

WELCOME

The Newseum's Digital Classroom offers original short videos based on primary source materials that employ news as the first draft of history and give viewers an inside perspective on the role of the press.

We have created a viewing guide for each of the videos to help you use them in your classroom and build your students' news literacy. The guides are designed to be flexible. They can be adapted to meet a wide range of learning objectives, according to your individual goals and curriculum. Pick and choose individual sections in the guide, or use it as a whole. Photocopy the packet for your students, or use it as your personal lesson plan.

Each guide contains the following elements:

INTRODUCTION AND ESSENTIAL QUESTIONS

A brief description of the video's subject matter, and the big questions driving this unit of study.

NEED TO KNOW

Key people, events and vocabulary for understanding and discussing the video.

BEFORE YOU WATCH

Warm-up questions, concepts to look for and quotations to listen for.

AFTER YOU WATCH

Comprehension and critical-thinking questions for assessment, plus additional prompts for class discussion or short essays.

MORE TO EXPLORE

Extension activity ideas.

TEACHER KEY

Suggested answers and discussion prompts.

WHAT'S NEXT?

Suggestions for further exploration on the Digital Classroom website and at the Newseum.

We hope you find these guides a valuable and practical resource.

— The Newseum Education Team

Beta Test Version



INTRODUCTION

Explore: Watergate, Richard Nixon, U.S. history, the presidency, politics, the role of the press in politics, freedom of the press, anonymous sources, the press as watchdog, investigative reporting.

A break-in at the Democratic National Committee's headquarters at Washington's Watergate hotel and office complex in 1972 leads to congressional hearings that result in the historic resignation of President Richard M. Nixon. Original news footage from reporters George Herman, Garrick Utley, Walter Cronkite, Roger Mudd, John Chancellor, Harry Reasoner and Tom Brokaw retells the story that brought down a presidency.

This video and viewing guide examine the role of the press in the historic Watergate scandal. In 1972, a team of burglars were caught red-handed attempting to bug the offices of the Democratic National Committee, located in the Watergate building in Washington, D.C. In the months that followed, further reporting alleged that the president had approved the burglary and the cover-up that followed.

The journalists who broke this story relied heavily on anonymous sources and had to weigh the risks and benefits of printing information from individuals who did not want to be named. These journalists also demonstrated the power of investigative reporting, protected by freedom of the press, to unearth government corruption, keep the public informed and bring about political change.

Through the lens of historical examples and contemporary debates, this unit looks at the ethical guidelines journalists attempt to follow when dealing with high-stakes stories. Learn more about the press' role as a watchdog and Watergate's legacy.

Recommended grade levels: High school; college

Video running time: 5 minutes

ESSENTIAL QUESTIONS

- ▶ What was the Watergate scandal, and what is its significance in U.S. history?
- ▶ What is the role of the free press in a democracy?
- ▶ What is the role of the press in politics? What is the relationship between the press and the president?
- ▶ What is investigative journalism?
- ▶ What are anonymous (unnamed) sources? What are the risks and benefits of using them?
- ▶ What ethical guidelines should journalists follow?
- ▶ What obstacles do journalists face when reporting the news?



NEED TO KNOW

KEY PEOPLE (in order of appearance, page 1 of 2)

George Herman	CBS News reporter
John Mitchell	U.S. attorney general from 1969 to 1972; in 1972, became chairman of the Committee to Re-Elect the President; resigned from that position a month after the Watergate burglary
Garrick Utley	NBC News anchor
Richard Nixon	U.S. president, 1969-1974; resigned as a result of the Watergate scandal, the only U.S. president in history to resign
Ron Ziegler	White House press secretary; criticized <i>The Washington Post's</i> reporting on the Watergate scandal
Clark MacGregor	Chairman of the Committee to Re-Elect the President after Mitchell
Bob Haldeman	White House chief of staff to President Richard Nixon
John Ehrlichmann	Domestic affairs adviser to President Richard Nixon
Walter Cronkite	"CBS Evening News" anchor
Bob Woodward	<i>Washington Post</i> reporter who teamed with Carl Bernstein on most of the original news reporting on the Watergate scandal
Carl Bernstein	<i>Washington Post</i> reporter who teamed with Bob Woodward on most of the original news reporting on the Watergate scandal
Sam Ervin	U.S. Democratic senator from 1954 to 1974; chairman of the Select Committee on Presidential Campaign Activities, which investigated the Watergate scandal
John Dean	White House counsel to President Richard Nixon; fired by Nixon in 1973, later testified that he had told Nixon there was a "cancer growing on the presidency."
Howard Baker	U.S. Republican senator from 1967 to 1985; vice chairman of the Senate Watergate Committee; asked "What did the president know, and when did he know it?"



KEY PEOPLE (in order of appearance, page 2 of 2)	Alexander Butterfield	Deputy assistant to President Richard Nixon until 1973; revealed in testimony that there were listening devices in the Oval Office
	Roger Mudd	CBS News anchor
	John Chancellor	"NBC Nightly News" anchor
	Elliot Richardson	U.S. attorney general, resigned in Oct. 1973
	William Ruckelshaus	U.S. deputy attorney general, fired by President Richard Nixon in Oct. 1973
	Rosemary Woods	President Richard Nixon's personal secretary; testified that she accidentally erased a key section of a White House tape that contained conversations about the Watergate scandal
	Harry Reasoner	ABC News anchor
	Tom Brokaw	White House correspondent for NBC News in 1973; later became "NBC Nightly News" anchor
	Barry Goldwater	U.S. Republican senator from 1969 to 1987; urged President Richard Nixon to resign in 1974, as evidence mounted in the Watergate scandal
	Gerald Ford	U.S. vice president, 1973-74; sworn in as president after President Richard Nixon's resignation in 1974
	Archibald Cox	Appointed special prosecutor in the Watergate investigation in May 1973; fired by President Richard Nixon in Oct. 1973



KEY EVENTS	Jan. 1969	Richard Nixon sworn in as president	Begins his first term
	June 1972	Watergate burglary	Five men are arrested during a burglary at the Democratic National Committee office in the Watergate office complex
	Aug. 1972	Nixon accepts Republican presidential nomination	Running against U.S. Democratic senator George McGovern
	Jan. 1973	Nixon again sworn in as president	Begins his second term
	April 1973	Bob Haldeman and John Ehrlichmann resign	President Richard Nixon announces the departure of his chief of staff and domestic affairs adviser
	May 1973	<i>The Washington Post</i> wins the Pulitzer Prize for Public Service	Award recognizes "meritorious public service by a newspaper through the use of its journalistic resources" for its Watergate reporting
	May 1973	Watergate hearings begin	Democratic senator Sam Ervin chairs the committee; the hearings are televised live
	July 1974	House Judiciary Committee passes the first of three articles of impeachment	Debate over whether or not to impeach the president is televised live; Senate impeachment trial seems likely
	Aug. 1974	Nixon resigns; Vice President Gerald Ford assumes the presidency	Former President Richard Nixon leaves Washington, D.C., by helicopter



KEY VOCABULARY

Anonymous/unnamed source	A person who provides a journalist with information and is not identified by the journalist in any reports as the source of that information
Committee to Re-Elect the President	A fundraising project tied to President Richard Nixon's 1972 re-election campaign; members of this committee planned the details of the break-in at the Democratic National Offices in the Watergate building
Democratic National Committee	A political organization that leads the Democratic Party and supports election campaigns of Democratic candidates
Executive privilege	The right of a U.S. president to keep information from the Congress or the courts; Nixon invoked it when he refused to give the Senate Watergate Committee any White House recordings
Hearsay	(n.) Information heard by one person about another; gossip; rumor
Impeachment	A formal accusation made by the U.S. House of Representatives against a federal official; after impeachment, the U.S. Senate would conduct a trial
Innuendo	(n.) An indirect reference, especially one made maliciously
Pulitzer Prize	Award given annually for excellence in American journalism in various categories (national reporting, local reporting, feature writing, public service, commentary, etc.)
Reliable source	A person who provides a journalist with information and is considered knowledgeable and truthful
Subpoena	(n.) A legal order requesting a person appear before a court or investigative committee at a specified time
Unsubstantiated charges	Accusations that are unproved or unverified
<i>The Washington Post</i>	Daily newspaper in Washington, D.C.
Watergate	A political scandal that led to the resignation of President Richard Nixon in 1974; involved bribery, abuse of power and obstruction of justice; received its name from the break-in at the Democratic National Committee headquarters housed in the Watergate apartment and office complex in Washington, D.C.
The Watergate complex	A group of several large buildings in Washington, D.C., including business offices, a hotel and apartments; in 1972 the location of the Democratic National Committee headquarters
Watergate hearings	Sessions conducted by the Senate Watergate Committee to investigate the Watergate scandal; members of the committee questioned various witnesses, who testified under oath; hearings opened in May 1973 and were often broadcast live on television and radio
Wiretapping, bugging	Secretly recording conversations using a hidden recording device



BEFORE YOU WATCH

Warm-up discussion questions:

1. What do you know about the Watergate scandal and President Richard Nixon?
2. Can the press play a role in politics?

This video tells the story of the Watergate scandal entirely through primary source news footage, without added narration.

As you watch the video, keep these questions in mind:

1. What was Watergate? What event first attracted the news media's attention?
2. Who were some of the players in these events?
3. What allegations against the president and his staff did news reports bring to light?
4. How did the president and his staff fight back against these allegations?
5. What was the fallout (the consequences) of the reporting on the scandal?

As you watch the video, listen for these quotations and consider their importance:

Carl Bernstein: "We thought it would perhaps take longer to establish the truth of a lot of what we had written. But it's come now very rapidly, and I think the record is pretty clear about the accuracy of what we wrote."

Sen. Sam Ervin: "The questions that have been raised in the wake of the June 17th break-in strike at the very undergirding of our democracy."



newseum digital classroom

viewing guide: WATERGATE

Name: _____ Class: _____ Date: _____

AFTER YOU WATCH

Comprehension and critical thinking:

1. Why is coverage of the Watergate scandal a significant part of journalism history?

2. Describe the role of the press in this story.

support provided by



FORDFOUNDATION

newseum digital classroom

viewing guide: WATERGATE

3. Imagine you are a journalist and gather information that is true, but if you publish it, it will cause someone to lose their job. What factors would you consider in deciding whether or not to publish this information?

4. How much does the public have the right to know about what the president does? Should the press report on what the president eats for dinner? What about where the president goes on vacation? Explain your answer.

support provided by



FORDFOUNDATION

Group discussion or short essay questions:

1. John Mitchell stated: "Neither the president nor anyone in the White House, or anybody in authority in any of the committees working for the re-election of the president, have any responsibility for [the Watergate break-in]." Evidence showed this was a lie. How should journalists report statements that are not true? Is it a journalist's job to call a lie a lie, or just to report what was said?
2. *The Washington Post* used anonymous sources for much of the information that appeared in its Watergate reporting. What is an anonymous/unnamed source? What are the pros and cons of using unnamed sources?
3. The press is sometimes referred to as a "watchdog" in our society. How is the press a watchdog? Whom is it watching, and why? Why is this role important in a democracy?
4. How should reporters evaluate whether or not to publish information that could harm an individual or jeopardize a person's job? When is it ethical (right) to publish this information? When is it unethical (wrong)?
5. How did the White House fight back against the accusations the news media published? Were these tactics effective?
6. Imagine you are the editor of a large newspaper, and two young reporters come to you with a story they say could lead to the impeachment of the president. What questions would you ask these reporters? What evidence would you want to see? How would you decide whether or not to publish their story?
7. The live TV broadcasts of the Watergate hearings in 1973 were a big deal. How do you think these live broadcasts affected the course of events? What types of hearings are going on in government today? Would you prefer to watch these hearings live or read/watch a report about them after the fact? Why?



MORE TO EXPLORE

These activities will help you learn more about Watergate, challenges journalists face and the role of the press as a watchdog.

1. Imagine you are a reporter showing up at the scene of the Watergate break-in. Police are swarming around the building and have detained the burglars. Prepare notes for how you will handle the situation. To whom do you want to talk? What questions will you ask? Use the reporter's questions to make sure you cover all the bases: who, what, where, when, why and how? Write at least two questions starting with each of the reporter's questions.
2. Look at other winners of the Pulitzer Prize for Public Service, from 1918 to the present. (Available here: <http://www.pulitzer.org/bycat/Public-Service>) What other harmful practices or wrongdoing were investigated and revealed by journalists over the years? Pick five winners from a range of decades and make a chart that answers these questions for each story: What was happening? Who was affected or damaged by it? Was any action taken to correct the problem?
3. What are some investigations you'd like to see journalists undertake — locally, nationally or internationally — that would serve the public? Come up with three ideas, and write a paragraph for each one explaining what the story is and why it is important to investigate.
4. Find an example of investigative reporting in recent news. Read the article/watch the report and write a short report that addresses these questions: What story did the journalists investigate? Why do you think the journalists chose to report on this story? What did the journalists find? What do you think the effects of this story will be? Do you think this was a worthwhile investigative journalism project? Why or why not?
5. Create a timeline of the major events in the Watergate scandal, including a short description of each event's importance. Begin your research with *The Washington Post's* online Watergate archive. (Available here: <http://www.washingtonpost.com/wp-srv/politics/special/watergate/>)
6. Research the most famous Watergate anonymous source, W. Mark Felt, also known as "Deep Throat." Begin by reading this *Washington Post* article and watching the short video in which Bob Woodward talks about his relationship with Felt. (Available here: <http://www.washingtonpost.com/wp-srv/politics/special/watergate/part4.html>) Prepare a presentation for your class. Questions to address include: Who was W. Mark Felt? Why did he take his information to the press? Why did Bob Woodward trust Felt? What other individuals were suspected of being "Deep Throat"? When was Felt's identity finally revealed and why?
7. Watch the movie "All the President's Men" (rated R). Write a report about how the movie depicts the role of the press in politics.



TEACHER KEY

Suggested answers and discussion prompts

BEFORE YOU WATCH

As you watch the video, keep these questions in mind:

1. What was Watergate? What event first attracted the news media's attention?

A political scandal that the press began to expose after a burglary at the Democratic National Committee headquarters in Washington, D.C., in June 1972. The scandal involved abuse of power and obstruction of justice at the highest levels of government, namely, President Richard Nixon and his administration.

2. Who were some of the players in these events?

President Richard Nixon and his staff (John Mitchell, Clark MacGregor, Bob Haldeman, John Ehrlichmann), Washington Post reporters Bob Woodward and Carl Bernstein; Sam Ervin (chairman of the Senate Watergate Committee), etc.; see Key People list for more

3. What allegations against the president and his staff did news reports bring to light?

A Watergate burglar was connected to the president's campaign committee; misuse of campaign funds; use of secret funds; payoffs; cover-ups; secret bugging; defiance of subpoenas; gap in taped White House conversations; use of CIA to block investigations

4. How did the president and his staff fight back against these allegations?

They flatly denied allegations; accused The Washington Post of inaccurate and irresponsible reporting; later, Nixon refused to turn over Oval Office recordings

5. What was the fallout (the consequences) of the reporting on the scandal?

Special congressional committees investigated allegations; many people accused of wrongdoing resigned or were fired; many had to testify in congressional hearings; ultimately President Richard Nixon resigned

AFTER YOU WATCH

Comprehension and critical thinking:



1. Why is coverage of the Watergate scandal a significant part of journalism history?

Persistent reporting by the press uncovered a far-reaching political scandal at the highest levels of power and led to unprecedented shake-ups in the federal government, including the resignation of the U.S. president.

2. Describe the role of the press in this story.

The press acted as a watchdog, alerting the public to problems in the government; kept the public informed about news as events unfolded; provided transparency of the political process by broadcasting hearings, e.g.; held those with power accountable by seeking answers; etc.

3. Imagine you are a journalist and gather information that is true, but if you publish it, it will cause someone to lose their job. What factors would you consider in deciding whether or not to publish this information?

Answers will vary. Prompts: How might the public be affected by knowing this information? By not knowing it? Does the person have any opportunity to protect his or her job? Has the person had an opportunity to weigh in on the information's significance, etc.?

4. How much does the public have the right to know about what the president does? Should the press report on what the president eats for dinner? What about where the president goes on vacation? Explain your answer.

Answers will vary. Prompts: Are all the president's public actions open to scrutiny? What if they involve national security? Or political strategy? Or the president's family?

Group discussion or short essay questions:

1. John Mitchell stated: "Neither the president nor anyone in the White House, or anybody in authority in any of the committees working for the re-election of the president, have any responsibility for [the Watergate break-in]." Evidence showed this was a lie. How should journalists report statements that are not true? Is it a journalist's job to call a lie a lie or just to report what was said?

Prompts: Some media critics dismiss some political reporting as "doing stenography." Is this the best way for a reporter to stay objective? Should reporting include analysis? Are there differences between providing context, including analysis and engaging in biased reporting?

2. *The Washington Post* used anonymous sources for much of the information that appeared in its Watergate reporting. What is an anonymous/unnamed source? What are the pros and cons of using unnamed sources?

An anonymous source may be someone who gives a journalist important information, but who the journalist will not identify in any reporting as the source of that information. Pros: Source may be more willing to disclose information and speak more candidly; Cons: Source may have an agenda that skews the information; public is being denied its right to know from where the information comes.

3. The press is sometimes referred to as a "watchdog" in our society. How is the press a watchdog? Whom is it watching, and why? Why is this role important in a democracy?



A watchdog alerts people to possible disruptions or dangers; the press watches those with power to alert the public to possible misuses of power (the press is also sometimes called "The Fourth Estate," likening it to a fourth branch of government that keeps checks and balances on the executive, legislative and judicial branches); in a democracy, the government is of, by and for the people, who participate in the process, so a well-informed public is crucial to knowledgeable engagement in the government. Also, consider Sen. Sam Ervin's quote: "The questions that have been raised in the wake of the June 17th break-in strike at the very undergirding of our democracy."

4. How should reporters evaluate whether or not to publish information that could harm an individual or jeopardize their job? When is it ethical (right) to publish this information? When is it unethical (wrong)?

Possible answers: How might the public be affected by knowing this information? By not knowing? Does the person have any opportunity to protect his or her job? Has the person had an opportunity to weigh in on the information's significance, etc.? Also, you may want to review a journalism code of ethics for guidance on ethical considerations (see: <http://spj.org/ethicscode.asp>).

5. How did the White House fight back against the accusations the news media published? Were these tactics effective?

In the video, President Richard Nixon, press secretary Ron Ziegler and campaign chairman Clark MacGregor are seen strongly criticizing and disparaging reporting, especially coverage by The Washington Post. But a clip of Washington Post reporters Bob Woodward and Carl Bernstein shows Bernstein's focus on accuracy and truth. Prompt: What do you think when you hear current criticisms of the news media after they report on political candidates, or controversial issues — are these criticisms effective at changing the news media or convincing you the news media have it wrong? Does it make a difference who levels the criticism — politicians? Generals? Media reporters? Jon Stewart? The president? The general public?

6. Imagine you are the editor of a large newspaper and two young reporters come to you with a story they say could lead to the impeachment of the president. What questions would you ask these reporters? What evidence would you want to see? How would you decide whether or not to publish their story?

Examples: Public records; reliability of sources; degree of confirmation of information, etc.

7. The live TV broadcasts of the Watergate hearings in 1973 were a big deal. How do you think these live broadcasts affected the course of events? What types of hearings are going on in government today? Would you prefer to watch these hearings live or read/watch a report about them after the fact? Why?

Examples of recent congressional hearings on issues with high public interest include military actions in Afghanistan and Iraq; the BP oil leak in the Gulf of Mexico; the 2008 financial crash and the current economic crisis; repeal of "Don't Ask, Don't Tell"; use of performance enhancing drugs in baseball; nominees for Supreme Court justice, etc.



WHAT'S NEXT?

THERE'S MORE TO WATCH AT THE NEWSEUM'S DIGITAL CLASSROOM

For more on ...	Watch ...
Journalism	
Journalism practices and ethics	Bias, Getting It Right, Sources, Edward R. Murrow, Running Toward Danger, Watergate, The Press and the Civil Rights Movement, News Apps, What's News?
Freedom of the press	45 Words, The Berlin Wall, The Digital Revolution, Edward R. Murrow, Watergate, The Press and the Civil Rights Movement, Bias, Getting It Right, Sources, What's News?
The role of the press	The Berlin Wall, Edward R. Murrow, Running Toward Danger, Watergate, The Press and the Civil Rights Movement, Getting It Right, Sources, What's News?
The public's need to know	The Berlin Wall, Edward R. Murrow, Running Toward Danger, Watergate
The free press as a watchdog	Edward R. Murrow, Watergate, The Press and the Civil Rights Movement
The changing media landscape	Edward R. Murrow, The Digital Revolution, News Apps
Headlines of History	
U.S. history	45 Words, Watergate, Edward R. Murrow, Running Toward Danger, The Press and the Civil Rights Movement, What's News?
Primary sources	The Berlin Wall, Edward R. Murrow, Running Toward Danger, Watergate, The Press and the Civil Rights Movement, What's News?
News as the first rough draft of history	Running Toward Danger, Watergate, The Press and the Civil Rights Movement, What's News?
The First Amendment	
First Amendment basics	45 Words, The Press and the Civil Rights Movement
Freedom of the press	45 Words, The Berlin Wall, The Digital Revolution, Edward R. Murrow, Watergate, The Press and the Civil Rights Movement, Bias, Getting It Right, Sources, What's News?
The scope and limits of rights	45 Words, The Press and the Civil Rights Movement, The Berlin Wall
The role of the First Amendment in history	45 Words, The Press and the Civil Rights Movement, Edward R. Murrow, Watergate, What's News?
The role of the First Amendment today	The Digital Revolution, News Apps, Sources, Bias, Getting It Right



THERE'S MORE TO EXPERIENCE AT THE NEWSEUM

For more on ...	Visit ...	And sign up for these free Learning Center classes ...
Journalism		
Journalism practices and ethics	The Bancroft Family Ethics Center; The Pulitzer Prize Gallery; The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; 9/11 Gallery Sponsored by Comcast; Time Warner World News Gallery	Media Ethics (middle-college), Photo Ethics (middle-college), Choose the News (elementary-middle), Press and the Presidency (middle-college), Front Page Frenzy (elementary-middle)
Freedom of the press	Today's Front Pages Gallery; The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; 9/11 Gallery Sponsored by Comcast; Time Warner World News Gallery; The Pulitzer Prize Gallery; The Annenberg Foundation "I-Witness!" 4-D film; The Berlin Wall Gallery	Media Ethics (middle-college), Photo Ethics (middle-college), Speed of News (elementary), Press and the Presidency (middle-college), Making a Change (upper middle-college); Believe It or Not? (middle-college)
The role of the press	The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; 9/11 Gallery Sponsored by Comcast; Time Warner World News Gallery; The Pulitzer Prize Gallery; The Annenberg Foundation "I-Witness!" 4-D film; The Berlin Wall Gallery	Media Ethics (middle-college), Photo Ethics (middle-college), Choose the News (elementary-middle), Press and the Presidency (middle-college), Making a Change (upper middle-college)
The public's need to know	9/11 Gallery Sponsored by Comcast; Time Warner World News Gallery; Today's Front Pages Gallery	Choose the News (elementary-middle), Media Ethics (middle-college), Press and the Presidency (middle-college), Making a Change (upper middle-college)
The free press as a watchdog	The News Corporation News History Gallery; Time Warner World News Gallery	Media Ethics (middle-college), Press and the Presidency (middle-college), Making a Change (upper middle-college)
The changing media landscape	The Bloomberg Internet, TV and Radio Gallery; Today's Front Pages Gallery	Media Ethics (middle-college), Believe It or Not? (middle-college), Speed of News (elementary)
Headlines of History		
U.S. history	The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; 9/11 Gallery Sponsored by Comcast; The Pulitzer Prize Gallery	Making a Change (upper middle-college), Battle for the Bill of Rights (elementary-middle), Press and the Presidency (middle-college)
Primary sources	The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; 9/11 Gallery Sponsored by Comcast; The Pulitzer Prize Gallery; The Berlin Wall Gallery	Making a Change (upper middle-college), Front Page Frenzy (elementary-middle)
News as the first draft of history	The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; 9/11 Gallery Sponsored by Comcast; Today's Front Pages Gallery	Making a Change (upper middle-college), Front Page Frenzy (elementary-middle)
The First Amendment		
First Amendment basics	The Cox Enterprises First Amendment Gallery	You Can't Say That (high-college), You Can't Say That in School (middle-high), Battle for the Bill of Rights (elementary-middle), Introduction to the First Amendment (middle-high)
Freedom of the press	Today's Front Pages Gallery; The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; The Cox Enterprises First Amendment Gallery; 9/11 Gallery Sponsored by Comcast; The Pulitzer Prize Gallery; The Annenberg Foundation "I-Witness!" 4-D film	Media Ethics (middle-college), Photo Ethics (middle-college), Choose the News (elementary-middle), Press and the Presidency (middle-college), Making a Change (upper middle-college),
The scope and limits of rights	The Cox Enterprises First Amendment Gallery; Bancroft Family Ethics Center	Introduction to the First Amendment (middle-high); Making a Change (upper middle-college)
The role of the First Amendment in history	The News Corporation News History Gallery; Bloomberg Internet, TV and Radio Gallery; The Cox Enterprises First Amendment Gallery; The Hank Greenspun Family Pennsylvania Avenue Terrace; The Annenberg Foundation "I-Witness!" 4-D film	Making a Change (upper middle-college), Battle for the Bill of Rights (elementary-middle), You Can't Say That (high-college), You Can't Say That in School (middle-high)
The role of the First Amendment today	Bloomberg Internet, TV and Radio Gallery; The Cox Enterprises First Amendment Gallery	Introduction to the First Amendment (middle-high), You Can't Say That (high-college), You Can't Say That in School (middle-high), Making a Change (upper middle-college)