

READ ALL ABOUT IT!

THE POWER OF A FREE PRESS



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Read All About It! **Teacher's Guide**

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Read All About It!

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework.

For a list of additional resources for use with this video, see www.izzit.org/products.

Read All About It!

Preview Questions

(These are meant to be read aloud by the teacher.)

1. Why is freedom of the press important?
2. How is freedom of the press affected by the internet and social media platforms?
3. What responsibilities does one have when it comes to freedom of speech?
4. How do you tell the difference between facts, opinions, spin, and flat-out wrong information?

Read All About It!

Key Terms and Definitions

Age of Information Overload – the current era in which so much free press and information offered through papers, blogs, posts, videos, and websites make it difficult to tell the difference between facts, opinions, spin, and flat-out wrong information

Aftonbladet - the first modern Swedish newspaper, and a bastion of Swedish laissez-faire liberalism. It was the first publication to attack not just abuses of power, but political power itself.

Anders Chydenius - Sweden's earliest champion of individual freedom of religion and the press

Censorship - limiting the expression of speech, thought, and/or conscience by those with the power to do so

Freedom of the Press – the right of journalists to criticize government and generally intended to limit government control over its citizens. Emerging forms of journalism now include blog and social media posts

Information Age - today's world in which we have access to more information than we can ever process.

Invention – the creation of a good or service that serves a useful purpose, or the substantial improvement on an existing good or service

Johannes Gutenberg – German inventor who, sometime in the mid-fifteenth century, invented a system of moveable type that enabled high volume printing of books and pamphlets

Laissez-faire liberalism – a principle in which government does not intervene in markets and individuals are free to make choices on their own about how they wish to live their lives

The *National Gain* - a thesis published by Chydenius 1765 in which he argued for free markets and personal freedom

Printing Press – a device that applies pressure to an inked surface as a means to transfer a printed image to a medium like paper

Rule of Law – a civil doctrine in which all persons in a society are equally subject to the law

Sweden – a Scandinavian nation located east of Norway and Denmark, west of Finland, and north of Germany and Poland.

Name: _____

Date: _____

Read All About It! **Viewing Guide**

1. The printing press was invented by _____ in the mid-15th century.
2. 150 years after the invention of the printing press, the first modern newspaper appeared in _____.
3. Before the printing press, books were a _____ only affordable by the wealthy because each book had to be painstakingly copied by hand
4. In the midst of church control of European life, prior to the invention of the printing press, literacy was around _____, so there was control of life and mind (thought).
5. Anders Chydenius published the _____, his own arguments for free markets and personal freedom.
6. *Aftonbladet* was the first modern Swedish _____.
7. 23 years after Sweden guaranteed a free press, the United States did the same with the _____.
8. In the Age of Information Overload, we should always value our _____.
9. Like all rights, a free press comes with _____.
10. Today, only _____ of the world's population lives in a country with a free press

Read All About It!
Viewing Guide Answer Key

1. Johannes Gutenberg
2. Germany
3. Luxury
4. 20%
5. National Gain
6. Newspaper
7. First Amendment to the Constitution
8. Freedom of the press
9. Responsibilities
10. 14%

Discussion Questions

1. Why did rulers and church leaders at the time of the Gutenberg Printing Press want to keep books out the peoples' hands?
2. Why was Johannes Gutenberg's printing press considered so revolutionary?
3. Why were books considered a luxury only affordable by the wealthy prior to the invention of the Gutenberg Printing Press?
4. What were some outcomes of the automation of the press?
5. Why was criticizing the church or the government considered inappropriate content at the time Gutenberg invented his printing press?
6. How did Lars Johan Hierta take the power from the King and give it to the people?
7. In what manner did the Swedish freedom of the press law influence freedom of speech in the United States?
8. Why did Lars Johan Hierta create so many versions of *Aftonbladet*?
9. Why did the Catholic Church and the monarchs of Europe decide that newspapers had to be controlled through censorship?
10. What is the Age of Information Overload and what are some concerns that arise in this age?
11. What are some responsibilities that come with freedom of the press?
12. Why do people or organizations suppress expression of speech or thought?
13. How is the access to information and human advancement connected?
14. In what way(s) does/do freedom of the press support and sustain individual freedom?
15. What does the "Rule of Law" concept demand of government?
16. How does spin differ from a blatant attempt to spread false information?
17. What does it mean to be truly informed?
18. How should the press and individual responsibility work together to be truly informed?

19. How are free speech / thought similar to anarchy? How do they differ?
20. What is your personal responsibility to truth and honest reporting in the age of social media?
21. How can you help the fight against misinformation?

Read All About It!

Activity:

Who chooses? Who benefits? Who pays? What's fair?

The four questions above can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking. As a class, or in small groups, discuss the following:

(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)

1. Who should decide what information is censored and what is freely available? Are there times when information should be withheld from the public? If yes, what types of information should be held back and why?
2. Who benefits from freedom of the press? Who benefits if freedom of the press is suppressed?
3. What is the cost of freedom of the press? Explain.
4. Should some words be more acceptable than others? If so, how should it be decided which words are unacceptable? Who should decide (Who chooses?) which words are acceptable/not acceptable?

Name: _____

Date: _____

Read All About It!

Quiz

1. A great invention that revolutionized human advancement is a /the _____.
 - A) book
 - B) pencil
 - C) Kindle
 - D) printing press

2. Before the printing press, _____ were a luxury only affordable by the wealthy because each had to be painstakingly created by hand.
 - A) newspapers
 - B) pamphlets
 - C) books
 - D) flyers

3. Americans expect that no government _____ will fall upon writers who criticize those in power.
 - A) retribution
 - B) comment
 - C) ticket
 - D) official

4. In 1609, the first modern newspaper appeared in _____ and newspapers quickly spread throughout Europe.
 - A) Sweden
 - B) Germany
 - C) France
 - D) Italy

5. With the automation of the press, books and newspapers could be printed in large quantities and they became affordable such that people everywhere began to read, write, and _____.
 - A) start bookstores
 - B) think for themselves
 - C) vote
 - D) protest

6. Living under the rule of the Swedish king, _____ argued for minimal state power, low taxes, and land rights for peasant farmers.
- A) Anders Chydenius
 - B) Johan Norberg
 - C) Lars Johan Hierta
 - D) Sofia Olsson Olsén
7. Freedom of the press is meant to _____.
- A) protect the power of the government
 - B) empower the people and keep the government in check
 - C) make the government beholden to the press
 - D) allow journalists to print anything they want
8. Our third President, _____, said, “Wherever the people are well informed, they can be trusted with their own government.”
- A) Samuel Adams
 - B) James Madison
 - C) James Monroe
 - D) Thomas Jefferson
9. Today, being _____ means questioning what you’ve been told, seeking out multiple sources, and researching the facts presented to make sure that they’re accurate.
- A) open
 - B) challenged
 - C) informed
 - D) fashionable
10. With so much free press and information offered through papers, blogs, posts, videos, and websites, it is difficult to tell the difference between facts, opinions, _____, and flat-out wrong information.
- A) dialogue
 - B) statements
 - C) conjecture
 - D) spin

Read All About It! **Quiz Answer Key**

Quiz

1. D) printing press
2. C) books
3. A) retribution
4. B) Germany
5. B) think for themselves
6. A) Anders Chydenius
7. B) empower the people and keep the government in check
8. D) Thomas Jefferson
9. C) informed
10. D) spin

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Enrichment and Integration Activities

Research Projects: Work independently or in small groups. Choose one or more of the topics below to learn more about. Gather information from multiple sources to help answer the questions. Create a report that includes both written and visual elements such as pictures, charts, and graphs. Be sure to cite your sources. Share your findings with the class in a presentation.

A. Information and the media in America. Locate one or more current events articles / videos regarding the use of spin to influence readers. What item(s) in the article or video suggest spin? How would you rewrite the article or shoot a new video to minimize the spin?

B. Our third President, Thomas Jefferson, said, “Wherever the people are well informed they can be trusted with their own government.” Write an essay explaining what you think he meant and what this statement means to you.

C. The Age of Information Overload is addressed in *Read All About It!* When thinking about how you obtain information, whether that is looking up how to make crafts, check sports scores, or when working on homework, what are some techniques and tools you use? How do you sort through the variety of available resources and decide on which to use? Use the chart below to list some resources you use along with the pros and cons of using them:

Resource	Pros	Cons
#1 -		
#2 -		
#3 -		

Share your results with the class.

D. Today, only 14% of the world’s population lives in a country with a free press. That’s just one out of seven people. Write an essay that addresses how you think a free press can improve the lives of citizens in countries that do not have a free press. Include whether you think it is possible – or not – to have a happy life without a free press. Finally, what impact do you think smartphones have on a country’s ability to control freedom of speech? How might a country’s leaders use smartphones to suppress freedom of speech?

E. More Writing Activities

1. Headlines – How a headline is written makes a big impact. Choose a headline, and try writing it in different ways. Try to write it biased toward multiple “sides,” and then try to write one that is neutral. Discuss with class.

2. Select a news article. Highlight “loaded words” in the text, words designed to lean one way or another, emotional words selected to provoke a certain reaction in the reader. Now rewrite the article in a neutral tone.

3. Choose a story recently reported in the news and write your own objective report. Use multiple sources about the story and compile your own article. Write it as objectively as you can. Swap articles with a partner and check each other's work for "loaded words" in your text.

4. Facts vs. Opinions – Read an opinion piece. Label/highlight the words that show you it's an opinion, not a factual/objective article. How else do news sources label opinion pieces? Compare it to a factual article about the same ideas/story/concepts.

5. Select a news story/concept. Write a factual/objective article about the topic. Now write an opinion piece about it. What is different for the two types of writing?

Wikis Lesson Plan

Name: _____

Date: _____

Instructor: _____

Time to complete:	60 Minutes to extended time, depending on how developed the final wiki desired
Materials/Technology/Resources:	<ul style="list-style-type: none">* The <i>Read All About It!</i> video (can be streamed from izzit.org with no login required.)* Presentation Method (smartboard, projector, etc.)* Viewing Guide* Internet browser
Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
Learning Objective(s):	<i>Students will define censorship and freedom of speech. They will describe a person's responsibilities associated with freedom of speech. Students will also summarize ways to assess the quality of information.</i>
Topics: Censorship, freedom of press, freedom of speech, Information Age, Age of Information Overload	
Absorb: (11:08 minutes)	<u>Watch:</u> <i>Read All About It!</i> video streamed from izzit.org with no login required.
Overall guiding question(s):	Why is freedom of the press important? How is freedom of the press affected by the internet and social media applications? What responsibilities does one have when it comes to freedom of speech? How do you assess the quality of information?

Lesson Procedures: (30 minutes)	<ol style="list-style-type: none"> 1. Watch video: <i>Read All About It!</i> 2. PROCEDURES: <ol style="list-style-type: none"> a. ACTIVITY: Create a free wiki for your class at Wikispaces https://www.wikispaces.com/content/classroom The goal of a wiki is for your students to contribute content, edit for grammar and spelling, and provide accurate information regarding identity politics. b. This activity can be completed over a number of days to allow for students to contribute and reflect on content and style.
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Summary & Assessment: (15 minutes)	<p>Assessment can be on content and or each student's contribution to the wiki.</p> <p>Bring students back together to discuss their contributions to the wiki and insight they gained while completing it. Encourage the students to discuss the significance of freedom of speech and how being informed contributes to better decision-making and happiness.</p>
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Reflection: (5 minutes)	<p>Select a current event, either from izzit.org or a news site. Does the article contain an objective reporting of the news? Discuss which item(s) in the article or video suggest spin? How would you rewrite the article to minimize the spin if it is present?</p>
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Suggested Wiki starter text with headers:
Introduction

Background: The printing press was invented by Johannes Gutenberg in the mid-15th century. That invention arguably began the Information Age, leading to today's world where people have access to more information than they can ever process. With the automation of the press, books and newspapers could be printed in large quantities and suddenly became affordable. People everywhere began to read, write, and think for themselves. Literacy, and public awareness, began to rise. But it wasn't long before the Catholic Church and the monarchs of Europe decided that newspapers were a threat to their power and had to be controlled through censorship.

History

Countries

Examples (i.e. newspapers, social media, television, etc.)

Benefits to Individuals

Consequences to Individuals

Social Media Lesson Plan

Name: _____

Date: _____

Instructor: _____

Time to complete: Materials/ Technology/ Resources:	Will vary, depending on the desired duration * The <i>Read All About It!</i> video (can be streamed from izzit.org with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Discussion Questions – one set for teacher only * Internet browser * An approved social media application. Piazza is a great – and free – educational tool that may be used https://piazza.com/ Alternatives should include discussion and group features.
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Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
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Learning Objective(s):	<i>Students will explore examples of objectionable free speech on social media and consider the implications of them for societies. They will compare and contrast examples found on social media. Students will also reflect on what they found and how it can be applied to responsible use of free speech.</i>
Topics: Social media, censorship, free press, freedom of press, freedom of religion, First Amendment	

Absorb: (11:08 minutes)	<u>Watch:</u> <i>Read All About It!</i> video streamed from izzit.org with no login required.
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<p>Overall guiding question(s):</p>	<p>What should be the extent of free speech? How should one define appropriate and responsible use of social media? Who should monitor media for appropriate and responsible speech use, if anyone?</p>
<p>Lesson Procedures: (31+ minutes)</p>	<ol style="list-style-type: none"> 1. Watch video: <i>Read All About It!</i> 2. ACTIVITY: <ol style="list-style-type: none"> a. Create a private account on a district- or school-approved social media site. b. Provide students time to search one or more social media apps for examples of social media threads that reflect appropriate and responsible use of free speech as well as ones that represent an irresponsible use of the social media app. The instructor should provide guidelines as to what extent of topics students should limit themselves to in order to avoid inappropriate content. There exist a variety of examples from which students may choose. Alternatively, students can view social media posts from other countries, such as Iran, France, Japan, and so on to compare and contrast with social media use in the United States. c. Have students post examples of these in the selected private social media application and discuss why each example is / is not an appropriate and responsible use of free speech. The examples may include screenshots of the posts and or the text. d. Allow some time for students to interact with each other in the discussion threads. This may be a good activity to complete over a week, including posting as homework. 3. At the end of the activity, have a class discussion about the students' overall impression of what they learned. Ask the students to write a brief reflection on the activity.

Summary & Assessment: (15 minutes)	<p>Assessment is based on reflection of what students learned as a result of their experiences interacting with others.</p> <p>Bring students back together to discuss their findings. Summary discussions may include the different perspectives the class members shared regarding the extent of free speech.</p>
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Reflection: (5 minutes)	<p>Select a current event, either from izzit.org or a news site, regarding freedom of speech. Discuss the speech (or video, text, visual, etc.) and the benefits of no restrictions on the speech to society as well as costs associated with not placing restrictions on the speech. Discuss the same speech in the context of benefits of adding restrictions as well as the costs to societies.</p>
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READ ALL ABOUT IT! LESSON PLAN – FREE SPEECH

Free Speech in the Classroom

Name: _____

Date: _____

Instructor: _____

Time to complete: Materials/Technology/Resources:	60 minutes * The Read All About It! video (can be streamed from izzit.org with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Internet browser
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Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
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Learning Objective(s):	<i>Students will summarize and discuss the implications of free speech in the classroom. They will generate strategies to cope with negative speech. Students will also describe ways in which they can be respectful of others in what they wear.</i>
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Topics:	Censorship, free press, freedom of speech, responsibility, criticism
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Absorb: (11:08 minutes)	<u>Watch:</u> Read All About It! video streamed from izzit.org with no login required.
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Overall guiding question(s):	What is the value of free speech? Whose responsibility is it to not be offended by others' speech (including what a student wears in the classroom)? What strategies may be helpful in managing the negative aspects of free speech?
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<p>Lesson Procedures: (30 minutes)</p>	<ol style="list-style-type: none"> 1. Watch video: <i>Read All About It!</i> 2. PROCEDURES: <ol style="list-style-type: none"> a. ACTIVITY: Watch the <i>Read All About It!</i> b. Divide the students into groups of 3 to 5 and ask them to gather one or more recent current events articles regarding students who are disciplined for wearing clothing deemed offensive, such as armbands, shirts with weapons pictured on them, images of controversial historical figures, and/or Make America Great Again hats, among others. Each group should construct a pros and cons chart that supports limits to free speech in the classroom. Also, should a group decide there should be limits to what a student wears, the members should list a couple of the limitations and the rationale associated with each. c. Finally, students should generate some means by which people can be more respectful in what they wear without infringing on others' freedom of speech.
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<p>Summary & Assessment: (15 minutes)</p>	<p>Assessment can be on content generated in the pros and cons list and/or the discussion regarding the insight students gained from their current events articles and the post-article-collection discussions.</p> <p>Bring students back together to discuss their pros / cons chart, any limitations, and responsibilities regarding free speech-related objectives at school.</p>
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<p>Reflection: (5 minutes)</p>	<p>Select another current event, either from izzit.org or a news site. Discuss how speech was used responsibly or how the use of free speech created a negative outcome.</p>
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We are very interested to learn how you use our material. Please share your experiences or lesson plan ideas by visiting us at ***www.izzit.org***.



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