force or encourages people to violate the law, unless what a person says is likely to produce imminent action.

ACLU LEADER ON DEFENDING HATE GROUPS

NPR | August 26, 2017 | Audio

4:30 minutes

A radio story on the ACLU's efforts to defend various hate groups and how they're justifying their decision to some of their critics.

- Recently the ACLU (American Civil Liberties Union) has been criticized for defending the rights of radical right wing groups that committed violence in Charlottesville, Virginia.
- An ACLU board member in Virginia resigned over this, saying they wouldn't be a "fig leaf for Nazis."
- The ACLU has been dealing with this issue since 1934, saying that they would not protect armed and violent marchers but would defend the demonstrators' rights if they were peaceful and lawful. They also say that denying offensive groups the right to protest will lead to other kinds of speech being censored by the government.
- Organizer of "Unite the Right" march in Charlottesville signed the certification claiming he was organizing a peaceful protest so the ACLU defended him.
- ACLU representative asserts that Americans have come a long way in understanding freedom of speech, and that this discussion will and should continue to evolve.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

UNIVERSITY OF NEVADA-RENO WON'T DISMISS STUDENT IN VIRAL CHARLOTTESVILLE RALLY PHOTO

NPR | August 24, 2017 | Audio

3:57 minutes

A radio story on the University of Nevada's protection of a student who marched in the white supremacist rally in Charlottesville, VA.

- A White supremacist rally took place in Charlottesville, Virginia, and one of the marchers is a student at the University of Nevada at Reno.
- A student assembly was packed with students wishing to voice their opinion on their classmate's involvement in the rally and whether he should be able to return to campus.
- Many students at the meeting, of African American, Native American, and Jewish heritage, expressed their feelings of discomfort that the student was allowed to be on campus following the violent rally.
- Some students said that the University of Nevada was being complicit in racism if they didn't expel the white nationalist student. But other students said that the student must remain on campus because if his speech is protected, then all speech must be protected.
- One Latina student noted that her mother was wary of her attending the university because of past racist and prejudice events associated with the campus, and that Charlottesville only exacerbated those worries.
- University president said they had to recognize two values – 1) inclusiveness of all students and faculty, and 2) the rights of all individuals to freedom of assembly and free speech.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Hate Speech
- First Amendment
- Political Speech

CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

DEBATE

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.



Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. [Sign up here](#) to be connected.

STANDARD-ALIGNMENT

- CCSS.ELA-LITERACY.RST.6-8.4 — Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- CCSS.ELA-LITERACY.RST.6-8.6 — Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- CCSS.ELA-LITERACY.RST.6-8.7 — Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- CCSS.ELA-LITERACY.RST.6-8.8 — Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- CCSS.ELA-LITERACY.RST.6-8.9 — Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.



SUMMARIZE THE TOPIC

KEY VOCABULARY

MEDIA RESOURCE 1

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

CONTEMPLATE YOUR SOURCES

NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. AUTHORSHIP: Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. FORMAT: What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. AUDIENCE: How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. CONTENT: What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. PURPOSE: Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3



CREATE YOUR ARGUMENT

NAME: _____

DATE: _____

Create strong arguments for both sides from the resources in the Thinkalong module.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE