

Constitution in the Headlines

First Amendment Series: Press Censorship After WWI

Think, Talk, Create

Student Questions	1. How did the Sedition Act of 1918 affect free speech in the United States during World War I? How does this affect your understanding of the relationship between free speech and national security? 2. Justice Louis Brandeis served on the Supreme Court from 1916 to 1939. During his tenure, the Court dealt with landmark cases dealing with free speech and free press. In your own words, what was Justice Brandeis's position on free speech? Use evidence from the blog to support your response. 3. What is the role of protections against prior restraints in the freedom of the press? How did rulings like <i>Near v. Minnesota</i> (1931) affect government censorship in its own time, and how does prior restraint continue to affect free expression today?
Student Choice Options	1. Design a pamphlet that tells the story of free speech in the United States between 1917-1931. 2. Review the <u>Espionage Act of 1917 and Sedition Act of 1918</u>. Then, create a Thin Slide with 1 word and 1 picture that synthesizes your understanding of the Acts as they relate to free speech in times of war or national crisis. a. Teacher note: see the NCC's <u>Thin Slides 1-pager</u> for more information on how to use this civic protocol in your classroom. 3. This blog post outlines four important free speech and press cases during the World War I era: <u>Schenck v. United States (1919)</u>, <u>Abrams v. United States (1919)</u>, <u>Gitlow v. New York (1925)</u>, and <u>Near v. Minnesota (1931)</u>. Choose 1 case and read the excerpts from the majority and dissenting opinions. Once you have read the case, engage in a class dialogue that responds to the constitutional question: <i>What limits may the government place on press freedoms in times of war or national crisis? How do those limits compare to protections in peace time?</i> Use evidence from the case to support your responses.

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	a. Teacher note: You may choose to jigsaw this activity so you have a quarter of your class each read a case and come back together to exchange in civic dialogue about the constitutional question at hand.
Beyond the Headlines	<i>We The People</i> Podcast: <u>Can Government Officials Pressure Private Companies and Universities to Restrict Speech?</u> National Constitution Center's <u>First Amendment Gallery</u>: Exhibit exploration and Interactives <i>Constitution 101</i> ◦ <u>Module 10, First Amendment</u> (High School) ◦ <u>Module 10, First Amendment</u> (Middle School) <i>Interactive Constitution</i> ◦ <u>First Amendment</u> <i>Founder's Library</i> ◦ <u>Espionage Act of 1917 and Sedition Act of 1918</u> <i>Supreme Court Cases Library</i> ◦ <u>Schenck v. United States (1919)</u> ◦ <u>Abrams v. United States (1919)</u> ◦ <u>Gitlow v. New York (1925)</u> ◦ <u>Whitney v. California (1927)</u>

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	<u>Near v. Minnesota (1931)</u>
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