THE FREEDOM OF ASSEMBLY AROUND THE WORLD

High School Social Studies

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CULMINATING GROUP PROJECT
LESSON 1
Introduction to the Concept of Assembly

OBJECTIVES
» Students will access their own prior understanding and knowledge of assembly.
» Students will begin exploring the key essential questions surrounding the freedom of assembly.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.7

MATERIALS NEEDED
- large poster/chart paper
- markers
- projector
INTRODUCTION/ANTICIPATORY SET

Play the following video for students to give them a visual of freedom of assembly: http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-public-assembly.html (length: 1 min. 3 sec.)

Ask the class: Based on the video, what do you think freedom of assembly is?

ACTIVITIES

Students are broken into groups of 3-5. Each group is assigned one question from the list below and given a piece of chart paper and markers. Students spend a few minutes discussing and writing/drawing their reactions, comments, questions on the paper.

1) Why do people hold assemblies?
2) Should the freedom of assembly be limited — why or why not?
3) What makes an assembly effective?
4) Describe any current examples of assemblies you have seen or heard about in the news.
5) Is the freedom of assembly important? Why?

After a few minutes (exact time limit determined based on size of group, length of period, level of engagement), students are asked to choose one person to stay behind at that table and the rest are to find a new table to go to. The person who remained summarizes the discussion of the first group and then the new group responds to that question verbally/in writing and drawing.

This process is repeated (with a different student staying each time) until students have had a chance to respond to all/most questions. Then a student in each group will lead a discussion on each question with the full class.

CLOSURE/ASSESSMENT

Have each student write a definition of freedom of assembly on a half sheet of paper. Have them submit these “exit tickets” as they exit the classroom. Review for understanding of general concepts.

DIFFERENTIATION IDEAS

Have students who prefer to work alone/struggle working with others journal a response to the questions on their own.

Encourage students who are interested to look up the word “assembly” in the dictionary for an exact definition.
LESSON 2
History of the Freedom of Assembly

OBJECTIVES
» Students will trace the evolution of the freedom of assembly throughout history.

» Students will evaluate how the freedom of assembly has been protected (or not protected) over time.

» Students will comprehend the challenges to the freedom of assembly in the world today.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.9-10.4

MATERIALS NEEDED
❏ Handout: “The History of the Freedom of Assembly”

❏ Teacher Version: “The History of the Freedom of Assembly”
INTRODUCTION/ANTICIPATORY SET

Divide students into pairs or small groups, and ask them to respond to the following prompts:

1) Define human rights.
2) What are some examples of human rights we have in the United States?

When students have finished working in pairs/small groups, ask them to write their responses on the board under the headings “Definition of Human Rights” and “Examples of Human Rights.” Include “freedom of assembly” as an example of a human right if it is not mentioned, and discuss this example as a segue to the history of the freedom of assembly.

ACTIVITIES

Distribute “The History of the Freedom of Assembly” handout.

Begin class by working through the handout “The History of the Freedom of Assembly.” This could be done by projecting the handout in front of the class and filling in the blanks together.

After each example on the graphic organizer, stop and allow the students to discuss the pros and cons in pairs or groups. Then, solicit their answers as a whole class and discuss.

After you have completed the handout as a class, ask students to turn it over.

CLOSURE/ASSESSMENT

Ask each person in the class to write a short sentence/paragraph on the back of the “History of the Freedom of Assembly” handout that answers this question:

“Why is it important that governments allow freedom of assembly?”

DIFFERENTIATION IDEAS

Choose a video of a violation of the freedom of assembly instead of reading an article.

Provide completed handout for students who struggle with taking notes.
THE HISTORY OF THE FREEDOM OF ASSEMBLY

**The Magna Carta**

- **WHEN/WHERE?** 1215, England
- **CONS:** Civil war between King and the barons. Resolved with a peace treaty. A group of 25 barons called a “Grand Council” could meet to decide disagreements between the king and his subjects.

**The Declaration of the Rights of Man and the Citizen**

- **WHEN/WHERE?** 1789, France
- **During the French Revolution**
  - “Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights… Law can only prohibit such actions as are harmful to society. Nothing may be prevented which is not forbidden by law…”

**The Bill of Rights**

- **WHEN/WHERE?** 1791, USA
- **Added as the First Amendment to the United States Constitution**
  - “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.”

**The Universal Declaration of Human Rights**

- **WHEN/WHERE?** 1948, Paris
- **Adopted by the United Nations Article 20.**
  - Everyone has the right to freedom of peaceful assembly and association.

**CURRENT INTERNATIONAL DEFINITIONS AND PROTECTIONS**

- **The 1950 European Convention on Human Rights, Article 11**
  - “Everyone has the right to freedom of peaceful assembly and to freedom of association with others…”

- **The 1981 African Charter on Human and Peoples’ Rights, Article 11**
  - “Every individual shall have the right to assemble freely with others. The exercise of this right shall be subject only to necessary restrictions provided for by law in particular those enacted in the interest of national security, the safety, health, ethics and rights and freedoms of others.”

- **Organization for Security and Cooperation in Europe**
  - “The presumption in favour of holding assemblies. As a fundamental right, freedom of peaceful assembly should, insofar as possible, be enjoyed without regulation. Anything not expressly forbidden by law should be presumed to be permissible, and those wishing to assemble should not be required to obtain permission to do so.”

- **ASEAN Human Rights Declaration 2013**
  - “Every person has the right to freedom of peaceful assembly.”

**PROS:**
- Created a “community” separate from the king with its own rights
- Implies freedom of assembly as a “natural right” that cannot be limited
- Expressly mentions the right to assembly
- Expressly mentions right to assembly. Applies to all people, “universal”

**CONS:**
- Not expressed directly. Doesn’t apply to all people in England
- Not expressed directly
- Only applies in the USA
- Is it enforceable?

**Sources:**
- “Freedom of Assembly.” New World Encyclopedia. 15 Nov 2013, 18:27 UTC. 22 Apr 2016, 16:46
LESSON 3
Limits on the Freedom of Assembly

OBJECTIVES
» Students will be able to clearly define the freedom of assembly.
» Students will be able to articulate the limits on the freedom of assembly.
» Students will be able to evaluate the limits to freedom of assembly and express their opinions on the topic.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.9-10.4

MATERIALS NEEDED
- Handout: “Scenarios”
- Handout: “Limits on the Freedom of Assembly”
- Teacher Version: “Limits on the Freedom of Assembly”
INTRODUCTION/ANTICIPATORY SET

Write this definition of freedom of assembly on the board with the same words underlined. As a “Do Now” activity to start class, ask students to write down the definition and then define each of the underlined words.

*An assembly is an intentional and temporary presence of a number of individuals in a public place, for a common expressive purpose.*

(This definition is taken from the Organization for Security and Co-operation in Europe.)

Then ask:

After a few minutes, discuss student definitions of the underlined words and then ask: “Do you think there are times that freedom of assembly should be limited? If so, why? Under what circumstances?”

ACTIVITIES

Distribute the Activity Sheet, “Limits on the Freedom of Assembly,” and complete as a group. Then instruct students to apply this knowledge to various scenarios in which freedom of assembly has been limited.

Divide students into small groups of 3–5, and give each group one of the scenarios from the Scenarios Handout. Ask them to respond to the question posed, with one student acting as the recorder to write down the group response. After a few minutes, ask the students to pass the scenario they are working on to the next group until all scenarios have been discussed. Walk around the room, engaging with students during small group discussions. When all scenarios have been discussed, begin a dialogue about each one with the whole class.

CLOSURE/ASSESSMENT

Read this scenario to the class:

*A favorite teacher, Mrs. Smith, has been terminated from her job for reasons unclear to the students. They want to organize a demonstration to show their support for the teacher. They inform the police department that they will be holding a demonstration on the sidewalk outside of the Board of Education meeting that night. At 7pm that night, around 50 students and parents arrive at the Board of Education office with posters. The police are present, and when the crowd begins to chant “Bring back Mrs. Smith!” loud enough for the Board of Education to hear inside, the police break up the assembly and force all the students to leave. Should the police have broken up the assembly?”*
Do an informal poll of the class (this can be anonymous or not). Most should say they should NOT have broken it up if they understood the limits on freedom of assembly.

TECHNOLOGY INFUSION SUGGESTION
Create a survey on http://yarp.com/ to which students can respond if your district has a 1:1 environment or BYOD policy.

DIFFERENTIATION IDEAS
As an alternative for discussing the scenarios in a small group, students can work independently to write a response to each one and then contribute to the whole class discussion.

Students could also research some of the key U.S. Supreme Court cases on this subject. They can visit the First Amendment Center’s website for more info: https://www.freedomforuminstitute.org/?s=freedom+of+assembly
SCENARIOS

SCENARIO #1
A local Neo-Nazi group applies to the local government for a permit to hold a parade down Main Street. Word gets out, a group of community leaders visit the mayor of the town, and argue that the ideas of the Neo-Nazi group are horrible, racist, and will offend most of the members of the town. They do not want their children exposed to this kind of hate speech.

Does the Mayor have a right to deny the Neo-Nazi group the permit?

SCENARIO #2
An LGBTQ rights organization would like to have a rally in the park found in the center of town. They expect around 1,000 people to attend. When word gets out, the organization begins getting anonymous threats. When the police investigate, they discover a credible threat: a local man created a Facebook page listing the names of the organizers, the date and time of the rally, and a plan to go and “mess the protesters up.” The Facebook page has over 1,000 “likes.”

Does the police department have the right to cancel the rally?

SCENARIO #3
After a hazing scandal, the principal of a local school makes the decision to cancel the school’s basketball season, despite the team being very successful in the past and very popular with the students and the town. A group of students decides to express their displeasure with this decision by gathering with posters on the front lawn of the principal’s home. The principal calls the police.

Do the police have the right to break up the demonstration?
SCENARIO #4
The local courthouse is the site of a very controversial trial of a man who has stolen millions of dollars from the retirement accounts of many citizens who trusted him with their investments. It looks like he may get off on a technicality, and a group has organized an assembly outside the courthouse to express their opinion to the court. About 15 minutes into the gathering, several people who are part of the demonstration pull out bricks and throw them into the courtroom windows. The police then round up all the people in the demonstration and arrest them.

Was freedom of assembly violated?

SCENARIO #5
A company that produces clothing has a notorious record for ‘sweatshop’ conditions: harassment of employees, underage workers, withholding pay for unrealistic quotas, etc. Local labor leaders have organized small group demonstrations of five to ten people in the public park across from the company’s headquarters for a month. The demonstrators hold signs illustrating the abuse, thus making the owner of the company look very bad. He finally has had enough and calls the police to break up the demonstration. The police arrive and break up the demonstration; they argue that, while the demonstrators notified the police in advance, they did not have a proper permit for being in the park.

Was freedom of assembly violated?

SCENARIO #6
Maria owns a small convenience store. Every day there is a group of at least 10 people outside her store ALL day. They are loud, boisterous, and sometimes they yell at the people coming into the store. She has noticed a significant decline in her business since the group started hanging out in front of her store. She calls the police and the police arrest the people for loitering and disturbing the peace. The lawyer of one of the people argues that they should be released because they have the right to freedom of assembly.

Is the lawyer correct? Should the charges be dropped?
LIMITS ON THE FREEDOM OF ASSEMBLY

You have the freedom of assembly as long as

... the demonstration is **peaceful**.

... the demonstration is on **public property**.

... the demonstration is **expressive**.

... the demonstration and the practitioners are following other **laws**.

... the demonstration is not causing imminent **harm** to other people or to the practitioners.

... the demonstration is not violating the **rights** of other people not involved in the demonstration.

The government should not limit the freedom of assembly

... because they don’t like the **opinions** of the demonstrators.

... because other **people** don’t like the opinions of the demonstrators.

... because they don’t want to deal with **protecting** the demonstration and its participants.
LIMITS ON THE FREEDOM OF ASSEMBLY

You have the freedom of assembly as long as

... the demonstration is p________.  

... the demonstration is on p________ p________.  

... the demonstration is e________.  

... the demonstration and the practitioners are following other l________.  

... the demonstration is not causing imminent h________ to other people or to the practitioners.  

... the demonstration is not violating the r________ of other people not involved in the demonstration. 

The government should not limit the freedom of assembly

... because they don’t like the _____________ of the demonstrators.  

... because other p________a don’t like the opinions of the demonstrators.  

... because they don’t want to deal with p________ the demonstration and its participants.
LESSON 4
Case Study: Ancient Roman Women and the Oppian Law

OBJECTIVES
» Students will be able to identify the reasons behind the demonstrations against the Oppian Law in Ancient Rome.
» Students will evaluate the Oppian Law demonstrations in light of their knowledge of the freedom of assembly.
» Students will begin to determine their own values as to what causes or beliefs they may be willing to breach society’s expectations for.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.1
CCSS.ELA-LITERACY.RH.11-12.2
CCSS.ELA-LITERACY.RH.11-12.3

MATERIALS NEEDED
☐ Handout: “Primary Sources: Oppian War and Demonstration”
INTRODUCTION/ANTICIPATORY SET

Have students read the article “Rome in the First Century: Women.”
http://www.pbs.org/empires/romans/empire/women.html

Briefly discuss the question as a class: “Could Roman women have a voice in the government? How?”

ACTIVITIES

Review the historical background of the Oppian Law. This can be done orally, projected on the board, in a handout, etc:

THE OPPIAN LAW: HISTORICAL BACKGROUND

- Rome was fighting Carthage in the Second Punic War
- Rome lost a disastrous battle at Cannae in 216 BC
- The Oppian Law was passed to deal with the financial challenges of the war by getting some of the wealth left to widows of soldiers
- Women could not:
  - own more than half an ounce of gold
  - wear purple trimmed robes
  - ride in an animal-drawn vehicle in the city or the vicinity
- Once the war was won in 201 BC, men were able to return to the displays of wealth they had previously enjoyed, but women were not.
- 195 BC, a debate occurred around whether or not the Oppian Law should be repealed.

(Taken from https://en.wikipedia.org/wiki/Lex_Oppia_)

Use the handout “Oppian Law: Primary Sources”. Have a student read the first passage aloud while the other children follow along. Then, have the children answer the questions on the sheet in pairs. Discuss as a class. Repeat with each passage on the handout.

CLOSURE/ASSESSMENT

Have students do a free write response on the following question:

_The women of Rome took a risk in making a public stand against the Oppian Law. Roman society firmly stated that the women were under the control of the men, and that the public arena was not for women. Yet, the women who participated must have felt that the restrictions of the Oppian Law were great enough to go against what society expected of them._
Are there any issues YOU would be willing to take a risk and publicly engage in a demonstration for? What might you miss school, defy your parents, ditch your friends, to express your opinion about?

DIFFERENTIATION IDEAS

• Have students work in groups or individually when analyzing the primary sources.
• Rework the primary sources into more “modern language” to allow developing readers better understanding.
ACTIVITY SHEET

NAME ___________________________ DATE _______________________

PRIMARY SOURCES: THE OPPIAN LAW AND DEMONSTRATION

Read the following passages and answer the questions. Be sure to use specific examples and quotations from the texts to support your answers.

TAKEN FROM LIVY’S “HISTORY OF ROME”:

The Capitoline was filled with crowds of supporters and opponents of the bill. The matrons could not be kept at home by advice or modesty or their husbands’ orders, but blocked all the streets and approaches to the Forum, begging the men as they came down to the Forum that, in the prosperous condition of the state, when the private fortunes of all men were daily increasing, they should allow the women too to have their former distinctions restored. The crowd of women grew larger day by day; for they were now coming in from the towns and rural districts. Soon they dared even to approach and appeal to the consuls, the praetors, and the other officials.

How would you describe the demonstration? What methods were being used to express the opinion of the group? (Use specific examples from the text)

Considering the role of women in Rome, why might this have been a very controversial demonstration?
CATO THE ELDER’S SPEECH IN SUPPORT OF THE LAW

“If they win in this, what will they not attempt? Review all the laws with which your forefathers restrained their license and made them subject to their husbands; even with all these bonds you can scarcely control them. What of this? If you suffer them to seize these bonds one by one and wrench themselves free and finally to be placed on a parity with their husbands, do you think that you will be able to endure them? The moment they begin to be your equals, they will be your superiors.

What pretext, respectable even to mention, is now given for this insurrection of the women? ‘That we may glitter with gold and purple,’ says one, ‘that we may ride in carriages on holidays and ordinary days, that we may be borne through the city as if in triumph over the conquered and vanquished law and over the votes which we have captured and wrested from you; that there may be no limits to our spending and our luxury.’

The worst kind of shame, I tell you, is that derived from stinginess or poverty; but the law takes from you the chance of either, since you do not have what it is not allowed you to have…Do you wish, citizens, to start a race like this among your wives, so that the rich shall want to own what no other woman can have and the poor, lest they be despised for their poverty, shall spend beyond their means? …. She who can buy from her own purse will buy; she who cannot will beg her husband. Poor wretch that husband, both he who yields and he who yields not, since what he will not himself give he will see given by another man.

My opinion is that the Oppian law should on no account be repealed; whatever is your decision, I pray that all the gods may prosper it.”

Cato states: “The moment they begin to be your equals, they will be your superiors.” What does he mean by this?

Cato calls this demonstration by the women an “insurrection.” What is an insurrection? Do you agree with his characterization?
According to Cato, what are the reasons the women want this law repealed? Does he think this is a good reason? Do you?

LUCIUS VALERIUS SPEECH AGAINST THE LAW
This gathering of women he (Cato) called a sedition and sometimes’ a female secession,’ because the matrons, in the streets, had requested you to repeal, in a time of peace and in a rich and prosperous commonwealth, a law that was passed against them in the trying days of a war.

But what no one wonders that all, men and women alike, have done in matters that concern them, do we wonder that the women have done in a case peculiarly their own? What now have they done? We have proud ears, upon my word, if, although masters do not scorn to hear the petitions of slaves, we complain that we are appealed to by respectable women.

What arguments does Lucius Valerius use to support the cause of the women?
List at least 2:

TAKEN FROM LIVY’S “HISTORY OF ROME”:
When these speeches against and for the bill had been delivered, the next day an even greater crowd of women appeared in public, and all of them in a body beset the doors of the Bruti, who were vetoing their colleagues’ proposal, and they did not desist until the threat of veto was withdrawn by the, tribunes. After that there was no question that all the tribes would vote to repeal the law. The law was repealed twenty years after it was passed.

Would you call this a successful demonstration? In other words, what were the goals, and were they achieved?
Do you think this would have been a protected example of freedom of assembly today? Give one piece of evidence from the text to support your opinion.

All excerpts taken from:
LESSON 5
The UK Suffrage Movement

OBJECTIVES

» Students will be able to identify and evaluate different methods of peaceful assembly.

» Students will be able to identify methods of protest that are NOT considered peaceful assembly.

» Students will identify the key players and organizations of the suffrage movement of the United Kingdom. Students will be able to evaluate the use of peaceful and violent tactics to accomplish goals.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.7

MATERIALS NEEDED

☐ Handout: “The UK Women’s Suffrage Movement: A Clash of Methods”
INTRODUCTION/ANTICIPATORY SET

Have students brainstorm individually or in groups as many non-violent methods of assembly that they can think of. Share together as a group.

ACTIVITIES:

Have students watch the online video at https://www.youtube.com/watch?v=UHqHVOvVEIU OR read the text from this Web site: http://www.bbc.co.uk/bitesize/higher/history/britsuff/suffrage/revision/1/. These sources give an overview of the Women’s Suffrage movement in the UK, and delineate the differences between the peaceful methods of the Suffragists and the more violent methods of the Suffragettes.

Have the children fill out the chart on the worksheet “The UK Women’s Suffrage Movement: A Clash of Methods” as they read. Review the chart together on the board, making sure the students have identified the key methods used by both groups.

Have the students work through the discussion questions in pairs, groups, or individually. Discuss as a class. Emphasize the pros and cons of each group’s methodology.

CLOSURE/ASSESSMENT

Project on the board, or give out to the students the information “198 Methods of Non Violent Action” found here http://www.aforcemorepowerful.org/resources/nonviolent/methods.php. Ask the students to try and identify some protests that could have been used in lieu of violence during the movement for women’s suffrage, but still could have drawn attention to the cause. Discuss.

DIFFERENTIATION IDEAS

Have students prepare a biographical presentation on one of the suffrage movement leaders: Millicent Fawcett, Emmeline Pankhurst, etc.

Have students view the film “Suffragette” starring Meryl Streep and Carey Mulligan and evaluate its historical accuracy.
THE UK WOMEN’S SUFFRAGE MOVEMENT: A CLASH OF METHODS

Using the source information, fill out the following chart:

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<tr>
<th>ORGANIZATIONS AND LEADERS</th>
<th>NON-VIOLENT METHODS USED</th>
<th>VIOLENT METHODS USED</th>
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<tr>
<td>SUFFRAGISTS</td>
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<td>SUFFRAGETTES</td>
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</tbody>
</table>
1. What was the Suffragette’s reasoning for moving to more radical methods?

2. Why did the Suffragists stay non-violent in their methods? What was their reasoning?

3. Were the methods of the Suffragettes a success? Why or why not?

4. What, in the end, was the biggest contributor to the women getting the vote in the UK?
5. What are the pros and cons of each method of protest—non-violent and violent?

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<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
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<tbody>
<tr>
<td><strong>NON-VIOLENT METHODS</strong></td>
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<td><strong>VIOLENT METHODS</strong></td>
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LESSON 6
The Salt March

OBJECTIVES:
» Students will comprehend the facts of the Salt March—the reasons for it, the methods used, the outcomes, etc.
» Students will be able to articulate the definitions of non-violent resistance as used during the Salt March.
» Students will evaluate the planning, execution and effectiveness of the Salt March as a template for those wishing to use the freedom of assembly as a method of social change.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.9-10.2
CCSS.ELA-LITERACY.RH.9-10.8

MATERIALS NEEDED
- Projector
- Handout: “The Salt March—Example of Successful Demonstration?”
INTRODUCTION/ANTICIPATORY SET

Have students discuss in pairs or as a group:

Finish this sentence: *If my parents took away my __________, I would be miserable.*

Gather responses from the group and then ask: “If you took the object they took away back, and used it despite them, what would their reaction be? Why would they feel that way?”

The object here is to help children understand the idea that the salt in the Salt March was merely a method to address the larger issue of British rule.

ACTIVITIES

Students should have read an introductory article on the Salt March for homework, if possible. Some good options are:

http://www.history.com/topics/salt-march

http://www.britannica.com/event/Salt-March

Begin class giving the children a visual image to match what they know already about the Salt March with a short (5 min or less video). Some possible videos are:

https://www.youtube.com/watch?v=G1_Dm1ZjRAM [Animated, aimed at younger audiences]

https://www.youtube.com/watch?v=WW3uk95VGes [clip from the movie “Gandhi”—dramatization of events]

https://www.youtube.com/watch?v=wj8Gf1rkJK8 [History.com clip]

Have students work in pairs or small groups to complete the handout “The Salt March—Example of Successful Demonstration?”

Review the class’s answers together.

CLOSURE/ASSESSMENT

Have students revisit the discussion they had at the beginning of class. Ask them the following:

“Using the methods and lessons of the Salt March as a guide, what kind of “demonstration” might you hold if your parents took away your ________________ (chosen earlier)?"
DIFFERENTIATION IDEAS

Have students create a short biographical presentation on Mohandas Gandhi to give the class more information.
CASE STUDY: THE SALT MARCH

THE SALT MARCH: EXAMPLE OF SUCCESSFUL DEMONSTRATION?

In 1930, Gandhi led a march of thousands of Indian people to call attention to the unfair regulations on salt in India, and on a larger scale, the oppression of British rule.

Examine this famous example of freedom of assembly using the chart below. Be sure to use your article and the film to give specific examples for each. Be sure your chart contains words from the Key Words list.

**KEY WORDS LIST:** Mohandas Gandhi, satyagraha, salt, tax, shore, arrests, 60,000, Dharasana Salt Works, police, negotiations

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<th>Methods Used</th>
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<th>Results of the March</th>
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Why do you think that Gandhi focused in on the issue of salt rather than of British occupation as a whole?

Would it have been more effective for the Indian population to storm the salt works using force? Why or why not?

Do you feel like this was a successful demonstration? Why or why not?
LESSON 7
The Soweto Uprising

OBJECTIVES
» Students will be able to comprehend the causes, events and results of the Soweto Uprising.
» Students will evaluate the Uprising to determine if violence was preventable.
» Students will brainstorm methods to be used in maintaining order and non-violence in demonstrations.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.11-12.1

MATERIALS NEEDED
- Handout: “Primary Source Documents: Soweto Uprising”
- Printed copy of or computer access to read the article: “16 June 1976: ‘This is our day’” by Lucille Davie at http://www.southafrica.info/about/history/soweto-150606.htm#Vx-jNCMrldC
INTRODUCTION/ANTICIPATORY SET

Have students study the primary source documents in the handout “Primary Source Documents: Soweto Uprising.” Do not give them background on the events, but rather ask them to draw their own conclusions as to what the events are depicted in the sources. Discuss responses, and then explain general background of Soweto Uprising.

ACTIVITIES

Provide copies of/allow students access to the article “16 June 1976: This is our day” by Lucille Davie found at http://www.southafrica.info/about/history/soweto-150606.htm#.Vx-jNCMrldC.

Tell the class that as they read the article, they should consider this question:

What is the best way to describe the events in Soweto? A peaceful demonstration that was violently suppressed by police? Or was it from the start an out of control uprising intent on creating problems and even violence?

Divide the class in half, giving each side one of the points of view. As they read the article, have them circle evidence that supports their assigned perspective.

Once they are done reading, moderate a debate between the two sides, with each presenting its evidence.

When your debate is complete, ask the students their own opinions, not the assigned one.

Conclude the group discussion with these questions:

What were the results of the Soweto Uprising?

Was violence preventable in this case? If so, how? What methods or ideas could have been used to prevent bloodshed?

CLOSURE/ASSESSMENT

Ask students to respond to this question in writing or in a discussion:

The children of Soweto were willing to risk their school success, their comfort, and their physical well being to march for equality. Is there anything YOU would be willing to give those things up for?
DIFFERENTIATION IDEAS:

Have students watch a video to appeal to visual learners. Here is one option: http://www.pbs.org/video/2185498596
PRIMARY SOURCE DOCUMENTS: SOWETO
LESSON 8
Tiananmen Square

OBJECTIVES
» Students will be able to comprehend the series of events in China in 1989 surrounding the Tiananmen demonstrations.
» Students will be able to analyze how the government interfered with the freedom of assembly by examining primary sources.
» Students will be able to understand some of the emotional impact of the crackdown on freedom of assembly in China.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.1
CCSS.ELA-LITERACY.RH.11-12.2
CCSS.ELA-LITERACY.RH.11-12.3
CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.11-12.6

MATERIALS NEEDED
- Handout: “Chronology of Tiananmen Square”
- Handout: “Suppressing Freedom of Assembly in Tiananmen Square”
- Computers or printed copies of “The Memory of Tiananmen” Web site
INTRODUCTION/ANTICIPATORY SET

If possible, students should read the Web Page “The Memory of Tiananmen” which contains a timeline of events for homework the night before class. If homework is not possible, then have the children read the timeline at the start of class. http://www.pbs.org/wgbh/pages/frontline/tankman/cron/

Then, you may use the “Chronology of Tiananmen Square” handout in one of two ways:

1) Put the students in small groups. Make enough copies of the handout so there’s one for each group. Cut up the events and mix them up, so you have a pile of small papers that are in random order. Have the children work together to put the events in the correct order. This can also be fun as a competition.

2) Distribute the handout as-is. Have the small group label each event with the specific date it happened.

ACTIVITIES

Explain to the students that the events in Tiananmen Square in 1989 are an example of a government working actively to suppress the freedom of assembly. Today’s lesson will examine how the government did that more closely.

Introduce the two primary sources found on the front of the handout “Suppressing Freedom of Assembly in Tiananmen Square.” Have the students read each. This can be done aloud or individually.

Work through the chart and the questions on the second half of the sheet either in small groups or together as a class. Concentrate on highlighting the discrepancies between the goals, methods, and numbers of the demonstrations with the depiction given by the government.

CLOSURE/ASSESSMENT

Explain to students that after most of the conflict had died down on the morning of June 5, 1989, an extremely famous incident took place. As a group of tanks rolled towards Tiananmen Square, a lone man jumped in front of them.

Show them the video of the event: https://www.youtube.com/watch?v=YeFzeNAHehU or a picture of the event http://static.independent.co.uk/s3fs-public/thumbnails/image/2014/06/03/22/pg-31-tiananmen-6-ap.jpg
We know the man stood in front of the tanks, and even climbed on top of the front of one and attempting to talk to the soldiers inside. Eventually, a group of people dragged him off the road. However, the man has never been identified or found, so we don’t know exactly what was said or what became of him.

Imagine you are that man. Keeping in mind the events of the past few months in China, and the horrible events of the last 48 hours, what did you say to the soldiers?

Have students respond in writing, or have a class discussion about it.

**DIFFERENTIATION IDEAS**

Have students view one of the many documentaries on this topic, such as The Gate of Heavenly Peace [http://www.pbs.org/wgbh/pages/frontline/gate/](http://www.pbs.org/wgbh/pages/frontline/gate/) or The Tank Man [http://www.pbs.org/video/1146923141/](http://www.pbs.org/video/1146923141/)
## CHRONOLOGY OF TIANANMEN SQUARE

### APRIL 17, 1989

Tens of thousands of university students begin gathering spontaneously in Tiananmen Square, Beijing, the nation’s symbolic central space. They come to mourn the death of Hu Yaobang, former General Secretary of the Communist Party who was seen as sympathetic to reforms.

### APRIL 18–21, 1989

Demonstrations escalate in Beijing and spread to other cities and universities. Workers and officials join in with complaints about inflation, salaries and housing. Party leaders fear the demonstrations might lead to chaos and rebellion. A division is created between Li Peng, who wants to take a hard line against the demonstrations, and Zhao Ziyang who is sympathetic to the protesters.

### APRIL 22, 1989

More than 100,000 university students assemble outside the Great Hall of the People, where Hu’s memorial service is being held. Three students carry a petition of demands up the steps of the Great Hall and insist on meeting Li Peng; he does not respond.

### APRIL 25, 1989

Li Peng and other officials convince Party elder Deng Xiaoping, the de facto head of state, that the students aim to overthrow him and the Communist Party. The next day an editorial appears in the state-run newspaper critical of the demonstrations. The editorial sets off more demonstrations in other cities. In Tiananmen Square the ranks of protestors now include a cross-section of society. “In Beijing one in 10 of the population was joining in...”

### MAY 4, 1989

Tens of thousands of students march into Tiananmen Square to commemorate the 70th anniversary of the 1919 “May Fourth Movement,” which also took place in the square. They pledge to return to classes the next day but intend to keep pressing for reforms.

### MAY 13

Anticipating Soviet Party Secretary Mikhail Gorbachev’s visit, about 160 students begin a hunger strike in Tiananmen Square, citing the government’s failure to respond to their requests for dialogue. One of the printed manifestos reads: “The nation is in crisis -- beset by rampant inflation, illegal dealing by profiteering officials, abuses of power, corrupt bureaucrats, the flight of good people to other countries and deterioration of law and order. Compatriots, fellow countrymen who cherish morality, please hear our voices!”
MAY 15, 1989

Mikhail Gorbachev arrives in Beijing but the hunger strike forces the government to cancel plans to welcome him in Tiananmen Square. His escort is blocked by protesters on nearly every street in Beijing.

MAY 17, 1989

When the case is put to Deng Xiaoping, he proposes instituting martial law to end the hunger strike. “The aim … will be to suppress the turmoil once and for all and to return things quickly to normal,” he is reported to have said.

MAY 19, 1989

Student leaders learn of the plan to declare martial law and call off their hunger strike. Instead, they stage a mass sit-in in Tiananmen Square that draws about 1.2 million supporters, including members of the police and military and industrial workers. Zhao Ziyang appears in Tiananmen Square in a final, unsuccessful effort to appeal for compromise. It is his last public appearance.

MAY 20, 1989

Government troops attempt to occupy Beijing. A huge number of civilian protesters block their convoys on the streets. The soldiers have been ordered not to fire on civilians, even if provoked. They are stuck—unable to reach the protesters in Tiananmen Square and unable to withdraw from the city—for almost three days.

JUNE 3, 1989

The Party elders approve the decision to put down the “counterrevolutionary riot” and clear the square with military force. Most hope it can be done without casualties. As word spreads that hundreds of thousands of troops are approaching from all four corners of the city, Beijingers flood the streets to block them, as they had done two weeks earlier. People set up barricades at every major intersection. At about 10:30 p.m., near the Muxidi apartment buildings the citizens become aggressive as the army tries to break through their barricades. They yell at the soldiers and some throw rocks; someone sets a bus on fire. The soldiers start firing on the unarmed civilians with AK-47s loaded with battlefield ammunition.

JUNE 4, 1989

At about 1:00 a.m., the People’s Liberation Army finally reaches Tiananmen Square and waits for orders from the government. The soldiers have been told not to open fire, but they have also been told that they must clear the square by 6:00 a.m.—with no exceptions or delays. About 4:00 a.m., student leaders put the matter to a vote: Leave the square, or stay and face the consequences. In a controversial vote, the student leader announced they had voted to leave. The students vacate the square.
JUNE 4, 1989 (CONTINUED)

Later that morning, some people—believed to be the parents of the student protestors—try to re-enter Tiananmen Square via Chang'an Boulevard. The soldiers order them to leave, and when they don’t, open fire, taking down dozens of people at a time. When rescue workers try to approach the street to remove the wounded, they, too, are shot.

JUNE 5, 1989

By the morning of June 5, 1989 the army is in complete control of Beijing. Tens of thousands are arrested, many are imprisoned, and an unknown number are executed. The government states “not one person” was killed in Tiananmen Square and only 241 people died when PLA troops and “rioters” fought in the streets. On June 4, 1994, the fifth anniversary of the Tiananmen massacre, Li Peng, stills serving as Premier, announces new security regulations defining political discussions outside the Party line as sabotage.

Adapted from http://www.pbs.org/wgbh/pages/frontline/tankman/cron/
DOCUMENT A

7 POINT PETITION

Presented to the leaders of China at the Great Hall on April 22, 1989

1. Reevaluate and praise Hu Yaobang’s contributions
2. Negate the previous anti-”spiritual pollution” and anti-”Bourgeois Liberation” movements
3. Allow unofficial press and freedom of speech
4. Publish government leaders’ income and holdings
5. Abolish the “Beijing Ten-Points” [restricting public assembly and demonstrations]
6. Increase education funding and enhance the compensation for intellectuals
7. Report this movement faithfully

DOCUMENT B

IT IS NECESSARY TO TAKE A CLEAR-CUT STAND AGAINST DISTURBANCES

Renmin ribao (People’s daily) editorial (printed April 26, 1989)

Beijing Domestic Service reported 0930 GMT, April 25; Foreign Broadcast Information Service, April 25, pp. 23-24.

In their activities to mourn the death of Comrade Hu Yaobang, communists, workers, peasants, intellectuals, cadres, members of the People’s Liberation Army and young students have expressed their grief in various ways...

(continued)
Some abnormal phenomena have also occurred during the mourning activities. Taking advantage of the situation, an extremely small number of people spread rumors, attacked party and state leaders by name, and instigated the masses to break into the Xinhua Gate at Zhongnanhai, where the party Central Committee and the State Council are located. Some people even shouted such reactionary slogans as, Down with the Communist Party. In Xi'an and Changsha, there have been serious incidents in which some lawbreakers carried out beating, smashing, looting, and burning.

...However, after the memorial meeting, an extremely small number of people with ulterior purposes continued to take advantage of the young students’ feelings of grief for Comrade Hu Yaobang to spread all kinds of rumors to poison and confuse people’s minds. Blatantly violating the Constitution, they called for opposition to the leadership by the Communist Party and the socialist system.... In some cases, they even forcibly took over the broadcasting systems on the campuses. In some institutions of higher learning, they instigated the students and teachers to go on strike and even went to the extent of forcibly preventing students from going to classes...

... This is a planned conspiracy and a disturbance. Its essence is to, once and for all, negate the leadership of the CPC and the socialist system. This is a serious political struggle confronting the whole party and the people of all nationalities throughout the country.

The whole party and the people nationwide should fully understand the seriousness of this struggle, unite to take a clear-cut stand to oppose the disturbance, and firmly preserve the hard-earned situation of political stability and unity, the Constitution, socialist democracy, and the legal system.... Those who have deliberately fabricated rumors and framed others should be investigated to determine their criminal liabilities according to law. Bans should be placed on unlawful parades and demonstrations and on such acts as going to factories, rural areas, and schools to establish ties. Beating, smashing, looting, and burning should be punished according to law. It is necessary to protect the just rights of students to study in class...

All comrades in the party and the people throughout the country must soberly recognize the fact that our country will have no peaceful days if this disturbance is not checked resolutely.... the people around the country should make a clear distinction between right and wrong, take positive action, and struggle to firmly and quickly stop the disturbance.
These two primary sources, plus the timeline you completed earlier, present two different perspectives on the demonstrations in Tiananmen Square in 1989. Answer the questions to help you compare the perspectives.

1. According to the editorial by the government, what were the goals of the demonstrators? Use specific quotations from the editorial to support your answer.


3. How does the editorial describe the methods of the demonstrations and the activists? Use specific quotations from the editorial to support your answer.
4. According to the timeline information, is that description accurate? Why or why not?

5. Why might the government be inaccurate in its depiction of the movement in its editorial?

6. What methods are used by the government to contain the demonstrations after this editorial is published?

7. In your opinion, was this a justifiable suppression of the freedom of assembly? Why or why not?
LESSON 9
The “Peaceful Revolution” of 1989

OBJECTIVES
» Students will be able to comprehend the series of events in East Germany surrounding the “Peaceful Revolution” of 1989.
» Students will compare and contrast this demonstration with the events earlier that year in China during the Tiananmen Square demonstrations.

CORE CONTENT STANDARDS
CCSS.ELA-LITERACY.RH.11-12.7
CCSS.ELA-LITERACY.RH.11-12.9

MATERIALS NEEDED
INTRODUCTION/ANTICIPATORY SET

Have students watch a short video depicting some of the events of the Peaceful Revolution. A good example is: https://www.youtube.com/watch?v=tEmfW_j9bVs

Ask students: what are the outcomes of these demonstrations?

Mention that these events happen the same year as the Tiananmen Square events in China, but with a remarkably different outcome. Ask them to predict what is different about the East German demonstrations that allowed for a different outcome than Tiananmen Square?

ACTIVITIES

Students should read the information on the handout “Tiananmen Square and Peaceful Revolution: Same Year, Two Different Outcomes. Why?”

Then, working in pairs, students should complete the Venn Diagram found on the back of the handout.

You may want to make the handouts from the Tiananmen Square lesson available for reference: “Chronology of Tiananmen Square” and “Suppressing Freedom of Assembly in Tiananmen Square”.

Create the Venn Diagram on the board, soliciting responses from the children.

CLOSURE/ASSESSMENT

Discuss the final question on the sheet together as a class:

“Which was the most “successful” demonstration?”

Use questions to encourage students to use specific examples from each demonstration to back up their opinions.

DIFFERENTIATION IDEAS:

Practice essay writing by expanding the Venn Diagram into a 5-paragraph essay.
In 1988, the German Democratic Republic (GDR) had been under Soviet rule for more than 40 years, and the Berlin Wall had stood erect for nearly 30. Strict Socialist rule meant extreme limits on speech and action. Travel outside the country was prohibited, and many East German citizens were separated from family and friends living in West Germany. Dissenters to government of the GDR and Soviet rule led small protests throughout the years of Soviet rule, though in great fear of punishment from the Stasi, the secret police of the GDR. Thousands fled through Czechoslovakia, but in 1989 the GDR government closed the border between the GDR and Czechoslovakia, leading those who might have left to rise up.

In May 1989 the annual municipal elections were held. This was only a formality as the same, pre-determined ticket was confirmed each year. Those who didn’t vote promptly received personal reminders from members of the Stasi. However, in the days leading up to the elections, activists distributed pamphlets urging citizens to “vote no,” or to cross out the entire ballot as a documentation of their rejection of the Socialist party. Thousands did so, and when the party officials announced that 98.5% of the population had confirmed the Socialist ticket, it was clear that the election had been tampered with.

On September 4, 1989, after a weekly prayer for peace at the church in Leipzig, people began holding rallies and protests against the government of the GDR. With the confidence that the Lutheran Church supported their resistance and would do its best to protect them, these demonstrations began to accompany the weekly prayers, swelling in size as groups emerged to better organize the growing resistance.

Groups around the country rapidly duplicated the actions of the protesters in Leipzig, and the weekly rallies became known as the “Monday Night Demonstrations.” A month after the initial rally, a few hundred protesters had become 70,000. A week later, on October 16, there were 120,000. The next week, there were 320,000 people demonstrating in Leipzig alone, and groups of citizens held protests at churches across the country. It was during this period that resistance groups experienced enough popular support to go public with their ideas and materials.

The Initiative für Frieden und Menschenrechte (Initiative for Peace and Human rights) joined with Neues Forum (New Forum), Demokratie Jetzt (Democracy Now), and Demokratischer Aufbruch (Democratic Awakening), among others, to support and organize the swelling popular movement. Together, they published “Initiative ’89”,

Background on the “Peaceful Revolution,” taken from https://nvdatabase.swarthmore.edu/content/east-germans-protest-democracy-peaceful-revolution-1988-90
a pamphlet/petition outlining their vision for a unified German democracy. During this period, there were other mass displays of unrest and resistance, including hunger strikes in prisons.

On November 4, over a million people gathered in East Berlin, chanting, singing and waving banners, to call for the end to the Socialist Regime. On November 9, the East German government announced the opening of the border, allowing free travel in and out of the state. In the following days, citizens took sledgehammers to the Berlin Wall, and it was removed over the following months. After the barrier between East and West Germany was removed, East German political officials resigned in mass protest, both of the Socialist government, and as part of the mass movement towards democracy. In December, citizens peacefully occupied the buildings that housed the Stasi across the country, officially reclaiming a democratic governance of their society.

With newly free borders, East Germans poured into the West, and continued to demonstrate. In December of 1989, the leader of the Socialist Unity Party, Egon Krenz, resigned, and the party itself disintegrated. In March of 1990, the first multi-party, democratic elections were held, and the demonstrations ceased, their goal fully accomplished.
Below is a Venn Diagram. Use it to compare the demonstrations in Tiananmen Square and the Peaceful Revolution in the GDR. Be sure to compare: goals of each, methods of each, reaction to each, and results of each.
Which demonstration was more “successful” in your opinion? Why?
LESSON 10
Summary of Unit

OBJECTIVES

» Students will be able to recall basic facts about the different examples of freedom of assembly discussed in the unit.

» Students will be able to compare and contrast the examples of freedom of assembly discussed in this unit.

» Students will be able to evaluate the different examples of freedom of assembly.

CORE CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.11-12.9

MATERIALS NEEDED

❖ Handout: “Freedom of Assembly Unit Review”
INTRODUCTION/ANTICIPATORY SET

Have students work on the “Freedom of Assembly Unit Review” individually. Review answers with anyone who cannot get them.

ACTIVITIES

Have students in small groups of 3-5. For each category listed below, have the children rank the 5 demonstrations in order from highest to lowest. Discuss each category separately, with a reporter from each group explaining the rationale. Be sure the children are using facts to back up their opinions.

Categories to discuss:

- Which demonstration was most successful?
- Which demonstration had the most worthy goals?
- Which demonstration had the best methods/organization?
- Which demonstration would you have liked to be a part of?

CLOSURE/ASSESSMENT

Consider the following statement:

“The freedom of assembly is an invaluable part of having a free, equal and functional society.”

Write a thesis statement agreeing or disagreeing with this statement. Provide at least 3 pieces of evidence from this unit that support your thesis.

DIFFERENTIATION IDEAS

- Have students work together to create their own “awards” for the various demonstrations. (Most organized, most non-violent, most democratic, etc.)
- Have students write an historical fiction piece about being a participant in one of the demonstrations discussed this unit.
### FREEDOM OF ASSEMBLY UNIT REVIEW

Fill in the blanks for each of the clues. Put all the letters in the circles together to figure out the mystery word.

| **This group used more radical, violent methods in the movement to secure women the vote in the United Kingdom.** |  
|---|---|---|---|---|---|---|---|---|
| Young students organized an assembly to protest the use of a non-native language in their education here. |  
| --- | --- | --- |
| Gandhi centered his demonstrations against British rule on the laws surrounding this important natural resource. |  
| --- | --- |
| The protests here in 1989 led to a government crackdown that resulted in hundreds killed and thousands wounded. |  
| --- | --- | --- | --- |
| This document from England in 1215 was one of the first precursors of the freedom of assembly. |  
| --- | --- | --- | --- | --- | --- |
| This document found in the United States Constitution clearly stated the protection for the Freedom of Assembly. |  
| --- | --- | --- |
| One of the results of the Peaceful Revolution of 1989 was the destruction of this symbol of Communist domination. |  
| --- | --- | --- | --- |
| Demonstrations are NOT protected if they are planned on this. |  
| --- | --- | --- | --- | --- |

**MYSTERY WORD:** ___ ___ ___ ___ ___ ___ ___ ___
FREEDOM OF ASSEMBLY UNIT REVIEW

Fill in the blanks for each of the clues. Put all the letters in the circles together to figure out the mystery word.

<table>
<thead>
<tr>
<th>This group used more radical, violent methods in the movement to secure women the vote in the United Kingdom.</th>
<th>S U F F R A G E T T E S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young students organized an assembly to protest the use of a non-native language in their education here.</td>
<td>S O W E T O</td>
</tr>
<tr>
<td>Gandhi centered his demonstrations against British rule on the laws surrounding this important natural resource.</td>
<td>S A L T</td>
</tr>
<tr>
<td>The protests here in 1989 led to a government crackdown that resulted in hundreds killed and thousands wounded.</td>
<td>T I A N A N M E N S Q U A R E</td>
</tr>
<tr>
<td>This document from England in 1215 was one of the first precursors of the freedom of assembly.</td>
<td>M A G N A C A R T A</td>
</tr>
<tr>
<td>This document found in the United States Constitution clearly stated the protection for the Freedom of Assembly.</td>
<td>B I L L O F R I G H T S</td>
</tr>
<tr>
<td>One of the results of the Peaceful Revolution of 1989 was the destruction of this symbol of Communist domination.</td>
<td>B E R L I N W A L L</td>
</tr>
<tr>
<td>Demonstrations are NOT protected if they are planned on this.</td>
<td>P R I V A T E P R O P E R T Y</td>
</tr>
</tbody>
</table>

Mystery Word: **A S S E M B L Y**
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PERFORMANCE TASK

You have studied the freedom of peaceful assembly and examined some of the greatest examples of public demonstrations in history. You will apply what you have learned to an examination of some of the most famous demonstrations in recent history.

You and your group will prepare a presentation on a modern demonstration. You will evaluate its goals, methods, and results and present your findings to the class.
<table>
<thead>
<tr>
<th>GRAPHIC ORGANIZER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals of the March</td>
</tr>
<tr>
<td>Methods Used</td>
</tr>
<tr>
<td>Results of the March</td>
</tr>
</tbody>
</table>
PERFORMANCE TASK

You have studied the freedom of peaceful assembly and examined some of the most significant demonstrations in history. You will apply what you have learned to an examination of demonstrations in recent history.

You and your group will prepare a presentation on a modern demonstration. You will evaluate its goals, methods, and results and present your findings to the class. You will incorporate oral presentation techniques with visuals to create a multimedia presentation.

To prepare for the presentation, you will research the demonstration. You will pay careful attention to the sources, being sure to read information with both a positive and a negative view of the demonstration. Then you will turn your critical eye on the demonstration yourself.

Possible examples of freedom of assembly that you may research include:

Occupy Wall Street
http://occupywallst.org/

Black Lives Matter
http://blacklivesmatter.com/

Take Back the Night
http://takebackthenight.org/

Anti-Austerity Movement in Greece

Egyptian Revolution of 2011

Million Mom March

Westboro Baptist Church
https://en.wikipedia.org/wiki/Westboro_Baptist_Church

Anti-Abortion Movement
http://www.operationrescue.org/
https://40daysforlife.com/
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<table>
<thead>
<tr>
<th></th>
<th>NOVICE (7)</th>
<th>APPRENTICE (8)</th>
<th>PRACTITIONER (9)</th>
<th>EXPERT (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENTATION SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Voice is audible from back of room</td>
<td>• Voice is audible from back of room</td>
<td>• Voice is audible from back of room</td>
<td>• All of Practitioner, plus there are no &quot;fillers&quot; such as &quot;umm&quot;, &quot;uhh&quot; etc.</td>
</tr>
<tr>
<td></td>
<td>• Shows rehearsal and moves along smoothly</td>
<td>• Shows rehearsal and moves along smoothly</td>
<td>• Shows rehearsal and moves along smoothly</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION CONTENT—BACKGROUND</strong></td>
<td>Very little background on the demonstration is given—audience is unclear as to details</td>
<td>Background on the demonstration is provided (Who? What? Where? When? Why?), though some information is left out</td>
<td>Accurate and complete background on the demonstration is provided (Who? What? Where? When? Why?)</td>
<td>All of Practitioner, plus the presentation makes comparisons with historical demonstrations (Salt March, Soweto, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Presenters evaluate the demonstration in broad generalizations.</td>
<td>• Presenters evaluate the demonstration in broad generalizations.</td>
<td>• Presenters evaluate the demonstration, focusing on goals, methods and results.</td>
<td>All of Practitioner, plus the presentation makes comparisons with historical demonstrations (Salt March, Soweto, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Can be read from back of room</td>
<td>• Can be read from back of room</td>
<td>• Can be read from back of room</td>
<td>All of Practitioner plus incorporates video into the presentation that enhances understanding</td>
</tr>
<tr>
<td></td>
<td>• Enhances the presentation with information in an easy-to-follow format.</td>
<td>• Enhances the presentation with information in an easy-to-follow format.</td>
<td>• Enhances the presentation by having key information in an easy-to-follow format.</td>
<td></td>
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<tr>
<td></td>
<td>• 1-2 spelling or grammar errors</td>
<td>• 1-2 spelling or grammar errors</td>
<td>• NO spelling or grammar errors</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION VISUALS</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Presenters did not seem to coordinate information</td>
<td>• Presentation does not repeat information and shows planning</td>
<td>• Presentation shows planning</td>
<td>All of Practitioner plus members refer to each other's parts of the presentation, making comparisons and contrasts</td>
</tr>
<tr>
<td></td>
<td>• Has introduction or conclusion-- missing one</td>
<td>• Has an introduction and conclusion</td>
<td>• Smooth transitions with no hesitation between presenters</td>
<td></td>
</tr>
<tr>
<td><strong>BIBLIOGRAPHY</strong></td>
<td>More than 3 mistakes in correct MLA format</td>
<td>1-3 mistakes in correct MLA format</td>
<td>No mistakes in correct MLA bibliography format</td>
<td>All of Practitioner plus bibliography contains informative annotations.</td>
</tr>
<tr>
<td><strong>RESEARCH</strong></td>
<td>Research includes less than 4 sources from legitimate news sources</td>
<td>Research includes at least 4 sources from legitimate news sources</td>
<td>• Research includes at least 4 sources</td>
<td>All of Practitioner plus documentary footage of the demonstration</td>
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<td>• Sources include at least 2 news articles, a positive editorial and a negative editorial from legitimate news sources</td>
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Final Grade /100pts
The Article 20 Network defends and advances the human right to freedom of peaceful assembly worldwide.

Through education, advocacy, research and legal services, the Article 20 Network encourages the proliferation of public demonstrations and fights back against obstacles and threats to our human right to peacefully assemble.

Learn more about peaceful assembly and our work at:

a20n.org