**First Amendment Unit**

**Journalism A**

**Badalamente**

\_\_\_\_\_\_\_\_\_I can recite/write the First Amendment and its five rights.

\_\_\_\_\_\_\_\_\_I can tell the difference between libel and slander.

\_\_\_\_\_\_\_\_\_I can explain why student press rights are different from rights of people not

 in school.

\_\_\_\_\_\_\_\_\_I can tell the difference between unprotected and protected speech.

\_\_\_\_\_\_\_\_\_I can analyze a U.S. document of historical significance and relate them to

 the First Amendment’s freedom of the press law.

\_\_\_\_\_\_\_\_\_\_ I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) on topics and issues on whether one should print or pull an article because it may be libel.

 \_\_\_\_\_\_\_\_\_\_\_I can be prepared for such discussions

 \_\_\_\_\_\_\_\_\_\_\_I can work with peers in a discussion by not interrupting, not being

 rude and encouraging other’s thoughts.

 \_\_\_\_\_\_\_\_\_\_\_\_I can challenge these ideas.

 \_\_\_\_\_\_\_\_\_\_\_\_I can respond to others ideas by agreeing or disagreeing and make

 new connections with what material is presented.

\_\_\_\_\_\_\_\_\_\_\_\_I can explain what happened in “All the Presidents Men,” who the major

 players in the Watergate scandal were.

\_\_\_\_\_\_\_\_\_\_\_\_I can tell someone who to call if their First Amendment rights are being

 violated within the student press.

\_\_\_\_\_\_\_\_\_\_\_\_I can recall major student press law cases: Hazelwood, Tinker, Fraiser