

LEARNING STANDARDS

Frederick Douglass’ “A Plea for Free Speech in Boston”

AP US HISTORY STANDARDS:

NAT - 1.O NAT - 2.O POL - 1.O POL - 2.O POL - 3.O

AP US GOVERNMENT AND POLITICS STANDARDS:

Big Ideas Constitutionalism (CON)

Liberty and Order (LOR)

Civic Participation in a Representative Democracy (PRD)

Competing Policy-Making Interests (PMI)

Methods of Political Analysis (MPA)

PMI-3: Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.

CON-6: The Supreme Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them.

LOR-2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.

LOR-2.A: Explain how the U.S. Constitution protects individual liberties and rights.

LOR-2.A.1: The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.

LOR-2.A.2: Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.

MPA-3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

PMI-3: Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.

PRD-1.A: Explain how constitutional provisions have supported and motivated social movements.

PMI-3.A: Explain how the government has responded to social movements.



PRD-1.A.1: Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.

CON-6.A.1: Decisions demonstrating that minority rights have been restricted at times and protected at other times (include: The Civil Rights Act of 1964.)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS) STANDARDS:

1, 2, 5, 6, 10

COMMON CORE STANDARDS:

ENGLISH LANGUAGE ARTS & HISTORY/SOCIAL STUDIES

CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9.10.4 CCSS.ELA-LITERACY.RH.9-10.10 CCSS.ELA-LITERACY.RH.11-12.1 CCSS.ELA-LITERACY.RH.11-12.4 CCSS.ELA-LITERACY.RH.11-12.5 CCSS.ELA-LITERACY.RH.11-12.6 CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.RH.11-12.10

LEARNING OBJECTIVES

At the end of this learning module:

Students will be able to identify the American figure of Frederick Douglass and place him in historical context.

Students will be able to identify a historical incident of free speech suppression.

Students will be able to relate a historical incident of free speech suppression to current attempts to censor or silence unwelcome, minority speech.

Students will be able to explain how suppressed groups defended their first amendment rights.

Students will be able to give 2 reasons in defense of free speech rights.

Students will be able to define abolish/abolition/abolitionist, renovator, expound, apprehend, assert, mortify, notorious, wily, tarpaulin, broadcloth, tyrant, denounce, deprecate, palliate, palpable, flagrant, indignation, eminent, vindication, overawed, compelled, concession, humblest, suppress, mockery, base, exalt.

