



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s): Katharine Carnes & Shannon Griffin

Grade Level(s): 10th

Subject: American Government

Length of Class: 3- 90 Minute Classes

"All the News
That's Fit to Print"

The New York Times

LATE CITY EDITION

Weather: Chance of showers today, tonight. Partly sunny tomorrow. Temp. range: today 74-84; Wed. 72-81. Temp. Hum. Index yesterday 82. Full U.S. report on Page 94.

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SUPREME COURT, 6-3, UPHOLDS NEWSPAPERS ON PUBLICATION OF THE PENTAGON REPORT; TIMES RESUMES ITS SERIES, HALTED 15 DAYS

Nixon Says Turks Agree To Ban the Opium Poppy

By JOHN HERBERS
Special to The New York Times

WASHINGTON, June 30 — Two weeks ago, Mr. Nixon announced that Turkey had agreed to eliminate within a year her production of opium poppies, which account for about two-thirds of the illegal heroin reaching the United States.

Mr. Nixon, in a brief announcement delivered in the White House press room, said that as a result of negotiations between the United States and Turkish Governments, Premier Nihat Erim had agreed to ban altogether the cultivation of opium poppies by June, 1972.

He said the joint announcement, made simultaneously in Washington and Ankara, "represents by far the most significant breakthrough that has been achieved in stopping the source of supply of heroin in our worldwide offensive against dangerous drugs."

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Soviet Starts an Inquiry Into 3 Astronauts' Deaths

PRESIDENT CALLS STEEL AND LABOR TO WHITE HOUSE

He Asks Both Sides to Meet With Him Tuesday Before Contract Talks Start

By PHILIP SHARCOFF
Special to The New York Times

WASHINGTON, June 30 — President Nixon has called negotiators of the steel companies and steelworkers union to meet with him next Tuesday before they sit down to begin contract negotiations, a White House spokesman announced today.

It will be the first time that the President will have met with labor and management in any industry prior to nationwide contract negotiations, according to Ronald L. Ziegler, the White House press secretary.

Discussion issues listed by Mr. Ziegler, said that the President had called the meeting to discuss general economic developments and trends in

Pentagon Papers: Study Reports Kennedy Made 'Gamble' Into a 'Broad Commitment'

By HEDRICK SMITH

The Pentagon's study of the Vietnam war concludes that President John F. Kennedy transformed the "limited-risk gamble" of the Eisenhower Administration into a "broad commitment" to prevent Communist domination of South Vietnam.

Although Mr. Kennedy resisted pressures for putting American ground-combat units into South Vietnam, the Pentagon analysts say, he took a series of actions that significantly expanded the American military and political involvement in Vietnam but nonetheless left President Lyndon B. Johnson with as bad a situation as Mr. Kennedy inherited.

"The dilemma of the U.S. involvement dating from the Kennedy era," the Pentagon study observes, was to use "only limited means to achieve excessive ends."

Moreover, according to the study, prepared in 1967-68 by Government analysts, the Kennedy tactics deepened the American involvement in Vietnam piecemeal, with each step minimizing public recognition that the American role was growing.

The expansion of that role, over three decades, is traced in the 3,000 pages of the Pentagon's study, which is ac-

companied by 4,000 pages of documents on the Vietnam era. Previous articles in The Times's presentation of this material have recounted President Johnson's movement to war in 1964 and 1965.

President Kennedy made his first fresh commitments to Vietnam secretly. The Pentagon study discloses that in the spring of 1961 the President ordered 400 Special Forces troops and 100 other American military advisers sent to South Vietnam. No publicity was given to either move.

Small as the numbers seem in retrospect, the Pentagon study comments that even the first such expansion "signaled a willingness to go beyond the 685-man limit on the size of the U.S. (military) mission in Saigon, which, if it were done openly, would be the first formal breach of the Geneva agreement."

Under the interpretation of that agreement in effect since 1955, the United States was limited to 685 military advisers in Vietnam. Washington, while it did not sign the accord, pledged not to undermine it.

On May 11, 1961, the day on which President Kennedy decided to send the Special Forces, he also ordered the start of a campaign of clandestine warfare against North Vietnam, to be conducted by South Vietnamese agents directed and trained by the Central Intelligence Agency and some American Special Forces troops. [See text, action memorandum, May 11, 1961, Page 3.]

The President's instructions, as quoted in the documents, were, "In North Vietnam . . . [to] form networks of resistance, covert bases and teams for

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BURGER DISSENTS

First Amendment Rule Held to Block Most Prior Restraints

Decision, concurring opinions, dissents start on Page 17.

By FRED P. GRAMAM
Special to The New York Times

WASHINGTON, June 30 — The Supreme Court freed The New York Times and The Washington Post today to resume immediate publication of articles based on the secret Pentagon papers on the origins of the Vietnam war.

By a vote of 6 to 3 the Court held that any attempt by the Government to block news articles prior to publication bears "a heavy burden of presumption against its constitutionality."

In a historic test of that principle — the first effort by the Government to enjoin publication on the ground of national security — the Court declared that "the Government has not met that burden."

The brief statement was read

Image Citation: Wells, Jim. "After the Supreme Court decision on June 30, 1971, The Times immediately resumed publication of the Pentagon Papers stories" The New York Times. June 30th 1971, <https://www.nytimes.com/2021/06/09/us/supreme-court-pentagon-papers-prior-restraint.html>. Accessed October 27, 2023.

Lesson Title: The role of the 1st Amendment in defending the release of the Pentagon Papers.

Overview: The Pentagon Papers were a large collection of government documents regarding the Vietnam War that were created under orders of Defense Secretary Robert McNamara. This collection of documents revealed top secret information and upon its release and subsequent leak by civilian advisor Daniel Ellsberg to the New York Times, the U.S government responded with legal repercussions in an attempt to prevent the New York Times from publishing the documents. The case reached its pinnacle when it was reviewed by the Supreme Court and upheld in a 6-3 decision that reaffirmed the constitutional protections of free speech and free press.

In this lesson, students will examine the contents of the Pentagon Papers and analyze its release in relation to the 1st Amendment protections in the U.S Constitution. Furthermore, supplemental materials such as Ian Rosenbergs’s graphic novel titled “Free Speech Handbook” will be used in conjunction with documents from the Library of Congress, and credible educational websites

Learning Objective: Students will identify the 1st amendment clause in conflict with the release of the Pentagon Papers & explain the role of the Supreme Court in interpreting the Constitution

Standards: **USG.4.** IN Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other.

This indicator was developed to encourage inquiry into the rights the Constitution protects and the responsibilities citizens have through active participation to ensure those rights for themselves and future generations. This indicator also promotes inquiry into how the Constitution of the United States, Bill of Rights, and additional amendments emphasize liberty and individual rights and how these rights often conflict with each other.

Essential Question:	Did the U.S Government’s attempt to prevent the release of the Pentagon Papers violate the 1st Amendment?
Supporting Question(s):	<ol style="list-style-type: none"> 1. Did the 1st amendment protection of Freedom of the Press not apply to documents classified as “Top Secret”? 2. Did President Nixon’s attempt to require government officials to implement a “Prior Restraint” against the New York Times and other papers, fall under his scope of power as granted by the Constitution? 3. Why is it necessary that courts uphold both Freedom of Speech and Freedom of the Press in a nation that proclaims its democratic status?
Digital Primary and Secondary Sources:	<p>Station 1:</p> <ol style="list-style-type: none"> 1. 1st Amendment- United States Constitution 2. Pentagon Papers- National Archive https://www.archives.gov/research/pentagon-papers 3. Pentagon Papers Video- History Channel https://www.history.com/topics/vietnam-war/pentagon-papers 4. The Miller Center: University of Virginia- “Nixon & The Pentagon Papers” https://millercenter.org/the-presidency/educational-resources/first-domino-nixon-and-the-pentagon-papers <p>Station 2:</p> <ol style="list-style-type: none"> 5. <i>New York Times Company v. United States</i>—Court Case- https://www.oyez.org/cases/1970/1873 <p>Station 3:</p> <ol style="list-style-type: none"> 6. <i>New York Times</i> Article: "U.S. CITES 'HARM' OF PENTAGON PAPERS" https://www.loc.gov/item/powmia/pwmaster_122033/. 7. <i>New York Times</i>- “1971- Supreme Court Allows publication of Pentagon Papers”- https://www.nytimes.com/2016/06/30/insider/1971-supreme-court-allows-publication-of-pentagon-papers.html 8. Library of Congress- Photograph Supreme Court Announcement in Pentagon Papers Case- https://www.loc.gov/item/2017646341/ 9. Library of Congress- “Crime, Corruption, and Cover-Ups” https://www.loc.gov/exhibitions/drawing-justice-courtroom-illustrations/about-this-exhibition/crime-corruption-and-cover-ups/all-objects

	<p align="center">Station 4:</p> <p align="center">10. “Free Speech Handbook”- Ian Rosenberg <i>art by</i> Mike Cavallaro</p>
Required Classroom Materials:	<p>Teacher Materials: Promethean or SMARTBoard, projector, and laptop and a copy of “Free Speech Handbook”</p> <p>Student Materials: Laptops, paper, pencil, and copy of “Free Speech Handbook”, copy of Amendments for each station.</p>
Classroom Environment:	The room is set up with the Interactive Board in the front of the classroom. The desk/tables are set up into four groups. This will allow for the groups to move from station to station during the lesson.
Differentiation and Adaptations:	<p>Collaborative Learning - The teacher will form mixed-ability groups of students to give high achievers a platform to vocalize their ideas, and lower ability students a way of collaborating with and learning from their peers.</p> <p>Digital Resources - By using interactive tools and digital applications, mixed-ability classes get the opportunity to approach a topic or subject from different angles. This method of differentiation allows different materials, platforms and tools to be used to bring about the same learning outcome and give pupils confidence in their digital skills.</p>

Lesson Sequence/Procedures	
<p>Estimated Time Needed: 3- 90 Minute Periods</p>	<p align="center">Detailed Description of Teaching and Learning:</p> <ol style="list-style-type: none"> Students will be placed in groups of four Stations will be placed around the classroom and students will rotate stations for 25 minutes at each station. All materials needed to complete each station will be pre-distributed.
	<p>Station 1:</p> <ol style="list-style-type: none"> Examine the 1st Amendment and discuss what is covered under Free Speech and Free Press. Watch the video that explains the “Pentagon Papers” Answer the following questions:

	<ol style="list-style-type: none"> 1. What were the Pentagon Papers? 2. Who was Daniel Ellsberg? 3. Why did he release these documents to the press? 4. Review selected portions of the “Pentagon Papers” <ol style="list-style-type: none"> 1. Identify the overall purpose of its creation 2. Create 2-3 questions about the documents and have the groups trade questions to answer. 5. Read the UVA Miller Center article on the role of President Nixon in attempting to prevent the release of the Pentagon Papers. <ol style="list-style-type: none"> 1. Short class discussion regarding Nixon’s role and examine why he wanted to stop the leak.
	<p>Station 2:</p> <ol style="list-style-type: none"> 1. Review the Supreme Court case– <i>New York Times Company v. United States</i> 2. Answer the following questions <ol style="list-style-type: none"> a. What was the main constitutional issue of the case? b. Who was involved in the case and what did they each want as a result of the case? c. Why is the case important? d. Are there any other cases that may contradict the ruling of this case?
	<p>Station 3:</p> <ol style="list-style-type: none"> 1. Review both <i>New York Times</i> articles and compare them. <ol style="list-style-type: none"> a. "U.S. CITES 'HARM' OF PENTAGON PAPERS" b. "1971- Supreme Court Allows publication of Pentagon Papers" 2. Answer the following questions <ol style="list-style-type: none"> a. What was the public’s perception of the Pentagon Papers when they were first released? b. How did this change after the conclusion of the Supreme Court Case? c. Did the government attitude toward the papers ever shift?
	<p>Station 4:</p> <ol style="list-style-type: none"> 1. Read “Free Speech Handbook” focusing on Chapter 5 titled- Stormy Daniels, Prior Restraints, and the Pentagon Papers. 2. Discuss the images from the graphic novel and have students connect ideas from the novel to the Supreme Court Case and the 1st Amendment.

<p>Assessments:</p>	<p>Informal assessment: Have each student identify one key concept or idea from the graphic novel “Free Speech Handbook”; Once identified students should answer teacher guided questions below.</p> <ol style="list-style-type: none"> 1. What is the overarching theme of Chapter 5? 2. What does the author convey to the reader about 1st Amendment protections? 3. How does the author compare and contrast contemporary v. modern free speech/press issues? <p>Have students devise 4-5 questions of their own about the novel or case and have the students exchange the questions once completed. The student will then answer the questions with other students in their group.</p> <p>Formal assessment: A 20 question multiple choice quiz on the 1st Amendment and the case <i>New York Times Company v. United States</i></p>
<p>Learning Extensions:</p>	<p>Examine the first modern free speech Supreme Court Cases– Abrams v. United States Tinker v. Des Moines Texas v. Johnson</p> <p>Compare these cases to modern attacks on free speech as brought up in the “Free Speech Handbook”. Ask students to review and compare these instances and have a discussion on similarities and differences in the rulings along with public attitude and support.</p> <p>Ex. Colin Kaepernick- Kneeling during the National Anthem Stormy Daniels- Silenced on 60 minutes interview</p>