

## Lesson Plan: Bill of Rights – Lesson 4 “Debate on Limiting Free Speech”

### Lesson Overview

Topic	Lesson Information
<b>Lesson Title:</b>	Bill of Rights – Lesson 4 - Debate on limiting free speech
<b>Lesson Author:</b>	Jonathan Edwards / Caryl Unseld
<b>Date Created:</b>	03/2022
<b>Lesson Timeframe:</b>	2 hours
<b>Content Area(s):</b>	English / Language Arts; Social Studies
<b>General Topics/Skills Covered:</b>	English / Language Arts <ul style="list-style-type: none"> <li>• Reading               <ul style="list-style-type: none"> <li>○ Summarizing; identifying details</li> </ul> </li> <li>• Writing               <ul style="list-style-type: none"> <li>○ Summarizing literary text</li> </ul> </li> </ul> Social Studies <ul style="list-style-type: none"> <li>• Civics / Government / American History</li> <li>• Rights and Responsibilities of Citizens</li> </ul>
<b>NRS Level(s):</b>	4
<b>Prerequisite Skills:</b>	Essay writing – introduction, body, conclusion Citing evidence from texts

### PA Foundation Skills

Standards / Skills	Standards and Skills Addressed in the Lesson
<b><u><a href="#">College and Career Readiness Standards (CCRS):</a></u></b>	<b>Reading Anchor 9, Level D:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9) <b>Writing Anchor 1, Level D:</b> Write arguments to support claims with clear reasons and relevant evidence.
<b><u><a href="#">English Language Proficiency Standards (ELPS)</a></u> (if applicable):</b>	N/A
<b><u><a href="#">Standards for Mathematical Practice</a></u> (if applicable):</b>	N/A

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<b>Standards / Skills</b>	<b>Standards and Skills Addressed in the Lesson</b>
<u><b>Transferable Skills:</b></u>	Critical Thinking 1.1 Observes critically. 1.4 Processes and analyzes information.
<u><b>Digital Literacy Skills:</b></u>	Basic Computer and Mobile 1.3 Adapts to New Software

## Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
<b>Lesson Objective(s):</b>	The students will be able to write a 3-paragraph essay in which they compare and contrast two opinion articles to determine which makes the stronger case, citing at least one example from each article to support their claim.	<ul style="list-style-type: none"> <li>• Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)</li> </ul>
<b>Texts, Materials, Resources:</b>	<p>“Why America needs a hate speech law”  <a href="https://www.washingtonpost.com/opinions/2019/10/29/why-america-needs-hate-speech-law/">https://www.washingtonpost.com/opinions/2019/10/29/why-america-needs-hate-speech-law/</a></p> <p>“False speech: What is it good for?”  <a href="https://thehill.com/opinion/civil-rights/597006-false-speech-what-is-it-good-for">https://thehill.com/opinion/civil-rights/597006-false-speech-what-is-it-good-for</a></p> <p>Essay Template</p>	<ul style="list-style-type: none"> <li>• Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?</li> </ul>

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<p><b>Lesson Vocabulary:</b></p>	<p>Note: This lesson does not include any lesson activities to address vocabulary, however the words listed below may need to be explained to learners, as they are in the texts used in the lesson.</p> <ul style="list-style-type: none"> <li>• Verify – “To establish the truth, accuracy, or reality of.”</li> <li>• Incite – “To move to action; stir up; (often referring to violence).”</li> <li>• Imminent – “Ready to take place; happening soon.”</li> <li>• Anti-Semitic – “Feeling or showing hostility toward or discrimination against people who are Jewish.”</li> <li>• Suppress – “To put down by authority or force.”</li> <li>• Libel – “A written or oral statement or representation that defames (harms the reputation) of someone.”</li> <li>• Censorship – “The prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.”</li> </ul>	<ul style="list-style-type: none"> <li>• Include 5 -10 vocabulary terms.</li> <li>• Include instructional strategies below for teaching the vocabulary.</li> </ul>
<p><b>Target Grammar/Language Forms (for ESL, if applicable):</b></p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Include new grammar, or language forms, that is relevant to the context of the lesson.</li> <li>• Include new or unfamiliar grammar or language forms found in the text used for the lesson.</li> </ul>

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<p><b>Culturally Responsive Teaching Notes:</b></p>	<p>The lesson focuses on individual rights in the U.S. Learners will have the opportunity throughout the line of inquiry to explore their rights, the basis of their rights, and possible infringements of their rights.</p>	<ul style="list-style-type: none"> <li>• Is it evident that students will connect content to their own lives and to what they already know?</li> <li>• Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students?</li> <li>• Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?</li> </ul>

## Instructional Activities

Topic	Lesson Information	Tips/Questions to Consider
<p><b>Lesson Introduction:</b></p>	<p>The instructor will explain that this is the culminating lesson for this line of inquiry in which we have been exploring citizens’ rights in the United States. Today we will analyze arguments in favor or and against limiting free speech rights (Amendment I). Learners should have read the first article, “Why America needs a hate speech law” for homework. By the end of the lesson, the learner should be able to write a three-paragraph essay in which they compare and contrast two opinion articles to determine which makes the stronger case, citing at least one example from each article to support their claim.</p>	<ul style="list-style-type: none"> <li>• Explain how the lesson objectives will be shared with learners.</li> <li>• Make connections to learners’ goals and prior and future lessons.</li> </ul>

<p><b>Lesson Body:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction</b></li> <li>• <b>Guided Practice</b></li> <li>• <b>Independent Practice</b></li> </ul>	<p><b>Direct Instruction</b></p> <ol style="list-style-type: none"> <li>1. The instructor should begin by introducing the Essay Template with the learners and explain that they will use the template to organize information about the articles, and create an outline for their essays.</li> <li>2. Next, the instructor should ask the learners to share their summaries, questions, and overall thoughts about the article, “Why America needs a hate speech law.”</li> <li>3. The instructor should explain that to plan to write an essay in which we compare and contrast two arguments, the first step is to determine the central argument or thesis of the argument. In the case of this article, the title of the article provides this. It is also present in the third paragraph (“the First Amendment protects the ‘thought that we hate,’ but it should not protect hateful speech that can cause violence by one group against another”) and the final paragraph of the article (“All speech is not equal. And where truth cannot drive out lies, we must add new guardrails.” – by guardrails, he means laws.)</li> <li>4. The next step is to look for details or reasons the author gives to support the argument. The instructor should model how to find these in the article, also using the learners’ summaries for ideas. (examples: Russia spreading lies on social media during the election; 82% of middle school students not distinguishing real news from advertising; domestic terrorists being influenced by hate speech.)             <ol style="list-style-type: none"> <li>a. Throughout these step where the instructor is modeling how to identify the main idea and supporting details, the instructor should also model how to mark up the text, using highlighting,</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan.</li> <li>• Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated.</li> <li>• Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.</li> </ul>
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	<p>underlining, and annotation. This can be done using the “annotate” feature in Zoom, if teaching remotely.</p> <ol style="list-style-type: none"><li>b. The instructor should also highlight and discuss the vocabulary terms listed in the lesson plan, as well as any other terms that the learners identify as them not knowing the meaning.</li></ol> <ol style="list-style-type: none"><li>5. After discussing the main idea and supporting evidence, the instructor should model how to complete the section titled, “Article #1” on the template, including the article’s thesis and evidence that supports it.</li></ol> <p><b>Guided Practice</b></p> <ol style="list-style-type: none"><li>6. The learners should then be directed to the second article, “False speech: What is it good for?” As a whole group, the article should be read aloud, in the manner used in previous lessons. After every couple of paragraphs, the instructor should stop the reading and ask learners to sum up what was read, trying to identify the central argument and supporting details along the way. The learners should fill in their template for “Article #2” as they go.</li><li>7. After reading the article and completing the graphic organizer, the instructor should then lead the students in a brief discussion comparing and contrasting the arguments in the two articles.</li><li>8. The instructor should then introduce the essay template and work through each section with the whole group, explaining the parts of the essay, pointing out the instructions and sentence frames on the template, and then allowing the learners time to fill in each section.</li></ol> <p><b>Independent Practice:</b></p>	
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	<p>1. After the Essay Template has been filled in, the learners should work independently to write their essays based on the information on the template. The learners can write their essays on paper, or type them on the computer. If teaching remotely, learners can type into a Google Doc, or, if using a cell phone, write on paper, take a photo, and send it to the instructor.</p>	
<p><b>Differentiation:</b></p>	<p>Essay template with sentence frames</p>	<ul style="list-style-type: none"> <li>• How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)?</li> <li>• What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?</li> </ul>
<p><b>Digital Literacy Integration:</b></p>	<p>Depending on the method of delivery for this lesson, digital tools, such as Zoom annotate and Google Docs can be used.</p>	<ul style="list-style-type: none"> <li>• Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools?</li> <li>• Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?</li> <li>• Are students provided with an opportunity to select and use appropriate technology to solve problems in class?</li> </ul>



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<b>Lesson Conclusion:</b>	<ol style="list-style-type: none"> <li>Learners should submit their completed essays to the instructor, who should provide feedback immediately, if possible, or soon thereafter. Feedback should focus on the structure of the essay (following the template), the argument, and the evidence. While this lesson does not focus on grammar, spelling, etc., the instructor can add requirements around this based on previous instruction in these topics.</li> <li>Learners should also share how they feel about their progress toward today’s goal: writing a three-paragraph essay in which they compare and contrast two opinion articles to determine which makes the stronger case, citing at least one example from each article to support their claim. If this is their first time writing an essay like this, they should be reassured that they will get additional practice in subsequent lessons.</li> </ol>	<ul style="list-style-type: none"> <li>Review lesson objectives.</li> <li>Provide an opportunity for student reflection.</li> <li>Connect to prior and future learning.</li> </ul>
<b>Assessment:</b>	<p>Formative:</p> <ul style="list-style-type: none"> <li>Completed essay templates</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>Completed essays</li> </ul>	<ul style="list-style-type: none"> <li>Describe the ongoing formative assessments that will be used to check learners’ progress toward the lesson objectives.</li> <li>Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.</li> </ul>
<b>Lesson Extension, Homework:</b>	Complete writing essays if not finished during class time.	<ul style="list-style-type: none"> <li>Include opportunities for learners to practice skills outside of class time.</li> </ul>

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<b>Lesson Extension, Additional Enrichment/Practice Opportunities:</b>	It is recommended to provide additional opportunities for learners to practice the skills from this lesson. They can continue using a template, but should try to use it less as they become more skilled, until they are able to create an essay without use of the template.	<ul style="list-style-type: none"> <li>• Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills.</li> </ul>

### Instructor Reflection Before the Lesson

#### Instructor Reflection Questions (to be completed before teaching the lesson):

- Are the relevant CCRS Key Shifts addressed in the lesson (ELA – Text Complexity, Evidence, Knowledge; Math – Focus, Coherence, Rigor)?
- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided, and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

### Instructor Reflection After the Lesson

#### Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? How do you know? If not, why?
- What changes should be made for next time the lesson is taught?

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