

Activity#1.Classroom Discussion: Is Freedom of Speech Necessary to Discover the Truth? Module Name: Freedom of Speech
Class type: ESOL ESE Regular Gifted Honors Inclusion All
Objectives for activity: <ol style="list-style-type: none"> To understand and identify different kinds of speech. To understand the importance of debates in democratic societies. To understand truth as a function of arguments.
Materials Needed (texts, props, special supplies) <ol style="list-style-type: none"> A copy of the passage from J. S. Mill for each student (available under Activity #1 in the main text of this module). Whiteboard
Procedures for Teachers- <i>What You Need to Know/Do</i> <ol style="list-style-type: none"> Review the text of the passage from Mill and the background material to teachers provided in the main text of this module. Copy the passage to give to each student. Conduct a classroom discussion (see the questions provided under Activity #1 in the main text of this module).
Activity Type -Discussion Questions, Compositions, Small Group, etc.- <i>What Students Need to Do</i> <ol style="list-style-type: none"> Classroom discussion.
Assessment <ol style="list-style-type: none"> Evaluation of individual student reading and analysis of the passage from Mill. Evaluation of individual student participation in the classroom discussion.
Activity#2.Classroom Discussion: Does all Speech Promote Truth? Module Name: Freedom of Speech
Class type: ESOL ESE Regular Gifted Honors Inclusion All
Objectives for activity: <ol style="list-style-type: none"> To understand the importance of debates in democratic societies. To understand truth as a function of arguments.
Materials Needed (texts, props, special supplies) <ol style="list-style-type: none"> A copy of the passage from J. S. Mill for each student (available under Activity #1 in the main text of this module). Whiteboard Pen and paper or computer for writing assignment.
Procedures for Teachers- <i>What You Need to Know/Do</i> <ol style="list-style-type: none"> Review the Teacher Prompt material under Activity #2 in the main text of this module. Divide the class into small groups and assign a predetermined issue (you may use the

<p>Ku Klux Klan as discussed under Activity #2 in the main text of this module) for brief discussion in each group.</p> <ol style="list-style-type: none"> 3. Ask each group to present their conclusions to the whole class. 4. Conduct a summary discussion (see the questions provided under Activity #2 in the main text of this module). 5. Assign essay (see issues to be covered under the Writing Assignment instructions for Activity #2 in the main text of this module).
<p>Activity Type -Discussion Questions, Compositions, Small Group, etc.-<i>What Students Need to Do</i></p> <ol style="list-style-type: none"> 1. Small group discussion and presentations. 2. Classroom discussion. 3. Essay composition.
<p>Assessment</p> <ol style="list-style-type: none"> 1. Evaluation of individual student reading and analysis of the passage from Mill. 2. Evaluation of individual student participation in the small group discussions and presentations. 3. Individual participation in the classroom discussion. 4. Individual completion of writing assignment.
<p>Activity#3.Classroom Discussion: Should Individuality be the Basis for Allowing Freedom of Speech? Module Name: Freedom of Speech</p>
<p>Class type: ESOL ESE Regular Gifted Honors Inclusion All</p>
<p>Objectives for activity:</p> <ol style="list-style-type: none"> 1. To understand the fundamental ethical value of individuality. 2. To understand the importance of debates in democratic societies. 3. To understand truth as a function of arguments.
<p>Materials Needed (texts, props, special supplies)</p> <ol style="list-style-type: none"> 1. A copy of the passage from J. S. Mill for each student (available under Activity #1 in the main text of this module). 2. Whiteboard 3. Pen and paper or computer for writing assignment.
<p>Procedures for Teachers-<i>What You Need to Know/Do</i></p> <ol style="list-style-type: none"> 1. Review the Teacher Prompt material under Activity #3 in the main text of this module. 2. Conduct a classroom discussion (see the questions provided under Activity #3 in the main text of this module). 5. Assign essay (see issues to be covered under the Writing Assignment instructions for Activity #3 in the main text of this module).
<p>Activity Type -Discussion Questions, Compositions, Small Group, etc.-<i>What Students Need to Do</i></p> <ol style="list-style-type: none"> 1. Classroom discussion. 2. Essay composition.
<p>Assessment</p> <ol style="list-style-type: none"> 1. Evaluation of individual student reading and analysis of the passage from Mill. 2. Individual participation in the classroom discussion. 3. Individual completion of writing assignment.
