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ABSTRACT

This lesson relates to freedom of speech and freedom of the press as provided for in the First Amendment of the U.S. Constitution. The lesson correlates to the National History Standards and the National Standards for Civics and Government. It presents seven primary source documents regarding Thomas Cooper's trial for sedition in 1800. Cooper was a lawyer and newspaper editor in Sunbury, Pennsylvania who was indicted, prosecuted, and convicted of violating the Sedition Act after he published a broadside that was sharply critical of President John Adams. The lesson gives an overview of the Sedition Act of 1798, which made it illegal to criticize the government under penalty of fines and/or imprisonment. The lesson provides nine detailed teaching activities for implementation in the classroom. Attached is a sample written document analysis worksheet. (BT)





THE CONSTITUTION COMMUNITY

Revolution and the New Nation (1754-1820s)

United States v. Thomas Cooper: A Violation of the Sedition Law

By John M. Lawlor, Jr.

SO 033 574

National Archives and Records Administration 700 Pennsylvania Avenue, N.W. Washington, D.C. 20408 1-866-325-7208

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2001

The Constitution Community is a partnership between classroom teachers and education specialists from the National Archives and Records Administration. We are developing lessons and activities that address constitutional issues, correlate to national academic standards, and encourage the analysis of primary source documents. The lessons that have been developed are arranged according to historical era.



THE CONSTITUTION COMMUNITY

United States v. Thomas Cooper:A Violation of the Sedition Law

The United States Thomas Corper.

Constitutional Connection

This lesson relates to freedom of speech and freedom of the press as provided for in the First Amendment of the U.S. Constitution.

This lesson correlates to the National History Standards.

Era 3 - Revolution and the New Nation (1754-1820s)

- Standard 3A -Demonstrate understanding of the issues involved in the creation and ratification of the United States Constitution and the new government it established.
- Standard 3B -Demonstrate understanding of the guarantees of the Bill of Rights and its continuing importance.

This lesson correlates to the National Standards for Civics and Government.

Standard III. B. 1 -Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.

Standard III. D. 1. -Evaluate, take, and defend positions on the role and importance of law in the American political system.

Standard V. B. 1. -Evaluate, take, and defend positions on issues regarding personal rights.



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Cross-curricular Connections

Share this lesson with your history, government, and language arts colleagues.

List of Documents

- 1. Newspaper Broadside Filed in United States v. Thomas Cooper
- Judge Richard Peter's Letter to the U.S. Marshal (the warrant) 2.
- 3. Indictment (page 1, page 2, page 3)
- Thomas Cooper's Plea of "Not Guilty" 4.
- Subpoenas (number 1, number 2) 5.
- Verdict (Sentencing of Thomas Cooper) 6.
- 7. Details of Thomas Cooper's sentence

Historical Background

In the period following the ratification of the Constitution, the government of the United States was under Federalist control, first with George Washington and then under the presidency of John Adams. John Adams (1797-1801) and the Federalists, fearful of internal dissent while embroiled in international conflict with France, sought to reduce effective opposition through the enactment of a series of laws by Congress known as the Alien and Sedition Acts.

Under the Sedition of Act of 1798, it was illegal to criticize the government of the United States under penalty of fines and/or imprisonment.

Thomas Cooper, a lawyer and newspaper editor in Sunbury, Pennsylvania, was indicted, prosecuted, and convicted of violating the Sedition Act after he published a broadside that was sharply critical of President Adams. In part, Cooper was reacting to an article about himself that had appeared in the Reading (Pennsylvania) Advertiser. The case went to court in Philadelphia in April 1800.

Clearly a tool for political repression, the Sedition Act was later repealed after Thomas Jefferson won the presidency. Future iterations of similar legislation that restrained free speech would be struck down through the process of judicial review. Before this, however, speaking out in opposition to governmental policies could have serious legal repercussions as seen in the case of United States v. Thomas Cooper.

Note: For a detailed examination of the Alien and Sedition Acts see Miller, John C. Crisis in Freedom: The Alien and Sedition Acts. Boston: Atlantic-Little Brown, 1951.



10. 4

Teaching Activities

- 1. Instruct students to review the general information about the Alien and Sedition Acts in their textbook and compare it to the First Amendment of the Constitution. Lead a class discussion in which the students explain the differences and similarities between the act and the amendment.
- 2. Divide the students into seven groups and distribute one document to each group. Ask student groups to read and analyze their document using the Written Document Analysis Worksheet. Direct one representative from each group to report their analysis to the class. Assign students to write a one-page synopsis of the Thomas Cooper story as revealed by the documents.
- 3. Divide the students into four groups. Assign each group to read one column of the broadside (document 1) entitled "To The Public." Instruct the students to list on butcher paper any passages that question or challenge the government or the president of the United States. Ask students to post their lists.
- 4. Ask the students to compare their lists compiled in activity #3 to that enumerated in Judge Peters's indictment. Ask them if they can identify the statements in the broadside from which the charges listed in indictment were drawn? (Note: Peters did not hear the case; Associate Justice Samuel P. Chase did.)
- 5. After reading the indictment of Cooper, lead a class discussion using the following questions: Were charges brought against Cooper for opinions that were personal or political in nature? Did Cooper attack John Adams and the Federalist government on the basis of personalities or politics? Explain to the students that a personal (ad hominem) attack, for example, might be to call the president a cheater or liar. A political attack would be one that is critical of a governmental policy. It is possible to use both personal and political attacks at the same time.
- 6. Ask students to pretend that they are Thomas Cooper. Ask them to write a journal entry in which they reveal the defense Cooper planned to use in his "Not Guilty" plea, list the people whom he wanted to serve with subpoenas, and explain why the people who were to be subpoenaed were critical to his defense.
- 7. Ask students to determine how severe Cooper's sentence was. (To determine this, students will have to find out how to convert the value of an 1800 dollar to the value of a dollar today. As far as prison goes, you can assume that prisons in general were much more primitive in 1800 than today.)
- 8. Ask students to find a statement in the media (print, video, or audio) that criticizes the current president of United States or one of the president's policies and bring it to class. Direct the students to discuss whether the statements they found would have been subject to criminal investigation if they had been made in 1799. Let the students determine if the statements they found were "harsher" or more critical of the president than any statements



that were found in the Cooper case. Finally, ask the students to explain if criticism was personal or political in nature.

9. Instruct each student to conduct a poll of 10 of their friends in which they ask: If Congress were considering legislation similar to the Alien and Sedition Acts today, would you support or oppose its passage? Ask students to share the results of their poll with the class. Discuss with students the reasons for the reactions.

The documents included in this project are from Record Group 21, Records of the District Courts of the United States. They (and others related to the case) are available online through the National Archives Information Locator (NAIL) database http://www.nara.gov/nara/nail.html, by searching keyword "Thomas Cooper." NAIL is a searchable database that contains information about a wide variety of NARA holdings across the country. You can use NAIL to search record descriptions by keywords or topics and retrieve digital copies of selected textual documents, photographs, maps, and sound recordings related to thousands of topics.

Additional documents related to *United States* v. *Thomas Cooper* are available in the Bill of Rights Teaching Packet available for purchase from the National Archives.

This article was written by John M. Lawlor, Jr., an instructor at Reading Area Community College in Reading, PA.





Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):	
Newspaper	Map	Advertisement
Letter	Telegram	Congressional record
Patent	Press release Report	Census report
Memorandum	Report	Other
2. UNIQUE PHYSICAL QU	ALITIES OF THE DOCU	MENT (Check one or more):
Interesting letterhead		
Handwritten	Notations	
Handwritten "RECEIVED" stamp Typed Other		<u>-</u>
Seals	Otne	r
3. DATE(S) OF DOCUMEN	IT:	
4. AUTHOR (OR CREATO	R) OF THE DOCUMENT:	
POSITION (TITLE):		
5. FOR WHAT AUD	IENCE WAS THE DOCU	MENT WRITTEN?
6. DOCUMENT INF	ORMATION (There are m	any possible ways to answer A-E.)
A. List three things th	ne author said that you thinl	k are important:
1		
<u></u>		
B. Why do you think	this document was written	?
	the document helps you kno	ow why it was written? Quote from the
document.		



D. List two things the document tells you about life in the United States at the time it written:		
E. Write a question to the author that is left unanswered by the document:		

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.





THE CONSTITUTION COMMUNITY

The Evidence

Document 1: Newspaper Broadside Filed in United States v. Thomas Cooper

To the PUBLIC.

TO THE PRINTER

SIR.

ISHOULD not condefected to at feet anaymous flusder, but the inflat mation on which the full-knools contained in the following paragraph arrived from the Prefdern himfelf, cannot believe fine rapuble of loading of inferpreferation, for I till, this word in the contained of the mation, for I till, this word inferpreferation, however I may filling prove of his onesotod; however I may filling prove of his onesotod; materials will form the form the form of his materials are called form the form of his materials are called form the form of his form the following the fo

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Document 1, Column 1 3

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Protective will show that some of his underlyings are capable of any lang.

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Document 1, Column 2

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Document 1, Column 3

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Document 1, Column 4

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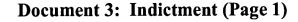
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United States To the Marshal of the Tennsylvania District District of Pennsylve - land in the Gunty of Northern bertand in the District aforesaid to be farther dealt with according to

Document 2: Judge Richard Peter's Letter to the U.S. Marshal (the warrant)

In the birent bourt ofthe United States of america in and for the Ocennylvania Intust of the Middle birent. The Grand Inquest ofthe United States of america in and for the Coungle District whom their respective walks and affermation do present That Thomas Caoper late of the District of Perry loanes attorney at Lan being a person of a wicked and tenbulant disposition designing and entending to deform the President of the United States and to bring him wito contineft and direpute and to excete against him the hatred of the goods people of the United States on the Second day of Marcuber in the year ofour Lord and thousand lever hundred and wenty her in the District aforesaed and within the Suridiction of the Court wichedly and maliciously ded write front wither and publish a false Jeandalous and malicia writing against the said President of the united States of the lower and effect follow that is to vay - nor do I themself the laid Thomas Carper meaning) Lee any inpropriety in making this request of eler adams / means John adam Eigene President of the Un States | at that time he I the Said President of the United States meaning I had just entered unto office be meaning the said President





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States to implement the decisions of a bourt of Surtice - a Stretch of authority which the monarch of Great Britain would ha threak from an interference without precedent against Law and against me This melancholy care of an athan Robbins andina cetito of Boar a forcely imprope by the Butish and delinered up with the advice of Mr adams / ricanny the Jack Oresident of the United States of to the work trial of a Butish Court Martial had not get astoniched the republican litizing of this free country / meaning the United States of america) a case too little know but of which the Veofile / meaning the feefle of the Said Unated States, aught to be fuely, approved before the election and they shall be to the great seawd at afthe President of the United States to the end example of other in the like care offending against the form of the act of the languest of the United States in such case made and provided and against the peace and definity of United States -Mawks attomy &an Witness united States for the Pennsylvaina Sistrict.

Document 3: Indictment (Page 3)



arcuit Gust ofthe united States for the district of Principloanies Tum flepil 1800. The united sketter } Tibel under the Solition Law. Thomas booker The above names Defendant (Justiling against the Presincation and contructions in the vaid horistment alledged against lim) pleads to guilty, and will give the following facts in existence on the trial in justification of the supposed dibel stated in the afre waid haidment. I That ATT adams wither by himself or by the Officer of thate acting walk his authority has given the Sublis to understand that he w? bestow to Office but on persons who conformed to his political Opinions. II M' Adams has diclared that a Republican lover m! may mean onything III Madamy did vanction he aliendaw, and thereby the abolition of the Thial by July in the faces that fall under that Law. IN Madames did venetion he got tim Low & thereby, outsinched his public Character bedood the legal provisions of that law. I Under Knauspices of MM adoms the orpones of a permonent heavy is vertex I had the auxice of Madame we are threatened with the oxis lines fastanding luny. II The Sourament of the United States have bound Bony at 8 perfort in true files. III The unnexpray Vilence profficial Expursions used by Madores, and those in authority under him, & his atherest, night justly have provoked aleran. IX Solitical accumony has been posters by hose who call themselves his ficines and asherents I MHumphies after being consicted of an afrances and Pattery and on Borjamin Franklin Backe the printer of the ause muchy pom political motives, was before his sinterce was expired, promoted by madame to a public Office vor to carry dispetates to Trainer XI Mildams did project and put in execution embassies to Sugar Sufice and the Sublime Sate. TI Malame in the case of Sma then Robbins alies hash die in terpere to in fluence he decision of a loud of Sustice. Thomas Cooper

Document 4: Thomas Cooper's Plea of "Not Guilty"



Manufope States (accuit font ly 1800)

Manufope sister Subjectes the made out & served on the following Juntamen.

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Timos thy Dickning

Similar States Wagner (in Amplicanings Office)

Sha (Davenport pember) Rivers

Document 5: Subpoenas (Number 1)

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The mes Pinchay hambers for Corpsely
Abut Grodbe Hampun hambers (Corpsely
Chevalo Lavingston
billiam Graits

prol with autile with Me al swell frale the Date; refataly

Document 5: Subpoenas (Number 2)



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Document 7: Details of Thomas Cooper's Sentence





U.S. Department of Education Office of Educational Research and Improvement (OERI) National Library of Education (NLE) Educational Resources Information Center (ERIC)



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EFF-089 (3/2000)

