



**Lesson Plan: Freedom of Expression**

**Lesson Activity Steps:**

| Purpose                | Teacher   | Learner  |
|------------------------|---|--|
| <p>Into<br/>(hook)</p> | <p>Display pictures of people exercising their freedom of expression in a power point presentation.</p> <p>Follow up with slides that show people abusing their freedom of expression.</p> <p>Explain and discuss what students must consider reasonable limits on freedom of expression.</p>                       | <p><u>Observe and Discuss</u></p> <p>*Who are these people? What are these people doing? Is what these people are doing of any importance to you and me? Why is freedom of expression important to you? Why is freedom of expression important to our nation?</p> <p>*Discuss at table groups ... then list on board each groups ideas as a whole class</p> <p>Discuss whole class what do they think the people are doing? Is there any situation in which we would have to limit freedom of expression?</p> <p>Record responses on the board</p> |
| <p>Through</p>         | <p>Discuss the four key freedoms of expressions: speech, press, assembly, petition.</p> <p>Students explore the meaning of “expression.”</p> <p>Discuss other forms of speech if students did not include them in their brainstorm table discussions: t-shirts with slogans, political bumper stickers/buttons,</p> | <p>Students will take detailed notes on the four key freedoms of expression.</p> <p>Students will work with their table groups to brainstorm examples of freedom of expression. They will write their examples on white boards. Students take additional notes on derivative forms of speech.</p> <p>Students discuss case and decide whether they think the police did or did not violate Feiner’s right of free speech.</p>  |



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|        | <p>protest/picketing signs.<br/>(derivative forms of speech)<br/>Present the <i>Feiner v. New York</i> case to the class. Students read the case facts.</p> <p><a href="http://en.wikipedia.org/wiki/Feiner_v._New_York">http://en.wikipedia.org/wiki/Feiner v. New York</a></p>   |  |
| Beyond | <p>Hand out poster paper to table groups, have them choose a freedom of expression to represent on their poster paper in a drawing.</p> <p>Distribute writing prompt to students.</p> <p>Follow-up with discussion and justification of opinions. Have students read and discuss final decision of the court, and “aftermath” provided on handout.</p> | <p>Students work as a table group to choose a freedom of expression to draw. Students design their poster. Students post posters throughout class. Students take a “gallery walk” of posters.</p> <p>Students individually work on their short answer responses. (graded on short answer rubric)</p> |



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**Special Needs of students are considered in this lesson:** Students are placed into table groups that are specially designed in order to benefit the various needs of each student.

Power Point with pictures aid ELL students for better understanding. Group work interacted with art project gives students with different learning styles the ability to work creatively.

## **Extension Ideas:**

1. Students create individual posters, or t-shirts demonstrating the various forms of freedom of expression.
2. Students create an extended list of derivative forms of speech.
3. Students create their own power point presentation that represents various forms of freedom of expression and they present it to the class.