

**“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format**

Lesson Title:

Constitutional Civil Liberties Challenged Past and Present

Subject and Grade Level:

Civics, American History, Media Literacy, Grades 7 - 12

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

In this lesson students will compare and contrast through technological exploration the Constitutional Amendments challenged within the last 20th century. They will develop skills to search two primary sources for a historical perspective from within *Colorado’s Historic Newspaper Collection*, and current news in *The Denver Post*. Students will create meaning by asking critical questions about current legislation in litigation over civil liberties. Students will synthesize their newspaper exploration onto a newspaper front page cooperative group project.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Civics Standard 1: Students understand the purposes of government, and the basic constitutional principals of the United States republican form of government.

Civics Standard 1.1: Explaining major ideas about why government is necessary and how it impacts the individual (for example, personal freedom and political liberty).

History Standard 2: Students know how to use the processes and resources of historical inquiry.

History Standard 2.1: Gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives.

Information Literacy Standard 2: The information literate student evaluates information critically and competently.

Information Literacy Standard 7: The information literate student contributes positively to the learning community and to society and recognizes the importance of information to a democratic society.

Reading and Writing Standard 1: Students read and understand a variety of materials.

Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

This lesson includes four levels of assessment:

1. Two research analysis based worksheets from newspaper websites.
2. One critical thinking/writing reflection from the research performed.
3. One cooperative group creative design project graded individually from group participation.
4. One oral presentation assessment graded individually from group participation.

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Civics Standard 1.2: Describing how the constitutions and the rule of law may limit government.

Civics Standard 1.3: Explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change.

Civics Standard 1.4: Analyzing how amendments, laws and landmark decisions have helped fulfill the promise of the Constitution.

Civics Standard 1.5: Developing, evaluating, and defending positions on contemporary issues on the balance between individual rights and the common good.

Information Literacy Standard 1: The information literate student accesses information efficiently and effectively.

Time: The number of class periods required for the lesson as well as the length of class period.

5 class periods of - 90 minutes each, 10 class periods of - 45 minutes each

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

Documents Needed: The Constitution of the United States – Preamble, Amendments to the Constitution, Article 1, Section 9.

Text Resources: Civics or History textbooks including The Constitution of the United States, a glossary to include the definition for civil liberty, and an index to research further inquiry about the constitutional meaning of civil liberties.

Support Materials:

Tag Board cut in 3” x 12” strips, one for each student to make a bumper sticker.
Butcher paper cut 8’ long, bold colored markers.

Handouts:

“Civil Liberties Challenged”, *Colorado Historic Newspaper Collection*

“Civil Liberties Challenged”, *The Denver Post/Rocky Mountain News*

“Civil Liberties Challenged, Constitutional Amendments Put to the Test”

“United States Constitution – Amendments”

“Newspaper Report” rubric

“Newspaper Report” Grade Report rubric

Technology Needed: Computers with internet access, and a networked printer.

Website Resources:

1) Colorado’s Historic Newspaper Collection

<http://www.coloradohistoricnewspapers.org>

2) Electronic editions of The Denver Post/Rocky Mountain News

<http://www.post-newscustomercare.com>

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Class 1

1. Read aloud the Preamble to the Constitution of the United States.

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

2. On the chalk/white board in a spider web graphic display, write the word liberty in the center. Discuss the meaning of civil liberty - Constitution of the United States, Article 1, Section 9, and in the Amendments to the Constitution. Definition of civil liberty – Protections against government that guarantees the safety of persons, opinions, and property from the arbitrary acts of government. Examples of civil liberties include freedom of religion, freedom of speech and press, and guarantees of a fair trial.

3. Ask the students - What civil liberties do they believe they should be entitled to that will not infringe upon the rights of every other person? Why should governments place controls upon liberties that are inherent in the Constitution of the United States?

Issues that may be included in the discussion:

Criminal Justice

Police Practices

Death Penalty

Prisoners’ Rights

Disability Rights

Privacy & Technology

Drug Policy

Racial Justice

Free Speech

Religious Liberty

HIV/AIDS

Reproduction Freedom

Immigrant’s Rights

Rights of the Poor

Lesbian & Gay Rights

Voting Rights

National Security

Women’s Rights

4. Hand out to each student a 3”x 12” piece of tag board. Allow them time, 10 to 15 minutes, to make up a slogan for a bumper sticker representing one civil liberty.

Class 2

1. Technology Training – Introduction to *Colorado’s Historic Newspaper Collection*. Students will learn to search by keyword, display newspaper articles, advertisements, and cartoons. They will explore saving documents to “My Collection” for further inquiry.

Link: <http://www.coloradohistoricnewspapers.org>

2. Technology Training – Introduction to Electronic editions of *The Denver Post/Rocky Mountain News*. Students will learn to search by keyword, by edition date, display newspaper articles, scan for basic content, and explore saving documents to “Features, My Family” for further inquiry.

Link: <http://www.post-newscustomer-care.com>

3. Students will select one civil liberty from the previous days discussion to explore locating articles, advertisements, or cartoons from within one of the two websites.

4. Students will pair/share their findings. Depending upon time available, students can rotate around the room/lab to share either historical or current events relating to civil liberties.

Teacher – Post on a wall a long sheet of butcher paper for students to write with bold markers their newspaper findings; newspaper title, date, and article title. Students may locate articles, advertisements, or cartoons they wish to share.

Class 3

1. Students will analyze five articles from *Colorado's Historic Newspaper Collection* relating to the topic of “civil liberties.” They will complete the handout, “Civil Liberties Challenged” comparing the Amendments to the Constitution of the United States to the civil liberties addressed in each article. Time allowing, students can research articles of their choice.

Colorado's Historic Newspaper Collection

Article resources relating to “civil liberties.”

1. *Colorado Springs Gazette*, July 29, 1876, “Religious Liberty”
2. *Daily Journal*, (Telluride, San Miguel County), May 30, 1898, “Old Glory Floats in Profusion”
3. *Durango Democrat*, October 12, 1899, “Report Confirmed”
4. *Fairplay Flume*, July 08, 1904, “Justice Steele”
5. *Greeley Tribune*, June 18, 1896, “Hill as a Lecturer. His Topic, “Personal Liberty”, His Debut A Success”
6. *Rocky Mountain News*, November 25, 1865, “Daily News”
7. *Summit County Journal*, July 09, 1904, “Says the Decision Granting Governor Power to Declare Military Rule is Bad Law and a Menace to Our Liberties”
8. *Telluride Journal*, November 30, 1905, “The Citizen's Industrial Association”
9. *Weekly Commonwealth*, June 11, 1863, “Telegraphic”
10. *Weekly Courier*, January 07, 1916, “Personal Liberty vs. Civil Liberty”

Class 4:

1. Students will analyze five articles from the electronic edition of *The Denver Post* relating to the topic of “civil liberties.” They will complete the handout, “Civil Liberties Challenged” comparing the Amendments to the Constitution of the United States to the civil liberties addressed in each article. Students may consider researching current topics regarding civil liberties; the USA Patriot Act, immigration, English as a primary language, or Gay marriage.

2. Students will compare and contrast the historic articles to the current news

articles that have challenged the Amendments to the Constitution of the United States.

3. Students will answer questions that analyze differences in the interpretation of the Constitution of the United States over the past century in the handout “Civil Liberties Challenged, Constitutional Amendments Put to the Test.”

Class 5:

1. Students will work in small cooperative groups, 3-4 students per group, to create a front page Newspaper Report. They will be responsible to complete a set of criteria to include the following:

- a. Title related to the topic of civil liberties
- b. A headline story and one support story relating to the topic of civil liberties
- c. Photos or pictures of related content
- d. An editorial, cartoon, advertisement, or want ad
- e. The newspaper articles must be typed and edited for spelling and grammar.

2. Students will present the Newspaper Report to the class in an oral presentation. Each student will present his/her area of research and contribution to the group. Each student will be assessed individually for his/her contribution to the group.

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COLORADO'S HISTORIC NEWSPAPER COLLECTION

1. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

2. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

3. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

4. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

5. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____



Constitutional Amendments Put to the Test

Answer the following questions from the newspaper research completed:

1. What Constitutional Amendments did you find in your research that have been put to the test both in the past century and in recent history?

2. What aspects of life in the 21st century have prompted the government to legislate new policies to protect the civil liberties of citizens of the U.S.?

3. The First Amendment protects a U.S. citizen's freedoms, including freedom of religion, speech, press, assembly, and the right to petition the government. Do you believe the U.S. Government has placed too many restrictions on your civil liberties, and list some examples.

4. The Fourteenth Amendment defines the rights of citizens. It provides for the protection of life, liberty, and property, due process of the law, and equal protection of the laws. In your opinion, what civil liberties should the U.S. government make to those persons entering the United States who are not born or naturalized citizens? Write one paragraph explaining your position.



THE DENVER POST / ROCKY MOUNTAIN NEWS

1. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

2. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

3. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

4. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____

5. Newspaper: _____ Date: _____
Name of Article: _____
Civil Liberty cited in the article: _____
Constitutional Amendment Addressed: _____
Quotation from the article: _____
