



**“DISLOYALTY ‘MUST BE CRUSHED
OUT’ OF EXISTENCE”**

Civil Liberties in America During World War I

Recommended Grade Levels: 9-12, College/University

Course/Content Area: Social Studies, AP Government and AP American History

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ESSENTIAL QUESTIONS:

- How did America’s effort in World War I threaten American civil liberties?
- Were the Espionage and Sedition Acts a violation of American civil liberties?
- When is it acceptable to limit American civil rights?



SUMMARY: President Woodrow Wilson created the Committee on Public Information (CPI) to mold Americans into “one white-hot mass” of war patriotism. Congress also passed the Espionage Act (1917) and the Sedition Act (1918) to curb wartime dissent. In *Schenck v. United States* and *Abrams v. United States*, federal courts mostly supported these acts. These methods of garnering support for the war allowed for suppression of civil liberties. Patriotic fervor also led to public intolerance for persons and ideas considered to be possible threats to the nation.

STANDARDS ALIGNMENT: See attached Standards

TIME NEEDED: 240 minutes (three 80-minute blocks or five 50-minute periods)

OBJECTIVES: Students will:

- Increase knowledge of the basic periodization and central themes in United States history from 1865 to 2016.
- Critique historical issues and interpretations from a variety of perspectives.
- Analyze historical data and present informed conclusions regarding these data.

INTERDISCIPLINARY: History, Political Science, American Government, Literature, Philosophy, and Sociology

THEMES & CONNECTIONS: This lesson works best when included in a broader study of the First World War, including instruction on the following:

1. using the Espionage and Sedition Acts, Congress prohibited any criticism of America’s leaders and war policies.
2. how and why the Supreme Court endorsed the Espionage and Sedition Acts in two rulings after World War I ended.
3. Americans equated anything German with disloyalty.

MATERIALS NEEDED:

- Historical Context PowerPoint - “Disloyalty”
- Student-access to computers (P.C.s, Chromebooks, iPads)
- Primary document set -
 - **Appendix A** is the document index
 - If **printing** the documents for student use, suggest placing them in protective sleeves, labeled with letter and title.
 - Another option is to **share** documents **electronically**
- Copies or electronic access to
- Document Analysis questions (**Appendix B**)
- Document-specific questions (optional) (**Appendix C**)
- Pre-Assessment/Post-Assessment (**Appendix D**)
- Background Information essay
- Project options (**Appendix F**)

BACKGROUND INFORMATION

When the United States entered the “Great War” in April 1917, there was strong opposition in America to both the war and the subsequent draft. Many American citizens believed that our goal was NOT to “make the world safe for democracy,” BUT to make the world safe for armaments and munitions manufacturers, who were making millions of dollars off the conflict (Kennedy, 21). President Woodrow Wilson had little patience for dissent, especially when it came from naturalized Americans or foreigners living in the United States (Kennedy, 24). Wilson warned that the disloyalty of foreign-born U.S. nationals “must be crushed out” of existence (Wilson), and he proclaimed that disloyal individuals sacrificed their civil liberties through their own behavior (Murphy, 53).

Only weeks after America entered World War I, Congress passed the Espionage Act of 1917. Although the Espionage Act dealt primarily with espionage and sabotage, several provisions had serious consequences for the freedom of speech. Specifically, the Espionage Act made it a crime for any person willfully to “cause or attempt to cause disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States” or willfully to obstruct the recruiting or enlistment service of the United States” (Espionage Act).

Although the congressional debate makes clear that the 1917 Act was not intended to suppress dissent generally, aggressive federal prosecutors and compliant federal judges soon transformed the Espionage Act into a full-scale prohibition of seditious utterance (Stone, 411-413). The Wilson administration’s intent towards war dissenters was made very clear by Attorney General Charles W. Gregory when he declared: “[M]ay God have mercy on them, for they need expect none from an outraged people and an avenging government” (Gregory).

The Department of Justice summarily prosecuted more than two thousand individuals for allegedly disloyal or seditious expression (Rabban, 256). In an atmosphere of fear, hysteria, and clamor, most judges were quick to mete out severe punishments to those they deemed disloyal (Rabban, 257). The courts’ approach led routinely to guilty verdicts in Espionage Act prosecutions (Rabban, 257).

In a series of decisions from 1919 to 1920 (i.e. *Gilbert v. Minnesota*, *Pierce v. United States*, *Schaefer v. United States*, *Abrams v. United States*, *Debs v. United States*, *Frohwerk v. United States*, *Schenck v. United States*), the Supreme Court consistently upheld the convictions of individuals who had agitated against the war and the draft – individuals as obscure as Mollie Steimer, a Russian-Jewish émigré who had distributed anti-war leaflets on the Lower East Side of New York (Stone, 139), and as well-known as Eugene V. Debs, who had received almost a million votes as the Socialist Party candidate for President in 1912 (Stone, 141). Embracing the “logical” presumption for balancing civil liberties and national security concerns in time of war, the Supreme Court explained its reasoning:

When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right (*Schenck v. United States*).

As law professor Harry Kalven once observed, these decisions left no doubt of the Court's position: "While the nation is at war serious, abrasive criticism ... is beyond constitutional protection" (Kalven, 147).

In the post-World War I period, Americans came increasingly to recognize that those prosecuted under the Espionage and Sedition Acts might not have been treated fairly. Individuals who had served under President Wilson themselves even acknowledged that the general atmosphere of intolerance had led to serious constitutional violations and they criticized some federal judges for having "...lost their heads" (Rabban, 328).

Over the next few years, the federal government acknowledged it had committed injustices in the name of national security, and every person who had been convicted of seditious expression during World War I was released from prison and granted amnesty (Stone, 230-232). In later years, the Supreme Court implicitly overruled its World War I era decisions, agreeing that it had failed in its responsibility to protect constitutional rights during a time of war (*Brandenburg v. Ohio*).

LESSON

PRE-ASSESSMENT

Students will complete a pre-assessment multiple choice test (**Appendix D**). You can have them answer some or all of the questions BEFORE the lesson.

Note: You will use this same assessment for the Post-Assessment.

DIRECTIONS

These directions are for a five-day (50-minute periods) lesson.

DAYS ONE & TWO

1. Pre-Assessment test
2. After students complete the pre-assessment, they should read the Background Information essay.
3. Review civil liberties and the American Bill of Rights; provide the historical context for the lesson.
4. Discuss the images in **Appendix E**.
5. Go through the **PowerPoint** notes.

Note: It may take some time to cover the material in the PowerPoint, depending on the students' background knowledge.

DAY THREE (If accessing documents electronically, students will need computer-access.)

1. Students will read one or two primary documents to examine the threats to civil liberties in America during World War I.
2. Students will complete a document-analysis sheet (**Appendix B**) for each document they are assigned.
3. After completing the analysis of their document(s), students will break into groups of 3-4 students. They will share their document(s) and discuss how the document(s) related to the threats of civil liberty during the First World War.
4. The class will regroup for the last 10-15 minutes of the period for a discussion of what they have learned and what questions remain.

DAYS FOUR & FIVE (Students will need computer-access.)

1. Administer the Post-Assessment (same as Day One Assessment).
2. Distribute Options Assignment sheet (**Appendix E**) – students will complete a project utilizing primary documents.

POST-ASSESSMENT

Have your students answer some or all of the multiple-choice questions from the Pre-Assessment to gauge how much they learned from the provided lesson.

MODIFICATIONS/ACCOMMODATIONS

Define: “dissent,” “pacifism,” and “civil disobedience” within the context of World War I. When working with the document(s) on day 3, provide questions from **Appendix C** to help with the analysis.

MODIFIED PROJECT OPTIONS, Utilize the grading rubric from **Appendix E**.

OPTION 1-M

Write an essay that answers the following questions:

- What does patriotism mean to you?
- Do you think it’s important for people to be patriotic? Why, or why not?
- Is it patriotic or anti-American to criticize the U.S. government?

OPTION 2-M

Write an essay that answers the following question: Were critics of America’s involvement in World War I anti-American?

OPTION 3-M

Write an essay that answers the following questions: How and why were civil liberties curtailed in American during the First World War? What was the impact of these limitations?

OPTION 4-M

Students will do a project (options follow) based on their assessment of the following statement:

“The federal government severely curtailed civil liberties, and the Espionage and Sedition Acts of 1917 and 1918 criminalized virtually any opposition to World War I.”

Would you AGREE or DISAGREE with this statement? Why? Provide evidence to support your position. *Options: PowerPoint presentation, comic strip, song lyrics, play, photomontage, website, poster board, newspaper article, advertisement, diary*

EXTENSION LESSONS

EXTENSION #1 - Class debate

In the twenty-first century, the United States has been involved in hostilities in Iraq and Afghanistan. **The instructor can arbitrarily divide their class into two teams for a debate which will address the American public's various opinions and civil liberties in these current conflicts.** How is public opinion shaped today? In other words, who are the chief players (today's "four-minute men," for example); and what examples do we have that protests against Iraq and Afghanistan have been similar or different from the types of protests that existed during World War I?

EXTENSION #2

World War I America was also a period of important labor and political unrest. Talk with students about Eugene V. Debs and the Socialist Party and what they advocated. Then, students will draw the connections between labor ideologies, anti-war sentiments, and Debs's eventual arrest under the Espionage Act.

EXTENSION #3

Students will critique the Alien, Sedition, and Espionage Acts in terms of their impact on American civil liberties. Then, have the class compare the Espionage Act of 1917 to the Patriot Act.

Appendix A: Primary Documents Set, Index

The Primary Documents Folder contains excerpts or full text from the following materials.

It can be downloaded at:

https://www.theworldwar.org/sites/default/files/Disloyalty_Primary_Documents.zip (66 MB zip file)

- A. 1st Amendment to the U.S. Constitution
- B. *Abrams v. U.S.* 250 U.S. 616 (1919).
- C. Addams, Jane. *Peace and Bread in Time of War* (1922).
- D. “As Gag Rulers Would Have It.” *Literary Digest*, 1920.
- E. Bourne, Randolph, “The State” (1918).
- F. Cummings, e. e. “I sing of Olaf glad and big” (1931)
- G. Debs, Eugene V., Anti-War Speech, June 16, 1918. *The Call* (June 18, 1918).
- H. Dos Passos, John, “The Body of an American” (1932).
- I. Espionage Act (Pub. L. 65-24, 40 Stat. 217, enacted June 15, 1917).
- J. Goldman, Emma, Address to the Jury in *U.S. v. Goldman and Alexander Berkman*, July 9, 1917. Delivered in New York, New York.
- K. Goldman, Emma, “Promoters of the War Mania,” in *Mother Earth*, March 1917.
- L. Keller, Helen, “Strike against War,” Delivered at Carnegie Hall, New York City, January 5, 1916.
- M. La Follette, Robert M. “A Progressive Opposes the Declaration of War,” *Congressional Record*, 65th Congress, 1st session 91917), pp. 371-372.
- N. La Follette, Robert M. “Free Speech in Wartime,” U.S. Senate, 65th Congress 2nd Session, October 6, 1917.
- O. La Follette, Robert M. “Speech to the U.S. Senate,” April 4, 1917.
- P. *Masses Publishing Co. v. Patten*, United States District Court, 1917.
- Q. “Opposition to Wilson’s Call for a Declaration of War,” From a Speech by Senator George W. Norris (Nebraska), April 4, 1917.
- R. Piantadosi, Al and Alfred Bryan, “I Didn’t Raise My Boy to Be a Soldier” (1914).
- S. Reed, John, “Whose War?” *The Masses*, April 1917.
- T. Schenck’s Circular, 1917.
- U. *Schenck v. United States*, 249 U.S. 47 (1919).
- V. Sedition Act, May 16, 1918. United States, *Statutes at Large*, Vol. 40 (Washington D.C.: Government Printing Office, 1918), 553 ff.
- W. “Socialist Party Convention: The Socialists Protest the War,” *The American Labor Yearbook*, vol. 2 (1917-1918), p 50-52.
- X. Trumbo, Dalton, *Johnny Got His Gun* (1939).
- Y. Wilson, Woodrow. “Flag Day Speech” (April 14, 1917).
- Z. Wilson, Woodrow. “State of the Union Address,” December 7, 1915.

Appendix B: Document Analysis Questions

Students will answer a series of questions, thinking critically, about one or more documents from the Primary Documents set.

- a. Who created the document?
- b. Why was the document created?
- c. Consider the document's audience.
- d. What type of document is it?
- e. When was the document generated?
- f. What was happening in the United States and in Europe at the time that this document was created?
- g. How does this document relate to civil liberties and the Bill of Rights in America during World War I?

Appendix C: Document-Specific Questions

Use the following questions to spur discussion, or create additional arguments related to the primary sources. The questions are matched with suggested documents; however, a question may be used with more than one document.

Document A

1. Restate the First Amendment in your own words.

Document B

2. Read the excerpts from the Abrams case (1919). List the charges against the defendants.
3. In their pamphlets, how did the defendants describe President Wilson?
4. According to the U.S. Supreme Court, what was the result of the distribution of the pamphlets?
5. The defendants were convicted in a lower court. Did the Supreme Court uphold the conviction of the lower court or did they reverse the decision of the lower court?

Document C

6. Why did Jane Addams write *Peace and Bread in Time of War* (1922)?

Document D

7. How does the cartoonist for the *Literary Digest* represent the Sedition Bills?
8. What is the snake trying to devour?
9. Whom or what do the children represent?
10. What does the cartoonist think of the U.S. government's attempt to stifle American civil liberties?
11. How does this kind of expression compare with that of Charles T. Schenck?
12. According to the Espionage Act, should this cartoonist have received the same punishment as Charles T. Schenck? Why, or why not?

Document E

13. What are the messages of Randolph Bourne's unpublished essay "The State"?
14. Bourne argued famously that "war is the health of the State." What does he mean by this?

Document F

15. What did e. e. cummings do during World War I?
16. What is his poem "I sing of Olaf glad and big" about?

Document G

17. Eugene V. Debs was arguably the most famous of the many radicals who opposed American participation in World War I. Unlike European socialists, who generally supported their governments' entry into World War I, Debs opposed America's entry into World War I. Why?
18. Why was Eugene V. Debs arrested for the speech he gave in Canton, Ohio, on June 16, 1918?
19. What does Debs say to the court before he is sentenced on September 18, 1918?
20. Was Eugene V. Debs anti-American? Why, or why not?
21. Did Debs break the law?
22. Why would Debs, and others who were arrested under the Espionage Act, choose to act in ways that were illegal knowing what the consequences might be?

Document H

23. What does John Dos Passos say in "The Body of an American" (1932)?

Document I

24. As you read the Espionage Act of 1917, consider the range of activities that it prohibits. In what part of the act did the government attempt to justify their nearly indiscriminate campaign against socialist or pacifist organizations and publications, and the long sentence of imprisonment for socialist leaders including Eugene V. Debs?
25. What were TWO reasons that the Espionage (1917) and Sedition Acts (1918) were passed?
26. What did the Espionage Act prohibit Americans to do?
27. What is the consequence for violating the Espionage Act?
28. Why do you think the U.S. government enacted the Espionage Act?
29. List some types of actions that could be punished by the Espionage Act of 1917.
30. Based on the First Amendment to the Constitution, does this law potentially abridge any First Amendment rights?

Documents J and K

31. What does Emma Goldman say to the jury at her July 1917 anti-conscription trial?

Document L

32. What is Helen Keller's message in "Strike against War" (January 5, 1916)?
33. Read the speech that Helen Keller gave at Carnegie Hall, New York City, on January 5, 1916. What does she say about America's involvement in the First World War?
34. What prediction does she make in this speech?
35. Why was Helen Keller so opposed to America's participation in World War I?

Documents M, N, O

36. On October 6, 1917, Robert La Follette made a speech before the Senate about free speech during wartime. What did he say before the Senate?
37. What is one argument AGAINST restricting free speech during wartime, according to Senator Robert M. La Follette (Wisconsin)?
38. What is La Follette's analysis of the origins of the war?
39. How does it differ from that of the Socialists?
40. How does his analysis influence his view of the war's injustice?
41. Do his remarks betray national biases and prejudices?
42. Wisconsin, was home to a very large German American population. Could the senator's views have been colored by that fact?

Document Q

43. The Progressive Republican from Nebraska, Senator George William Norris was among the handful of eminent politicians of the day to oppose American entry into World War I. What reasons does Senator Norris use to oppose America's entry into World War I?

Document R

44. Whom did the anti-war propaganda songs appeal to? What were their messages?
45. In "I Didn't Raise My Boy to Be a Soldier" (1914) what is the singer singing about?

Document S

46. Why did John Reed believe World War I to be an "imperialist venture?"

Documents P, T, U

47. What was the significance of the Schenck case? According to Masses Publishing Co. v. Patten (1917), what are the limits of First Amendment protection?
48. What actions did the Sedition Act of 1918 define as "criminal?"
49. The Sedition Act made it a crime to willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States. What Constitutional freedom does this law appear to violate?
50. During World War I, the U.S. government drafted young men into the military. How did the Sedition Act restrict opponents to the draft?
51. What might be the consequences of the U.S. Government's decision to create the Sedition Act?
52. What was the issue being addressed in the Schenck case?
53. Charles T. Schenck, a member of the Socialist Party, was convicted and sentenced under the 1917 Espionage Act for distributing 15,000 copies of a flyer. What did this flyer advocate?

54. According to Justice Oliver Wendell Holmes, what was the finding of the court?
55. What was Charles T. Schenck doing? Was he guilty?
56. Does the finding of the Supreme Court protect or endanger American civil liberties? Why?
57. Was Charles T. Schenck anti-American? Why, or why not?
58. Did Schenck break the law?
59. In his opinion for the Supreme Court's majority, Justice Oliver Wendell Holmes Jr. upheld Schenck's conviction. Why?
60. Do you agree with the ruling in the Schenck case?
61. What was one argument used by the United States Supreme Court to uphold Charles T. Schenck's conviction under the Espionage Act?
62. Using facts from the case and amendments, explain the decision of the court.

Document V

63. Looking at "Schenck's Circular" (1917) can you identify the sections which may be in violation of the Espionage Act of 1917?
64. How did Schenck describe the conscription process?
65. What reasoning did the Supreme Court give for its decision?
66. Do you think Schenck's circular presented a "clear and present danger" to the United States?
67. What might the American Government believe letting people like Charles Schenck be able to have complete freedom of speech be dangerous?
68. How could a belief that freedom of speech has limitations shape American society?

Document W

69. Consider the document entitled "Socialist Party Convention: The Socialists Protest the War." This is a statement issued by the Socialist Party of America a few days after the United States declared war on Germany. In it they express their opposition to America's entrance into World War I. What were the bases of the Socialist position?
70. Were they consistent with Socialist analyses of the nature of contemporary society?

Document X

71. Who was Dalton Trumbo?
72. What does Trumbo tell us about the realities of war?
73. Johnny Got His Gun is written from whose point of view?
74. What happened to Trumbo a few years after the release of *Johnny Got His Gun* in 1939? Did Trumbo deserve what had happened to him? Why, or why not?

Documents Y and Z

75. According to Woodrow Wilson's "Flag Day Speech" (April 14, 1917, who was responsible for the First World War?
76. What was Wilson's position on opposition to the war?
77. Identify the groups which President Wilson believed were either intentionally or unintentionally assisting the German war effort?
78. What threat does Wilson make to those people who may be disloyal to the war effort?
79. What beliefs in American society might Woodrow Wilson be using to justify his actions as the responsibilities of the President? Explain your answer with evidence.
80. To what "European conflict" is President Wilson referring to in his 1915 "State of the Union Address"?
81. What does the President ask Congress to do in this speech?

Appendix D: Assessment

Directions: Select the letter that best completes the statement or answers the question.

- The ____ provided severe penalties for spying, sabotage, and obstructing the American war effort.**
 - Sedition Act
 - Trading with the Enemy Act
 - Fokker Act
 - Espionage Act**
- The ____ punished persons who spoke or wrote against the American form of government or the American war effort.**
 - Sedition Act**
 - Trading with the Enemy Act
 - Fokker Act
 - Espionage Act
- Which problems did the United States have to deal with during World War I?**
 - Expanding industrial production
 - Expanding agricultural production
 - Providing men for the armed forces
 - Mobilizing public opinion
 - All of the above**
- In ____, the Supreme Court upheld the constitutionality of the Espionage Act, stating that the government is allowed to suppress speech if there is a “clear and present danger.”**
 - The Zenger Case
 - Schenck v. United States***
 - United States v. O'Brien*
 - Brandenburg v. Ohio*
- ____ was arrested under the provisions of the Espionage Act.**
 - A. Mitchell Palmer
 - Oliver Wendell Holmes, Jr.
 - John Dillinger
 - Eugene V. Debs**
- Civil liberties - such as the ____ Amendment’s right to protest the war - were denied in a rush to celebrate 100% Americanism.**
 - Nineteenth
 - Thirteenth
 - First**
 - Fourteenth

7. President Woodrow Wilson created the ____ to unite Americans behind the war.
- a. FBI
 - b. **CPI**
 - c. APA
 - d. IWW
8. Which of the following groups were mistreated **MORE** during World War I in America?
- a. Jews
 - b. Women
 - c. **German Americans**
 - d. African Americans
9. The ____ made strikes illegal, and it implies that complaining about hours or wages are illegal as well.
- a. Dawes Act
 - b. **Sedition Act**
 - c. Smith Act
 - d. Platt Amendment
10. Which of the following groups did **NOT** oppose America's entrance into World War I?
- a. Socialists
 - b. Pacifists
 - c. Anarchists
 - d. **Industrialists**
11. ____ believed that the U.S. government was entering World War I not to "make the world safe for democracy," but rather to serve the interest of the capitalists.
- a. **Radicals**
 - b. Pacifists
 - c. Luddites
 - d. Flappers
12. Charles T. Schenck produced pamphlets that argued that:
- a. people should be required to sign up for the draft.
 - b. **the draft is unconstitutional.**
 - c. the war is to defend American traditions.
 - d. everyone had the responsibility to defend the rights of people in America.
13. Which of the following groups contributed to the climate of repression?
- a. State and local governments
 - b. Corporations
 - c. Private citizens
 - d. **All of these groups**
14. Postmaster General ____ banned anti-war or radical newspapers and magazines from the mail, suppressing literature so indiscriminately that one observer said he "didn't know socialism from rheumatism."
- a. J. Edgar Hoover
 - b. A. Mitchell Palmer
 - c. Eugene V. Debs
 - d. **Albert Burleson**

15. Even more zealous in attacking radicals and presumed subversives was the reactionary attorney general ____, who made little distinction between traitors and pacifists, war critics, and radicals.
- Thomas W. Gregory
 - George Creel
 - John J. Pershing
 - Bill Haywood
16. Thomas W. Gregory enlisted the help of private vigilantes, including the several hundred members of the reactionary ____, which sought to purge radicals and reformers from America's economic and political life.
- CPI
 - FBI
 - APL
 - CIA
17. During World War I, dissent was criminalized but President Wilson had many accomplices including:
- the CPI.
 - the Espionage Act.
 - the APL.
 - the Sedition Act.
 - all of these.
18. A vital check on the government's power, ____ say(s) that authorities must bring a person they arrest before a judge who orders it.
- Miranda rights
 - Habeas corpus
 - Writ of assistance
 - Writ of mandamus
19. The ____ Amendment to the Constitution of the U.S. states that "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.
- First
 - Fourth
 - Fifth
 - Fourteenth
20. Who made the following statement: "Free speech would not protect a man in falsely shouting fire in a theater, and causing a panic."
- Eugene V. Debs
 - Oliver Wendell Holmes, Jr.
 - Woodrow Wilson
 - J. Edgar Hoover
21. In ____, the Supreme Court upheld the conviction of a man who circulated pamphlets opposing American intervention in Russia to oust the Bolsheviks.
- Abrams v. United States*
 - Gitlow v. New York*
 - Debs v. United States*
 - Brandenburg v. Ohio*

22. “Once lead this people into war,” _____ warned before America entered World War I, “and they’ll forget there ever was such a thing as tolerance.”

- a. Eugene V. Debs
- b. William McKinley
- c. **Woodrow Wilson**
- d. A. Mitchell Palmer

23. During World War I, the CPI distributed seventy-five million pieces of literature and enlisted thousands of volunteers, the _____ to deliver short pro-war speeches at movie theaters.

- a. American Protective League
- b. Palmer Police
- c. **Four-Minute Men**
- d. Salvation Army

24. The probing questions of _____ about the definition of “clear and present danger” helped launch twentieth-century legal battles over free speech and civil liberties.

- a. Louis Brandeis
- b. Thomas W. Gregory
- c. Woodrow Wilson
- d. **Oliver Wendell Holmes, Jr.**

Appendix E: Student Project Options

OPTION ONE, ESSAY

Write an essay that examines the challenges to civil liberties by the Federal government during World War I. Support your position with details from some of the documents used in the lesson.

OPTION TWO, ESSAY

Consider the following statement:

“Civil liberties came under attack in the United States during the years of World War I as a result of the actions of the Federal government.”

In a clear, coherent essay, write an essay that AGREES or DISAGREES with this statement. Students should support their opinion with information from the various documents that were used in the lesson, class lectures, and information that they garnered from their own research of the topic.

OPTION THREE, MULTIMEDIA

Students should choose one of the following options to express the knowledge they gained by answering the following question.

How were American civil liberties protected, endangered, or absent in America during World War I?

Options: Ten-minute PowerPoint presentation, Five-page paper, comic strip, song lyrics, play, photomontage, website, poster board, newspaper article, advertisement, diary

GRADING RUBRIC

“A” = strong thesis, clearly developed, well organized, significant use of the documents

“B” = partially developed thesis, well organized, adequate use of the documents

“C” = limited thesis, partially developed, adequate organization, limited use of documents

“D” = limited thesis, partially developed, limited organization, limited use of the documents

“F” = poorly developed thesis, poor organization, weak use of the documents

Appendix F: Standards Alignment

Common Core College and Career Readiness Anchor Standards for Reading for students in grades 6–12:

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core English Language Arts Standards for History/Social Studies for students in grades 9-10

CCSS.ELA-Literacy.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-Literacy.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Common Core English Language Arts Standards for History/Social Studies for students in grades 11-12

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-Literacy.RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

National Standards for English Language Arts (Developed by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE).)

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The National Standards for History are presented by The National Center for History in the Schools

U.S. History:

NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930)

The student in grades 5-12:

Understands the changing role of the United States in world affairs through World War I.

National Standards for Social Studies Teachers prepared by National Council for the Social Studies

Thematic Standards:

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- VI. Power, Authority, and Governance
- X. Civic Ideals and Practices

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