*Online Intellectual Freedom*

Lesson Plan

Teacher: \_\_\_Mrs. L. Johnson, Librarian\_\_\_\_\_\_ Lesson Date: \_\_TBD \_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_ TBD\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  |  |
| **Tennessee Standards (English):** | * **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. * **11-12.SL.PKI.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. * **11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. |
| **Lesson Objective(s):** | * I can identify the general attitude of the United States regarding the internet, including applicable laws. * I can compare/contrast the general attitude of other countries concerning internet usage and applicable laws with the United States. * I can communicate and articulate my knowledge and understanding of issues and the cultural divide to peers and others. |
| **Get started/Drill/Do Now:** | Students will complete the poll question below and explain their answers.  “Those who disrupt the free flow of information in our society or any other pose a threat to our economy, our government, and our civil society.” (Hillary Clinton Jan. 21, 2010 speech on Internet freedom)  Poll: Should governments be allowed to decide or dictate what people are able to do on the internet?   1. Yes 2. No |
| **Engage/Motivation:** | Students will use signal cards to show their response to the before reading poll. Students will justify their votes with personal explanations.  Discussion-   * What freedoms do we enjoy when it comes to the internet? * What are safety and responsible use issues that we face with internet usage in the United States? |
| **Whole Group Instruction:** | Students will read and annotate article #1 “Examining a Borderless Community Among Countries.” Students will give the GIST of article #1.  Students will read and annotate article #2 “Website publishes news and secrets that are blocked in China.” Students will give the GIST of article #2.  (half of the class will read article #1 and the other half will read article #2)  Whole class comparison of the United States and China |
| **Group Practice/Small Group Instruction:** | Using the internet, students will complete Examining the Culture of the Online Community handout for the United States.  Students will meet back as a class to discuss:   * What safety and responsible-use issues are common in the United States? * What is the general attitude about the internet? * How is the internet commonly used? * How is intellectual property governed?   Students will divide back into groups to use the internet to research a different country. Students will focus on their countries’ attitudes about the internet, and its safety and responsible-use issues concerning online usage. |
| **Independent Practice**: | Students will use their Venn diagrams and written response handout to analyze and synthesize their research information. Students will share their findings with the class. |
| **Evaluate Understanding/**  **Assessment:** | Students’ responses to discussion questions will be used as a form of assessment.  Students will accurately complete Examining the Culture of the Online Community handout for the United States and their chosen countries.  Students will create Venn diagrams.  Students will summarize their research findings. |
| **Closing Activities/**  **Summary:** | Whole-class share- Why is it important to learn about/discuss online intellectual freedom? |
| **Enrichment/Extension/**  **Re-teaching/**  **Accommodations:** | Enrichment- Students will utilize iSafe to learn more information about online safety.  Differentiation/accommodation- Lesson articles are available from Newsela at multiple reading levels. Lesson and discussion questions will be scaffolded so that all students will be able to engage in the lesson |
| **Resources/Instructional Materials Needed:** | * PowerPoint presentation * Signal cards * Article #1 * Article #2 * Examining the Culture of the Online Community handouts * Graphic organizers * Country cards |