THE FREEDOM OF ASSEMBLY IN THE UNITED STATES

High School Social Studies

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LESSON 1

Introduction to the Concept of Assembly

OBJECTIVES

» Students will access their own prior understanding and knowledge of assembly.

» Students will begin exploring the key essential questions surrounding the freedom of assembly.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.7

MATERIALS NEEDED

- ❏ large poster/chart paper
- ❏ markers
- ❏ projector

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INTRODUCTION/ANTICIPATORY SET

Play the following video for students to give them a visual of freedom of assembly: http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-public-assembly.html (length: 1 min. 3 sec.)

Ask the class: *Based on the video, what do you think freedom of assembly is?*

ACTIVITIES

Students are broken into groups of 3-5. Each group is assigned one question from the list below and given a piece of chart paper and markers. Students spend a few minutes discussing and writing/drawing their reactions, comments, questions on the paper.

1) Why do people hold assemblies?
2) Should the freedom of assembly be limited — why or why not?
3) What makes an assembly effective?
4) Describe any current examples of assemblies you have seen or heard about in the news.
5) Is the freedom of assembly important? Why?

After a few minutes (exact time limit determined based on size of group, length of period, level of engagement), students are asked to choose one person to stay behind at that table and the rest are to find a new table to go to. The person who remained summarizes the discussion of the first group and then the new group responds to that question verbally/in writing and drawing.

This process is repeated (with a different student staying each time) until students have had a chance to respond to all/most questions. Then a student in each group will lead a discussion on each question with the full class.

CLOSURE/ASSESSMENT

Have each student write a definition of freedom of assembly on a half sheet of paper. Have them submit these "exit tickets" as they exit the classroom. Review for understanding of general concepts.

DIFFERENTIATION IDEAS

Have students who prefer to work alone/struggle working with others journal a response to the questions on their own.

Encourage students who are interested to look up the word "assembly" in the dictionary for an exact definition.

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LESSON 2

History of the Freedom of Assembly

OBJECTIVES

- Students will trace the evolution of the freedom of assembly throughout history.
- Students will evaluate how the freedom of assembly has been protected (or not protected) over time.
- Students will comprehend the challenges to the freedom of assembly in the world today.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.9-10.4

MATERIALS NEEDED

- ❑ Handout: "The History of the Freedom of Assembly"

  *Suggested reading on the history of the freedom of assembly — https://www.freedomforuminstitute.org/first-amendment-center/topics/freedom-of-petition/freedom-of-petition-overview/

- ❑ Teacher Version: "The History of the Freedom of Assembly"

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INTRODUCTION/ANTICIPATORY SET

Divide students into pairs or small groups, and ask them to respond to the following prompts:

1) Define human rights.
2) What are some examples of human rights we have in the United States?

When students have finished working in pairs/small groups, ask them to write their responses on the board under the headings "Definition of Human Rights" and "Examples of Human Rights." Include "freedom of assembly" as an example of a human right if it is not mentioned, and discuss this example as a segue to the history of the freedom of assembly.

ACTIVITIES

Distribute "The History of the Freedom of Assembly" handout.

Begin class by working through the handout "The History of the Freedom of Assembly." This could be done by projecting the handout in front of the class and filling in the blanks together.

After each example on the graphic organizer, stop and allow the students to discuss the pros and cons in pairs or groups. Then, solicit their answers as a whole class and discuss.

After you have completed the handout as a class, ask students to turn it over.

CLOSURE/ASSESSMENT

Ask each person in the class to write a short sentence/paragraph on the back of the "History of the Freedom of Assembly" handout that answers this question:

"Why is it important that governments allow freedom of assembly?"

DIFFERENTIATION IDEAS

Choose a video of a violation of the freedom of assembly instead of reading an article.

Provide completed handout for students who struggle with taking notes.

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TEACHER VERSION

THE HISTORY OF THE FREEDOM OF ASSEMBLY

The Magna Carta

WHEN/WHERE?
1215, England

Civil war between King and the barons

Resolved with a peace treaty. A group of 25 barons called a "Grand Council" could meet to decide disagreements between the king and his subjects.

PROS:
Created a "community" separate from the king with its own rights

CONS:
Not expressed directly. Doesn't apply to all people in England

The Declaration of the Rights of Man and the Citizen

WHEN/WHERE?
1789, France

During the French Revolution

"Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights ... Law can only prohibit such actions as are harmful to society. Nothing may be prevented which is not forbidden by law ..."

PROS:
Implies freedom of assembly as a "natural right" that cannot be limited

CONS:
Not expressed directly
Gender limited

The Bill of Rights

WHEN/WHERE?
1791, USA

Added as the First Amendment to the United States Constitution

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble; and to petition the Government for a redress of grievances."

PROS:
Expressly mentions the right to assembly

CONS:
Only applies in the USA

The Universal Declaration of Human Rights

WHEN/WHERE?
1948, Paris

Adopted by the United Nations

Article 20.

Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

PROS:
Expressly mentions right to assembly. Applies to all people, "universal"

CONS:
Is it enforceable?

CURRENT INTERNATIONAL DEFINITIONS AND PROTECTIONS

The 1950 European Convention on Human Rights, Article 11

"Everyone has the right to freedom of peaceful assembly and to freedom of association with others..."

The 1981 African Charter on Human and Peoples' Rights, Article 11

"Every individual shall have the right to assemble freely with others. The exercise of this right shall be subject only to necessary restrictions provided for by law in particular those enacted in the interest of national security, the safety, health, ethics and rights and freedoms of others."

Organization for Security and Cooperation in Europe

"The presumption in favour of holding assemblies. As a fundamental right, freedom of peaceful assembly should, insofar as possible, be enjoyed without regulation. Anything not expressly forbidden by law should be presumed to be permissible, and those wishing to assemble should not be required to obtain permission to do so.

ASEAN Human Rights Declaration 2013

"Every person has the right to freedom of peaceful assembly."

Sources:
"Freedom of Assembly." New World Encyclopedia. 15 Nov 2013, 18:27 UTC. 22 Apr 2016, 16:46
Rohde, Stephen F. "Historical Origins of Freedom of Assembly." Freedom of Assembly. American Rights. New York: Facts on File, Inc., 2005. American History Online, Facts on File, Inc.

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HANDOUT

THE HISTORY OF THE FREEDOM OF ASSEMBLY

WHEN/WHERE?
1215, England

Civil war between King and the barons

Resolved with a peace treaty. A group of 25 barons called a "Grand Council" could meet to decide disagreements between the king and his subjects.

PROS:

CONS:

WHEN/WHERE?
1789, France

During the French Revolution

"Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights ... Law can only prohibit such actions as are harmful to society. Nothing may be prevented which is not forbidden by law ..."

PROS:

CONS:

WHEN/WHERE?
1791, USA

Added as the First Amendment to the United States Constitution

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble; and to petition the Government for a redress of grievances."

PROS:

CONS:

WHEN/WHERE?
1948, Paris

Adopted by the United Nations

Article 20.

Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

PROS:

CONS:

CURRENT INTERNATIONAL DEFINITIONS AND PROTECTIONS

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LESSON 3

Limits on the Freedom of Assembly

OBJECTIVES

» Students will be able to clearly define the freedom of assembly.

» Students will be able to articulate the limits on the freedom of assembly.

» Students will be able to evaluate the limits to freedom of assembly and express their opinions on the topic.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.9-10.4

MATERIALS NEEDED

- ❏ Handout: "Scenarios"
- ❏ Handout: "Limits on the Freedom of Assembly"
- ❏ Teacher Version: "Limits on the Freedom of Assembly"

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INTRODUCTION/ANTICIPATORY SET

Write this definition of freedom of assembly on the board with the same words underlined. As a "Do Now" activity to start class, ask students to write down the definition and then define each of the underlined words.

> *An assembly is an intentional and temporary presence of a number of individuals in a public place, for a common expressive purpose.*

(This definition is taken from the Organization for Security and Co-operation in Europe.)

Then ask:

After a few minutes, discuss student definitions of the underlined words and then ask: "Do you think there are times that freedom of assembly should be limited? If so, why? Under what circumstances?"

ACTIVITIES

Distribute the Activity Sheet, "Limits on the Freedom of Assembly," and complete as a group. Then instruct students to apply this knowledge to various scenarios in which freedom of assembly has been limited.

Divide students into small groups of 3–5, and give each group one of the scenarios from the Scenarios Handout. Ask them to respond to the question posed, with one student acting as the recorder to write down the group response. After a few minutes, ask the students to pass the scenario they are working on to the next group until all scenarios have been discussed. Walk around the room, engaging with students during small group discussions. When all scenarios have been discussed, begin a dialogue about each one with the whole class.

CLOSURE/ASSESSMENT

Read this scenario to the class:

> *A favorite teacher, Mrs. Smith, has been terminated from her job for reasons unclear to the students. They want to organize a demonstration to show their support for the teacher. They inform the police department that they will be holding a demonstration on the sidewalk outside of the Board of Education meeting that night. At 7pm that night, around 50 students and parents arrive at the Board of Education office with posters. The police are present, and when the crowd begins to chant "Bring back Mrs. Smith!" loud enough for the Board of Education to hear inside, the police break up the assembly and force all the students to leave. Should the police have broken up the assembly?*

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Do an informal poll of the class (this can be anonymous or not). Most should say they should NOT have broken it up if they understood the limits on freedom of assembly.

TECHNOLOGY INFUSION SUGGESTION

Create a survey on http://yarp.com/ to which students can respond if your district has a 1:1 environment or BYOD policy.

DIFFERENTIATION IDEAS

As an alternative for discussing the scenarios in a small group, students can work independently to write a response to each one and then contribute to the whole class discussion.

Students could also research some of the key U.S. Supreme Court cases on this subject. They can visit the First Amendment Center's website for more info: https://www.freedomforuminstitute.org/?s=freedom+of+assembly

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SCENARIOS

SCENARIO #1

A local Neo-Nazi group applies to the local government for a permit to hold a parade down Main Street. Word gets out, a group of community leaders visit the mayor of the town, and argue that the ideas of the Neo-Nazi group are horrible, racist, and will offend most of the members of the town. They do not want their children exposed to this kind of hate speech.

Does the Mayor have a right to deny the Neo-Nazi group the permit?

SCENARIO #2

An LGBTQ rights organization would like to have a rally in the park found in the center of town. They expect around 1,000 people to attend. When word gets out, the organization begins getting anonymous threats. When the police investigate, they discover a credible threat: a local man created a Facebook page listing the names of the organizers, the date and time of the rally, and a plan to go and "mess the protesters up." The Facebook page has over 1,000 "likes."

Does the police department have the right to cancel the rally?

SCENARIO #3

After a hazing scandal, the principal of a local school makes the decision to cancel the school's basketball season, despite the team being very successful in the past and very popular with the students and the town. A group of students decides to express their displeasure with this decision by gathering with posters on the front lawn of the principal's home. The principal calls the police.

Do the police have the right to break up the demonstration?

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SCENARIOS

SCENARIO #4

The local courthouse is the site of a very controversial trial of a man who has stolen millions of dollars from the retirement accounts of many citizens who trusted him with their investments. It looks like he may get off on a technicality, and a group has organized an assembly outside the courthouse to express their opinion to the court. About 15 minutes into the gathering, several people who are part of the demonstration pull out bricks and throw them into the courtroom windows. The police then round up all the people in the demonstration and arrest them.

Was freedom of assembly violated?

SCENARIO #5

A company that produces clothing has a notorious record for 'sweatshop' conditions: harassment of employees, underage workers, withholding pay for unrealistic quotas, etc. Local labor leaders have organized small group demonstrations of five to ten people in the public park across from the company's headquarters for a month. The demonstrators hold signs illustrating the abuse, thus making the owner of the company look very bad. He finally has had enough and calls the police to break up the demonstration. The police arrive and break up the demonstration; they argue that, while the demonstrators notified the police in advance, they did not have a proper permit for being in the park.

Was freedom of assembly violated?

SCENARIO #6

Maria owns a small convenience store. Every day there is a group of at least 10 people outside her store ALL day. They are loud, boisterous, and sometimes they yell at the people coming into the store. She has noticed a significant decline in her business since the group started hanging out in front of her store. She calls the police and the police arrest the people for loitering and disturbing the peace. The lawyer of one of the people argues that they should be released because they have the right to freedom of assembly.

Is the lawyer correct? Should the charges be dropped?

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ACTIVITY SHEET
TEACHER VERSION

LIMITS ON THE FREEDOM OF ASSEMBLY

You have the freedom of assembly as long as

... the demonstration is peaceful.

... the demonstration is on public property.

... the demonstration is expressive.

... the demonstration and the practitioners are following other laws.

... the demonstration is not causing imminent harm to other people or to the practitioners.

... the demonstration is not violating the rights of other people not involved in the demonstration.

The government should not limit the freedom of assembly

... because they don't like the opinions of the demonstrators.

... because other people don't like the opinions of the demonstrators.

... because they don't want to deal with protecting the demonstration and its participants.

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ACTIVITY SHEET

NAME _____ **DATE** _____

LIMITS ON THE FREEDOM OF ASSEMBLY

You have the freedom of assembly as long as

... the demonstration is p_____.

... the demonstration is on p_____ p_____.

... the demonstration is e_____.

... the demonstration and the practitioners are following other l_____.

... the demonstration is not causing imminent h_____ to other people or to the practitioners.

... the demonstration is not violating the r_____ of other people not involved in the demonstration.

The government should not limit the freedom of assembly

... because they don't like the _____ of the demonstrators.

... because other p_____ don't like the opinions of the demonstrators.

... because they don't want to deal with p_____ the demonstration and its participants.

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LESSON 4

Assembly and the Supreme Court

OBJECTIVES

» Students will assess the role of the Supreme Court in protecting freedom of assembly.

» Students will evaluate the influence of time, place, content, and manner in the Supreme Court rulings of specific cases.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.1
CCSS.ELA-LITERACY.RH.11-12.2
CCSS.ELA-LITERACY.RH.11-12.3

MATERIALS NEEDED

- ❏ Article: *Right to Peaceful Assembly: United States* https://www.loc.gov/law/help/peaceful-assembly/us.php
- ❏ Article: *When May Government Restrict Your Right to Gather and Protest?* https://www.lawyers.com/legal-info/criminal/the-right-to-gather-has-some-restrictions.html
- ❏ Website: *Bill of Rights Institute* https://billofrightsinstitute.org/educate/educator-resources/landmark-cases/assembly-and-association/
- ❏ Website: *Oyez* https://www.oyez.org/
- ❏ Handout

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INTRODUCTION/ANTICIPATORY SET

Write on the board, project, or distribute copies of the following quote from the Library of Congress article *Right to Peaceful Assembly: United States.*

"Government officials cannot simply prohibit a public assembly in their own discretion, but the government can impose restrictions on the time, place, and manner of peaceful assembly, provided that constitutional safeguards are met. Time, place, and manner restrictions are permissible so long as they "are justified without reference to the content of the regulated speech, …are narrowly tailored to serve a significant governmental interest, and…leave open ample alternative channels for communication of the information.'"

Ask students to write a response to the following questions:

1) What may be some restrictions on "time, place, and manner" that government officials could require of protestors?
2) What may be some reasons that the Supreme Court is so influential in the role of freedom of assembly in the United States?

After students have written responses, hold a class discussion.

ACTIVITIES

Distribute Handout and review questions on Side A. Project or distribute the article *When May Government Restrict Your Right to Gather and Protest?* and read together as a class. Take time to stop and allow students to discuss/write responses to the questions.

Then divide students into pairs or small groups to read the facts of landmark Supreme Court cases and determine how time, place, and manner are related to freedom of assembly. In preparation to teach this lesson, choose cases from the following website and assign cases to each pair or small group.

https://billofrightsinstitute.org/educate/educator-resources/landmark-cases/assembly-and-association/

CLOSURE/ASSESSMENT

Ask each pair or small group to share out a summary of their case, the ruling, and whether time, place, or manner had the greatest influence on the ruling.

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DIFFERENTIATION IDEAS

Students can read the article and work individually on the Handout and then share their case findings with a partner rather than with the whole class.

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HANDOUT

In the United States, we have a constitutional right to freedom of assembly. However, there are limits on this right. One of these limits includes the right of law enforcement to protect the public from imminent danger. Respond to the following questions after reading *When May Government Restrict Your Right to Gather and Protest?*

1) What are some examples of imminent danger?

_____

_____

_____

2) How does law enforcement determine the likelihood of imminent danger?

_____

_____

_____

3) How does the Supreme Court influence freedom of assembly as they make decisions about the grievances of protestors who claim their rights have been violated?

_____

_____

_____

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HANDOUT

NAME OF CASE:

DATE OF DECISION:

SUMMARY OF THE FACTS OF THE CASE:

HOW THE COURT RULED:

1) Discuss as a group which of the following was the most significant factor in determining the ruling — time, place, or manner? Why?

2) Discuss as a group whether you agree with court's ruling. Why or why not?

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LESSON 5

The Role of Assembly in the Labor Movement

OBJECTIVES

» Students will be able to explain how workers exercising their right to freedom of assembly have affected our labor laws.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.9-10.2
CCSS.ELA-LITERACY.RH.9-10.8

MATERIALS NEEDED

- ❑ Overview of labor laws in US https://www.dol.gov/general/aboutdol/majorlaws
- ❑ http://247wallst.com/investing/2010/09/03/the-ten-biggest-labor-strikes-in-american-history/2/
- ❑ Article: *Verizon and the Biggest Strikes in American History*
- ❑ Handout: Graphic Organizer

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INTRODUCTION/ANTICIPATORY SET

Ask students why we celebrate Labor Day. If they are unclear about the history and meaning of the holiday, project or read the information provided on the following site:
https://www.dol.gov/general/laborday/history

ACTIVITIES

Students should review the overview of labor laws in the US. Using the Graphic Organizer provided, students will consider how the events listed might have contributed to the creation of the labor laws. It should be noted that not all of these strikes were successful in the short term, but collectively these events and others contributed to the eventual changing of labor laws. Students will work in small groups to consider and discuss their choices.

CLOSURE/ASSESSMENT

Ask students to consider if there are labor demands that have not been completely met, or if there are changes that need to be made due to current conditions (such as technological changes). Ask if they think public demonstrations would help bring about the change.

DIFFERENTIATION IDEA

For students who might struggle with cause and effect, teacher can provide students a graphic organizer with both columns completed and discuss how one might contribute to the other.

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HANDOUT

GRAPHIC ORGANIZER

For each event, what modern labor law could have been a result? (direct or indirect)

EVENT	LAW
GREAT SOUTHWEST RAILROAD STRIKE 1886 In 1886, the Knights of Labor struck against the Union Pacific and Missouri Pacific railroads, owned by robber baron Jay Gould. Hundreds of thousands of workers across five states refused to work, citing unsafe conditions and unfair hours and pay.	
THE PULLMAN STRIKE 1894 Facing 12-hour work days and cut wages resulting from the depressed economy, factory workers at the Pullman Palace Car Company walked out in protest. The workers were soon joined by members of the American Railway Union (ARU) who refused to work on or run any trains, which included Pullman-owned cars. Soon enough, 250,000 industry workers joined in the strike, effectively shutting down train traffic to the west of Chicago.	
THE GREAT ANTHRACITE COAL STRIKE 1902 Seeking better wages and conditions, The UMWA struck in eastern Pennsylvania, an area that contained the majority of the nation's supply of Anthracite coal .The UMWA's initial demands were for a 20% wage increase. They wound up with a 10% raise	
THE STEEL STRIKE 1919 Following World War I, workers represented by the American Federation of Labor (AFL) organized a strike against the United States Steel Corporation as a result of poor working conditions, long hours, low wages, and corporate harassment regarding union involvement.	

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HANDOUT

EVENT	LAW
RAILROAD SHOP WORKERS STRIKE 1922 In 1922, the railroad labor board announced that wages for railroad shop workers would be cut by seven cents – a considerable sum at the time. In early July of that year, 400,000 rail shop laborers from a conglomeration of unions went on strike. The great American railroads responded, immediately employing non-union workers to replace three-quarters of the empty positions. After the strike had lasted for some time, U.S. Attorney General Harry Daugherty persuaded a federal judge to ban all strike-related activities. The unions knew the ban put an end to their efforts and settled in October for a 5 cent pay cut and went back to work.	
TEXTILE WORKERS STRIKE 1934 On Labor Day in 1934, after years of long hours and low wages, American textile workers set out on strike, in response to the negligent representation of textile labor in FDR's National Recovery Administration.	
BITUMINOUS COAL STRIKE 1946 On April Fools day of 1946, the United Mine Workers of America called on 400,000 bituminous coal miners to strike for safer conditions, health benefits, and pay	

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HANDOUT

EVENT	LAW
STEEL STRIKE 1959 During 1959, steel industry profits were skyrocketing. Noticing this, the nation's steelworkers, represented by the United Steelworkers of America, demanded higher wages. At the same time, management was working against the union to lose a contract clause which protected worker jobs and hours.	
US POSTAL STRIKE 1970 During the Nixon Administration, U.S. postal workers were not allowed to engage in collective bargaining. Increased dissatisfaction with wages, working conditions, benefits, and management led the postal workers in New York City to strike. Encouraged by New York's example, postal workers nationwide followed suit.	
UPS WORKERS STRIKE 1997 The largest strike of the 1990's was lead by 185,000 UPS Teamsters. They were looking for the creation of full-time jobs rather than part-time jobs, increased wages, and the retention of their multi-employer pension plan.	

Information in graphic organizer excerpted from:
Source: http://247wallst.com/investing/2010/09/03/the-ten-biggest-labor-strikes-in-american-history/2/

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LESSON 6

Women's Suffrage

OBJECTIVES

» Students will identify which of the 50 states lacked women's suffrage in 1912.

» Students will analyze how women used creative techniques within freedom of assembly to gain attention for their cause and secure the vote in the 19th Amendment.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.11-12.1
CCSS.ELA-LITERACY.RH.9-10.1
CCSS.ELA-LITERACY.RH.9-10.8

MATERIALS NEEDED

❏ Article: *Marching for the Vote: Remembering the Woman Suffrage Parade of 1913, Sheridan Harvey* — https://memory.loc.gov/ammem/awhhtml/aw01e/aw01e.html

❏ Map of States granting women's voting rights in 1912 — http://fedoraproxy.lib.virginia.edu/fedora/objects/uva-lib:621777/methods/djatoka:StaticSDef/getScaled?maxWidth=1200&maxHeight=1200

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- ❏ Article: "Tactics and Techniques of the National Woman's Party Suffrage Campaign" — https://www.loc.gov/collections/static/women-of-protest/images/tactics.pdf
- ❏ Chart paper and markers

INTRODUCTION/ANTICIPATORY SET

Write the word "suffrage" on the board and solicit a definition. Then hand out the map of women's suffrage in 1912 (or project for the class). Ask students to make observations about what they notice.

Some possible responses:

> *Western states are more likely to have granted suffrage than Eastern states.*
>
> *Women in states with suffrage vote in high numbers.*

This map was used as a tool to encourage the continued fight for voting rights. Discuss how this document could be used for this purpose.

ACTIVITIES

Distribute copies of the article "Tactics and Techniques of the National Woman's Party Suffrage Campaign" and the Handout. Divide students into 6 working groups — 1 group for each section of the article. Ask each group to read their section of the article aloud together (or independently) and to respond to the correlating questions on the Handout.

Because some sections of the article are shorter than others, ask groups to take on another section if they finish before the remainder of the working groups.

After all of the groups have completed reading and responding to their questions, ask for a spokesperson or two from each group to share their responses. The remainder of the class should take notes on these responses on the Handout.

CLOSURE/ASSESSMENT

Discuss student response to the methods of the National Woman's Party Suffrage Campaign — what made an impression and why.

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DIFFERENTIATION

Students can go online to research the turning points in the Woman's Suffrage Campaign.
https://www.thoughtco.com/womens-suffrage-turning-points-1913-1917-3530506

Students can search online for photographs from the Woman's Suffrage Campaign that include public assemblies, and choose several to present in a slide show at the end of class.

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HANDOUT

In 1913, women organized what eventually became known as the National Woman's Party to secure women's right to vote. Through peaceful assemblies and other strategies, the suffragists finally succeeded in their cause when the 19th Amendment was passed in 1919, prohibiting any United States citizen from being denied the right to vote based on their sex.

Read the assigned section of "Tactics and Techniques of the National Woman's Party Suffrage Campaign." Then answer the questions that correspond to your section. Take notes on the other questions when the other groups present their information.

SECTION 1: INTRODUCTION

- What was the primary goal and major achievement of the National Woman's Party?

  _____

  _____

- What was the primary difference between the National American Woman Suffrage Association and the National Woman's Party?

  _____

  _____

SECTION 2: LOBBYING AND PETITIONING

- Why did the National Woman's Party shift its strategy toward public assemblies?

  _____

  _____

- After the 19th Amendment became part of the U.S. Constitution, what did the National Women's Party continue to fight for?

  _____

  _____

SECTION 3: PARADES

- Why did the suffragists organize highly theatrical parades in the early 1900s?

  _____

  _____

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HANDOUT

- How were the parades organized?

SECTION 4: PAGEANTS

- Describe the pageant of the first national suffragist parade of 1913.

- Why were pageants considered effective in bringing attention to the suffrage movement?

SECTION 5: PICKETING AND DEMONSTRATIONS

- Describe how the suffragists used picketing in an historic way.

- How did the crowds and police react to the suffragists who were picketing?

SECTION 6: ARRESTS AND IMPRISONMENT

- Describe the strategy used by the courts to imprison the suffragists for assembly.

- What strategies did the suffragists who were jailed for assembly practice in prison?

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LESSON 7

Assembly and the Civil Rights Movement

OBJECTIVES

- Students will identify the risks of enjoying the freedom of assembly.
- Students will analyze the similarities and differences in risks that protestors faced during the Civil Rights Movement and those they face today.
- Students will evaluate what makes practicing freedom of assembly worth the risks.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.9-10.9
CCSS.ELA-LITERACY.RH.11-12.1
CCSS.ELA-LITERACY.RH.11-12.3

MATERIALS NEEDED

- ❑ Access to YouTube to play short film: *American Freedom Stories: Sunday Bloody Sunday*
- ❑ https://www.youtube.com/watch?v=uZql8SwgvPA (length: 4 min. 4 sec.)
- ❑ Article: *Since Trump's Election, 20 States Have Moved to Criminalize Dissent* https://www.commondreams.org/news/2017/06/20/trumps-election-20-states-have-moved-criminalize-dissent

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INTRODUCTION/ANTICIPATORY SET

As a "Do Now," ask students to write a response to the following questions:

1) What is one topic or current social issue you would be willing to take a stand for in a peaceful assembly?
2) Why would you be willing to take a stand on this particular topic?
3) Would you still be willing to take a stand knowing you could face the risk of arrest or violence being used against you? Why or why not?

After students have responded in writing to the questions, ask them to share their responses with a partner. Then hold a class discussion in response to the following question: What makes holding assembly worth the risks?

ACTIVITIES

Play the short film *American Freedom Stories: Sunday Bloody Sunday*. Then ask students to describe the risks that protestors faced in the Selma Marches and how they responded to these risks. What may be some reasons they had to remain committed to their objectives even with the threat of violence being used against them?

Project or display copies of the article *Since Trump's Election, 20 States Have Moved to Criminalize Dissent*. Read together or independently and discuss the risks protestors have to consider in the 20 states where new laws are being introduced to criminalize dissent. Discuss the following questions: Do these laws seem fair? Who are they intended to protect? How could these laws influence our right to freedom of assembly?

CLOSURE/ASSESSMENT

Write two columns on the board: Similarities and Differences. Working in pairs, ask students to analyze the similarities and differences in risks that protestors faced during the Civil Rights Movement and those they face today. After each pair has determined at least one similarity and difference, ask a member of each group to write one on the board. After each pair has contributed a response, take a moment for students to reflect on what has been written and discuss what they notice.

DIFFERENTIATION IDEAS

Have students research and make a visual timeline of the marches in Selma, noting the key events and risks faced during each one. Compare findings to the risks protestors face today.

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LESSON 8

The Skokie March

OBJECTIVES

» Students will compare and contrast two different assemblies.

» Students will analyze how freedom of expression relates to freedom of assembly.

» Students will evaluate the rights of the Skokie marchers in relation to the First Amendment.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.9-10.2
CCSS.ELA-LITERACY.RH.9-10.8

MATERIALS NEEDED

❏ Article: *Freedom of Expression in Skokie, Illinois — A Case Study in Human Rights*
http://13ndxw3o9yns2zjjq31htyst.wpengine.netdna-cdn.com/wp-content/uploads/2017/08/choices-twtn-free-speech-skokie-case-study.pdf

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INTRODUCTORY/ANTICIPATORY SET

Ask students to take out a notebook and pen. Inform them that you will read two scenarios aloud, and they should take notes on the similarities and differences they notice between these scenarios.

Scenario 1
In 1963, civil rights leaders announced a march on Washington, DC to secure civil rights for African-Americans. Although the government attempted to dissuade the leaders from holding the march, they asserted their right to peaceful assembly and secured the permits necessary to hold the assembly. Over 250,000 people participated in the March on Washington for Jobs and Freedom, making it one of the largest peaceful assemblies in United States history. The march prompted the government to pass the Civil Rights Act of 1964, protecting civil rights for all, and the Voting Rights Act of 1965, prohibiting racial discrimination in voting.

Scenario 2
In 1977, a Neo-Nazi Party announced a march in Skokie, Illinois — a town with the highest population of Holocaust survivors in the United States. They planned to wear the traditional uniform of the Nazis in Germany and to carry flags displaying the symbol of the swastika. When there was a legal pushback against the march, the Nazis cited their First Amendment right to freedom of peaceful assembly. In the end, the Illinois Supreme Court upheld their right to march. On the day of the march, the 20 Nazis who assembled were quickly shouted down by the large crowd of counter protestors.

Then pose the following questions for discussion and re-read the scenarios if necessary.

- What are some of the similarities you hear in these two scenarios?
- What are some of the differences?

ACTIVITIES

After the discussion, distribute copies of the article *Freedom of Expression in Skokie, Illinois — A Case Study in Human Rights*. Divide students into small groups. Give them time to read the article independently or aloud in their small group and to make a pros and cons list in response to the prompt on the Handout.

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CLOSURE/ASSESSMENT

Write two headings on the board: PROS and CONS. Ask groups to share out their responses to each question, and make notes on the board.

DIFFERENTIATION IDEAS

The First Amendment protects the right to peaceful assembly, even if those gathered express hateful speech toward other people. Over the course of United States history, people have exercised their First Amendment right to peaceful assembly for a variety of causes — from the March on Washington to the Skokie March. Without equal access to the right of peaceful assembly, freedom for everyone is threatened; the right of one group to assemble allows for the right of another group to assemble, even if hateful speech is being promoted.

Independently or with a small group, brainstorm creative ways to counter the lawful assemblies that promote hate speech and discrimination.

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HANDOUT

Read the article *Freedom of Expression in Skokie, Illinois—A Case Study in Human Rights*. Then discuss with your group the pros and cons of limiting freedom of expression and assembly.

LIMITING FREEDOM OF EXPRESSION AND ASSEMBLY

PROS	CONS

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Culminating Project

PERFORMANCE TASK

You have studied the freedom of peaceful assembly and examined some of the greatest examples of public demonstrations in history. Now you will apply what you have learned to an examination of some of the most famous demonstrations in recent history.

You and your group will prepare a presentation on a modern demonstration. You will evaluate its goals, methods, and results, and present your findings to the class.

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HANDOUT

GRAPHIC ORGANIZER

Goals of the Assembly
Methods Used
Results of the Assembly

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PERFORMANCE TASK

You have studied the freedom of peaceful assembly and examined some of the most significant demonstrations in history. Now you will apply what you have learned to an examination of demonstrations in recent history.

You and your group will prepare a presentation on a modern demonstration. You will evaluate its goals, methods, and results, and present your findings to the class. You will incorporate oral presentation techniques with visuals to create a multimedia presentation.

To prepare for the presentation, you will research the demonstration. You will pay careful attention to the sources, being sure to read information with both a positive and a negative view of the demonstration. Then you will turn your critical eye on the demonstration yourself.

Possible examples of freedom of assembly that you may research include:

Occupy Wall Street
http://occupywallst.org/

Black Lives Matter
http://blacklivesmatter.com

Take Back the Night
http://takebackthenight.org/

Million Mom March
http://www.bradycampaign.org/million-mom-timeline-15-year-anniversary

Westboro Baptist Church
https://en.wikipedia.org/wiki/Westboro_Baptist_Church

Anti-Abortion Movement
http://www.operationrescue.org/
https://40daysforlife.com/

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	NOVICE (7)	APPRENTICE (8)	PRACTITIONER (9)	EXPERT (10)	
PRESENTATION SKILLS *10 pts.*	• Voice is audible from back of room	• Voice is audible from back of room • Shows rehearsal and moves along smoothly	• Voice is audible from back of room • Shows rehearsal and moves along smoothly • Plentiful eye contact	• All of Practitioner, plus there are no "fillers" such as "umm", "uhh" etc.	
PRESENTATION CONTENT — BACKGROUND *20 pts.*	Very little background on the demonstration is given--audience is unclear as to details	Background on the demonstration is provided (Who? What? Where? When? Why?), though some information is left out	Accurate and complete background on the demonstration is provided (Who? What? Where? When? Why?)	All of Practitioner, plus the presentation makes comparisons with historical demonstrations (Salt March, Soweto, etc.)	
PRESENTATION CONTENT — ANALYSIS *20 pts.*	Presenters evaluate the demonstration in broad generalizations	• Presenters evaluate the demonstration, focusing on goals, methods and results • Opinions are backed with general observations	• Presenters evaluate the demonstration, focusing on goals, methods and results • Opinions of the demonstration are backed with accurate and plentiful textual evidence	All of Practitioner, plus the presentation makes comparisons with historical demonstrations (Salt March, Soweto, etc.)	
PRESENTATION VISUALS *20 pts.*	Has info connected to the presentation but may have text in paragraphs or in a hard-to-follow format 1–2 spelling or grammar errors	• Can be read from back of room • Enhances the presentation with information in an easy-to-follow format • 1-2 spelling or grammar errors	• Can be read from back of room • Enhances the presentation by having key information in an easy-to-follow format • NO spelling or grammar errors • Includes plentiful visuals of the demonstration to enhance understanding	All of Practitioner plus incorporates video into the presentation that enhances understanding	
PRESENTATION PLANNING AND COHERENCE *10 pts.*	• Presenters did not seem to coordinate information • Has introduction or conclusion — missing one	• Presentation does not repeat information and shows planning • Has an introduction and conclusion	• Presentation shows planning • Smooth transitions with no hesitation between presenters • Clear introduction that introduces demonstration and key ideas • Clear conclusion that recaps main points	All of Practitioner plus members refer to each other's parts of the presentation, making comparisons and contrasts	
BIBLIOGRAPHY *10 pts.*	More than 3 mistakes in correct MLA format	1-3 mistakes in correct MLA format	No mistakes in correct MLA bibliography format	All of Practitioner plus bibliography contains informative annotations	
RESEARCH *10 pts.*	Research includes less than 4 sources from legitimate news sources	Research includes at least 4 sources from legitimate news sources	• Research includes at least 4 sources • Sources include at least 2 news articles, a positive editorial and a negative editorial from legitimate news sources	All of Practitioner plus documentary footage of the demonstration	
				Final Grade /100pts	

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Bonus Lesson

Contemporary Protests and Social Media

OBJECTIVES

» Students will identify ways to use social media as a tool for practicing freedom of assembly in response to relevant social issues.

» Students will analyze the role of social media in the Black Lives Matter and Occupy Wall Street movements.

MATERIALS NEEDED

❏ Access to YouTube to play 2 short films:

1) Film 1: *Black Lives Matter Movement*
https://www.youtube.com/watch?v=c1IopsKY0dY&list=LL4i-HAncCn8Fz9jVvtrAYV7Q&index=2
(length: 3 min. 3 sec.)

2) Film 2: *Occupy Wall Street: The Story Behind Seven Months of Protest*
https://www.theguardian.com/world/video/2012/apr/13/occupy-seven-months-of-protest-video
(length: 4 min. 42 sec.)

❏ Handouts (included)

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INTRODUCTION/ANTICIPATORY SET

1) Ask students which social media sites and apps they use most often and the main purpose of each one. Make a list on the board.
2) Ask students to determine which ones may be the most effective for conveying a message about an event. Demarcate these on the board.
3) Divide students into pairs or small groups, and distribute Handout A.
4) Read aloud the questions on Handout A, and allow students time to discuss and complete the questions before moving to the Activities below.
5) If time allows, ask students to share their topics of concern, and write their hashtags on the board.

ACTIVITIES

1) Ask for a volunteer to read aloud the introduction and questions on Handout B. Instruct students to take notes (on the back of the Handout) on what they notice about the role of social media in each movement.
2) Play Film 1: *Black Lives Matter Movement*
https://www.youtube.com/watch?v=c1lopsKY0dY&list=LL4i-HAncCn8Fz9jVvtrAYV7Q&index=2
3) Ask students to write some notes about the role of social media in Black Lives Matter.
4) Play Film 2: *Occupy Wall Street: The Story Behind Seven Months of Protest*
https://www.theguardian.com/world/video/2012/apr/13/occupy-seven-months-of-protest-video
5) Ask students to write some notes about the role of social media in Occupy Wall Street.
6) Allow students to work individually or in pairs to respond to the questions on Handout B.

CLOSURE/ASSESSMENT

Ask individuals or a representative from each pair to share out their response to one or more of the questions. Dialogue about the role of social media in peaceful assembly. Collect their Handouts for assessment.

DIFFERENTIATION IDEAS

Allow students to research online which social media platforms Black Lives Matter is currently using to communicate information about assemblies.

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HANDOUT A

1) What is one current event that is of concern to you?

2) If you were to organize a peaceful assembly to bring attention to this issue, what type of event would you host?

3) What are some creative ways you could use social media to promote your event?

4) Which sites and apps would be most effective for bringing attention to this issue?

5) Create a hashtag for your event.

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HANDOUT B

CONTEMPORARY PROTESTS AND SOCIAL MEDIA

While the Civil Rights Movement was successful in achieving equal rights under the law, there are many circumstances today in which people are still not *treated* equally under the law. Social media has played a significant role in galvanizing peaceful assembly to address issues of injustice.

Black Lives Matter

On August 9, 2014 in Ferguson, Missouri, an unarmed black teenager named Michael Brown was shot and killed by a white police officer who was later judged as not guilty. This incident was just one of many in which police officers have been judged as not guilty for using deadly force against unarmed black people. Brown's murder ignited a rapidly growing movement — Black Lives Matter — and galvanized thousands of protestors from across the country to assemble in Ferguson. What started as a national movement protesting violence against black lives became a global movement. And it all began with a simple hashtag: #BlackLivesMatter.

Occupy Wall Street

The Great Recession of 2007–2008, considered the worst financial crisis since the Great Depression, led to many Americans losing their jobs and homes. To prevent a global financial crisis, the United States government bailed out many of the banks and corporations who had contributed to the problems that caused the recession. Many people were outraged, and on September 17, 2011, approximately 1,000 protestors assembled on Wall St. to take a stand against economic inequality and the influence of the financial industry on government. The protest turned into an occupation when protestors camped out in nearby Zuccotti Park until they were evicted 3 months later. Their protest inspired a global movement against economic and social inequality, and again, it all began with a hashtag: #OccupyWallStreet.

1) What are some reasons the Black Lives Matter movement began?

_____

2) How did social media contribute to the development of Black Lives Matter?

_____

3) What are some reasons that Occupy Wall Street began?

_____

4) How did social media contribute to the development of Occupy Wall Street?

_____

5) Looking back at Handout A, what additional ways can you use social media to address your social concern and promote your event?

_____

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HANDOUT B

NOTES

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The Article 20 Network defends and advances the human right to freedom of peaceful assembly worldwide.

Through education, advocacy, research and legal services, the Article 20 Network encourages the proliferation of public demonstrations and fights back against obstacles and threats to our human right to peacefully assemble.

Learn more about peaceful assembly and our work at:

a20n.org