

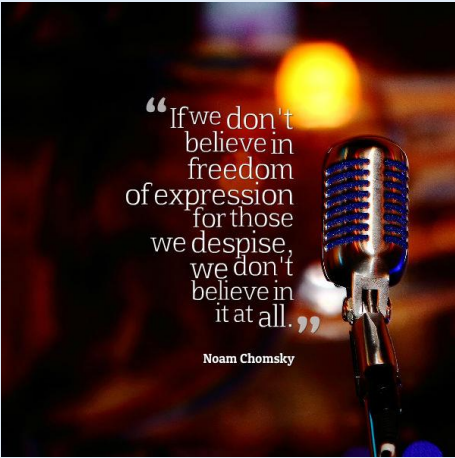


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Values and Attitudes Education for Inclusive Europe

2019-1-BE02-KA201-060238

Topic	FREEDOM, FREEDOM OF SPEECH
Images	 <p>Credit: Free Speech Week, October 18 - 24, 2021: https://www.freespeechweek.org/celebration-ideas/freedom-of-speech-and-of-the-press-quotes/</p>  <p>Credit: Free Speech Week, October 18 - 24, 2021: https://www.freespeechweek.org/celebration-ideas/freedom-of-speech-and-of-the-press-quotes/</p>

<p>Title</p>	<p>FREEDOM OF SPEECH – A SHORT HISTORY</p>
<p>Details:</p>	<p>Purpose:</p> <p>The lesson aims to familiarize students with the freedom of speech concept from a socio-historical point of view, early developments, its social role and importance for democracy, as well as currently challenges. The final goal is to encourage students to adopt democratic attitudes, to value and respect the right to free speech for both, themselves and the others.</p> <p>Objectives:</p> <p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> ▪ to know some key moments, ideas and personalities in the development of the concept; ▪ to understand the role of freedom of expression and opinion in the development and maintenance of democracy; ▪ to cultivate themselves an attitude of understanding and tolerance towards the opinions of others, as a basis for democratic dialogue; ▪ to learn ways to argue an opinion, combining eloquence and logic of speech with understanding and respect for other people's opinions. <p>Relevant Vocabulary:</p> <ul style="list-style-type: none"> • freedom of speech, freedom of opinion, freedom of expression, freedom of press, freedom of information
<p>How to use this lesson:</p>	<p>Activities:</p> <p>1) Preparation</p> <ul style="list-style-type: none"> • Before the lesson, the teacher could prepare worksheets for each student, with the quotations and blank spaces for comments; • At the beginning of the lesson, the teacher will present the theme, the learning objectives and how the goals will be pursued and achieved; • Present the material, and web resources, instruct students how to use them

- Propose the main learning methods: studying on working sheets, exploration of media and e-learning resources, explanation, discussions.

2) Learning activities

- Students will read the quotations aloud and add comments.
- Students read the introductory materials, note down the key moments.
- The teacher invites students to present in front of the class, writing a list on the black/whiteboard:
 - Greece Democracy
 - Roman Republic
 - The Laws of Casimir the Great III in Poland 1347 (freedom of speech)
 - John Milton and John Lock in England of 17th century (right to free information, opinion and expression)
 - Anders Chydenius in 18th century Sweden (freedom of the press)
 - Declaration of Human Rights and Citizens – 1789 French Revolution
 - 1791 - First Amendment of the United States Constitution
 - 1948 - Universal Declaration of Human Rights
 - 1994 - European Convention on Human Rights and subsequent amendments
- The teacher and the students find out together some important attitudes needed in maintaining the democratic dialogue.

3) Ensuring retention and transfer

- The teacher suggests working together in future projects in which the chosen moments are portrayed in short theatre performances.

Materials: 1) Quotes (stimulus of learning)

- Read and comment on the followings quotations (from Wikiquote - Freedom of Speech: https://en.wikiquote.org/wiki/Freedom_of_speech):

“Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties.”

John Milton, *Areopagitica: A Speech for the Liberty of Unlicens'd Printing, to the Parliament of England* (published November 23, 1644).

“Without Freedom of Thought, there can be no such Thing as Wisdom; and no such Thing as public Liberty, without Freedom of Speech; which is the Right of every Man, as far as by it, he does not hurt or control the Right of another. And this is the only Check it ought to suffer, and the only bounds it ought to know. This sacred Privilege is to essential to free Governments, that the Security of Property, and the Freedom of Speech always go together; and in those wretched Countries where a Man cannot call his Tongue his own, he can scarce call any Thing else his own. Whoever would overthrow the Liberty of a Nation, must begin by subduing the Fteeness [sic!] of Speech; a Thing terrible to Publick Traytors.”

Cato's Letters, John Trenchard and Thomas Gordon (Letter Number 15, Freedom of Speech, That the Same is inseparable from Publick Liberty, February 4, 1720).

“Without Freedom of Thought, there can be no such Thing as Wisdom; and no such Thing as publick Liberty, without Freedom of Speech.”

Benjamin Franklin, letter from "Silence Dogood," no. 8, printed in *The New-England Courant*, Boston, Massachusetts (July 9, 1722). Franklin, writing under the pseudonym Silence Dogood, was quoting the *London Journal*, no. 80, February 4, 1720/1; Leonard W. Labaree, ed., *The Papers of Benjamin Franklin*, vol. 1, p. 27 (1959). This sentence is one of many quotations inscribed on Cox Corridor II, a first floor House corridor, U.S. Capitol.

“Freedom of speech is a principal pillar of a free government; when this support is taken away, the constitution of a free society is dissolved, and tyranny is erected on its ruins. Republics and limited monarchies derive their strength and vigor from a popular examination into the action of the magistrates.”

Benjamin Franklin, "On Freedom of Speech and the Press", *Pennsylvania Gazette*, 17 November 1737.

“I disapprove of what you say, but I will defend to the death your right to say it.”

Evelyn Beatrice Hall, Ch. 7 : Helvetius: The Contradiction (1906), p. 199. Often misattributed to Voltaire.

“Without free speech no search for Truth is possible; without free speech no discovery of Truth is useful; without free speech progress is checked, and the nations no longer march forward towards the nobler life which the future holds for man. Better a thousandfold abuse of free speech than denial of free speech. The abuse dies in a day; the denial slays the life of the people and entombs the hope of the race.”

Charles Bradlaugh, Speech at Hall of Science c.1880 quoted in An Autobiography of Annie Besant; reported in Edmund Fuller, Thesaurus of Quotations (1941), p. 398; reported as unverified in Respectfully Quoted: A Dictionary of Quotations (1989).

2) Reading materials (learning resources)

- <https://vaeie.eu/ecourses/enrol/index.php?id=11>, VAEIE Module „Freedom”
- https://en.wikipedia.org/wiki/Freedom_of_speech. Wikipedia – Freedom of Speech
- https://www.echr.coe.int/documents/convention_ron.pdf, European Convention on Human Rights
- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>, Universal Declaration of Human Rights
- https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en, EU Charter of Fundamental Rights
- https://en.wikiquote.org/wiki/Freedom_of_speech Wikiquote - Freedom of Speech

3) Students’ worksheets, chalk or markers, black/whiteboard, notebooks and smartphones, optionally, smart board or projector

Category	Interchangeably (classroom / online / e-learning)
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Main target group	14-18 years old / secondary school students
Related school topics:	English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

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